



*"We have learned to be citizens of the world, members of the human community."
– Franklin Delano Roosevelt, Fourth Inaugural Address, January 20, 1945.*

CITIZENS OF THE WORLD CHARTER SCHOOL 3

CHARTER PETITION FOR AN INITIAL FIVE-YEAR TERM
(2012-2017)

SUBMITTED TO THE
LOS ANGELES UNIFIED SCHOOL DISTRICT

OCTOBER 12, 2011

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AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioner, I, Eugene Straub, hereby certify that the information submitted in this petition for a California public charter school to be named Citizens of the World 2 (“CWC3,” or the “Charter School”), operated by Citizens of the World Los Angeles (“CWC Los Angeles”), and to be located within the boundaries of the Los Angeles Unified School District (“LAUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- CWC Los Angeles shall be deemed the exclusive public school employer of the employees of CWC3 for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association

with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- 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. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]

Initial Charter Petition for a 5 Year Term

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- The Charter School shall not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- The Charter School shall not require any child to attend the Charter School nor any employee to work at the Charter School.
- The Charter School shall comply with all applicable portions of the No Child Left Behind Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Eugene D. Straub

Date

ELEMENT 1: DESCRIPTION OF THE EDUCATIONAL PROGRAM

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

The address of the charter school Citizens of the World 2 (also referred to herein as, “CWC3” and “Charter School”) is: We have not yet secured a facility for our school, but will do so with sufficient time to prepare the facility, including securing all relevant permits and approvals, prior to opening August 2012. In addition to applying for a Proposition 39 location for our first year, we are investigating both lease and purchase options.

The phone number of the Charter School is 323.934.5540.

The contact person for the Charter School is Gene Straub, Lead Petitioner.

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

The grade configuration is K-12.

The number of students in the first year will be 160-192

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

The scheduled opening date of the Charter School is August 2012.

The admission requirements include: The only requirements for admission to CWC3 are that all students must be residents of California and must meet minimum and maximum age requirements.

The operational capacity will be 576 students at the end of the first charter term in 2016-2017 and 1680 students when the K-12 charter is at full capacity in 2023.

The instructional calendar will be 175 days (See Element 1.D: Scheduling and School Calendar)

The bell schedule for the Charter School will be:

K-5: 8:30 – 3:15
6-8: 8:15 – 3:30
9-12: 8:15 – 3:30

Wednesdays will be professional development days. Dismissal will be at 1:00 p.m. for all students K-12. (Please see Element 1.D: Scheduling and School Calendar.

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

A. MISSION, VISION & GOALS OF THE PROGRAM

The mission of Citizens of the World Charter School 3 is to provide a socio-economically, culturally, and racially diverse community of students in the heart of Los Angeles with an intellectually challenging, experiential learning environment that develops each individual student's confidence, potential, and individual responsibility as citizens of the world in which we live.

CWC3 will provide a high-quality education for all students from kindergarten to grade twelve, laying the foundation for future school, professional, and personal success. By drawing on one of Los Angeles' greatest assets – the diversity of the people who call our city home - we seek to ensure that unlike many of the current public school offerings in the area, *all* of the diverse members of this remarkably unique neighborhood are welcome and active participants in our school, creating a hub for community activity that truly reflects and embraces the ethnic, racial, linguistic, and socioeconomic diversity of the neighborhood. With exceptional leadership at all levels and opportunities to participate in interactive, rigorous learning experiences with students from all backgrounds, our school will prepare students for success in college, a diverse society, and a global economy.

We will realize our vision for schools that prepare all students to succeed with attention to the following:

Academic Excellence Our curriculum is at all times centered on Common Core State Standards and California State Content Standards, grounded in rich educational theories of constructivism, and realized through evidenced-based instructional practices which serve as the means for each and every child to meet and exceed those standards. We hope to support the Innovation and Charter Schools Division's interest in effectuating the Charter Schools Act by encouraging the use of different and innovative teaching methods. To this end, we will build interactive, dynamic classrooms in which critical thinking and creativity can thrive alongside standards and academic benchmarks, and where students can build the skills they need to participate thoughtfully and effectively in our democracy in the years ahead. Our schools will embrace a rigorous yet highly student-centered, constructivist, project-based approach to teaching and learning. We will structure learning to build on what students already know and support them in revising and refining their understanding as they work towards mastery. Described further in Element 1: Description of the Educational Program (Sections C: CWC3's Philosophical Foundation; D: Scheduling and School Calendar, E: Instructional Framework, F: Addressing the

Needs of All Students), our students will engage in learning processes that develop conceptual understanding and self-knowledge, in addition to content knowledge. We will monitor student progress via ongoing assessment that includes teacher observations of students at work, formative and summative assessments, and project-based work, in addition to state standardized assessments. Our planned student outcomes and means of measuring those outcomes are described fully in Element 2: Measurable Student Outcomes and Element 3: Method by Which Student Outcomes Will Be Measured. Using the results to evaluate, inform and adjust instruction, we will ensure that each student meets and exceeds state performance standards while developing a true lifelong passion for learning.

As the California Department of Education has noted, “Standards describe what, not how, to teach...[and] provide ample room for the innovation, creativity and reflection essential to teaching and learning.” (CA Dept. of Ed. *English–Language Arts Content Standards for California Public Schools, Kindergarten through Grade Twelve*.) As we work to incorporate and further develop best practices in pedagogy that support students’ constructions of knowledge, project-based learning, and community-building in this uniquely diverse educational setting, we will share our model with schools throughout Los Angeles Unified School District. We are confident that our entire model and operation will be conducive to replication and provide innovative practices for our fellow educators as well. We hope to both contribute to and learn from the “Promising Practices” within our district.

Diversity Our schools will be effective working models of the larger society students will someday join. Now, more than ever, our students need meaningful school experiences that build cross-cultural understanding and tolerance before they enter the global workforce. Just as we prepare our astronauts to embark on journeys in space, our doctors to perform operating procedures, and our armed forces to carry out critical missions, we will offer our students the opportunity to simulate and prepare for their broader engagement in a pluralistic, global society by experiencing an educational setting that reflects the broader world. As both independent social science research¹ and prior experience have shown, diversity in our student body will enrich students’ classroom experiences, meet a growing demand for diverse schools among parents, teachers, and students, and offer longer term societal benefits, including greater social cohesion and reduced cultural stereotyping, not possible in non-diverse school settings. With these values reinforced and enhanced by our instructional design, the excellent education we will provide our students will build their capacity to lead in an increasingly diverse marketplace.

A study conducted by UCLA’s Civil Rights Project (*Proyecto Derechos Civiles*) in collaboration with the National School Board’s Council of Urban Boards of Education found that high school

¹ A summary of much of this research is contained in the “Statement of American Social Scientists of Research on School Desegregation to the U.S. Supreme Court in *Parents Involved v. Seattle School District* and *Meredith v. Jefferson County*” available at http://civilrightsproject.ucla.edu/legal-developments/court-decisions/statement-of-american-social-scientists-of-research-on-school-desegregation-submitted-to-us-supreme-court/amicus_parents_v_seattle.pdf.

students in Metropolitan Louisville, Kentucky – a particularly diverse and integrated urban school system – reported that they benefited greatly from the diversity of their schools. They reported strong educational benefits, confirmed by additional research, in three categories: critical thinking skills, future educational goals, and principles of citizenship.² As Gary Orfield, one of the study’s authors and the director of the Civil Rights Project previously noted,

In a society where recent surveys show considerable pessimism about race and growing racial separation on important dimensions, the students in Metropolitan Louisville reported that they felt both well prepared and ready to live and work across racial lines in their urban community. These responses were strikingly positive and consistent across racial lines. If the future ability of the nation’s young people to live and work, to know and understand, and to share ideas on very sensitive issues across racial lines are not compelling interests for American communities, it is hard to imagine what are.³

As we describe further in Element 1.B: Our Community and Students, we hope to have the opportunity to offer our students and families a similarly positive experience. Such school experiences have the power to benefit both students individually and communities collectively.

Community We aim to build a true school community in which all members—students, teachers, families, and community partners—not only have the opportunity to participate, but also feel welcome to actively engage in school life. We know all parents want the best for their children and see it as our responsibility to work with families to understand how and where they can best play a part in our school community so that 100% of families are engaged. We will demonstrate our commitment to building and strengthening our community both within and outside of the school through our intentional and broad outreach to all sectors of the community that builds and improves upon the experiences and learnings of the Larchmont Charter Schools and Citizens of the World Charter School Hollywood (see Element 1.B: Our Community and Students and Element 7: Racial and Ethnic Balance); constant attention to

² Orfield, Gary and Erica Frankenberg. A Report to the Jefferson County Public Schools: “Experiencing Integration in Louisville: How Parents and Students See the Gains and Challenges” (January 2011), p. 11 *available at* http://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/experiencing-integration-in-louisville-how-parents-and-students-see-the-gains-and-challenges/LOUISVILLE_finalV3_12711.pdf. “The benefits of integrated schools improve the educational experience and life opportunities for students who attend them. Research has focused on several dimensions of this. First, having students of different backgrounds can help prevent stereotype formation and challenge students’ assumptions, which can help develop critical thinking. Second, researchers find a “perpetuation effect” of [less integrated, more homogenous schools]—that students who attend them are more likely to live and work in diverse settings after they graduate. Third, students may be more likely to have higher educational aspirations and networks from diverse schools that help connect them to more prestigious school or work opportunities” (internal citations omitted).

³ *The Educational Value of Diversity: Research from Louisville High Schools*, *available at* <http://www.diversityweb.org/Digest/w01/louisville.html>.

ensuring all families have the opportunity to participate, as well as regular communication with parents about their child’s progress and the organization of relevant and regular family education workshops and school community activities (see Element 1.C. CWC3’s Philosophical Foundation, “Family Involvement Promotes Student Learning”). This engagement will not only strengthen our schools because families and teachers will be partnering in support of student learning, but also strengthen our communities by extending the reach of the cross-cultural connections we will be forging in our classrooms to the community as well.

Talent and Leadership Excellent educators at all levels of the school and strong partners within the district will be critical to our school’s success. In line with our commitment to Academic Excellence, Diversity and Community, we will develop our teaching faculty into a supportive community that values and extends their unique talents and allows them to refine their craft. As we describe in more detail in Element 1.J: Professional Development, they will work together to plan units, solicit feedback on lessons, and share instructional techniques. They will also celebrate successes and, together, work their way through challenges, while encouraging each other to grow as teachers and leaders. Our collaborative professional community supports CWC3 NCLB highly qualified teachers with ample planning time, training, resources, and autonomy. Teachers are able to continually develop their pedagogical skills, collaborate with one another, and create, evaluate, and refine curriculum that best fits their individual students, utilizing a variety of formative and summative assessments to continuously measure the success of their work.

We see teaching and learning extending even beyond the classroom. We have learned from and modeled ourselves after some of the highest performing schools in Los Angeles, including Larchmont Charter Schools, Community Magnet Charter School, and the UCLA Lab School. We continue to learn from and partner with other LAUSD schools, both district and charter alike in support of student outcomes. The Citizens of the World Hollywood and Joseph LeConte Junior High School co-location provides just one example of a successful district-charter collaboration that extends beyond a mere shared site. Through collaborative meetings between principals and teachers of both schools, each school and its faculty has had the opportunity to develop individually and collectively. We would look forward to identifying and building similarly strong relationships with local schools.

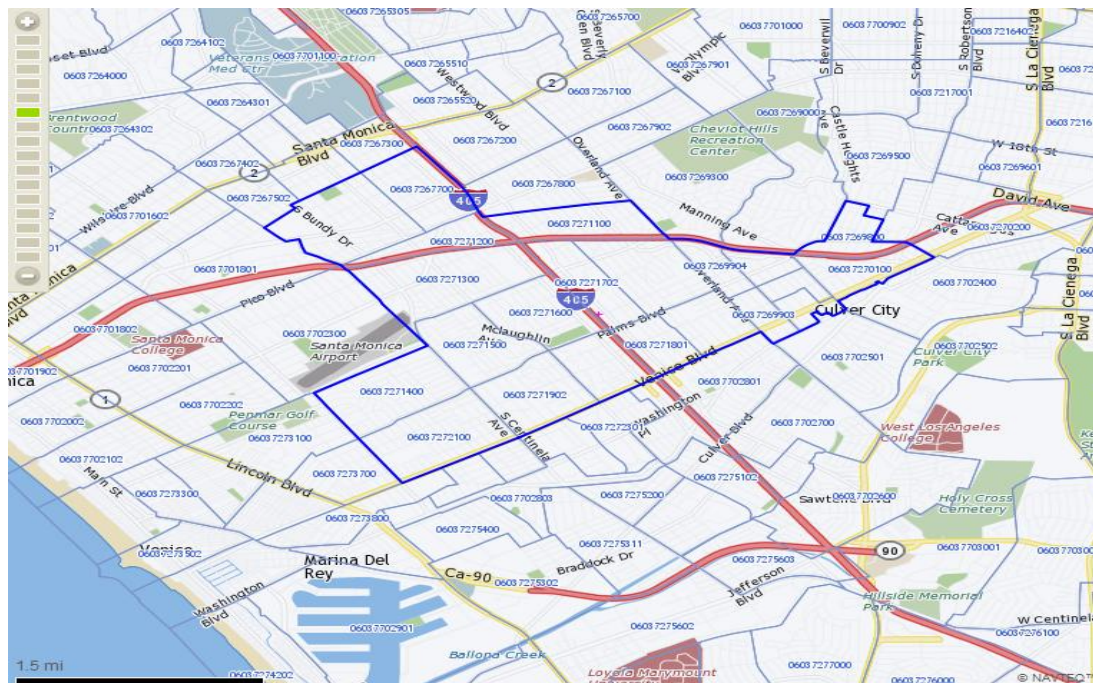
Further, CWC3, while a true neighborhood school, will be part of the national Citizens of the World Charter Schools (CWC Schools) network, with CWC Hollywood as a potential sister school. Believing that the CWC Hollywood model could be replicated within and outside of our city with positive student outcomes, CWC Schools formed as an organization that will provide focused support in the identification and selection of school sites and school and board leadership, resources, and quality assurances across all schools. In the spirit of ongoing learning and collaboration, CWC3 will benefit from CWC Schools’ efforts to accelerate learning and professional development both within and outside of this network in a conscientious and cohesive manner.

B. OUR COMMUNITY AND STUDENTS

CWC3 will serve a socioeconomically, racially, and culturally diverse population of students representing the neighborhoods of Mar Vista and Palms. We will expand choice for families by providing a K-12 school option for all children in our community. We will serve families who are seeking a high-performing, student-centered instructional program and experiential learning experience for their children and families who are seeking an opportunity for their children to interact meaningfully with students of different backgrounds.

TARGET STUDENT POPULATION

CWC3 will serve a socioeconomically, racially and culturally diverse population of students representing the neighborhoods of Mar Vista and Palms. These neighborhoods are based in the following zip codes: 90066, 90034, and 90064. The school will be open to all students, although outreach efforts are focused on the area bordered by Walgrove Avenue the west, Robertson Blvd. to the east, Venice Blvd. to the south, and approximately Manning Avenue to the north. This area is displayed below, highlighting the specific outlines of the census tracts within which our outreach efforts will be focused.



Source: www.healthycity.org - Outline of 2010 Census Tracts

CWC3 will be a K-12 charter continuum. We intend to open in August 2012 with approximately 192 students in grades K-1, representing 4 sections of 20-24 students per grade. We will add a new class of Kindergartners each year until reaching 576 students in grades K-5 during the 2016-2017 school year, which would be the final year of a five-year charter term (enrollment

projections for the charter term are included in the table below). In subsequent years, we would aim to grow into a full K-12 program, with our K-12 enrollment totaling approximately 1680 students.

Grade	2012-13	2013-14	2014-15	2015-16	2016-17
K	96	96	96	96	96
1	96	96	96	96	96
2		96	96	96	96
3			96	96	96
4				96	96
5					96
Total	192	288	384	480	576

In grade K-1, we anticipate class sizes of 20-24 being served by a teacher and full-time teaching assistant. In grades 4-5, grade sizes will also range from 20-24 and the teacher would be accompanied by a part-time teaching assistant. In the upper grades, we anticipate class sizes to range from 25-28.

A CONSTRUCTIVIST, PROJECT-BASED OPTION FOR STUDENTS AND FAMILIES

A constructivist, project-based academic program is currently unavailable in Mar Vista/Palms. CWC3 will aim to provide families and students in our target area with a high-performing school that offers an instructional model and experience currently unavailable to them in their neighborhood. Beyond the achievement numbers cited below, none of the existing local schools offer a clear emphasis on project-based, constructivist learning opportunity for neighborhood children. As Element 1 - Description of the Educational Program (Sections C: CWC3's Philosophical Foundation, D: Scheduling and School Calendar, E: Instructional Framework, F: Addressing the Needs of All Students) details, CWC3 will provide a highly interactive, student-centered academic program in our classrooms that we believe will offer a unique and meaningful choice for families who would be motivated by this model. Beginning our approach in Kindergarten and continuing throughout high school, we will offer a seamless educational experience that will be further enhanced by the diverse make-up of our student population.

PUBLIC SCHOOL ACADEMIC ACHIEVEMENT DATA IN MAR VISTA/PALMS

There is a need for additional high-performing school options serving the neighborhoods of Mar Vista and Palms. The table below titled LAUSD Board of Education Map Showing Traditional Public Schools in Mar Vista/Palms Area displays the LAUSD traditional schools within CWC3's Mar Vista/Palms area. It is followed by a table titled Demographic Information for Prospective Site ("Surrounding Schools Data"), which lists the schools housed in that area. In addition to the elementary and middle schools within the area, students also feed into three different LAUSD traditional high schools: Venice Senior High, Alexander Hamilton Senior High, and

University Senior High, each of which is within approximately two miles of the Mar Vista/Palms area.

Eight of the thirteen LAUSD traditional school options serving the neighborhoods of Mar Vista and Palms are in program improvement status.

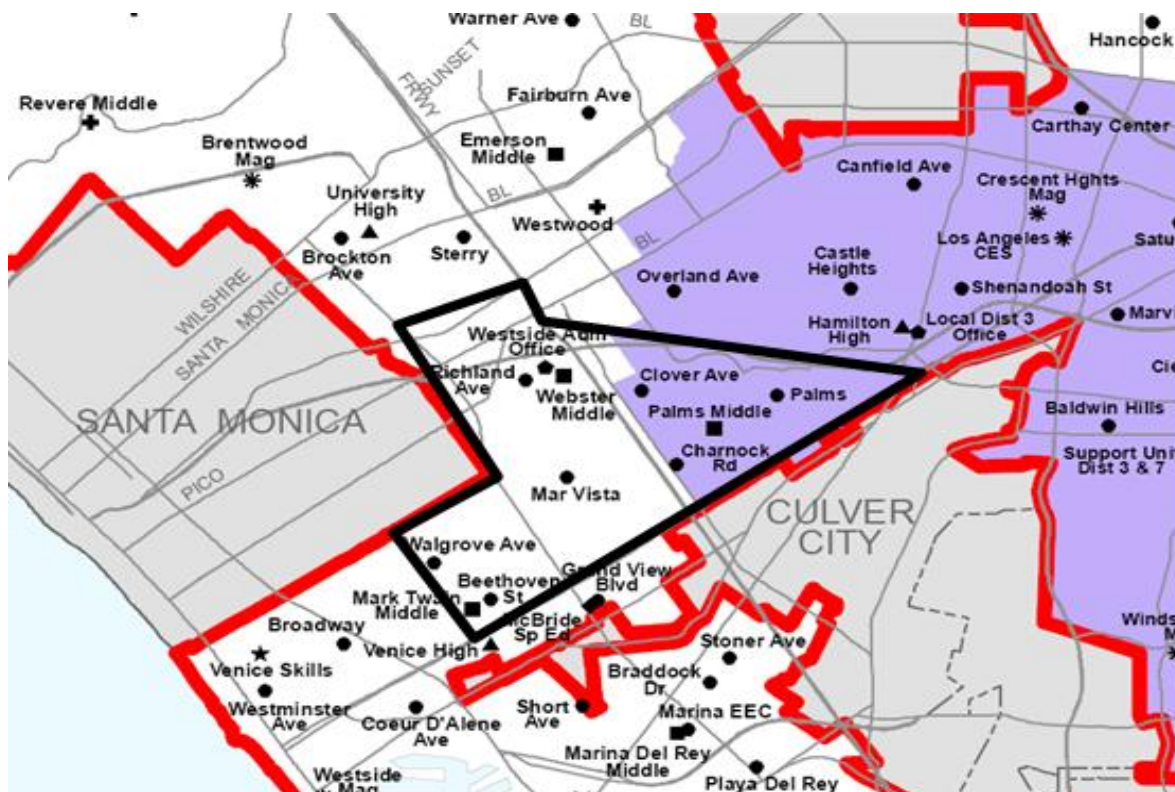
Two of the seven LAUSD traditional elementary schools, Walgrove Avenue and Palms, were in program improvement status at the conclusion of the 2010-2011 school year. Additionally, four out of the seven elementary schools had an API state ranking of five or less in 2009-2010.

All three LAUSD traditional middle schools in the area (Daniel Webster, Mark Twain, and Palms) and all three high schools that students in the area feed into (Venice, Alexander Hamilton, and University) were in program improvement status at the end of the 2009-2010 school year. According to figures from the 2009-2010 school year, the six middle and high schools in the area served over 11,000 students. The average API scores for the elementary schools, middle schools, and high schools are as follows: 847 (elementary), 749 (middle) and 717 (high). While the elementary schools do average above the district expectation of 800, the middle and high schools fall far below. These API scores do not tell the whole story. Coupled with the declining performance overall in the upper grades and underlying even higher API scores at the elementary grades is an achievement gap between subgroups that leaves our Latino/Hispanic, African-American, and socioeconomically disadvantaged children still underserved.

Looking more closely at academic performance within many of these schools, we also see that an achievement gap persists between Latino/Hispanic/African-American and socioeconomically disadvantaged students and Caucasian and Asian students. For example, at Walgrove Avenue Elementary, where the school-wide STAR proficiency result (2010 - subgroup proficiency data not available for 2011)⁴ was 41% of students performing proficient or above, only 31% of Latino/Hispanic and African-American students and 29% of socioeconomically disadvantaged students performed at proficient or above, compared to 68% of Caucasian students. At Beethoven Elementary, 54% of Latino/Hispanic students and 50% of socioeconomically disadvantaged students are scoring proficient or above compared to 79% of Caucasian students. The 13 traditional public schools shown in the Surrounding Schools Data table below demonstrate trends similar to Walgrove Avenue and Beethoven Elementary. At these 13 schools, Hispanic/Latino students average 53% of the student population. CDE data shows that Hispanic/Latino students at 12 of the 13 schools are performing below school-wide API (2011), and, in some schools, over 100 points below their Asian and Caucasian counterparts. Hispanic/Latino students and socioeconomically disadvantaged students also performed below school-wide figures in 12 of the 13 schools with regard to STAR proficiency results (2010 - subgroup proficiency data not available for 2011). At these 12 schools, a smaller percentage of

⁴ Source: 2011 Growth API data compiled from CDE individual school reports located at <http://api.cde.ca.gov/reports/page2.asp?subject=API&level=School&submit1=submit>. 2010 STAR Proficiency data compiled from individual school reports located at <http://www.ed-data.k12.ca.us/Pages/Home.aspx>.

students, 10-20% fewer, were performing proficiently as compared to their Caucasian counterparts. Additionally, socioeconomically disadvantaged student populations at 12 of the 13 schools have a lower subgroup 2011 API score than the school-wide total, and lower STAR proficiency results. These gaps continue as students' progress into local middle and high schools. At this point in these students' education, as stated above, the school wide API scores begin to fall and school demographics become even less representative of the community. To be very clear, we do not believe that these achievement gaps reflect the true abilities and potential of these students and believe that all students can achieve when given the opportunity, high-quality instruction, and attention they deserve. Thus, while some of the local schools are meeting state targets for academic performance, we believe there is still room for improvement in ensuring that all children are excelling. Parents of all races and economic backgrounds do not have a high-performing K-12 path that meets statewide targets in their own neighborhood.



LAUSD Board of Education Map Showing Traditional Public Schools in Mar Vista/Palms Area

Source: <http://laschoolboard.org/files/images/maps/2007-08%20Board%20District%204.pdf>,
LAUSD Board of Education District 4 Map

CWC3 will be deeply committed to ensuring that all of our students are achieving at high levels with no gaps between subgroups. We will consistently monitor our data and aggressively address any gaps that emerge. All of our teachers and school leaders will be held accountable to knowing and ensuring that every child, regardless of ethnic or socioeconomic background,

has an equal opportunity to excel in our school. As described in more detail in Element 1.F: Addressing the Needs of All Students, we will ensure that instruction is individualized to meet the needs of all of our students.

DEMOGRAPHIC INFORMATION FOR PROSPECTIVE SITE (Surrounding Schools Data)

LAUSD TRADITIONAL PUBLIC SCHOOLS WITHIN MAR VISTA/PALMS CENSUS TRACT REGION	# of Students	Multi-Track School?	Program Improvement?*	Met School- wide Growth Target?*	Met all Sub- group Growth Targets?*	2011 Growth API Score*	2010 API State Ranking	Similar Schools Rank	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students*	% of ELL Students	% Hispanic/Lat ino	% African- American	% Asian, Pacific Islander, Filipino	% Caucasian
Mar Vista (K-5)	620	No	No	Yes	Yes	919	9	3	13	13	7	19	7	17	55
Charnock Road (K-5)	380	No	No	Yes	Yes	784	2	2	70	12	43	65	13	11	10
Clover Avenue (K-5)	576	No	No	Yes	Yes	955	10	5	18	7	15	15	8	43	30
Palms (K-5)	447	No	Yes:Y2	No	No	769	4	4	64	17	40	59	18	12	11
Beethoven (K-5)	385	No	No	Yes	Yes	888	8	10	56	11	23	58	6	4	30
Walgrove Avenue (K-5)	315	No	Yes:Y2	Yes	Yes	808	2	1	43	28	16	39	14	6	40
Richland Avenue (K-6)	248	No	No	Yes	No	806	5	7	66	21	28	72	9	5	10
Palms Middle (6-8)	1,699	No	Yes:Y4	Yes	No	857	8	8	44	9	8	41	24	16	18
Webster Middle (6-8)	802	No	Yes:Y5	Yes	Yes	687	1	3	79	20	18	62	29	3	6
Mark Twain Middle (6-8)	759	No	Yes:Y5	No	No	703	3	7	87	15	26	82	11	1	6
Venice Senior High (9-12)	2,605	No	Yes:Y5	Yes	Yes	708	3	3	57	12	17	69	9	7	13
Alexander Hamilton Senior High (9-12)	3,083	No	Yes:Y5	Yes	No	724	4	6	43	10	12	48	28	5	17
University Senior High (9-12)	2,226	No	Yes:Y5	Yes	Yes	718	3	3	73	8	20	62	16	12	8
CHARTER SCHOOLS	# of Students	Multi-Track School?	Program Improvement?*	Met School- wide Growth Target?*	Met all Sub- group Growth Targets?*	2011 Growth API Score*	2010 API State Ranking	Similar Schools Rank	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students*	% of ELL Students	% Hispanic/Lat ino	% African- American	% Asian, Pacific Islander, Filipino	% Caucasian
Magnolia Science Academy 4 (6-8)	98	No	No	Yes	Yes	794	5	N/A	66	4	2	40	25	5	26
Magnolia Science Academy 6 (6-7)	74	No	No	Yes	Yes	814	8	N/A	35	10	5	18	34	11	35
New West Charter Middle School (6-8)	340	No	No	Yes	Yes	930	10	9	27	7	1	27	14	4	46
Ocean Charter (K-8)	355	No	No	Yes	Yes	862	8	1	14	12	0	21	4	9	62

Notes: Venice, University, and Hamilton Senior High schools are included as some of the middle schools listed feed into them.

Source (unless stated below): <http://www.ed-data.k12.ca.us/Pages/Home.aspx> (California Department of Education, 2009-010 school year).

* Signifies data from 2010-2011 school year, according to CDE data from the following source:

<http://api.cde.ca.gov/reports/page2.asp?subject=API&level=School&submit1=submit> (California Department of Education). Special Education student populations are based on 2011 Base Growth STAR testing statistics from the same source. Program Improvement data references CDE's 2011-2012 school PI status.

STUDENT POPULATION WILL MIRROR COMMUNITY POPULATION

CWC3 will offer families a public school option in Mar Vista/Palms that more closely mirrors their neighborhood composition and offers a unique opportunity for their children to prepare for global citizenship.

Research has demonstrated that Americans of all races and ethnicities substantially support diverse schools. A recent study and survey conducted by UCLA's Civil Rights Project (also referenced earlier in this document) in metropolitan Louisville, revealed that **more than 90%** of parents there believed that diverse schools have important educational benefits for their children.⁵ In addition, 89% of parents surveyed there thought that the school district's guidelines should "ensure that students learn with students from different races and economic backgrounds."⁶ We hope to offer families that share these beliefs in the Mar Vista/Palms community, already a diverse community, the option of having a diverse educational experience for their children too.

Preparing Our Children to Be Global Citizens: It is crucial that our public schools offer students the opportunity to interact and collaborate authentically with people who have different perspectives, values, and cultural backgrounds. Without these opportunities students of all backgrounds "lose increasingly critical opportunities to deepen understanding of complex social and political issues and to prepare for successful life, work and citizenship in our profoundly changing society. Research demonstrates that ethnically mixed schools promote cross-racial understanding in ways not possible in segregated school environments, making integrated student bodies essential ingredients in preparing children for citizenship and work . . ."⁷ We believe our students will form authentic friendships with individuals from other races, cultures, and backgrounds, and studies have shown that students with these experiences are more willing to live and work in diverse settings than those in more homogenous schools. We believe our schools can be powerful tools in breaking down negative stereotypes, and instead, build bridges of understanding between students and parents alike. Students in racially diverse schools are less likely to develop racial stereotypes or prejudice than students who are not in daily contact with people of other races.⁸ Finally, we agree that "unless our children begin to learn together, there is little hope that our people will ever learn to live together."⁹

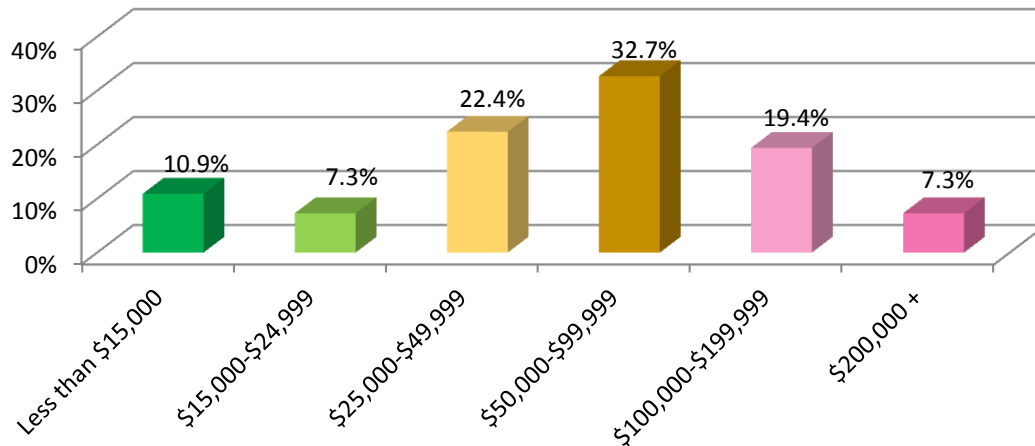
5 Orfield, Gary and Erica Frankenberg. A Report to the Jefferson County Public Schools: Experiencing Integration in Louisville: How Parents and Students See the Gains and Challenges" (January 2011), p. 3 available at http://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/experiencing-integration-in-louisville-how-parents-and-students-see-the-gains-and-challenges/LOUISVILLE_finalV3_12711.pdf.

6 Id.

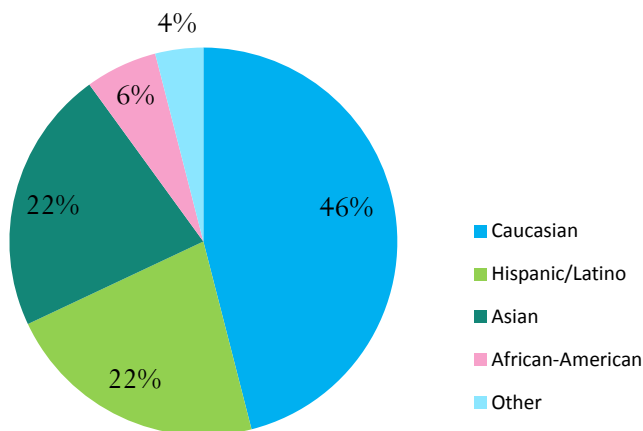
7 Joint Statement of Nine University-Based Civil Rights Centers on Today's Supreme Court Rulings on Voluntary School Desegregation (McFarland v. Jefferson County Public Schools & Parents Involved in Community Schools v. Seattle School District No. 1) available at <http://civilrightsproject.ucla.edu/legal-developments/court-decisions/joint-civil-rights-centers-statement>.

8 Id.

9 Justice Thurgood Marshall addressing school integration in Milliken v. Bradley (1974).

Household Income Breakdown of Mar Vista/Palms Region

Source: 2005-2009 American Community Survey, data from tracts outlined in map on the first page of this section.

General Population Demographic Breakdown of Mar Vista/Palms Region

Source: School data from California Department of Education (2009-2010 school year). General population data from 2010 U.S. Census

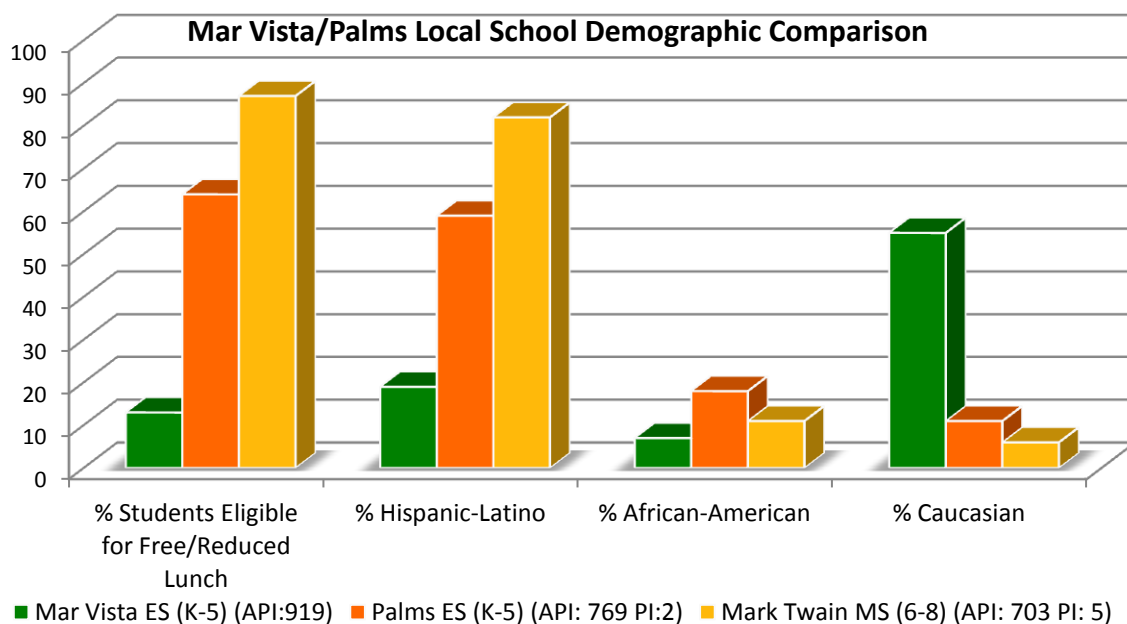
The charts above demonstrate the considerable racial and socioeconomic diversity in the area. However, based on data from the 2009-2010 school year, the local LAUSD traditional public schools do not consistently reflect the area's diverse composition.

The Demographics of our Schools and Neighborhoods Do Not Match: The socioeconomic and racial makeup of the student population in schools shown in the Surrounding Schools Data

table above is not representative of the broader community. As a result, we believe local schools are missing an opportunity to build an even stronger local community, inclusive of all members, that benefits from the valuable diversity of people, cultures, contexts, and experiences within it.

There is a significant difference along racial/ethnic measures and socioeconomic measures of the general population in the neighborhood, as compared with the local school population. According to data from the 2005-2009 American Community Survey, 32% of households in the highlighted area in the map shown in the Target Student Population section have a household income of less than \$40,000 (an amount that is approximately comparable to Free and Reduced Priced lunch qualifying income levels) compared to the local LAUSD traditional school student population, which has a significantly higher average free and reduced priced lunch student population of 55%.

Local schools in the area do not offer our students the opportunity for a diverse, integrated learning experience. Despite the naturally occurring diversity in the area, individual schools in the area remain segregated. For example, at Palms Elementary we see both racial/ethnic and economic segregation: 77% of students are Latino/Hispanic and African-American, while 23% are Caucasian and Asian. 64% qualify for free or reduced priced lunch. This segregation becomes even more pronounced in middle school. At Mark Twain Middle School, 93% of students are Latino/Hispanic or African-American, and only 7% of students are Caucasian or Asian. Additionally, 87% of students qualify for free and reduced priced lunch. On a first



glance at Mar Vista Elementary, the racial/ethnic demographics do not seem as starkly skewed, yet we see similar racial and economic segregation—albeit in the reverse direction—as 72% of students are Caucasian or Asian and 26% are Latino/Hispanic or African-American. Only 13% of

students qualify for free or reduced priced lunch, in contrast to the majority of the other schools in the area where at least 40% of students qualify for free or reduced priced lunch.

Looking side by side at the demographics of our neighborhood schools and their performance, are we comfortable knowing that the area schools with greater numbers of Latino/Hispanic, African-American and socioeconomically disadvantaged students are the lowest performing schools in the neighborhood (multiple years on Program Improvement Status), while our schools serving far fewer families from these backgrounds are the “highest performing” schools (with achievement gaps still running within them)? At CWC Los Angeles, we are not.

CWC3 WILL MEET AND EXCEED COMMUNITY NEEDS AND DEMANDS

The number of students in private school, coupled with the disparities between the general population’s ethnic and socioeconomic demographics and the public school student composition, indicate that many families are choosing a different path for their children than the options provided by the local public infrastructure.

Charter schools in adjacent areas with similar demographic and socioeconomic trends that also follow a constructivist academic program such as Larchmont Charter Schools and CWC Hollywood, have been successful in attracting families who might otherwise have sent their children to acclaimed private schools, as well as low-income families who previously have not had high-quality options available to them. Larchmont Charter School and Larchmont Charter School West Hollywood received over 900 applications for a little over 100 Kindergarten seats for the 2011-2012 school year. CWC Hollywood received over 450 applications for 120 K-1 seats for their opening 2010-2011 school year.

CWC3 will continue to build on the lessons learned from schools that have sought a diverse student make-up over the years, including Citizens of the World Hollywood and the Larchmont Charter Schools. We know we will need to be intentional and aggressive in our efforts to conduct targeted and extensive outreach to realize our goal of a school that is a true representation of the neighborhood’s racial, ethnic, and socioeconomic diversity.

We believe that the community of Mar Vista/Palms demands a high-performing, K-12 public charter school model to serve children and families from all sectors of this diverse community. Indeed, through our initial outreach efforts, we have generated a list of more than 100 parents from the area who are passionately interested in the potential of a CWC Los Angeles school serving their children. We fully expect to garner further parent interest from our future outreach events in the coming months.

C. CWC3'S PHILOSOPHICAL FOUNDATION

Together the philosophies presented herein form the foundation for our practices and programmatic elements and are presented more fully in the following sections. In particular, our philosophies come to life in our Instructional Framework. *Section E: Instructional Framework* contains our approach to curriculum and instruction.

In creating our philosophical foundation, we have drawn on empirical research, our practical experience as educators, and ongoing and in-depth consultations with school leaders (from Larchmont Schools, CWC Hollywood and many others).

In fulfillment of ICSD's requirement and the California State Board of Education's Code of Regulations §11967.5.1 *Criteria for the Review and Approval of Charter School Petitions by the State Board of Education*, we present

- Our definition of an "educated person in the 21st century"
- Our belief of "how learning best occurs"
- Our practices for developing "self-motivated, competent and lifelong learners"

AN EDUCATED PERSON IN THE 21ST CENTURY

An educated person in the 21st century is grounded in the understanding of the past and equipped with the skills necessary to navigate the as yet unknown world of the future. We are living in a time of substantial change, which has been noted repeatedly (Murnane & Levy, 1996; Chen 2010). In their 2007 report *College Learning for the New Global Century*, the American Association of Colleges and Universities asserts that:

In recent years, the ground has shifted for Americans in virtually every important sphere of life—economic, global, cross-cultural, environmental, civic. The world is being dramatically reshaped by scientific and technological innovations, global interdependence, cross-cultural encounters, and changes in the balance of economic and political power. These waves of dislocating change will only intensify. The context in which today's students will make choices and compose lives is one of disruption rather than certainty, and of interdependence rather than insularity. (p. 1)

More than a decade earlier, Richard Murnane and Frank Levy made a similar argument in their book, *Teaching the New Basic Skills: Principles for Educating Children to Thrive in a Changing Economy*, in which they asserted that the economy is changing faster than the schools that

prepare students to participate in it. Given the changes that have occurred since the publication of their book in 1996, we believe that this trend is likely to continue.

It is in this context that we present our definition of what it means to be educated in the 21st century:

Educated people in the 21st century have developed the survival skill competencies, and are able to apply them in school, work, and life, as they engage with co-workers, family, neighbors, and fellow citizens.

Such people are curious, ask good questions and use a variety of tools in pursuit of solving a problem without a clear answer. They are systematic thinkers with strong analytical skills who work well individually and in teams with others of diverse cultural backgrounds. They are collaborative, able to follow as a member of a team, and to lead by influence rather than by authority. As a flexible person who is adaptive in response to new information and situations, they take initiative and seek out new opportunities and ideas. Educated people use oral and written language to convey their thoughts clearly and to create focus, energy, and passion in their audience. Creative and inquisitive, they seek out information from multiple sources and are able to sort through the overabundance of information available by evaluating its quality and usefulness to the task at hand.

If this is what it means to be educated, questions naturally emerge. *What does it mean to educate students for this future? What does it mean for school design?*

In the book *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need – and What We can Do About It*, Tony Wagner makes the argument that “Schools haven’t changed; the world has. And so our schools are not failing. Rather, they are obsolete—even the ones that score the best on standardized tests.” (2008, p. xxi)

As we seek to prepare students to succeed in the 21st century, we embrace the accountability that accompanies charter schools. We believe that ensuring that students achieve excellent scores on standardized tests and a strong understanding of content standards is a baseline necessity. However, we also acknowledge that:

“Rigor that matters most for the twenty-first century is demonstrated mastery of the core competencies for work, citizenship, and life-long learning. Studying academic content is the means of developing competencies, instead of being the goal, as it has been traditionally. In

today's world, it's no longer how much you know that matters; it's what you can do with what you know." (Wagner p. 111)

In crafting our understanding of what it means to educate students for the 21st century and its implication for our academic program, we have drawn on Wagner's definition of what it means to be college, career, and citizenship ready and the "Seven Survival Skills" that he identified:

1. *Critical Thinking & Problem Solving*
2. *Collaboration Across Networks & Leading by Influence*
3. *Agility & Adaptability*
4. *Initiative & Entrepreneurialism*
5. *Effective Oral & Written Communication*
6. *Accessing & Analyzing Information*
7. *Curiosity & Imagination*

We have developed our instructional framework with the end goal of graduating students who are equipped not only to survive, but to thrive in the 21st century. First, we have chosen to base our curriculum on the Common Core State Standards (CCSS), because we believe that they more accurately reflect the skills of the future. *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* (2010) reports that "as a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century." The standards are:

(1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly. (p. 4)

We have selected curricular resources that align with the Common Core State Standards in the subjects available (ELA and Mathematics). For the subjects that do not We have chose curricular programs that both (1) are specifically aligned with the the California State Content Standards and (2) are likely to support the development of the 21st century skills named in the Common Core State Standards.

Second, we have selected *instructional techniques* that promote the competencies identified by Wagner and captured in the Common Core State Standards. Several examples are noted below and presented more fully in Element 1.E: Instructional Framework.

Balanced literacy, with its emphasis on authentic reading and writing of text, will support the capacity for *effective oral and written communication*.

Project-based learning will develop the capacity to *collaborate across networks and lead by influence*. Students will work in groups with and without identified leaders. In whole class projects, they will work within and across small groups. Within those groups will be other students whose backgrounds are substantially different from their own.

The rich repertoire of instructional strategies that CWC3 teaches will employ will require very different responses from students. These demands will prod them to develop *agility and adaptability*.

HOW LEARNING BEST OCCURS

Learning best occurs when students construct their own understandings, under the guidance of a teacher who offers varying levels of support, as needed, and with the involvement of their families in the education. So we present the following three building blocks of our theory of learning:

- **Constructivism:** a theory of learning and knowing
- **Gradual Release of Responsibility:** a means to conceptualize the relationships between the teacher and the student in learning
- **Family Involvement:** the impact of families on students' learning

CONSTRUCTIVISM

Constructivism, a psychological theory, was initially based on the research of Jean Piaget and Lev Vygotsky and continues to develop in the work of Jerome Bruner, Howard Gardner and others. The constructivist approach to learning is further validated by the findings of *How People Learn: Brain, Mind, Experience, and School* (1999), an authoritative synthesis of research on learning that was jointly commissioned by the U.S. Department of Education and the National Science Foundation.¹⁰

At its most basic, the constructivist theory of learning means that new knowledge must be constructed from existing knowledge. New knowledge is incorporated into one's existing

¹⁰ The full text of *How People Learn* is freely available at the website of the National Academies Press (nap.edu).

framework unless that framework is challenged. The children's book *Fish Is Fish* by Leo Lionni provides a vivid and straightforward illustration of this core idea.

Fish Is Fish (Lionni, 1970) described a fish who is keenly interested in learning about what happens on land because it can only breathe in water. It befriends a tadpole who grows into a frog and eventually goes out onto the land. The frog returns to the pond a few weeks later and reports on what he had seen. The frog describes all kinds of things like birds, cows, and people. The books shows pictures of the fish's representation of each of these descriptions: each is a fish-like form that is slightly adapted to accommodate the frog's descriptions—people are imagined to be fish who walk on their tailfins, birds are fish with wings, cows are fish with udders. The tale illustrates both the creative opportunities and dangers inherent in the fact that people construct new knowledge based on their current knowledge. (Bransford et al, 1999, p.11)

While the story of *Fish is Fish* appears simple and childlike, the core tenets apply to learning at all levels and ages. Brooks and Brooks emphasize in *The Case for Constructivist Classrooms* (1999) that “[w]e construct our own understandings of the world in which we live.” (p. 4) Those constructions can be misconceptions, incorrect or incomplete, unless something challenges that construction, forcing the learner to reexamine their understanding. At CWC3, our instructional framework will “allow learners to explore and generate many possibilities, both affirming and contradictory.” (Fosnot 2005, p. 34)

To be clear, constructivism is a theory of learning and knowing, not a theory of teaching. (Fosnot 2005)

A common misconception regarding “constructivist” theories of knowing (that existing knowledge is used to build new knowledge) is that teachers should never tell students anything directly, but instead should always allow them to construct knowledge for themselves. This perspective confuses a theory of pedagogy (teaching) with a theory of knowing. Constructivists assume that all knowledge is constructed from previous knowledge, irrespective of how one is taught—even listening to a lecture involves active attempts to construct new knowledge. (Bransford et al, 1999, p. 11)

How People Learn includes the following two findings concerning children's development and learning:

Children are problem solvers and, through curiosity, generate questions and problems. Children attempt to solve problems presented to them, and they also seek novel challenges. They persist because success and understanding are motivating in their own right.

Children's natural capabilities require assistance for learning. Children's early capacities are dependent on catalysts and mediation. Adults play a critical role in promoting children's curiosity and persistence by directing children's attention, structuring their experiences, supporting their learning attempts, and regulating the complexity and difficulty of levels of information for them.

CWC3's teachers will select instructional techniques as needed, and guided by constructivist learning theory. Constructivism provides the guiding principles for lessons whether they are in the format of direct instruction, project-based learning, or mathematical problem solving. In Element 1.E: Instructional Framework below, we present the idea of developing and utilizing a rich repertoire of instructional strategies. While certain methodologies, such as project-based learning and balanced literacy, will be implemented in all classrooms across the school, teachers are not limited to using those techniques. Instead they are encouraged to develop additional ones, to draw on as needed to support student's construction of understanding.

Constructivism calls for learning experiences to be adjusted, beginning with each learner's level of understanding and guiding students in building upon prior knowledge. Our classroom structures are designed to allow for this differentiated instruction. Our low teacher-to-student ratio in the elementary grades allows for flexible grouping during the school day (K-3 class size of 20-24 students with a teacher and a full-time teaching assistant. Grade 4-5 classes of 20-24 students with a half-time teaching assistant.) Furthermore, our use of the workshop model and project-based learning both provide for substantial independent work time in which teachers can meet with small groups and conference with individual students. These instructional techniques are outlined more fully in Element 1.E: Instructional Framework.

By ensuring that students are given a variety of different means of learning the material and the opportunity to construct their own understanding, we ensure that all students achieve standards mastery in meaningful ways. Deep understanding of the skills and knowledge presented in the Common Core State Standards will lead to strong performance in a variety of new situations, including state standardized tests. However, the converse is not true. The capacity to perform well on a standardized test does not ensure the capacity to apply that knowledge in novel or real world situations.

Classroom practices designed to challenge students in transforming their current thinking and student success on tests are [not] inherently contradictory. However, there is much evidence (from NAEP [National

Assessment of Educational Progress] and TIMMS [Third International Mathematics and Science Study], to name but two sources) that classroom practices specifically designed to prepare students for tests do not foster new learning that is applied to new settings. (Brooks & Brooks, 1999, p. viii)

Furthermore, numerous independent researchers have documented the success of the constructivist model of education with historically under-served populations, including such schools as North Oakland Community Charter School in Oakland and University of Houston Charter School in Texas.¹¹ These schools and countless others have long demonstrated that when children from socio-economically disadvantaged neighborhoods, including recent immigrants and English language learners, are given the opportunity to attend a school like CWC3, their test scores and self-confidence soar. (Amaral, 2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O'Neil & Drillings, 1997; Freire, 1995.)

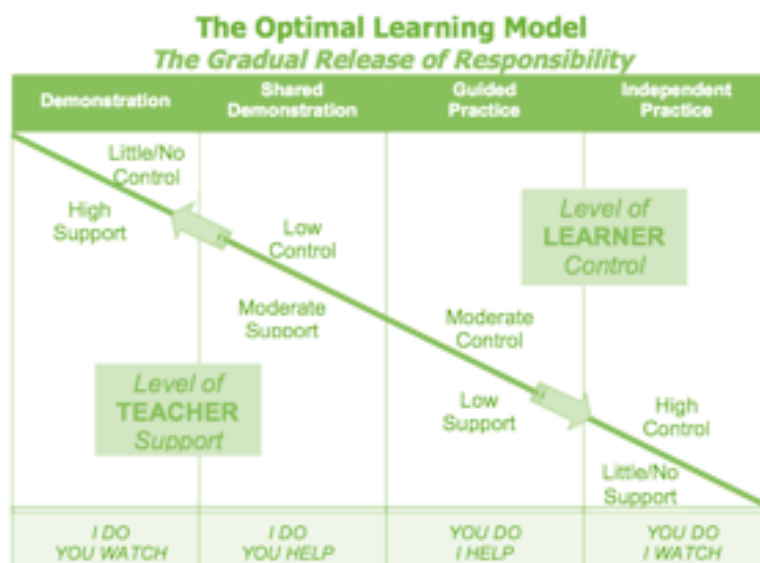
GRADUAL RELEASE OF RESPONSIBILITY

Learning best occurs when the appropriate instructional technique is selected based on the objective to be taught and the needs of the learner.

The Gradual Release of Responsibility can provide a useful way of categorizing instructional methods so as to help students become more independent. In short, this instructional model presents a process in which the responsibility is released from the teacher to the student. It requires that the teacher intentionally transition from owning “all the responsibility for performing a task . . . to a situation in which the students assume all of the responsibility” (Duke & Pearson 2002, p. 211).

In the gradual release model, teachers offer varying degrees of support to promote student learning. As seen in the upper left of the graphic below, when the teacher offers the most support, the learner control is low. In the bottom right, when the teacher offers the least support, the learner control (and therefore responsibility) is high.

¹¹ North Oakland Community Charter School had a 2011 Growth API of 901 (Source: <http://www.ed-data.k12.ca.us/Pages/Home.aspx> - California Department of Education). University of Houston Charter School was rated ‘Exemplary’ in their state school report card (Source: <http://ritter.tea.state.tx.us/cgi/sas/broker> - Texas Education Agency)).

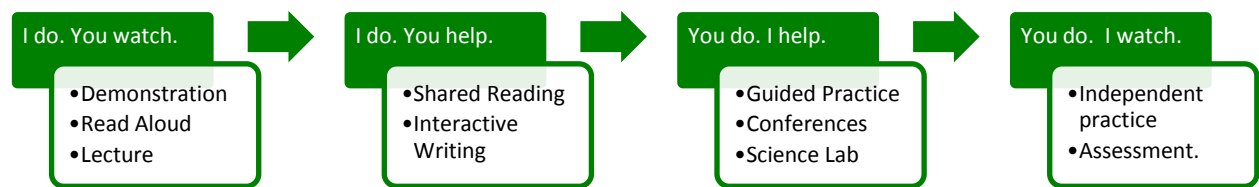


Source: Pearson and Gallagher, 1993 cited at www.literacyleader.com

In some cases, a single lesson contains components from multiple levels of Gradual Release of Responsibility. During a workshop, the teacher might teach a mini-lesson to the whole class in which she briefly demonstrated a specific technique (Demonstration). Then students are sent off to apply the technique independently to their project (Independent Practice). In elementary classes, the teaching assistant would observe and assist as needed. In middle and high school, the students would work independently. The teacher leads a small group for students who are likely to need more support, based on previous assessments. During this lesson, she coaches them in applying the technique to their work (Guided Practice). (A fuller description of the application of the Gradual Release of Responsibility to literacy instruction can be found in 1.E: Instructional Framework.)

This gradual release may also occur over time. For example, the ultimate goal of reading instruction is an independent reading, in which the students become adults who select texts and read independently. Knowing that, the teacher can use this framework to structure instruction to “release” elements of reading to the student over time. Over time, the texts for each type of instruction should become more difficult. As a student becomes a more skilled reader, he should be able to read independently a book that was once only accessible to him if his teacher read it aloud (Gaffney & Anderson, 1991).

Another way to think of this release is from “*I do. You watch.*” to “*You do. I watch.*” Examples of each type of instruction are presented in the graphic below:



At CWC3, teachers will utilize a range of instructional strategies to ensure that students progress from “I do. You watch.” to “You do. I watch.” Details about these instructional methodologies are presented in Element 1.E: Instructional Framework.

The ultimate goal of instruction is independence, such that students are self-reliant and able to demonstrate their understanding without teacher support. We will utilize the assessments presented in Element 2: Measurable Student Outcomes and Element 3: Method by Which Student Outcomes Will Be Measured to monitor student progress towards independent demonstration of the Common Core State Standards and the California State Content Standards.

This evidence-based model “emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise” (Buehl, 2005). The gradual release of responsibility model of instruction has been documented as an effective approach for improving writing achievement (Fisher & Frey, 2003), reading comprehension (Lloyd, 2004), and literacy outcomes for English language learners (Kong & Pearson, 2003).

FAMILY INVOLVEMENT PROMOTES STUDENT LEARNING

Learning best occurs when students’ families are involved in their education. Family education and participation are essential components of student success. The ideas and skills a family brings to the school and the exchange of ideas between parents and teachers help the students see parents as partners working towards a successful school experience for every student. Based on U.S. Department of Education research, family and school partnerships are believed to be critical to students’ success throughout their lives. According to *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis, 2002*, a federally-funded research synthesis produced by the Southwest Educational Lab, multiple sources of evidence attest to the key role of parental involvement in supporting student achievement. Positive aspects of family and school partnerships include:

- Increased student attendance and higher aspirations.
- Improvement in student attitude and behavior.
- Improved parent and child communication; positive parent/teacher interaction.

- Increased community support for schools.
- Increased rate of homework completion.
- Higher test scores and grades.
- Fewer referrals and placements in special education.
- Higher graduation rates.
- Higher enrollment rates in post-secondary education.

In addition to the initial orientation to the school, and a second, teacher-facilitated orientation to the student's classroom, CWC3 will conduct two parent-teacher-student class meetings annually to ensure that parents understand the curricular approach, are included in the life of the classroom, and hear from both their child and the teacher(s) about their child's learning. To encourage the full participation of non-English speaking parents, CWC3 will make regular and full use of interpreters and highly value second language abilities when hiring teachers.

School leaders, in collaboration with teachers and parent volunteers, will develop an annual schedule of workshops that will take place on the school site and welcome all parents in the community. These workshops will be led by teachers, administrators, parents, and community members and will focus on culturally sensitive, hands-on learning experiences to help parents develop literacy and numeracy in preschool age children age 0-5, as well as in elementary, middle and high school age students. We will offer workshops for parents of middle and high school grade students on high school A-G requirements, CAHSEE, and college-readiness. We will also conduct workshops for children to facilitate peer tutoring and mentoring.

All families will be encouraged to participate as active volunteers in the school's operations and activities. Parents might volunteer before or after school hours, or during the school day, including volunteering in the classroom, lunchroom, or school office. Other volunteer opportunities include planning student/school community events, fundraising activities, outreach to prospective new families, and much more. Skill levels required to participate in school activities will similarly be variable, ranging from legal services offered pro bono to the school to stuffing envelopes for a mailer. In this way, parents, grandparents, and other family members may provide valuable services to help the school, but more importantly, families will become more involved and connected to the school and their child's learning, and empowered to effectively shape school programs and operations.

SELF-MOTIVATED, COMPETENT, LIFE-LONG LEARNERS

CWC3's academic program reflects our broad objective of enabling our students to become self-motivated, competent, life-long learners. By putting our core beliefs about how learning

best occurs into action, we establish the foundation for students' current and future development as learners. Below, we present a series core beliefs followed by the components of our academic and organizational program that will support the realization of these beliefs.

Students have clear – and high – expectations, and receive appropriate guidance and enthusiastic support. Learning best occurs when learners are *expected* to learn and when they are supported in their learning. An effective educational program must begin with explicitly-stated, expected outcomes, such as the Common Core State Standards or the California State Content Standards, and be monitored by appropriate assessments. Ongoing communication among students, faculty and families facilitates each student's learning in the context of these stated objectives. Teachers scaffold the learning of students and differentiate instruction in order to lead all students to academic growth and achievement.

CWC3 has set high expectations for student learning, grounded in state and national standards, as noted in Element 2: Measurable Student Outcomes and Element 3: Method by Which Student Outcomes Will Be Measured. We will regularly assess progress towards meeting them, celebrate milestones along the way and provide supplemental instruction as needed. In Element 1.F: Addressing the Needs of All Students, we present CWC3's practices to support all students in meeting high expectations.

Students are motivated to seek understanding through dynamic investigation and exploration in the context of "real world" scenarios and projects. Learning best occurs when children are self-motivated and inspired to answer questions that have meaning and relevance for them across disciplines and distinct state standards groupings. Project-based learning capitalizes on students' natural curiosities and methods of exploring the world around them, reality, self-awareness and more.

CWC3 will implement project-based learning as a core instructional technique, as indicated in Element 1.E: Instructional Framework. Most particularly at the high school level, students will be provided with the opportunity to field-test their learning by engaging in projects beyond the school walls and to experience the real-world benefits of their work.

Instruction is informed by a robust assessment system, in which standardized tests provide only a small part of the picture in determining student achievements. Assessment provides a means to identify achievement, progress, and deficits in student learning, as well as strength and weaknesses of instructional and curricular practices. Assessment should be ongoing and holistic, with effective data systems that can help educators continually assess and refine their curriculum's impact on each individual child throughout the school year.

CWC3 will implement set clear goals for student learning, administer standards-based assessment, and monitor progress towards meeting those goals. Our comprehensive student assessment system is presented in Element 2: Measurable Student Outcomes and Element 3: Method by Which Student Outcomes Will Be Measured.

Students know how to collaborate, cooperate, and negotiate with diverse people and understand others' perspectives. in our rapidly developing, technologically-driven world, it is more imperative than at any other time in human history that people be open to the perspectives, values, and meanings of different cultures. As students age and develop, their learning – tied to state content standards – will similarly grow in perspective from the local neighborhood to the city, state, nation, and world. The remarkable diversity of our neighborhood offers an incredible opportunity that, to date, has not been fully realized in Los Angeles public education.

CWC3 will enroll a student body that is diverse racially, ethnically and socio-economically. One of the core tenets of our school design is diversity. In Element 1.B: Our Community and Students, we present the demographics of our target student population. CWC3 is committed to doing the necessary recruitment to enroll a student population that mirrors the surrounding diverse community. In Element 7: Racial and Ethnic Balance, we provide additional details about our recruitment plan. CWC3 will implement instructional practices, such as project-based learning, that provide opportunities for students to collaborate among their peers, as described in Element 1.E: Instructional Framework.

Students – even the youngest – are given opportunities to make a difference in their world and see the power of their own actions in effecting change. Children must be given opportunities not only to learn, demonstrate, and display their work, but beyond that, to contribute to their community in a culturally valued way. As children engage in their community, they are empowered by seeing the impact of their actions on those around them in the real world. (Moran, 2009.) This opportunity to make a difference is a powerful motivator for even the youngest and most at-risk children to succeed and build confidence in their ability to create a better future for themselves, their families, and community.

CWC3 will implement a program of “service-learning” integrated into the curriculum and weekly class schedule. “Service-learning” involves curriculum-based community service that has clearly stated learning standards and integrates community service with classroom instruction. More detail about service-learning is presented in Element 1.E: Instructional Framework.

Students have opportunities to develop and demonstrate understanding among the multiple intelligences. Howard Gardner defines intelligences as “abilities, talents, or mental skills” and identifies eight of them—Linguistic, Logical-mathematical, Musical, Bodily-kinesthetic, Spatial, Interpersonal, Intrapersonal, and Naturalist. According to Gardner, “Intelligences always work in concert, and any sophisticated adult role will involve a melding of several of them.” (Gardner 2006) As such, a comprehensive academic program should support the development of students’ capacity across the spectrum of these intelligences.

CWC3 will implement a rich instructional framework (Element 1.E) that supports students develop in multiple intelligences. For example, project-based learning requires students to work in groups and provides practice for interpersonal intelligence. Metacognitive modeling supports students in the development of intrapersonal intelligence. Balanced literacy develops linguistic intelligence. As presented in Element 1.D: Scheduling and School Calendar, CWC3 will include its course offerings music, dance, and art to develop musical, bodily-kinesthetic, and spatial intelligences.

Teachers are given ample resources – including time and training – to develop their skills and talents, supported by school leaders and their peers. In order to ensure the highest quality instruction for our students, we must invest in the capability of our teachers. Teachers should be provided ample time, resources, and support to continuously develop their understanding, pedagogy, and skills, to collaborate with faculty both within our school and at other schools, and to consistently be learners themselves in the context of our school community.

CWC3 will implement a robust professional development program that embodies our theories of how learning best occurs, described in Element 1.J: Professional Development. Shortened days every Wednesday allow for weekly professional development, in addition to ongoing coaching and collaboration among peers.

D. SCHEDULING & SCHOOL CALENDAR

A TYPICAL DAY

As visitors walk the halls of CWC3, they will hear sounds that are as diverse as our students themselves. Our program is designed to meet the needs of all students and our community is purposefully planned to support student learning. Those used to a quiet, orderly classroom of children sitting in rows of desks, all looking at the same page in a textbook, may at first be startled by the level of activity at CWC3. Students of all ages will be engaged in animated debate and discussion about group projects, science experiments, and mathematical equations – working at individual desks, round tables, and even on the carpeted floor. At CWC3, there are many different seating options allows for all students to select a work space best suited to their needs.

Students will be engaged in using manipulatives to solve math problems, creating models and dioramas, and charting results from their tests of hypotheses. Student musicians, singers, dancers, artists, writers, and actors will be heard creating, practicing, performing, reading aloud, and critiquing. All of these serve as processes for learning and a means to demonstrate their understanding of the arts and core academic content. Students will be engaged with educational software on classroom computers, or researching on the internet and taking notes. Students will be exploring and experimenting in the school garden, planting indigenous foods of Native Americans as they study our nation's history and development. There also will be quiet

times, when only hushed tones are heard as a class full of students and teachers read, write and reflect, individually or in small groups.

Common Core State Standards and California State Content Standards form the clearly defined path for teachers to create the curriculum (see Appendix A: Curriculum). The planning process provides for opportunities throughout for student-initiated questions, variations, diversions, or alternate methods of learning that are inspired by experiences with the students. As students engage in active learning and make the curriculum their own in their journey to mastering the Common Core and State Standards, teachers are formally and informally assessing their progress. The insights gleaned from that assessment informs both modest changes in instruction (such as supplemental small group lesson) to more substantive changes (such as reordering units, or purchasing additional curricular materials), as needed. Students will learn content and skills through a variety of different methodologies to ensure that each student's individualized array of intelligences, learning style, talents, and challenges is addressed to ensure standards mastery. Teachers will continuously tailor instruction to meet the needs of the particular students in each class. Class structure will vary from 'whole class' direct instruction to individual pursuits, to small group collaboration and instruction (including combining groups between different classrooms, based on skill level), and any other permutation that fits the intellectual exploration at hand. CWC3 teachers will be expected to utilize a variety of instructional methods and ongoing formative and summative assessments to continuously determine whether, in fact, the lessons have had the desired outcome: student mastery of standards.

This virtual tour of the school reveals a myriad of approaches and structures at play. Based on their reflective analysis of student behaviors, classroom dynamics, and learning outcomes, teachers draw on their rich repertoire of instructional strategies to meet the individual needs of their students. A seamless blend of whole group lessons, small group instruction, and individual student conferencing take place on a daily basis.

In a **first grade** classroom, many learning activities are happening simultaneously—and each one focused on ensuring that the students are prepared to meet the Common Core State Standards (CCSS). Some students read self-selected stories at their own reading levels in the book nook (CCSS, Reading Standards for Literature, Range of Reading and Level of Text Complexity 10). At the same time, a small group of students work with a teaching assistant to review strategies for figuring out tricky words before they start their independent reading as they strive to master the performance indicator "Know and apply grade level phonics and word analysis skills in decoding words." (CCSA, Reading Standards: Foundational Skills (K-5), Phonics and Word Recognition 3). As she finishes with that small group, the assistant calls a second group of three emergent readers who are English language learners. She leads them in reading a rhyming pattern book and focusing on phonetic awareness (CCSA, Reading Standards: Foundational Skills K-5, Phonological Awareness 2) and vocabulary development (CCSA, Language Standards K-5, Vocabulary Acquisition and Use 6). In a circle on the carpet, the teacher conducts a guided-reading lesson, modeling how expressive, fluent, oral reading

promotes comprehension and enjoyment -- or in kid language *reading like you're talking makes the story more fun to read and easier to understand*. While on the surface the purpose may appear to be to having a good time, the teacher knows that she is driving towards the performance indicator "Read with sufficient accuracy and fluency to support comprehension" (CCSA, Reading Standards: Foundational Skills K-5, Fluency 4).

After spending a few moments in several classrooms, it becomes clear that classroom spaces are set up to facilitate student access to resources, including supplies, a word wall, sample texts and their own folders of past work. Student-created resource materials are displayed throughout the classroom and children are encouraged to move throughout the room purposefully to access materials as needed. Students are taught how to find answers without always turning to an adult for support. The teacher alternates roles throughout the day, sometimes delivering instruction and frequently facilitating independent learning activities for individual and small groups of children. While much of this is visible to a observer, what may not be as apparent to a visitor are the standards that drive every aspect instruction across the school.

In a **third grade** classroom, students finish working independently and in pairs to complete the days' *Everyday Math* Math Challenge in their journals. Then three pairs of student share out to the class the steps in their different approaches to the getting a solution. The teacher presents a 15-minute lesson on a third possible algorithm for solving 2-digit multiplication problems. Then students divide into their math groups. One group works on their ongoing statistics project, graphing the results of their student poll and preparing an analysis of the data. One group works with the teacher on a comparison of the three multiplication algorithms and taking a first step toward identifying the one that makes most sense to them as an individual learner. The other group uses the computers to access the online math practice and review materials to support and reinforce single-digit multiplication facts.

As one walks the hallways and drops into classrooms, it is notable that rigorous learning activities and student engagement are apparent in all aspects of the instructional program. Teachers ask students to provide evidence for their reasoning. Children collaborate in small groups to work their way through the challenges presented by the teacher. Questions can be heard as they challenge each other to support their thinking and well-articulated statements soon follow as students work to refine their arguments.

As the tour transitions to the middle school, visits to the classrooms have a similar feel, but learning activities are adjusted to reflect student independence. In a **sixth grade** class, a brief, whole-group lesson on incorporating voice into memoirs comes to a close and students move into writing groups. Each student opens his or her personal writing folder to select a work-in-progress to share for peer response. Children read their work aloud as their partners actively listen, facial expressions of mirth, amusement, worry, confusion, or empathy revealing their reactions to the story being shared. On the second read, the writing partners jot down suggestions for their classmates based on the whole group writing lesson and often reference

published memoirs that the class has read for inspiration. Every piece shared in the writing groups offers a glimpse of each student's life, offering an authentic way for sharing personal stories, cultures, and learning processes. The teacher rotates through to each group recording comments for informal assessment and noting good examples. At their own pace, the partnerships split up and students return to their own desks to continue their revise their writing pieces. As the lesson closes, she asks a few students to share what they learned and highlights how other students could benefit from trying similar techniques when they return to their memoirs the next day.

Entering an **eighth grade** math/science classroom, one encounters the tail end of a brief lecture on motion and velocity. The students take notes and jot down questions in preparation for their hands-on investigations. Smoothly and quickly, the classroom morphs into a very active place. Four students are building ramps and cars with which they can test their theories and apply the mathematical formulas they've been practicing to real-life examples. Another group is preparing a presentation through which they'll present Newton's three laws of motion to parents at an upcoming open house, and others are on the computer engaged in research and typing reports of their learning. Two students, who have not mastered the core concepts on the last math/science project they completed independently, have just finished meeting with the teacher to create a detailed plan with deadlines for each step they'll take to complete their project. The teacher then rotates from group to group, checking in with these two students periodically, engaging other individual students with targeted questions and taking notes to aide her reflection on where she would like to guide them in their next week's lessons.

At the high school, the day continues for the **ninth graders** following lunch with afternoon electives. In 9th grade they begin with Spanish, knowing that as tenth graders they will choose between continuing with Spanish and beginning a new language study with Mandarin. Their choice will take them through the remainder of their high school career. Language classes are selected with the expectation that students will graduate sufficiently fluent to pass the AP exam and/or travel independently in a country where the language is spoken. This choice inspires much excitement among the students due in large part to the commitment and enthusiasm of the teachers. The Spanish teacher has taken the goals to heart and begins fundraising with her 9th graders for a graduation trip to Oaxaca. The Mandarin teacher organizes a language exchange with foreign students attending Santa Monica City College and Los Angeles City College who are looking for Mandarin-English conversation partners. Language classes are lively exchanges of conversation with ample opportunity to practice speaking aloud, as well as rigorous computer-based assessments that measure the students' mastery of vocabulary and grammar rules.

Down the hall, in a **tenth grade** geometry class, students enter the room to find the teacher has arranged the desks in a circle around a scaled model structure built out of balsa wood representing the downtown Disney Concert Hall. Using their knowledge of trigonometric functions and the relationship between three-dimensional geometric shapes, they will then work to explain how the construction builders knew it was reliably sturdy and how the shape of

the building affects the sound of the music played within. What follows is a lively discussion during which time some students search for information about architect Frank Gehry's past projects on class laptops. Students pull out measuring tape, sketch what they see on graph paper and compare notes from a prior lesson during which time the formulas for geometric shapes were introduced. While the teacher circulates, intervening when she sees a student get off track and pointing out when students make a noteworthy observation, students are invested in various projects throughout the room. A team re-builds portions of the model with connecting rods and tests the pressure points on the shapes; other students research the way sound travels. Groups and individuals begin to form hypothesis that they'll present to the class in a closing discussion.

As students at CWC3 transition into **eleventh and twelfth grades**, the style and rigor of their day shifts to match that of a high quality liberal arts college. Teachers distribute a syllabus at the beginning of each quarter reflecting ample amounts of reading that is to be completed outside of class. Teachers expect their upperclassmen to be able to engage in lively discussion demonstrating their ability to internalize the material and apply critical thought that takes them beyond the CA State Content Standards and prepares them to compete for spots at top colleges and universities.

The breadth and depth of service-learning expands in these later high school years. Whereas in their first two years in high school the focus of their service-learning projects is on learning how to design a project and work together with a diverse group of participants and constituents to complete a project, upperclassmen are focused on measurable outcomes. They are encouraged to get involved with local or international community-based organizations to make a difference in the world around them. For example, following a disaster such as Hurricane Katrina, a small group of twelfth grade students may establish a Facebook network of students working to provide outreach to college freshman from New Orleans. They may begin by contacting colleges and universities through a letter writing and call banking campaign to identify students who may have lost family support in the disaster. Students at CWC3 may raise funds, coordinate home stay options for students during holiday and summer breaks and establish a website publishing stories of these college students affected by the disaster.

Another group of eleventh graders may work alongside their math and science teacher to gather data about the pollution and littering affecting the Los Angeles River. They may organize groups of CWC3 students to conduct observations and measurements of the waste in high-traffic areas of the river gathering information that they may present to an LA Times staff writer and/or the City Council in open session. The focus of these projects is to illustrate the power that young people have to make a difference in the world while simultaneously guiding exploration of potential areas of study in college.

Throughout the school, students will regularly interact with their peers both in their own classrooms, as well as across grades, participating in performances and demonstrations, reading with upper-grade "book buddies," and coming together to work on joint

service-learning projects that incorporate and bring to life their academic lessons in real world application. Halls will be filled with examples of student achievements and efforts, including detailed explanations to give context to each project displayed so that their fellow students, teachers, parents, and other visitors can learn also from the students' work. The work displayed contains not only the finished product, but also artifacts that reveal something about the learning process. Displayed work enables other students to reflect on and learn from the learning strategies of their peers, thereby developing their metacognitive skills.

The faculty and staff at CWC3 will consistently create and foster a school culture of joy, excitement, and celebration in learning and the work being done within and beyond school walls by our students. The Principal will greet each child by name, and be warmly embraced by students who are eager to report on a recent accomplishment. Parents will be a common presence in our school, as enthusiastic supporters of student performances and demonstrations; volunteers in the classrooms, school office, lunch area and library; joining students in weekly service-learning activities; and serving as true "boosters" of our operation. This collaborative effort will ensure that students feel enthusiastic about their school experience, supportive of their classmates, and supported by their teachers and parents in their learning and development.

Far more details about CWC3'S instructional methodologies and specific curriculum and assessments, tied to grade-level common core and state standards, is included later in this petition and in Appendix A: Curriculum.

SAMPLE DAILY SCHEDULES

The daily schedules below present examples of how CWC3 may structure the school day for kindergarten/first, second/third and fourth/fifth grades. The final schedules will be determined based on factors such as the configuration of the school facility, availability of enrichment teachers and opportunities for teaming across classrooms.

KINDERGARTEN AND FIRST GRADE SAMPLE SCHEDULES

TIME	MONDAY	TUESDAY	THURSDAY	FRIDAY
8:30-8:45	Morning Meeting/ Character Education			
8:45-10:00	Language Arts: guided reading, literacy centers, whole class and small group/differentiated instruction (intervention and extra challenge based on skill level)			
10:00-10:20	Recess/Snack			
10:25-10:55	Language Arts: Writing Workshop			
10:55-12:10	Project-Based Learning: interdisciplinary learning including emphasis on language arts; focus alternates between social studies and science-based projects that incorporate mathematics			Project-Based/ Service-Learning: interdisciplinary learning tied to “real world” practical problems and student-driven solutions
12:10-12:40	Lunch & Recess			
12:45-1:00	Read Aloud			
1:00- 2:00	Math			
2:00-3:00	Physical Education	Music	Visual Art	Physical Education
3:00-3:15	Circle Time, End of Day Review			

TIME	WEDNESDAY (SHORTENED DAY)
8:30-9:00	School-wide Assembly (announcements, performances, group sing, etc.)
9:05-10:00	Art (Drama, Dance, other arts on a rotating cycle)
10:00-10:20	Recess/Snack
10:20-11:35	Language Arts
11:35-12:30	Math
12:30-1:00	Lunch and Dismissal
1:30-4:00	<i>Faculty Meeting, Professional Development</i>

Total Instructional Minutes Monday, Tuesday, Thursday, and Friday
Language Arts + project-based and circle time – 600 minutes per week

Interdisciplinary (Lang. Arts, Math, Science, & Social Studies) – 300 minutes per week

Math + project-based and circle time – 240 minutes per week

Physical Education – 120 minutes per week

Arts & Music – 120 minutes per week

*345 minutes/day * 138 regular school days = 47,610 minutes per year*

Total Instructional Minutes Wednesday

Arts and Music – 55 minutes per week

Language Arts + project-based and circle time – 75 minutes per week

Math + project-based and circle time – 55 minutes per week

*185 Minutes/day * 37 Shortened School Days = 6,845 minutes per year*

TOTAL INSTRUCTIONAL TIME = 54,455 MINUTES PER YEAR

In Kindergarten, the day begins with Morning Meeting, during which students review the calendar (learning days of the week, dates of the month, months of the year, etc.) and discuss their plans for the day. First graders, start the day with *Everyday Math* Math Challenge before joining their peers on the carpet for Morning Meeting.

At the end of the day, they regroup to reflect on the day's learning and/or experiences. Both circle time sessions will also be used to facilitate character education and behavioral expectations. We will adopt *Teaching with Love and Logic*, by Jim Fay and Dave Funk, and all faculty will receive extensive training in these programs prior to and throughout the school year. Parents also will receive information and training about these programs, including details in the Family Handbook (see Appendix F) and during parent education workshops. (See Appendix A: Curriculum for sample materials from the Cool Tools program.)

During the Language Arts block, Kindergarten and first grade students will engage in whole, small group and individual literacy activities. Small groups will be created and reformed based on assessment and observation data about the students' academic and instructional needs. This time will include explicit instruction, as well as significant time for guided application to support students in their development of the range of skills required to become literate, including early literacy concepts, phonemic awareness, letter knowledge, letter/sound relationships, spelling patterns, high frequency words, word meaning, word structure, word-solving actions. Four times a week, kindergarten and first grade students will participate in a writing workshop.

Targeted small group and individual instruction will be provided to students who are experiencing academic difficulty. This focused language arts instruction in the morning, combined with projects that contain "real life" experiences and 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 second grade. GLAD-trained teachers (described below in Section F: Addressing the Needs of All Students) lead small group activities to develop English Language Learner vocabulary and syntax, to enable as a support to mastering grade level

standards. Language arts instruction will be integrated throughout the day (circle time, read aloud, and intro/reflection on projects) to further bolster literacy skill development.

Project-based learning is not separate and apart from core academic instruction, but rather an integral part of that instruction. Project time will incorporate state content standards across disciplines, alternating between a focus on science and a focus on social studies. Project time in the lowest grades will include significant development of language arts skills as students collaboratively brainstorm, list and research ideas, and summarize and reflect on their learning in writing. Similarly, math skills will be incorporated into project time daily as students gather and assess data, make and evaluate measurements, engage in computations, classify and sort items, identify patterns, and so on. A far more detailed discussion of CWC3's project-based learning time is included in Element 1.E: Instructional Framework, including specific examples of projects that CWC3 will implement for different grades.

Finally, CWC3'S faculty will guide students in weekly sessions of Service-Learning, in which students will play an integral role in identifying community needs, selecting, designing and implementing service-learning activities in collaboration with their teachers, parents, and community partners. Teachers will ensure that student work in these projects incorporates standards-based skills achievement across disciplines. For example, younger students might conduct a "penny drive" for charity, counting and tallying their collection utilizing their math skills, graphically representing their totals, and learning about currency and denominations. Through service-learning projects – some of which will be performed by a single classroom, while others will be school-wide – students at all grade levels will be able to apply their developing academic skills to make a real impact on the community. (For additional details about the content of our service-learning program, see Section E: Instructional Framework below.)

SECOND AND THIRD GRADE SAMPLE SCHEDULE

TIME	MONDAY	TUESDAY	THURSDAY	FRIDAY
8:30-8:45	Morning Meeting/ Character Education			
8:45-10:00	Language Arts: guided reading, literacy centers, independent reading, whole class and small group/ differentiated instruction, (intervention and extra challenge based on skill level)			
10:00-10:20	Recess/Snack			
10:20-11:00	Language Arts: Writing Workshop			
11:00-12:30	Project-Based Learning: interdisciplinary learning, including emphasis on language arts; focus alternates between social studies and science-based projects that incorporate mathematics			Project-Based/ Service-Learning: interdisciplinary learning tied to "real world" practical problems and

					student-driven solutions
12:30-1:00	Lunch				
1:05-2:05	Physical Education	Music	Visual Art	Physical Education	
2:05-3:05	Math				
3:05-3:15	Circle Time, End of Day Review				

TIME	WEDNESDAY (SHORTENED DAY)
8:30-9:00	School-wide Assembly (announcements, performances, group sing, etc.)
9:05-10:20	Language Arts
10:20-10:40	Recess/Snack
10:40-11:40	Math
11:40-12:30	Art (Drama, Dance, other arts on a rotating cycle)
12:30-1:00	Lunch and Dismissal
1:30-4:00	<i>Faculty Meeting, Professional Development</i>

Total Instructional Minutes Monday, Tuesday, Thursday, and Friday:

Language Arts + project-based and circle time: 580 minutes per week

Math + project-based and circle time: 240 minutes per week

Interdisciplinary (Including Lang. Arts, Math, Science, and Social Studies): 320 minutes per week

Arts & Music: 120 minutes per week

Physical Education: 120 minutes per week

*345 minutes/day * 138 regular school days = 47,610 minutes per year*

Total Instructional Minutes Wednesday:

Language Arts + project-based and circle time: 75 minutes

Math + project-based and circle time: 60 minutes

Arts & Music: 50 minutes

*185 minutes/day * 37 regular school days = 6,845 minutes per year*

TOTAL INSTRUCTIONAL TIME = 54,455 MINUTES PER YEAR

The second and third grade daily schedule reflects a developmental leap from first grade. All students are expected to be developing into independent readers, writers, and learners. The amount of time devoted to independent group work and the emphasis on rigor reflects our expectation that students share responsibility for their own learning. For students who experience difficulty with this, teachers and teaching assistants offer supports (outlined in more detail in Section F: Addressing the Needs of All Students below).

Teachers continue to utilize small group instruction to differentiate instruction for the various levels of learners in the classroom. They provide targeted lessons to students experiencing difficulty as well as GLAD strategies (described below in Section F: Assessing the Needs of All Students) and vocabulary instruction to students who need to develop their English language

skills. Students who would benefit from additional challenges are coached through independent projects. Through project work that incorporates students' ELA and math skills, interdisciplinary science and social studies lessons target the specific concepts and skills emphasized by California State Content Standards and Common Core State Standards. Projects will continue to provide "real life" applications that enrich and solidify learning for ELL, English only, and students experiencing academic difficulty. Similarly, all students will use technology in a real-world context to research and connect to the broader community and support their project activities (either in the classroom or in a computer lab).

As with kindergarten and first grade, CWC3's second and third grade faculty will guide students in weekly sessions of Service-Learning, tied directly to the thematic academic learning throughout the rest of the week. Students will play an integral role in identifying community needs, selecting, designing, and implementing service-learning activities in collaboration with their teachers, parents, and community partners. Teachers will ensure that student work in these projects incorporates standards-based skills achievement. Through these service-learning projects – some performed by a single classroom, while others will be school-wide – students at all grade levels will be able to apply their developing academic skills to have a positive effect on the community. Their impact can be on community at many levels: classroom community, school community, and broader community beyond the school walls. For example, students in third grade might write stories about the first day of school to present to incoming kindergarteners as a means of establishing cross-grade community.

FOURTH AND FIFTH GRADE SAMPLE SCHEDULES

TIME	MONDAY	TUESDAY	THURSDAY	FRIDAY
8:30-8:45	Intro to Day			
8:45-9:45	Language Arts: guided reading, literature circles, independent reading, whole class, and small group/ differentiated instruction, (intervention and extra challenge based on skill level)			
9:45-10:45	Physical Education	Music	Visual Art	Physical Education
10:45-11:05	Recess/Snack			
11:05-12:20	Math			
12:20-1:00	ELA: Writing Workshop			
1:00-1:30	Lunch			
1:30-3:00	Project-Based Learning: interdisciplinary learning, including emphasis on language arts; focus alternates between social studies and science-based projects that incorporate mathematics			Project-Based/ Service-Learning: interdisciplinary learning tied to "real world" practical problems and student-driven solutions
3:00-3:15	Closure/Review of Day's Learning			

TIME	WEDNESDAY (SHORTENED DAY)
8:30-9:00	School-wide Assembly (announcements, performances, group sing, etc.)
9:05-10:15	Language Arts
10:20-11:10	Art (Drama, Dance, other arts on a rotating cycle)
11:15-12:30	Math
12:30-1:00	Lunch and Dismissal
1:00-4:00	<i>Faculty Meeting, Professional Development</i>

Total Instructional Minutes Monday, Tuesday, Thursday, and Friday:

Language Arts: 400 minutes per week + significant project-based time

Math: 300 minutes per week + project-based time

Interdisciplinary Social Studies (with emphasis on ELA)/ Interdisciplinary Science (with emphasis on Math): 360 minutes per week

Arts: 120 minutes per week

Physical Education: 120 minutes per week

Closure/Review of Day's learning: 60 minutes per week

*385 minutes/day * 138 regular school days = 53,130 minutes per year*

Total Instructional Minutes Wednesday:

Language Arts: 70 minutes per week

Math: 75 minutes per week

Arts: 50 minutes per week

*195 minutes/day * 37 shortened school days = 7,215 minutes per year*

TOTAL INSTRUCTIONAL TIME = 60,345 MINUTES PER YEAR

The schedule for Grades 4 - 5 reflects a longer block devoted to project-based learning. This lengthier period allows for more in-depth project-based learning, as well as opportunities for teaming across classrooms. A departmentalized approach allows teachers to develop expertise and attention to student need in areas of science, social studies, and math. Teachers continue to employ GLAD and other strategies as the complexity of academic content language increases. Interdisciplinary projects that reflect subject-specific learning goals and multiple intelligences continue to be essential as learning and assessment tools. Language Arts (reading, writing, speaking, and listening) will continue to form the basis of project-based instruction as students engage in more sophisticated independent research, written analyses, and presentations. Computer-based research and communications will play a larger role in these grades.

As with the lower grades, all students will participate weekly in Service-Learning tied to their ongoing core academic learning and state standards. Teachers purposefully plan to connect the project areas to broader curricular goals and academic standards. This forms the foundation onto which they add opportunities for student leadership and design of specifics within that framework. The older students will serve in significant leadership roles in designing and implementing school-wide projects. For example, students in fifth grade might model the

presidential election in their own school-wide student council election, as they study the role of government in our society and events tied to the 2012 Presidential election.

MIDDLE GRADE SAMPLE SCHEDULES

TIME	MONDAY	TUESDAY	THURSDAY	FRIDAY
8:15-9:50	Core Block 1: Humanities			
9:50-10:05	Snack			
10:05-11:05	P.E.	Arts Elective	Arts Elective	P.E.
11:10-12:45	Core Block 2: Math/Science			
12:45-1:15	Lunch			
1:20-2:20	Spanish Language			
2:25-3:30	Electives/Advisory			Service-Learning

TIME	WEDNESDAY (SHORTENED DAY)
8:15-8:45	Whole School Assembly
8:45-9:45	Core Block 1: Humanities
9:50-11:10	P.E.
11:15-12:30	Core Block 2: Math/Science
12:30-1:00	Lunch and Dismissal
1:00-4:00	<i>Faculty Meeting, Professional Development</i>

Total Instructional Minutes Monday, Tuesday, Thursday, and Friday:

Humanities + project-based time: 380 minutes per week

Math and Science + project-based time: 380 minutes per week

Electives: 195 minutes per week

Spanish: 240 minutes per week

Arts: 120 minutes per week

Physical Education: 120 minutes per week

Service Learning: 65 minutes per week

*370 minutes/day * 138 regular school days = 53,820 minutes per year*

Total Instructional Minutes Wednesday:

Humanities + project-based time: 60 minutes per week

Math and Science + project-based time: 75 minutes per week

Physical Education: 80 minutes per week

*215 minutes/day * 37 shortened school days = 7,955 minutes per year*

TOTAL INSTRUCTIONAL TIME = 61,775 MINUTES PER YEAR

Our Middle School students will receive their core content instruction in two 95-minute blocks. Teaching core classes in these longer blocks will allow for mastery of Common Core State Standards and/or California State Content Standards in each discipline, as well as provide sufficient opportunity for multidisciplinary project-based instruction that integrates real-life application of standards mastery.

Detailed curriculum, tied to state standards and assessment methodologies are included for

each grade in Appendix A: Curriculum, but more broadly, these core blocks will focus on standards mastery as follows:

Courses	Standards Addressed		
	6 th Grade	7 th Grade	8 th Grade
Humanities (English Language Arts & History)	6 th Grade Humanities: English Language Arts Ancient History	7 th Grade Humanities: English Language Arts and World History	8 th Grade Humanities: English Language Arts and U.S. History
Math /Science	6 th Grade Math/Science: Geometry/Algebra readiness; Earth Science	7 th Grade Math/Science: Pre-Algebra; Life Science	8 th Grade Math/Science: Algebra I; Physical Science

In recognition of the significance of algebra mastery as a corollary to high school graduation, our teachers will ensure that all students have achieved appropriate algebraic skills and are prepared to advance to the rigors of high school mathematics standards. It is our intention to garner sufficient resources to ensure that computers are readily accessible and incorporated daily into student learning at this level, most ideally with a one-to-one laptop program which would enable our entire middle school to operate more efficiently and with practical real world implications for our students who are developing in an increasingly technology-based society world.

In addition to these core blocks, students will select from a variety of electives. Three days per week, the last session of the day will be devoted to standards-based electives that incorporate more intense instruction on a particular topic to bolster students' academic success. For example, students might work collaboratively to produce a science fair for the school and collaboratively prepare entries for the fair, or participate in journalism class to produce a school newspaper, or a film-making class might be led by a guest instructor, incorporating lessons from social studies/history into student-produced videos. Other students might work as tutors of their younger peers during this time, helping younger students develop literacy skills.

Each week, all students will meet in a Service Learning Advisory with a group of students and one teacher in order to discuss, design, implement, evaluate, and reflect on their service-learning projects. In middle school, students will be guided by Advisory teachers in developing service-learning projects that meet their interests and skills, both for themselves, as well as larger scale projects in which they will lead the entire school community. As in all grades, these projects will be tied directly to academic standards mastery as students engage

in research, writing, data collection, analysis, and more to plan, implement, and later reflect on their projects.

In grades 6-8, students will study a foreign language four times weekly to help prepare them to engage as global citizens. This emphasis on foreign language development also reflects research that shows frequent foreign language study improves student learning overall. In addition to Spanish classes for non-native Spanish speakers, we also will offer Spanish classes for native Spanish speakers so that they can develop dual-language literacy and academic skills.

Finally, middle grade students will participate three times weekly in P.E., including health and nutrition education, and have twice-weekly sessions in the arts, selecting from a changing roster of electives in music, visual art, dance, and drama. We intentionally will offer traditional electives mixed with more current trends that bring the state standards in the arts to life in a meaningful way for this age group. For example, music sessions might include multi-grade level rock bands with students learning traditional rock group instruments and composing their own songs; visual art might include graphic arts and animation, sculpture, or the study of urban street art; dance might include hip-hop; and drama might include spoken word rap/poetry. All instructors will comply with state and federal requirements, and will work collaboratively with core instructors to ensure that lessons are tied to core themes and standards mastery, as well as ensuring communication regarding individual student performance across different courses.

HIGH SCHOOL SAMPLE SCHEDULES

TIME	MONDAY	TUESDAY	THURSDAY	FRIDAY
8:15-10:15	Mathematics	Mathematics	Science	Mathematics
10:20-12:20	ELA	ELA	History	ELA
12:20-12:50	Lunch			
12:55-2:10	Foreign Language		Elective	
2:15-3:30	Arts/Music	Phys Ed	Phys Ed	Art/Music

TIME	WEDNESDAY (Shortened Day)
8:15-10:15	Science
10:20-12:20	History
12:20-12:45	Lunch
12:50-2:00	Advisory/Elective/Service Learning

Total Instructional Minutes Monday, Tuesday, Thursday and Friday:

English Language Arts + Humanities: 360 minutes per week

Math + project-based time: 360 minutes per week

Foreign Language: 225 minutes per week

Elective: 75 minutes per week

Science + project-based time: 120 minutes per week

History + project-based time: 120 minutes per week

Arts & Music: 150 minutes per week

Physical Education: 150 minutes per week

*390 minutes/day * 138 regular school days = 56,235 minutes per year*

Total Instructional Minutes Wednesday:

Science + project-based time: 120 minutes per week

History + project-based time: 120 minutes per week

Advisory, Elective, Service Learning: 70 minutes per week

*310 minutes/day * 37 shortened school days = 11,470 minutes per year*

TOTAL INSTRUCTIONAL TIME = 67,705 MINUTES PER YEAR

CWC3 is dedicated to the idea that as early as 9th grade, students should be exposed to coursework that reflects the type of expectations a college- or university-level class will require of them. All teachers at the high school level will provide students with a syllabus at the beginning of each course outlining the expected reading from course texts, as well as outside resources the students can access to further their learning beyond what the course requires. Students will be taught to manage their work independently and expected to come to class ready to engage with the material internalized from the previous night/week's homework. Teachers will use the Common Core State Standards and California State Content Standards as the foundation for the curriculum, as well as guidelines from the College Board regarding course content and outline for Advanced Placement courses.

Students will continue to receive core instruction in academic areas in single-subject, grade-level specific classes designed to address the state standards with a focus on project-based learning. The classes selected for CWC3 High School students are aligned with the University of California's recommended "A-G requirements," accompanied by courses offered at some of Los Angeles' best in class district, charter, and private schools. We intend to offer our students a rigorous selection of courses that will set them apart as competitive applicants to our nation's top colleges and universities.

The daily schedule will consist of two 120-minute blocks of core content-based instruction in the morning, followed by two standards-aligned electives in the afternoon. The universal course load that all students are expected to carry throughout their four high school years at CWC3 include, at minimum, two Advanced Placement (AP) courses with the possibility that students may self-select as many as four AP courses in their senior year.

In recognition of the Common Core's stated expectation that students be well versed Geometry, Algebra, Number and Quantity, Functions, Modeling, and Statistics & Probability, CWC3's teachers will ensure that not only will students have mastered the appropriate skills prior to entering high school, but are prepared to advance beyond the expected requirements of the Common Core while in High School. For this reason, we have focused the later high school years on more advanced Mathematics, in order to better prepare our graduates for college and beyond. Each week, students spend 6 hours in math class in three 120-minute

blocks on Mondays, Tuesdays, and Fridays. Teaching core classes in these longer blocks will support greater mastery of the material and will allow for project-based and individually focused classroom time. As we anticipate the Common Core's impact on curriculum publishers, we expect to have a more fully developed curriculum in the coming years.

Similarly for the English Language Arts program, we expect CWC3 students will spend 6 hours in three 120-minute blocks of time three days per week, and will continue to develop their competencies and understanding within Standards as defined by the Common Core. As with Math, these longer blocks allow for deeper exploration of texts, in-class assignments, writing projects, and group work. During this time, projects might include: essay work on the evolution of prose in 10th grade, analyzing a work by Gabriel Garcia Marquez in 11th grade, or doing an expository writing piece on a particular period of American Literature in 12th grade.

History classes will be for 240 minutes per week in two 2-hour blocks on Wednesdays and Thursdays. As the Common Core does not cover standards for History and the Social Sciences, we have aligned the curriculum to the CA State Content Standards, as in the middle school program. Important historical periods will be covered for three major goals: Knowledge and Cultural Understanding, Democratic Understanding and Civic Values, and Skills Attainment and Social Participation as defined by the CA State Board of Education. Throughout their time in High School, students will be developing research skills, historical empathy, ethics in various societies, understanding of their own cultural heritage, geographic literacy and knowledge, economics, and politics/political systems.

Again using the state standards as a base, CWC3's high school science curriculum will focus on the diverse fields within science, including Earth Science, Life Science, Physical Science, Biology, Chemistry, and Physics. The science program will have a particular emphasis on real-world application and interdisciplinary projects. Through two 2-hour blocks on Wednesday and Thursday, students will have ample time to conduct lab experiments, perform research projects, and draw connections between their own knowledge and the quickly changing technological world in which we live.

In addition to the core blocks described in the preceding paragraphs, students will twice a week have a selection of standards-based electives. As in middle school, these electives are meant to incorporate more intense instruction on a particular topic and will provide an additional time during the day for students to work collaboratively on projects that allow them to delve deeper in a specific subject area. Some available electives during these blocks would be participation in a journalism class that publishes the school newspapers, a film-making class led by a guest instructor, a government class that incorporates things like debate, model UN and political science, or a more advance computers class that encourages innovation, collaboration and technical mastery with an eye towards web development.

The continued emphasis in high school on foreign languages – students will either be able to continue their mastery of Spanish or will have the option to elect to study Mandarin starting in

10th grade – encourages students to engage with others on a wider scale, and reflects the mission of CWC3 to be truly of the community. Additionally, a deeper connection with the languages spoken locally to the school will support the service-learning aspect of our curriculum, in which students spend at least 70 minutes per week.

Arts classes will take place twice a week for a total of 150 minutes, and will encompass a broad swath of creative fields, including dance, music, and visual arts. These elective classes may include a music class that focuses on hip-hop, songwriting and production; a visual arts class that covers photography and graphic arts and a drama course that covers screenwriting, performance and stage plays. Our arts instructors will largely be from the highly creative and diverse community in the surrounding area, and will be compliant with federal and state requirements. They will work with staff to ensure that lessons are aligned to core standards and metrics.

Finally, high school students will spend 150 minutes per week in Physical Education, which will include health and nutrition education.

The following chart presents the course offerings at the high school level:

Courses	9th Grade	10th Grade	11th Grade	12th Grade
English	Freshman English & Writing	English Literature	World Literature & College Writing American Literature & Contemporary Composition	AP English Literature
Math	Geometry	Algebra II	Pre-Calculus	Calculus AP Calculus
Science	Biology (Lab Science)	Chemistry (Lab Science)	Physics (Lab Science)	AP Env. Science
History/ Social Science	World History, Cultures & Geography US History & Geography	US History & Geography World History, Cultures & Geography	Civics & American Government/Service-Learning OR Student Government [Double-Block]	
Foreign Language	Spanish I	Spanish II Mandarin I	Spanish III Mandarin II	AP Spanish Mandarin III
Visual & Performing Arts	Dance Drama/Theater	Visual Art	Dance Drama/Theater	
Physical Education	General P.E. Basketball/ Soccer	General P.E. Basketball/ Soccer	General P.E. Basketball/ Soccer	

SHORTENED DAYS

As noted throughout the detailed sample daily schedules, each Wednesday CWC3 will have a shortened day schedule to allow teachers to have regular planning, collaboration, and professional development time. Grade-level teachers will collaborate frequently with one another throughout the week, holding both formal, weekly grade-level meetings, as well as more informal interactions (e.g., when their students are in arts, P.E., or lunch). On a weekly basis, the entire faculty will gather with the Principal for structured school-wide planning and reflection, and targeted professional development. (As the school grows in size, the elementary, middle, and high school faculties will meet separately with the Principal and/or Assistant Principal to focus on their separate needs, coming together as a whole-school faculty periodically.) Professional development sessions will include sessions in which one faculty member shares his/her expertise on a particular topic or share “best practices” with the others; Principal-led sessions; guest lecturers including experts from specific programs and partners at other schools in Los Angeles; and site visits to model/partner schools. More details about CWC3’s intensive and ongoing professional development plans are included below.

FACULTY COLLABORATION

Opportunities for faculty collaboration are built-in throughout the weekly schedule. As presented in the sample schedules above, each Wednesday CWC3 will have a shortened day schedule to allow the entire faculty to gather with the Principal for structured whole-school planning, cross-classroom curriculum design, reflection, and targeted professional development. This weekly block is crucial to communicating and executing the vision of the school. It provides ample time for teachers to plan curriculum as demanded by our project-based learning approach.

Professional development sessions will include sessions in which one faculty member shares his/her expertise on a particular topic or shares best practices with the others; guest presenters, including experts from specific programs and partners at other schools in Los Angeles; and site visits to model/partner schools (such as Larchmont Charter West, CWC Hollywood and the UCLA Lab School). More details about CWC3’s intensive and ongoing professional development plans are included below in Section J: Professional Development.

DRAFT SCHOOL YEAR CALENDAR, 2012-2013

We plan to base our calendar on LAUSD's planned 2012-2013 school year calendar. This alignment will make it far easier for working families to enroll in our school, particularly those who rely on public day care options. It should be noted that this is a possible version of the school year calendar and adjustments to our sample calendar will be made once the final LAUSD calendar is published.

MONTH	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	•	S	SD	Student Days	Work Days
AUG			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31					
			SD	SD	SD	SD	SD	SD	SD	SD	SD	•	S	•	•	•	•	S	•	•	•	•	S	•	•		11	3	9	14
SEP	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28										
	H	SD	S	•	•	•	•	S	•	•	H	•	S	•	•	•	•	S	•	SD							12	4	2	16
OCT	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31							
	•	•	S	•	•	H	•	S	•	•	•	•	S	•	•	•	•	S	•	•	•	•	S				17	5	0	22
NOV				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30					
				•	•	•	•	S	•	•	H	SD	S	•	•	•	•	H	H	H	•	•	S	•	•		14	3	1	17
DEC	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31									
	•	•	S	•	•	•	•	S	•	•	•	•	S	•	•	H	H	H	H	H	H						12	3	0	15
JAN		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31						
		H	H	SD	SD	•	•	S	•	•	•	•	S	•	•	H	•	S	•	•	•	•	S	•		14	4	2	18	20
FEB					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28						
					•	•	•	S	•	•	•	•	S	•	•	•	•	S	•	•	•	•	S	•		16	4	0	20	20
MAR					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29					
					•	•	•	S	•	•	•	•	S	•	•	•	•	S	•	•	H	H	H	H	H	13	3	0	16	16
APR	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30								
	SD	SD	S	•	•	•	•	S	•	•	•	•	S	•	•	•	•	S	•	•	•	•	•			16	4	2	20	22
MAY			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31					
			S	•	•	•	•	S	•	•	•	•	S	•	•	•	•	S	•							13	4	0	17	17
TOTAL																										138	37	16	175	191

Key		Holidays		Parent Events	
SD	Staff Development	Labor Day	September 3	First Day of School	August 14
S	Shortened Day	Rosh Hashanah	September 17	Back to School Night	August 29
H	Holiday	Yom Kippur	September 26	Fall Conference	October 15-19
•	Regular Day	Columbus Day	October 8	First Semester Ends	Dec 21
		Veteran’s Day	November 12	Spring Conference	Apr 15-19
		Thanksgiving Holiday	November 21-23	Second Semester Ends	May 23
		Winter Break	December 24-January 2		
		Martin Luther King Day	January 21		
		Spring Break	Mar 18-29		

MINUTES OF INSTRUCTION ASSURANCES

The CWC3 daily schedule and annual calendar amounts to annual offering of more than the minimum number of instructional minutes set forth in Education Code § 47612.5 Title 5 California Code of Regulations Section 11960. These sections require all students to be offered a minimum of 175 school days and, more specifically, kindergarten students to be offered 36,000 minutes, grades 1-3 to be offered 50,400 minutes, students in grades 4-8 to be offered 54,000 minutes, and students in grades 9-12 to be offered 64,800 minutes. All CWC3 students will receive significantly more minutes of instructional time than required. Furthermore, CWC3 will comply with the requirements of 200 minutes of physical education every ten days for elementary students and 400 minutes for secondary students.

CWC3 plans to exceed the above requirements at all grade levels, and will have:

Kindergarten and 1st Grades:

Total offered instructional time = 54,455 minutes per year

2nd and 3rd Grades:

Total offered instructional time = 54,455 minutes per year

4th and 5th Grades:

Total offered instructional time = 60,345 minutes per year

Middle Grades

Total offered instructional time = 61,775 minutes per year

High School Grades

Total offered Instructional time = 67,705 minutes per year

Please see the preceding section title *Sample Daily Sections* for more detailed breakdowns of the instructional minutes by subject.

E. INSTRUCTIONAL FRAMEWORK

CWC Los Angeles will implement curriculum based on proven models of education at some of the leading schools in California and beyond. Our instructional framework (curriculum and instructional strategies) are informed by our philosophies about how learning best occurs and what it means to be an educated person in the 21st century (described more fully in Section C: CWC3's Philosophical Foundation above). Our overarching goal is to ensure that as each student masters the state standards across each discipline, we also develop each individual student's confidence and potential, and values that reflect our individual responsibility as citizens of the world in which we live.

Our Instructional Framework is comprised of two core components: Curriculum Planning and Instructional Strategies. The first subsection below provides more description of CWC Los Angeles' approaches to curriculum planning including:

- Alignment with national and state standards
- Curriculum design
- Selection of curriculum resources.

The subsection Curriculum Planning (focused on instructional content) is followed by a presentation of our Instructional Strategies (focused on instructional methods including project-based learning and balanced literacy). To be clear, curriculum development at CWC3 starts with the state standards, and this determines the focus of specific lesson objective and unit goals. Instructional strategies are based on our theoretical understanding of learning and cognitive development to determine the best methods of delivery for that curricular focus. (Assessments, both formative during each unit and summative at the end of each unit, capture student learning to inform the focus and methods of future instruction.) Detailed charts listing state content standards, specific curricular materials, and assessment measures are included by grade level and subject-matter in Element 2: Measurable Student Outcomes and Appendix A: Curriculum. The following describes in more detail the methods by which our instruction will support our students in mastering the content standards.

In designing our Instructional Framework, we have drawn on the experience and learning of schools that have preceded us. Our curricular choices and instructional methodologies of balanced literacy and project-based learning are not new. Rather, they are research-based, proven models of high-quality education for diverse populations. Schools such as the North Oakland Community Charter School (API 901), Larchmont Charter (API 931), and Larchmont Charter West (API 941) are all quite similar in our focus on constructivism and project-based learning. At the University of Houston's Charter School (employing a constructivist/project-based learning approach), 89-95% of the 5th graders meet or exceed Texas standards. In addition to the high-performing public elementary schools, several acclaimed local private schools such as the UCLA Lab School and The Center for Early Education have employed these methodologies as longtime practices.¹²

In addition to drawing on research about the above schools and our own experience, we have consulted with school leaders to gain the benefit of their past experiences and learning. School leaders at Community Magnet Charter School, Larchmont Charter West, Larchmont Charter

¹² While the private schools do not adhere to the same state standards as CWC, these schools nevertheless offer invaluable insights into how different children learn and succeed. Just as we intend to partner with leading education experts at the acclaimed universities within Los Angeles, so too do we intend to learn from those implementing "best practices" in the field, both in public and private school settings.

School, and CWC Hollywood have shared extensive insight about their own curriculum planning practices, curricular material choices, and instructional strategies. The High Tech High network of schools (based in San Diego and representative of the county's diverse demographics) achieved a 99% graduation rate and has provided inspiration for the high school program. From this foundation, we have crafted the following Instructional Framework.

CURRICULUM PLANNING

The following subsections present CWC3's approach to curriculum planning. We begin with affirmations that our curriculum is aligned with national and state standards, followed by our processes for curriculum planning, a description of our curricular materials, and guidelines for selecting additional curricular materials in the future.

SCOPE AND SEQUENCE ALIGNED WITH NATIONAL AND STATE STANDARDS

Appendix A contains a thorough, detailed presentation of our curriculum for each grade, by primary subject area (Language Arts, Math, Science, History/Social Science, and the arts), including specific references to national and state standards, curricular materials, and assessment metrics. (See also Element 2: Measureable Student Outcomes.)

The Common Core Standards (CCS) have been adopted by the State of California and will be fully implemented in LAUSD by 2013. We consider the CCS to be an exceptionally strong resource for our mission of preparing our students to be citizens of the world in the 21st century and so we have incorporated them before we are required to do so. The mission statement for the CCS resonates with our own:

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

The matrices that are contained within each section of Appendix A: Curriculum delineate the links between the curriculum and the appropriate set of standards. English Language Arts and Mathematics curricula are aligned to the national Common Core Standards in ELA and Mathematics. Social Studies and Science focus primarily on the California State Standards, with references to the Common Core Standards.

"BACKWARDS DESIGN" OF CURRICULUM

CWC Los Angeles teachers will collaboratively plan units of study with an emphasis on mastering the CA State Standards, using the 'backward design' guidelines described in *Understanding by Design* (Wiggins & McTighe, 1998). This strategy advises teachers to "begin with the question: What would we accept as evidence that students have attained the desired understandings and proficiencies – *before* proceeding to plan teaching and learning experiences." There are three steps to this process:

1. **IDENTIFY DESIRED RESULTS:** Beginning with the CA State Standards, teachers will determine a three-tiered hierarchical set of learning expectations:
 - Enduring understandings: How will students internalize the standards such that they are linked to an authentically meaningful big picture understanding of the material?
 - Information and skills worthy of familiarity: What prior knowledge do my students need to make meaning of this new information? Important knowledge and skills: What foundational knowledge and skills do students need to master this material?

As teachers select and prioritize these learning expectations, they will be guided by thinking about the extent to which the idea, topic, or process (1) represents a 'big idea' having enduring value beyond the classroom, (2) resides at the heart of the discipline, and (3) is tied directly to state standards and standardized testing.

2. **ALIGNING ASSESSMENTS TO THE DESIRED RESULTS:** Recognizing that teachers will be shaping their standards-based instruction into larger projects and thematic units, it is essential that they assess mastery in an explicit way. Teachers will assess throughout the unit of study using a variety of assessment methods including both formative and summative assessments. Methods will include quizzes or tests aligned with the style students will encounter on standardized-assessments, as well as more comprehensive or authentic checks for understanding such as informal checks, student observation, 1:1 conferencing, performance tasks and projects. Teachers will match an appropriate assessment method to each standard and establish and articulate clear criteria for reaching proficient performance.
3. **DIFFERENTIATING INSTRUCTION TO MEET THE NEEDS OF ALL LEARNERS:** Now that the learning expectations (knowledge and skills) have been identified, teachers will work together to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals with all of their students. Teachers will design innovative instructional strategies by differentiating the content, process, and products delivered to students in order to provide equal access for all learners (including English language learners and students with special needs). Teachers

will write effective standards-aligned lesson plans and utilize a repertoire of research-based instructional strategies to increase student achievement.

As teachers implement their lesson plans, they will continuously be assessing their own efficacy and impact with individual students in the classroom utilizing specific data and analysis of sub-groups. Our instructional program will be driven by student data gathered by the teachers themselves in order to make informed decisions about assessment, curriculum, pedagogy, and student services. Teachers will continuously look at student work and questions in order to inform, structure, and refine their instructional practice. Based on concepts of “action research,” teachers will be trained to take an analytical approach to teaching and learning. Teachers will act as researchers in their classrooms to test hypotheses, gather data, and draw conclusions about their instructional practices. Teachers will then be expected to base their pedagogical decision-making on collective research and to share best practices regularly, both within their grades and across grades. In effect, our teachers will form a true community of learners as they take a more reflective and analytical approach to their instruction.

Student Portfolios play an important role in this process. Once data is gathered through formal assessments, teachers will dig deeper into portfolio collections of students’ work to inform their understanding of each child’s strengths and challenges with the material. When learning is documented, children can also revisit and interpret their learning experiences, and reflect on how to develop these experiences further. Teachers are able to interpret and reflect retrospectively on each student’s individual progress, but also use this documentation toward the creation of future contexts for learning. Teachers learn about their own roles in learning groups (e.g., when to intervene and when to stand back) and factors that contribute to making a learning group effective. Documentation of learning groups provides insights into what students are working on and how teachers might help them move forward in their work. Finally, reviewing documentation influences curriculum in terms of the amount of time a group spends on a topic and the level of student involvement in shaping an activity or unit.

These teaching methodologies place significant responsibility on our faculty, and have several strategies for addressing these demands. First, in hiring teachers, we recruit and assess for capacity and interest in creating curriculum. (For some teachers, this is a much-desired prospect; for others, an additional burden. We must ensure that we hire teachers who are motivated by the opportunity and capable of fulfilling it.) Second, all teachers will participate in guided professional development during the Summer Institute and frequent portions of the weekly Wednesday professional development blocks. We will ensure that several teachers get more extensive training in the *Understanding by Design* approach so that they can serve as resources for their peers, in addition to the support provided by school leaders.

Furthermore, we will foster a strong sense of teacher autonomy and collaboration, while creating a school-wide mindset for school improvement – a professional problem-solving ethos. Reflection and self-assessment among the faculty instills a commitment to continuous improvement. This process is empowering for those who participate, as teachers, for instance,

no longer uncritically accept theories, innovations, and programs at face value. Above all, this emphasis on teachers' growth and development coming through an analysis and learning about student results promotes student achievement. CWC3 will ensure that all members of our faculty receive appropriate training, support, time, and resources to develop their skills and engage fully in our processes.

CURRICULUM RESOURCES & MATERIALS

A subject-specific, commercially-produced curricular program that is aligned to the Common Core State Standards and/or the California State Content Standards provides the foundation for CWC3's educational program. CWC3 respects teachers and wishes to empower them to be the most effective educators possible. Therefore, purchased curricular materials will be used as a basis upon which teachers will build. During the blocks of time when subject-specific lessons occur, teachers will draw upon the resources described below and other resources they deem appropriate for their students. In this way, teachers can utilize the "Backward Design" (Wiggins, McTighe, 2005) methodology of devising lesson plans, learning outcomes and assessments in broad strokes in advance. However, for instruction to be truly effective, lesson plans need to be constantly revised to accommodate new assessment information (Data Driven Instruction), and lessons need to be customized to suit the learning needs of individual students (Differentiated Instruction). In order to implement both Data Driven and Differentiated Instruction, teachers will receive professional development experiences and administrative guidance in designing artful assessment, making objective observations, and adjusting instruction and curriculum to best serve student needs. (See also, Element 2: Measureable Student Outcomes)

We have chosen the following curricular programs to form the core basis of our instruction:

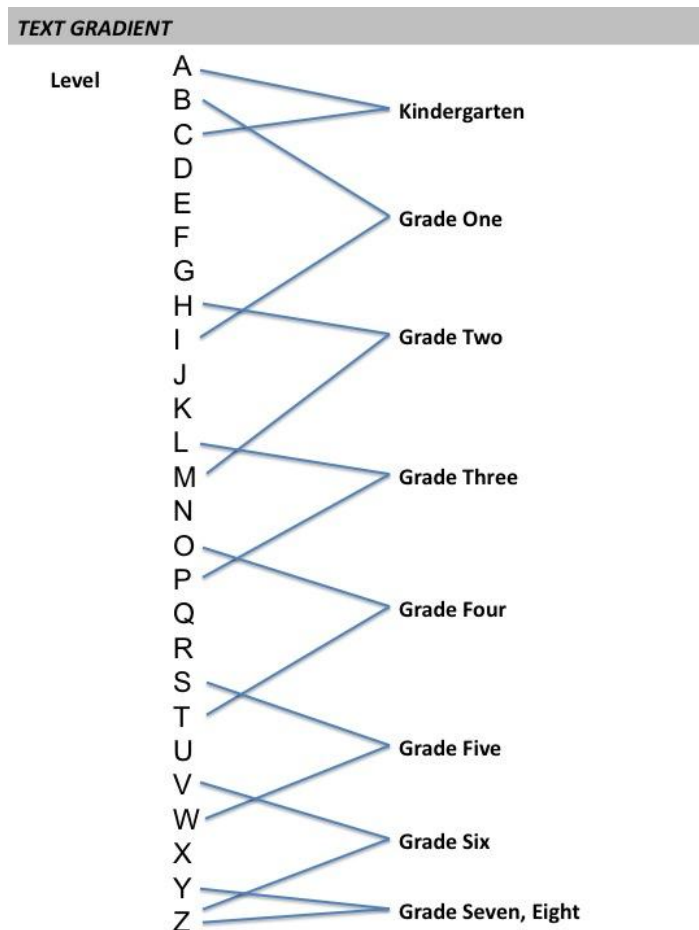
ELEMENTARY SCHOOL GRADES

Literacy: CWC3 will use a high quality curriculum to provide standards-based instruction in all areas of literacy. The following curricular materials will be used to teach reading and writing:

- The Continuum of Literacy Learning, K-8 (Heinemann): The Continuum of Literacy and Learning is fully aligned with the Common Core Standards. (The matrices in Appendix A: Curriculum present the alignment in detail.) However, it is much more detailed than these state and national standards and, as such, it presents a means to make the standards more specific as a basis for instructional objectives. There are seven continua which focus on each area of Language Arts:
 - Interactive Read Aloud and Literature Discussion
 - Shared and Performance Reading
 - Writing About Reading

- Writing
- Oral, Visual, and Technological Communication
- Phonics, Spelling, and Word Study
- Guided Reading

Each continuum lists specific behaviors and understandings that are required at each level for students to demonstrate thinking within, beyond, and about the text. The seven continua provide grade level expectations and are designed for planning group instruction. Fountas and Pinnell’s guide “addresses broad goals but presents finely detailed and specific statements of behaviors and understandings that literate students should demonstrate (and that the teacher should teach) at each grade level and at each level of a gradient of text difficulty (A to Z).” The Text Gradient graphic that follows presents the relationship between grade level and expected level of text that students should be able to read at that level.



- A Curricular Approach for The Writing Workshop (K-8): The detailed curricular plans for each grade kindergarten to 8th grade serve as the primary resource for establishing and supporting a writing curriculum and utilize the technique of writing workshop. These curricular materials, developed by Lucy Calkins and her colleagues at the Teachers College Reading and Writing Project, will provide the basis for writing instruction within the language arts program. In writing workshop, students become powerful writers. They learn to observe the world within and around them, write drafts, revise, edit, and present polished and well crafted pieces of writing. Refer to Appendix A: Curriculum for the alignment of the *Curricular Plan for The Writing Workshop* to the Common Core State Standards

Mathematics: Everyday Mathematics (McGraw-Hill) will form the basis of the math curriculum in grade K-5. Everyday Math offers a number of features that distinguish it from other math curriculum. These features include:

- Real-life Problem Solving
- Balanced Instruction
- Multiple Methods for Basic Skills Practice
- Emphasis on Communication
- Enhanced Home/School Partnerships

The Everyday Math curriculum will be supplemented with additional resources to support the learning of math facts and promote automaticity in addition, subtraction, multiplication, and division.

Science: The Full Option Science System (FOSS) learning modules created for California will form the basis of the interdisciplinary projects. Since they are already aligned with California's science standards and many social studies, language arts, and mathematics standards, they will ensure students have an effective, hands-on education in the sciences.

Social Studies: Houghton Mifflin (K-5) and multiple resources referenced in curriculum maps in Appendix A. Houghton-Mifflin Social Science curricular materials, created with California's standards in mind, is the basis for Social Studies instruction for grades K-3. Grades 4 and 5 are being modeled on the multi-resource based Larchmont Charter School program. In addition, the FOSS science curriculum allows for a great deal of integration of the California Social Studies standards. (Additional detail is provided in Appendix A.)

Visual and Performing Arts: Initially, CWC3 will likely contract with outside providers for our performing arts instruction and we expect that these individuals/companies will provide

necessary equipment and materials as well (e.g., musical instruments). We will facilitate visual arts instruction through available materials and supplies (paper, paints, pencils, scissors, etc.) For our younger grades, we intend to develop a comprehensive art studio with appropriate resources tied to state grade-level standards as our school grows and space permits.

Service Learning and Character Education: As CWC3's faculty identify specific state standards across disciplines that the service-learning projects are designed to achieve, they also will identify the appropriate curricular materials and resources from the core content areas that students will utilize. Numerous websites contain detailed lesson plans, including references to California content standards for service-learning projects. [See, e.g., www.servicelearning.org, www.cde.ca.gov/ci/cr/si/ (CDE's Cal-Serve K-12 Service-Learning Initiative), www.learnandserve.gov and many others.] For example, students might utilize their FOSS Science materials to research, plan and create an urban garden to provide much-needed green space in central Mar Vista. Service-learning projects also will inherently rely on both current and local resources, e.g., news media, computer-based research, and other resources students and faculty identify in the community (e.g., data from the Community Redevelopment Agency, United Way or other community service organizations). Finally, character education materials will include the Cool Tools Tool Box (see Appendix A) and training materials for our faculty and parents from both UCLA and Love and Logic (www.loveandlogic.com).

MIDDLE SCHOOL GRADES

Language Arts: The Continuum of Literacy Learning, K-8 (Heinemann): We will continue to use The Continuum of Literacy and Learning that presents seven continua which focus on each area of Language Arts. Each continuum lists specific behaviors and understandings that are required at each grade level for students to demonstrate thinking within, beyond, and about the text. The seven continua provide grade level expectations and are designed for planning group instruction. In addition, the Guided Reading continuum provides detailed guidance for small group reading instruction for readers at levels through eighth grade.

English Workshop, First Course, Second Course, and Third Course: We believe a strong foundation in grammar and a broad vocabulary are essential components of becoming effective writers and readers. Therefore, we have chosen to offer 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).

Extensive and Authentic Text: In addition to these skills-based approaches, we 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. In addition to reading authentic text, students create their own texts for authentic audiences. Students need opportunities to see if their communications are actually effective by writing documents that have a true purpose and delivering them to a real audience.

Mathematics: The Connected Mathematics Project (CMP) is a problem-based curriculum that is aligned with Common Core Standards, as detailed in Appendix A: Curriculum. It aligns with our school's instructional strategies, in its emphasis on conceptual understanding and in its hands-on, investigative approach to learning. The authors of CMP have described their approach as follows:

A growing body of evidence from the cognitive sciences supports the theory that students can make sense of mathematics if the concepts and skills are embedded within a context or problem. If time is spent exploring interesting mathematics situations, reflecting on solution methods, examining why the methods work, comparing methods, and relating methods to those used in previous situations, then students are likely to build more robust understanding of mathematical concepts and related procedures. This method is quite different from the assumption that students learn by observing a teacher as he or she demonstrates how to solve a problem and then practices that method on similar problems.

A problem-centered curriculum not only helps students to make sense of the mathematics, it also helps them to process the mathematics in a retrievable way. The curriculum authors have carefully designed each problem in order to satisfy the following criteria:

- The problem must have important, useful mathematics embedded in it.
- Investigation of the problem should contribute to students' conceptual development of important mathematical ideas.
- Work on the problem should promote skillful use of mathematics and opportunities to practice important skills.
- The problem should create opportunities for teachers to assess what students are learning
- In addition each problem satisfies some or all of the following criteria:
 - The problem should engage students and encourage classroom discourse.

- The problem should allow various solution strategies or lead to alternative decisions that can be taken and defended.
- Solution of the problem should require higher-level thinking and problem solving.
- The mathematical content of the problem should connect to other important mathematical ideas.

Science: We have chosen to adopt the middle school science program Science Education for Public Understanding Program (SEPUP) because it 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. The program is fully aligned to California standards and research has demonstrated its efficacy in engaging and educating middle school students.

Social Studies/History: Our reason for choosing the *History Alive!* curriculum is best explained in the words of the curriculum authors. What follows is the *History Alive!* rationale that explains this program's approach to teaching history, and demonstrates its alignment with our school's educational philosophy:

History can be taught two ways. One method is to teach "history." This approach assumes there is a set of facts that all people should know. A second method is to teach the process of history. This approach emphasizes the process, known as historiography, where individuals or groups can investigate sources and develop their own interpretation of events. Both approaches have a place in elementary and middle level social studies instruction.

History Alive! is both a curriculum and a set of instructional strategies that actively involves the learner in developing historical thinking skills and perspective taking, as well as practicing reflective and predictive skills in real life context. The *History Alive!* program was developed by the Teachers' Curriculum Institute.

The *History Alive!* instructional strategies are based upon three premises. The first premise is that classrooms should be cooperative, tolerant, and interactive. Second, that multiple intelligences have an important place for planning and delivering instruction. Third, Bruner's spiral curriculum is relevant for deep mastery of historical knowledge, concepts, and processes.

Visual and Performing Arts: As noted above, initially, CWC3 will likely contract with outside providers for our performing arts instruction and we expect that these individuals/companies

will provide necessary equipment and materials as well (e.g., musical instruments). As we expand into middle grades, we will focus on strategies for developing a more formalized in-house arts program, including the acquisition of musical instruments and other performing arts materials (costumes, sets, etc.) and develop a more sophisticated art studio fully stocked with appropriate supplies and materials for our older students to develop grade-level expertise tied to the state standards.

All instructional activities will be developed in alignment with California state standards as well as the stated goals and measurable student outcomes of CWC3. Additional materials will be made available based on the API and AYP of the school, and the needs of English Language Learners. Faculty and administration will analyze the efficacy of the programs listed above and, to the extent assessment data indicate that particular sub-groups are not meeting standards or our school goals, may choose additional or different research-based, constructivist-grounded programs that have been shown to succeed with populations akin to the student population at CWC3.

HIGH SCHOOL GRADES

CWC3 is committed to create a trajectory to High School Graduation and College Success. Teachers will use the Common Core and California state standards as the foundation for the curriculum, as well as guidelines from the College Board regarding course content and outline for Advanced Placement courses. These standards will be realized through a complete set of college preparatory courses. The core of CWC3's college preparatory offerings and their alignment to the A-G required courses are presented in the following table:

A-G Required Courses	CWC3 Class Offerings
History/Social Science: Two years, including one year of world history, cultures, and historical geography and one year of a US history or one-half year of US history and one-half year of civics or American Government.	• US History & Geography • World History, Cultures & Geography • Civics & American Government
English: Four years of college preparatory English that include frequent and regular writing, and reading of classic and modern literature.	• Freshman English & Writing • English Literature • American Literature & Contemporary Composition • AP English Literature
Mathematics: Three years of college preparatory mathematics that include topics covered in elementary and advanced algebra and two-and three-dimensional geometry.	• Geometry • Algebra II • Pre-Calculus • Calculus/AP Calculus
Laboratory Science: Two years of laboratory science providing fundamental knowledge in	• Biology (Lab Science) • Chemistry (Lab Science)

at least two of these three disciplines: biology, chemistry, and physics.	• Physics (Lab Science)
Language Other Than English: Two years of the same language other than English.	• Spanish I-III & AP Spanish • Mandarin I-III
Visual & Performing Arts: One year, including dance, drama/theater, music, or visual art.	• Dance • Drama/Theater • Visual Art
College Preparatory Elective: One year (two semesters), chosen from additional “A-F” courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as “G” electives.	• General PE • Basketball • Soccer • Student Government

The curricular materials for each class have been selected from the LAUSD list of adopted textbooks and, where relevant, supplemented with additional resources from the district’s approved list of texts. Teachers are encouraged to make real-life connections with the content they are covering and will incorporate current and culturally relevant materials throughout their courses. The chart on the following page outlines the course materials selected for each class.

CWC3 Textbook Alignment – High School				
Subject	9th Grade	10th Grade	11th Grade	12th Grade
English	Freshman English & Writing TEXTBOOKS McDougal Littell Writing With A Purpose, 14th Ed. Trimmer McDougal Littell Language of Literature (California Edition), 9 Applebee, et al. 0618690174 2006	English Literature TEXTBOOKS McDougal Littell Language of Literature (California Edition), 10 Applebee, et al. 0618690182 2006	American Literature & Contemporary Composition [Double-Block] TEXTBOOKS McDougal Littell Responding To Literature: World Literature Hynes-Berry, Miller 0812370740 1992 McDougal Littell The Writer's Craft, Yellow Level Blau, et al. 0395863821 1998	AP English Literature TEXTBOOKS Thomson Learning/Wadsworth Literature: Reading, Reacting, Writing, 5th Ed. Kirsznier, Mandell 1413008011 2004
Math	Geometry TEXTBOOKS College Preparatory Math (CPM) Geometry	Algebra II TEXTBOOKS College Preparatory Math (CPM) Algebra II Connections	Pre-Calculus TEXTBOOKS College Preparatory Math (CPM) Pre-Calculus with Trigonometry	Calculus & AP Calculus TEXTBOOKS College Preparatory Math (CPM) AP Calculus, 2nd Edition
Science	Biology (Lab Science) TEXTBOOKS McDougal Littell Biology, CA Edition Nowicki 9780618725106 2008	Chemistry (Lab Science) TEXTBOOKS McDougal Littell World of Chemistry Zumdahl, et al. 9780618562763 2007	Physics (Lab Science) TEXTBOOKS Glencoe/McGraw-Hill Physics: Principles and Problems, CA Ed. Zitzelwitz, et al. 9780078787386 2007	AP Env.Science TEXTBOOKS Glencoe/McGraw-Hill Environmental Science: A Global Concern, 9th Ed. Cunningham, et al. 0073258377 2007 HEALTH Merki & Merki. Glencoe Health: A Guide to Wellness. Woodland Hills, California.

				McGraw-Hill Companies. 1999.
History / Social Science		World History, Cultures & Geography TEXTBOOKS Pearson Education/Prentice Hall World History: The Modern World Ellis, Esler 0131299778 2007	US History & Geography TEXTBOOKS McDougal Littell The Americans: Reconstruction to the 21st Century (California Edition) Danzer 061855713X 2006	Civics & American Government/Service- Learning OR Student Government [Double-Block] TEXTBOOKS McDougal Littell American Government: Institution and Policies, 10th Ed. Wilson, Dilulio 0618562443 2006
Foreign Lan- guage	Spanish I – HS Level TEXTBOOKS Prentice Hall Realidades, Level 1 Boyles, et al. 0131016873 2004	Spanish II – HS Level TEXTBOOKS Prentice Hall Realidades, Level 2 Boyles, et al. 0130359513 2004 Chinese I TEXTBOOKS Prentice Hall Chinese Link: Beginning Chinese Level 1, Part 1 & 2 Wu, Yu, Zhang & Tian 0205808638	Spanish III – HS Level TEXTBOOKS Prentice Hall Realidades, Level 3 Boyles, et al. 0130359688 2004 Chinese II TEXTBOOKS Prentice Hall Chinese Link: Chinese Level 2, Part 1 & 2 Wu, Yu, Zhang & Tian	AP Spanish TEXTBOOKS Prentice Hall AP Spanish: Preparing for the Language Examination, 3rd Diaz et al. 0131660942 2007 McDougal Littell Nexttext Abriendo Puertas: Antologia de Literatura en Espanol, Tomo II (de Cervantes, et al.) McDougal Littell 0618222073 2003 Chinese III TEXTBOOKS Prentice Hall Chinese Link: Chinese Level 3 , Part 1 & 2 Wu, Yu, Zhang & Tian

At CWC3 our high curriculum will be designed and delivered so that students are given the opportunity to actively incorporate the Common Core State Standards that they are studying into their own experiences, concepts, and understandings of how the world works. We believe that the developing the overlap between learning to think about important ideas, and gathering the information and skills needed to support this thinking is a powerful educational plan. Our project centered instructional delivery makes the use of acquired skills clearly useful to the student. At the same time the vision of interrelated skills with multiple applications as used within and between projects makes learning more meaningful and application of skills and ideas in new situations more likely. The following values outline how we approach curriculum design:

- Exceed the core academic content standards of the Common Core State Standards.
- Contain rigorous instruction, leveraging the use of technology as a tool.
- Include advisory with a strong college readiness support and a social-emotional development component.
- Include a service-learning program that combines rigorous academic pursuits with real-world experiences, focused on social justice.

The following subsections describe our course offerings by subject area in more detail.

English Language Arts: The intent of CWC3 is to equip students with the level of literacy needed to succeed at the university level and fulfill their goals in life beyond schooling. Using the state standards as a base, CWC3's high school English Language Arts program focuses on oral and written language development as a means of expressing critical thought. Students are expected to graduate from 9th grade able to articulate what constitutes college-level writing, outline and monitor their own progress towards the completion of an independent research project, and influence others with their written expression of opinion.

CWC3 also aspires to expose our students to a wide variety of literature from the Americas and around the world. As 10th and 11th graders, students read and analyze the classics including the Iliad and the Odyssey and Shakespeare's plays alongside contemporary authors such as Joseph Heller, Toni Morrison, and Gabriel Garcia Marquez.

Students are expected to actively engage in their learning and take responsibility for fulfilling the expectations set by their courses, their teachers and themselves. As college applications highlight the importance of college level writing, 11th graders are given a double-block of English Language Arts to strengthen their ability to write both analytically and to influence others with written expression of their own life experiences and opinions.

They culminate in their senior year with an AP English Literature course that all students are expected to complete, designed to fulfill the expectations outlined by the College Board in preparation for successful completion of the AP exam for college credit. Throughout high school, students are encouraged to identify and build habits and best practices for managing their workload and are exposed to student-centered options providing choice in collaboration and project-based demonstrations of their learning.

Mathematics: CWC3 High School students begin their high school careers having mastered Algebra with a C or better in 8th grade ready to move on to Geometry, Algebra II, Pre-Calculus and then either Calculus or AP Calculus as seniors (students will self-select which course they prefer based on a review of their prior performance in HS math and with guidance from the college counselor, parents and guardians,). It is acknowledged that in order to engage critically across such a range of courses, students must acquire specialized vocabulary and language patterns to support their conceptual understanding and ability to apply what they've learned to real-life and meaningful problems. Teachers make connections between the concepts and skills outlined in the state standards to real-life opportunities students will have to engage with the material, and regularly link class work to career-based application. In the event that students at the high school level do not have the foundational coursework successfully completed to follow the recommended scope and sequence of classes, CWC3 will adjust the program to respond to the student needs. Algebra, for example, may be offered to high school students through a specially-designed summer bridge program, during an alternate time in the daily schedule such as the elective block or, if transportation is feasible, high school students may complete necessary coursework at the middle school campus. The overarching goal of the mathematics program is to deepen students' problem-solving and critical-thinking skills and ensure that they have completed the necessary coursework as outlined in the A-G requirements for success in college and beyond.

Science: A final component of our K-8 science curriculum is a school-wide focus on creating and maintaining an edible garden. Classroom teachers integrate food systems concepts into the core curriculum. Students' hands-on experience in the kitchen and garden fosters a deeper appreciation of how the natural world sustains us and promotes the environmental and social well-being of our school community.

Because science standards are often much more discrete, teachers will design curriculum that allows both for interdisciplinary work with the humanities and mathematics, but also for the development of a deep understanding of science knowledge and skills.

At the high school level, students are offered classes that include Lab application at every level, focusing on hands-on teaching and learning. Students transition from Biology as 9th graders to Chemistry in 10th and Physics in their junior year. As seniors, all students are encouraged to take AP Environmental Science, building both the skills required of an AP-level course and opening their eyes to a range of ways they can, through scientific investigation, learn more about the issues in the world around them. The science department works closely together to

prepare lessons that inspire student understanding of the mission of CWC3, encouraging them to work collaboratively to improve their school, local and national communities.

Technology: Students will graduate from CWC3 Middle School and transition to High School fluent in technology. They will be able to distinguish between reliable and unreliable sources for research, produce a paper in Word complete with footnotes and appropriate formatting, and be able to independently develop a power point presentation with graphics and links to a range of visual images.

History & Social Sciences: Students at CWC3 will exceed the CA University A-G course requirements for high school by completing three years of History/Social Science. They will take World History, Cultures, and Geography as 9th graders, A-G approved courses in US History and Geography as 10th graders and Civics and American Government as seniors. The 9th and 10th grade teachers work together to build students' foundational understanding of history as it has set the stage for current politics and civic relations. They will integrate state standards and essential historical and geographical learning into units that focus on current events and issues students are exposed to in the news. For example, 10th graders in their US History class will draw comparisons to the decisions made by our country's founders as they designed policy outlining the role of the federal government relative to the authority of the states to current debate about where responsibility lies for the crisis of joblessness, education, and social welfare. Students will be prepared to discuss current issues with confidence in their awareness of the underlying connections throughout history.

As seniors, students at CWC3 will take a double-block of History/Social Science connecting their coursework to service-learning or to their participation in Student Government. Students will be given the opportunity to engage in the community at large through internships with community-based organizations or they'll take on leadership roles within the CWC3 community fulfilling their service-learning work through Student Government.

Visual and Performing Arts: High School students will complete a year of Visual and Performing Arts as required for their A-G coursework and they'll have the opportunity to extend their studies during their elective block. Students will be able to choose from Dance, Drama/Theatre and Visual Arts building on the foundations gained in elementary and middle school.

Physical Education: High School students will be given the opportunity to continue with physical education during their elective block. They will be able to take a General P.E. course building on the overarching goals of lifelong physical and health goals set in elementary and middle school or, should the facilities allow, they will be able to join the Basketball or Soccer teams.

Foreign Language: Foreign Language (Middle & High School) At CWC3 we believe that given our mission and the connections we have to the community surrounding our schools, all students need a working knowledge of the Spanish language to engage with the world around

us. All students enrolled at CWC3 High School will take a freshman high-school level Spanish course as continuation of their middle school Spanish coursework. Once students transition to their second year of language courses, those who continue on with Spanish will engage more critically with the fundamentals of vocabulary and grammar working towards a senior-level AP Spanish course. Other students may choose to transition to take three years of Mandarin preparing to test into college level Mandarin classes and opening themselves to another foreign language and culture that is relevant to them in today's world.

Advisory: At the high school level the purpose of advisory is twofold: students work together with their advisory teacher to design and get feedback on service-learning projects they are engaged in. As 9th & 10th graders the group is pre-assigned 11-12 students who work their way through a service learning curriculum facilitated by their advisory teacher. As a group they are responsible for completing three service learning projects over the course of the year with increasing levels of independent design and facilitation of the project. The projects are evaluated by teams of upperclassmen who evaluate their effectiveness based on evidence of teamwork, clarity of process and measure of impact. In 10th grade, students are given the opportunity to provide input into their areas of interest in selecting advisory. For example, a group of students may gather and decide that they want to focus on service learning projects that address issues related to the environment; another may be interested in international issues and a third may want to research and address the disparity in the educational system in Los Angeles. Once the groups identify their area of interest, they are assigned a teacher who will act as a mentor and guide.

In 11th and 12th grade students engage in their service-learning projects as part of an afternoon elective and turn their focus during advisory on the college application process. As 11th graders they work together to prepare for the SATs, research colleges, and learn about financial aid, scholarships, and funding sources that may influence their choices in the college application process. Senior year advisory continues with a college focus – as students spend the fall completing their applications and the spring engaged in discussions about how to make a successful transition to college.

FUTURE SELECTION OF ADDITIONAL CURRICULAR RESOURCES

In future years, grade level teachers will meet and advise the Principal as to areas of need and recommended books and materials for the following year. The curricular purchases will be implemented by the administration and purchased well enough in advance to ensure timely implementation. Most importantly, all curricular materials must have a proven record with our targeted student population and must have been developed through sound, research-based methods that utilize the latest information on teaching, learning and brain functions.

We will also draw on our experiences in prior years. CWC3 will assess students' progress in each of the curricular areas (as detailed in Elements 2 and 3 below). The analysis of student performance data, supplemented by observation of instruction and teachers' reflections, will

indicate if there are ways in which the curricular materials need to be revised or supplemented. Furthermore, as we select additional curricular resources, we will turn to our network of successful schools to ask about the materials that they have used, their success with those materials, and the areas in need of supplementation. This will be particularly valuable to us as we expand to the middle and high school grades, as schools such as Larchmont, will have several years of experience prior to opening of our secondary schools.

Curricular materials will also be analyzed from the perspective of the whole educational program and in relation to lessons and assessments that would follow from curricular programs. Decisions will be made in light of the following questions:

1. Does its design and content clearly connect to or support a standards based curriculum?
2. Is interactive learning promoted and is the child's construction of knowledge encouraged?
3. Does it help achieve social, emotional, physical, and cognitive goals?
4. Does it encourage development of positive feelings and dispositions toward learning while leading to acquisition of knowledge and skills?
5. Is it meaningful for these children? Is it relevant to the children's lives? Can it be made more relevant by relating it to a personal experience children have had or can they easily gain direct experience with it?
6. Are the expectations realistic and attainable at this time, or could the children more easily and efficiently acquire the knowledge or skills later on?
7. Is it of interest to children and to the teacher?
8. Is it sensitive to and respectful of cultural and linguistic diversity? Does it expect, allow, and appreciate individual differences? Does it promote positive relationships with families?
9. Does it build on and elaborate children's current knowledge and abilities?
10. Does it lead to conceptual understanding by helping children construct their own understanding in meaningful contexts?
11. Does it facilitate integration of content across traditional subject matter areas?

12. Is the information presented accurate and credible according to the recognized standards of the relevant discipline?
13. Is this content worth knowing? Can it be learned by these children efficiently and effectively now?
14. Does it foster children's exploration and inquiry, rather than focusing on "right" answers or "right" ways to complete a task?
15. Does it promote the development of higher-order abilities such as thinking, reasoning, problem solving, and decision-making?
16. Does it respect children's physiological needs for activity, sensory stimulation, fresh air, rest, and nourishment/elimination?¹³

Curriculum, materials, and instructional activities will be selected by grade-level teachers, our Principal, and relevant, outside consultants (e.g., special education consultants) based on their relevance and appropriateness, for their alignment with standards, our definition of an educated person in the 21st century, and goals of the school as a whole. Choices must be compatible with the school's emphasis on active learning strategies, investigation, and project-based assessments. Supplementary and enrichment resources can be chosen at the discretion of the teacher, and must be used in a way that is compatible with the school's educational philosophy.

All instructional activities will be developed in alignment with the stated goals and measurable student outcomes of CWC3, as detailed further in Element 2: Measurable Student Outcomes.

INSTRUCTIONAL STRATEGIES

The following subsections present CWC3's approach to instructional strategies. We begin by emphasizing our belief that teachers should have a repertoire of strategies at their disposal and offering numerous examples. Then we present two of those instructional techniques in more detail: balanced literacy and project-based learning.

RICH REPERTOIRE OF INSTRUCTIONAL TECHNIQUES

Constructivism is a theory about learning, not a description of teaching. No 'cookbook teaching style' or pat set of instructional techniques can be abstracted from the theory and proposed as

¹³ National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE).

a constructivist approach to teaching. Instead, teachers use instructional techniques flexibly to promote the construction of students' understanding.

The skilled teachers at CWC3 will utilize a rich repertoire of instructional strategies. In consideration of what s/he plans to teach, what students already know and previous instruction, s/he will be able to select the appropriate instructional technique. In addition to the project-based learning and balanced literacy methods presented below, methodologies would draw from:

DYNAMIC AND VARIED GROUPING: The practice of “pigeon-holing” students in stagnant groups for an entire school year or semester is often a detriment for the student. Research supports practices where instructional groupings are varied from homogeneous to heterogeneous and changed often, as the students’ capacities develop. Parents of young children recognize that their children can make great leaps in development seemingly “overnight” – our groupings of students will be fluid in recognition of this reality. In our middle grades, teachers will have the flexibility to provide students with responsive grouping based on need. Our core block schedule ensures that teachers get to know students’ strengths and needs across content areas and have longer concentrated periods to allow for student-centered learning with teacher support alongside.

TARGETED RE-TEACHING: When formal or informal assessments reveal that one or more students is struggling with a particular skill or concept, those students will receive targeted instruction that re-teaches that skill or concept. This instruction may be a single, brief lesson to correct a misconception, or multiple sessions to address a more complex concern. Our staffing structure of one teacher and one teaching assistant per classroom allows for a variety of small group instructional methods by offering small group instructional support by the teacher while the assistant monitors independent work, partner games and activities, and technology-guided instruction throughout the classroom.

SMALL GROUP INTERVENTION: CWC3 is fortunate to have a low teacher to student ratio that enables extensive small-group instruction every day. Teachers and teaching assistants lead small group intervention lessons for students with specific needs.

PEER TUTORING AND CROSS AGE TUTORING: Tutoring fellow 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. A variety of both cross-age and peer tutoring models will be used successfully to benefit both the student tutor and the student being tutored.

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; this 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.

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 elements of Direct Instruction include:

- 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.

TEACHER LECTURE: A familiar, and effective method for teaching when used judiciously and appropriately is teacher lecture. Synthesized research on learning processes presented in *How People Learn* (1999) confirm that that "experts' abilities to think and solve problems depend strongly on a rich body of knowledge about subject matter." (p. 9) Facts, acquired through lecture, text or empirical research are an essential component of constructing knowledge.

PEER TUTORING AND CROSS AGE TUTORING: Tutoring fellow 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. A variety of both cross-age and peer tutoring models will be used successfully to benefit both the student tutor and the student being tutored.

Teachers selected to join the faculty will already have demonstrated skill in a variety of instructional strategies. CWC3 will support the ongoing development of their pedagogical skill through extensive professional development and coaching.

CWC3's academic model demands high-quality teaching and expert teachers. As such, professional development and a selective hiring process are core components of the school's design. By providing high-quality professional development, as well as time for teachers to meet, discuss, and learn what works best with their students, teachers will use the most effective strategies for helping all of their students become active, motivated learners who master the knowledge necessary for life-long learning and success. (Additional information can be found in Element: 1.I Teacher Recruitment, Element 1.J: Professional Development, Element 5: Employee Qualifications, and Appendix J: Job Descriptions.)

BALANCED LITERACY

At CWC3, we have adopted a balanced approach to teaching literacy. The instructional methodologies that make up that approach serve as our core techniques for teaching reading and writing.

The *Continuum of Literacy Learning, Grades K-8*, which is aligned with Common Core State Standards, serves as our primary curriculum resource for grades K-8. The guide is divided into seven categories:

- Interactive Read Aloud and Literature Discussion
- Shared and Performance Reading
- Writing About Reading
- Writing
- Oral, Visual, and Technological Communication
- Phonics, Spelling, and Word Study
- Guided Reading

In each category, the *Continuum* provides “behaviors and understandings to notice, teach and support,” as noted in 1.E: Instructional Framework – Curriculum Planning above.

At CWC3, we teach those behaviors and understandings using a variety of instructional techniques. In this section, we describe the primary methods that CWC3 will use to implement the *Continuum of Literacy Learning*—that is, balanced literacy techniques, including the workshop approach. In addition, teachers at CWC3 will incorporate standards-driven instruction that supports the development of the behaviors and understandings named in the *Continuum* in other subject areas, and using additional methods as needed.

Balanced literacy instructional techniques include methods for teaching reading and writing, as indicated by the examples below:

READING

INTERACTIVE READ ALOUD: The teacher reads the text aloud and takes the opportunity to engage students with texts that are more complex than they can read for themselves.

LITERATURE DISCUSSION: These discussions begin as brief “turn and talk” moments in interactive read aloud. This sets the stage for transitioning into brief small group discussions and then into independent book clubs as students mature.

SHARED READING: Students read aloud from a common enlarged text. In primary, this might be a big book or a chart. In middle school, the teacher might project an article to highlight key text features.

CHORAL READING: A group of people read together from a common text, with the emphasis on interpreting the text with the voice.

READERS’ THEATER: Readers reenact a text, assuming individual roles.

GUIDED READING: The teacher brings together a group of students who are similar in reading level based on assessment.

READING WORKSHOP: The structure of reading workshop includes (1) a mini-lesson on a specific principle; (2) independent, individual reading with some small-group work and teacher conferences; and (3) sharing and a restatement of the mini-lesson principle.

WRITING

MODELED WRITING: The teacher demonstrates the process of writing in a particular genre, while thinking aloud to reveal his/her mental processes while writing

SHARED WRITING: The teacher and students compose a text together. The teacher is the scribe. The text becomes a model, example or reference for student writing and discussion.

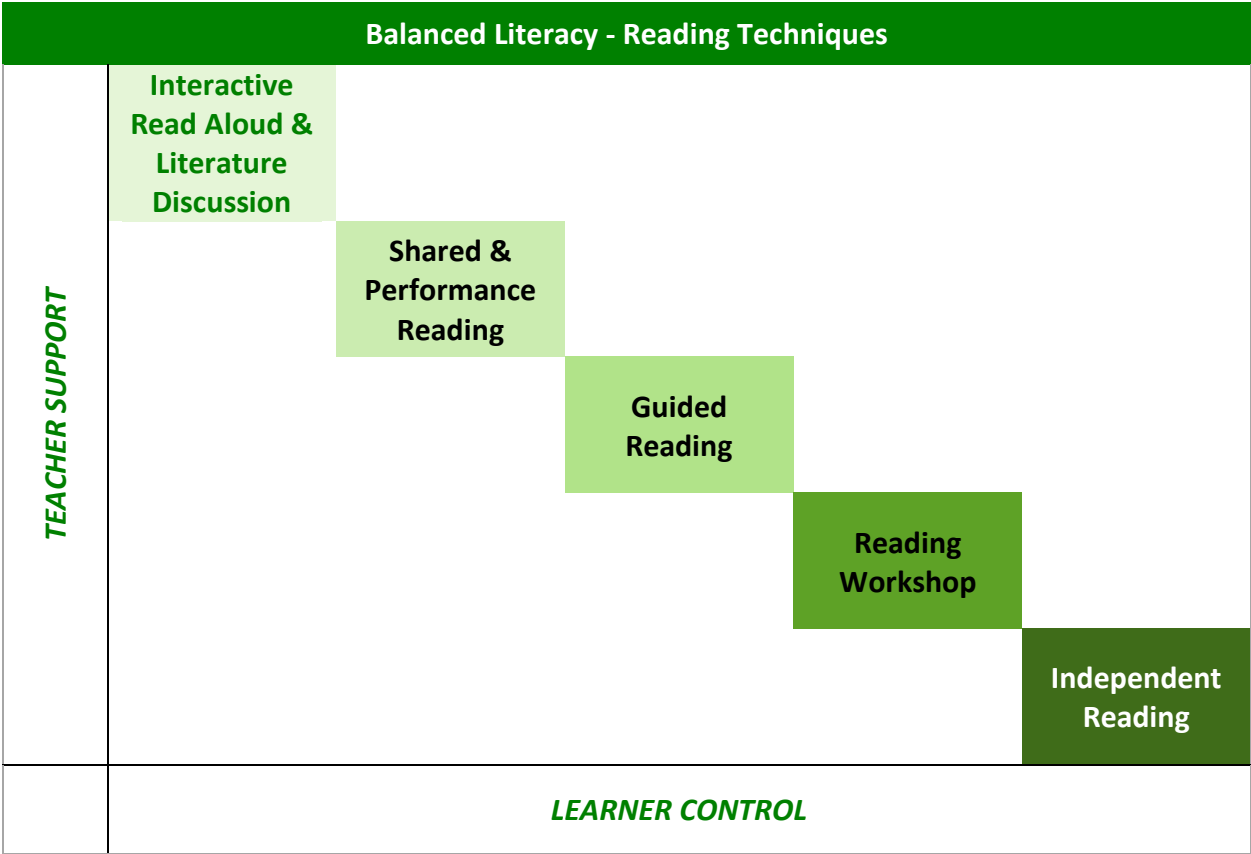
INTERACTIVE WRITING: This method is very similar to shared writing, with the addition of asking students to write some portion of the text. This technique is only used with beginning writers and focuses on the features of letters and words.

WRITING WORKSHOP: The structure of writing workshop includes (1) a mini-lesson on a specific principle; (2) independent, individual reading with some small-group work and teacher conferences; and (3) sharing and a restatement of the mini-lesson principle.

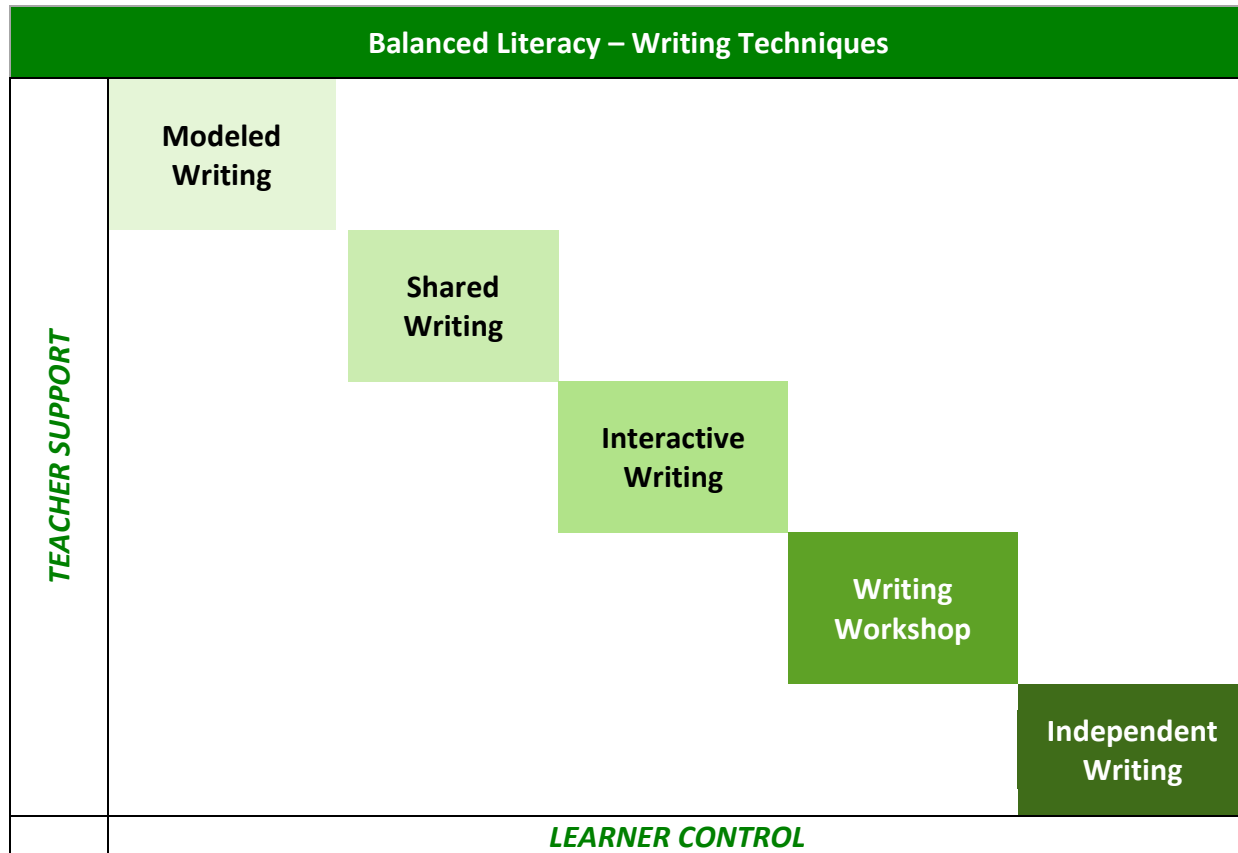
BALANCED LITERACY AND THE GRADUAL RELEASE OF RESPONSIBILITY

Taken together the balanced literacy instructional techniques are structured according to the principle of the gradual release of responsibility, in which responsibility is released from the teacher to the student. (More information is available in Element 1.C: CWC’s Philosophical Foundation.)

As such, the contexts vary according to the degree of teacher support and learner control. Fountas and Pinnell assert that “each element requires a different level of support from the teacher and respects the level of control or independence of the children.” (1996, p. 25) The following figure this relationship. For example, during reading aloud, the teacher does the majority of the work and the students respond. She reads the book aloud to the students and then engages them in a discussion. During shared reading, the teacher leads the students in reading from an enlarged text that they all can see. The students may chime in as the teacher is reading or the teacher may ask the students to read certain portions of the text on their own. While the teacher is still primarily responsible for the reading, she is beginning to release some of the responsibility to the students. In contrast, during guided reading, the student is responsible for reading the entire text to himself, though the teacher supports him in doing so. The teacher introduces the book and then during the reading is “highly selective” with regards to the support that she offers. (Fountas & Pinnell, 1996, p. 131) As such, the responsibility for the reading rests primarily on the student. The ultimate goal of this reading instruction is an independent reading, in which the students selects and reads independently. Over time, the texts for each type of instruction should become more difficult. As a student becomes a more skilled reader, he should be able to read independently a book that was once only accessible to him if his teacher read it aloud. (Gaffney & Anderson, 1991)



The writing components can be similarly represented as a gradual release of teacher support to learner control, as demonstrated in the following figure. In shared writing, the students and teacher compose the text together, but the teacher alone writes down their composition. In interactive writing, once again the teacher and students compose together. However, using this method, the teacher assigns some of the responsibility for writing the text to the students. What she asks students to write and what she writes herself should depend on the students’ instructional needs. For example, in the case of students who are just beginning to write, she may ask them to write only the initial sounds while she constructs the rest of the word. For more advanced writers, the lesson might focus on finding authentic voice or using evidence effectively. In writing workshop, the teacher releases more of the responsibility to her students. Though she guides the process and provides support through mini-lessons and conferences, the students are responsible for composing and constructing their own pieces. Once again, the ultimate goal of all of this writing instruction—shared writing, interactive writing, and writing workshop— is to foster independent writing in which students compose and construct written pieces on their own.



PROJECT-BASED LEARNING

Learning is a process of making connections, of understanding how things are related. As reflective learners, children connect what they’ve learned to their own lives. Rather than studying math, and then separately studying science, and then separately studying language arts standards, project-based learning integrates the skills and knowledge attainment through meaningful, “real” scenarios. Thoughtful questions and activities help children synthesize their new knowledge and apply it to new situations. Real learning is generative. One question often leads to another. As students progress through our kindergarten through 8th grade program, they will internalize this process and work more efficiently, as well as deepen their learning, through the implementation of their projects.

CWC Schools defines project-based learning as a curricular and pedagogical strategy that organizes students’ mastery of state standards in the core academic disciplines around projects. It is important to understand that project-based learning does not replace core content area time, but rather is part and parcel of that same objective to achieve state standards mastery across all core disciplines. The projects are another means to the desired ends. Thus project-based learning aligns quite well with a standards-based curriculum, as educators in several research studies have demonstrated (Dresden & Lee, 2007; Helm & Gronlund, 2000; Schuler, 2000). In this framework, students fulfill explicit educational goals as they are actively

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; and their final product represents the skills and knowledge they gained (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999; Moursund, 1999; Diehl, Grobe, Lopez, & Cabral, 1999).

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

Furthermore, in diverse schools such as CWC3, project-based learning takes on added dimension in developing skills for problem-solving across lines of difference. In painting a portrait of "Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language," the *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*, include the need to "come to understand other perspectives and cultures." The standards guide further explains that students who are college and career ready "actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds."

In segregated schools, students are not exposed to learning opportunities that promote cross-cultural understanding. Evidence indicates that indirect programs that merely transmit information about other groups but aren't able to utilize intergroup contact have little impact on actually changing the behavior of students. Skills needed to relate to students of other racial and ethnic groups require practice.

Racially diverse schools promote social cohesion and reduce prejudice by fostering cross-racial understanding in ways that are not possible in segregated school environments, as noted in Element 1.A: Mission, Vision and Goals of the Program.

INSTRUCTIONAL DESIGN OF PROJECTS

CWC3 faculty will develop projects that cover social studies and science standards, incorporate language arts and mathematics standards, arts standards, and more, integrating learning

outcomes derived from the multiple intelligences. All curriculum modules are fully integrated around real problems, compelling themes and topics, and linked to standards in social studies, history, literacy, visual, performing and media arts, mathematics and science. The materials offer a means of pursuing big ideas, ideas that students value. Students use new knowledge and skills to solve problems, explore, and to gain and show understanding. Literacy and informational texts, the arts, writing, science, and mathematics all become powerful learning tools. Students build their repertoire of knowledge and skills they need to become life-long learners. These include the confident use of informational sources, reading and writing strategies, speaking and listening skills and strategies, arts skills and strategies, problem solving and thinking strategies, quantifying strategies, and collaboration skills and strategies as they develop each of their intelligences across a spectrum of domains.

The broad topics for these projects will be teacher-created to support standards-based instruction and the specifics of each project will integrate students' own interests. The degree of their autonomy is dependent on the grade (and maturity) of the students. Over time, students learn to take more responsibility for their own learning processes and demonstrations of learning.

Teachers will design projects that allow for greater opportunities for student responsibility, decision-making, and connection-building. Teachers' design connects to the standards, considers cognitive and social development, builds on prior years and feeds into subsequent years for vertical articulation. Each project will integrate Common Core and/or California State Standards across content areas. Teachers will document the children's learning through note taking, pictures, tape recordings, and video. There will also be a rubric used for evaluating the learning process. (See Element 2: Measurable Student Outcomes, and Appendix A: Curriculum, for additional information.)

When students work on projects, the resources they use will include all those detailed in this charter (see Appendix A: Curriculum) across the different core content areas, and supplemented as students produce their own questions and enhance their own learning via computer-based research, library research, and other resources. 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 new challenges to the student or can be carried out with the application of already-learned information or skills, the project is an exercise, not a project-based learning experience.

- *The learning environment uses small groups, active learning, and independent study, and it is student centered.*
- *Teachers are facilitators, providing knowledgeable structure for the learners.*
- *Outcomes focus on skills development and motivation, as well as abilities, for lifelong learning.*

(Newman et al., 2003)

CWC3's teachers will use preexisting curricular materials and also develop their own projects and lessons that are aligned to state standards. Their process will follow three basic steps:

1. *Planning the Project*: Teacher identifies specific state content standards the project is intended to address across disciplines and engages in "backwards design" to prompt students to engage in learning that will lead to the desired standards mastery.
2. *Beginning the Project*: 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).
3. *Project Time Each Day*: In line with the "master-apprentice relationship," CWC3's 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), leading ultimately to mastery of the desired state standards.

Projects will be developed and implemented in alignment with the following research-based elements:

- Standards-based curriculum, instruction, and assessment planning linked to big ideas. (Mitchell, Wiggins)
- Intelligence as the development of wide range of aptitudes (see MI Theory, below) rather than a single, fixed aptitude (Gardner, Resnick, Sternberg)
- Student-centered, inquiry-based instruction. (Danielson, Hayes Jacobs, Wiggins)
- Focus on Literacy: thinking, viewing, listening, speaking, reading, and writing all day long. (Allen, Harvey, Taylor)
- Focus on Numeracy: time management, assessing data, economics and money management, space planning and design.
- Literary, visual, performing, and media arts inside the natural cycle of learning. When children express themselves through the arts, they are involved deeply in thinking processes and discovery. (Renaissance in the Classroom)
- Family and community cultures embedded in classroom and school life with families as partners in the educational process and extensive community involvement. (Epstein)

PROJECT FORMAT AND STRUCTURE

The students will experience two to four projects each semester that alternate between emphasizing science and social studies/history standards (though in some cases a project will address both subjects equally). At the beginning of each project, students are invited to discover and show what they already know about the theme. Rather than a teacher unilaterally introducing a new topic and serving as the exclusive speaker, making assumptions about what all the children in the class already know, in this way, each child can be encouraged to engage and demonstrate his/her existing knowledge about the topic. This approach then provides an important benchmark assessment for the teacher in determining which standards require more focus and which already have been mastered by each child. Additionally, a classroom climate for learning is set by valuing self-expression, individuality, and diversity. Recognizing that children bring theme-related knowledge and experience to school, students are encouraged to explore that knowledge and to use and appreciate their multiple intelligences. Children take pleasure in thinking about what they already know and they enjoy being inventive in how they show this knowledge. All children participate and succeed, and an activity that encourages them to access their prior knowledge serves as a bridge to further exploration and learning.

In addition to teachers and textbooks as sources of information, the children work as independent learners, exploring and interpreting what they read, see, and hear on their journey to mastering the standards. As detailed extensively in Appendix A: Curriculum, children read authentic text, fiction, and poetry from many cultures, and biography and other nonfiction books. They learn through hands-on experiences with maps, globes, photographs, artwork, music, and objects. They conduct interviews and experiments, keep daily journals, and gather and analyze data. They engage in visual arts projects in the styles and media of the cultures they are studying, learn native dances and songs, and dramatically recreate scenes from the history and stories they discover. Thus while they are engaged in project-based learning, they are achieving state content objectives across disciplines.

Building on their expanding knowledge, children become researchers and learn to work in collaborative groups. Strategies and resources that support students as real researchers are provided, again, all based in the state grade-level standards. Once students have posed research questions, searched for answers, and drawn conclusions, they are ready to share their findings with others. They do this in a variety of interesting ways, again, crossing disciplines in language arts, social studies, science, math, visual, and performing arts. Children use their problem-solving and communication strategies to create group and individual projects that demonstrate their mastery of the teacher-designated state standards for that particular project.

SAMPLE PROJECTS

In keeping with our school theme as “Citizens of the World,” our over-arching interdisciplinary projects will typically involve students exploring and understanding the perspectives and experiences of others – their peers in school, their neighborhood and its rich diversity, our entire nation and its history, and global awareness. At each stage in their development,

students will focus on their own role as members of the human community, and how their own actions and perspectives help to shape the world in which we live. This progression will follow the children's natural developmental progression. For example, our Kindergarteners will begin, quite literally, with studying themselves and their own perspectives. Our older students will develop a broader, deeper understanding of geo-political history and current events, as well as the cognitive capacity to identify their own perspective on these aspects of global citizenship and analyze the perspectives of others.

The following examples demonstrate projects that have been designed based on the work at schools like Larchmont Charter Schools and others that follow a project-based approach to learning. CWC3's Principal and teachers will build upon these samples and design specific projects tailored to each grade level, based on students' needs and interests. This curriculum will develop students' abilities to think critically, pose questions, seek answers, contrast, compare, reflect, and communicate.

FIRST GRADE: What's Up in Our Neighborhood?

Applying Grade 1 Social Science standards ("A Child's Place in Time and Space"), students might first learn about different sorts of neighborhoods: an urban housing project, a miles-wide rural neighborhood united by a way of life rather than physical proximity, or two parallel rows of identical houses that face each other along a tree-lined suburban street. They would bring in examples that they actually see around them in Los Angeles including residences (apartment living, small urban neighborhoods, urban housing projects, etc.) and businesses (grocery stores, gas stations, libraries, etc.) Children might engage in small groups learning about different types of neighborhood businesses and how they each contribute to the life in a community. In addition, they would learn about the flora and fauna that live around them.

Engaging in Grade 1 science standards (including 2. Life Sciences, 3. Earth Sciences and 4. Investigation and Experimentation), students might then engage in an in-depth study of the diverse patterns of life that characterize their own school neighborhood. To achieve common ground, students would study the neighborhood that surrounds the school and assume multiple research perspectives. As cartographers, they can build on their growing sense of place and spatial relationships, develop new geographical understandings, and apply their knowledge of geometric formulas to calculate area and proportionality in looking at structures in the community (mastering both math and social science standards). As economists, they can discover how neighborhood workers and businesses help residents meet their basic living needs (social science). As architects, the children can document the different building styles that provide shelter for neighborhood residents, building models to portray their learning about the surrounding area (visual art, science, and social science, as well as math measurements). As artists, children can study how neighborhoods have been depicted by famous artists through time, and create renderings of their own neighborhood (visual arts standards). As ethnographers, they can investigate the cultural diversity of their neighborhood, and

appreciate the many different people who live and work together (social science). As naturalists, the children can closely observe the plant and animal life of the neighborhood (life science), and learn how human inhabitants impact the delicate balance of nature, the consumption of natural resources and influence the community has on global warming (earth science). As historians, the children can learn more about how their school neighbors came to live in the neighborhood, and how and why neighborhoods change over time (social science). As politicians, children can analyze current policy to determine what impact they have on community residents (social science). Finally, the children can consider their own place and role in the neighborhood. They can examine how others influence neighborhood life, and come to understand how they can make a difference as well. Now they are ready to contribute and work as good citizens and good neighbors (character education/service-learning).

Through this project, students can investigate and come to understand how different, diverse people choose a particular neighborhood and help shape and determine neighborhood life; how neighbors must cooperate and work together; how neighbors can learn from, and care for, one another; how neighborhoods change over time; and how a neighborhood's physical environment affects the way people live (weather, location, physical environment and their impact on food, shelter, clothing, transportation and recreation).

Building on their knowledge, children work as independent researchers and in collaborative groups to identify existing and potential problems in the neighborhood and become problem solvers. As part of their service-learning, students might engage in historic preservation activities for a neighborhood landmark, or design a community resource guide for the community that highlights and celebrates the neighborhood's businesses, cultural institutions, and residents, run a voter registration drive to ensure community member's voices are heard, or perhaps participate in a the "greening" of the neighborhood by helping create or improve much-needed park space in their community.

Throughout all of this activity, students rely on their emerging language arts skills, reading together and individually (as they are able) to conduct research, read historical accounts of their neighborhood, and write their own analyses and perceptions.

Finally, as reflective learners, children connect what they've learned to their own lives and to important issues of contemporary society. Thoughtful questions and activities help children synthesize their new knowledge and apply it to new situations.

Students will:

- review what they've learned about their neighborhood

- reflect on their own learning process and how well they worked individually, with one another, and with other members of the community
- examine the artifacts of their learning and what they reveal about themselves, as learners raise new questions that lead to future activities and projects.

SECOND GRADE: How Do We, and Other Living Things, Change and Grow Over Time?

Second graders can master science standards in life sciences, earth sciences, and investigation and exploration, beginning by discussing and exploring this overarching project question, expressing interests and being placed into groups with other students to begin their in-depth study. Student interest might include how they have grown since birth, changes in their family, how a plant grows, or perhaps how a class pet grows and develops over time. Teachers will guide students based on their expressed interests, through literature, discussions, and exploration. During each project, teachers will incorporate language arts (reading and writing), math (measuring, graphically demonstrating, analyzing patterns, etc.), science, and the arts. Students will read books and write about their experiences. They will express their knowledge through art in many different forms. They will also investigate various science concepts as they relate it to their interest group. As a group, the students will also have the opportunity to share their research with their classmates in the form of a “Reflection Circle.”

Students will conduct hands-on research, for example gathering information from their parents and records at home about their growth over the years and creating a chart to represent this growth and compare and contrast it to their peers. Students might grow small plants and then create a mural depicting how they observed a plant growing, or track the weather over a period of time and create a graph representing the changes in weather over time. The teacher might bring in a guest to speak to the children, for example, a pediatrician to talk about how children’s bodies grow, or a professional horticulturist might lead a walk through a local garden.

The children’s learning about growth and change will also emphasize the caring involved in nurturing growth and positive change. As part of their service-learning, the children will design projects to help effect positive growth and change in their community, perhaps planting a container garden for the school to enjoy, or collecting donations for a local food pantry, to help others grow. As another example, students might be asked to participate in helping create a museum that represents their knowledge about growth and change. Each installation will represent the study of each interest group and will be presented to the school and outside community.

FOURTH GRADE: What Stories Do Families Tell?

Fourth graders studying “California: A Changing State” in social science will learn about other cultures and places around the world who have moved to California, connecting peoples via the stories they tell. In Los Angeles, and in our school, families will have

come from all over the world. Thus, in this project, students might trace their own personal family histories through interviews, literature, art, and graphic organizers and charts to compare between generations (mastering grade-level language arts, visual and performance art, and mathematical standards in the process). Students might develop time lines and plot their ancestors' path to California on maps. They might write and illustrate "A Day in the Life" from one or more periods in their family's history. They can research, investigate, and come to understand more about their ancestors' home countries via art, literature, dance, food, climate, and more. Students might read folk tales and fairy tales from around the world. They might compare and contrast the experiences of peoples from different continents or regions, understanding what brought people to California throughout the history of our state, whether they arrived hundreds of years ago or just weeks ago. They may engage in research of original accounts from the time to develop an understanding of the experience of families separated, or brought together, by their passage to freedom and the stories of families who helped them.

Incorporating science standards, students can study how other living things adapt and change over time, improving their chances for survival, and how machines and technology have fostered the movement of people over time, and the interconnectedness of our world today compared to decades and centuries ago. Students might study the earth and the elements and how humans have harnessed the elements for their own survival.

They will come to understand that each of us impacts those around us and how communities and societies are formed, including the creation of governments. Employing their mastery of language arts standards, students will learn that each of us has a story to tell. Students might conduct in-depth investigations of self (studying their lives thus far, and understanding differences and preferences), write autobiographies, and reflect on the context of their existence in light of their family and cultural predecessors. In the arts, students might draw self-portraits or study the music of different cultures and how that music has influenced others when brought to California.

Through these activities, students gain understanding and respect for the diversity of people around the world, and respect for this diversity. Through sharing their family stories, they will also come to see how similar families are throughout time and space: love, respect, trust, support, and protection. They will come to appreciate that families that appear to be vastly different than their own still share many commonalities.

SIXTH GRADE: How Do Different Structures in a Society Impact People's Daily Lives?

Sixth graders focused on World History and Geography of Ancient Civilizations can master those content standards that begin with the notion: From ancient to modern times, people have developed social, political, and economic structures that define their societies. These structures impact community members and neighboring civilizations in

different ways. Using this concept as a frame, we will investigate different civilizations, at different points in history, in different parts of the world.

Students might have the opportunity to study the ancient civilizations of the world and learn how people can both define and be defined by the structures in their society. Based on their interests, they will form groups to explore particular structures in different civilizations to use as a lens through which to compare and contrast communities (e.g., political, economic, social) long ago and today. Through research and analysis, they will develop a deeper understanding of their chosen structure. Each group would be asked to become experts in their chosen 'field' as it applies to a variety of cultures so that they can teach their classmates about what they have learned.

The expert groups will then be divided and reformed to form new expert groups in which each member is an expert in a different structure. These new groups will share their information with each other in order to create a presentation that fully analyzes all the structures in a given society. Following these presentations, the students will be asked to synthesize their new information by referring back to our guiding question. How do all of these structures impact the community members, and what role(s) do people have in developing these structures?

All of this activity includes a significant emphasis on research, literacy skills, writing and presentation, and thoughtful analysis. Arts standards can play a role as well, as students create dramatic reenactments of community structures from ancient civilizations, or build model replicas of ancient structures.

SEVENTH GRADE: How Do Components of a System Work Together?

Seventh graders engaged in rigorous study of life sciences and biology, as well as the progression of history through medieval and early modern times, can achieve state standards through interdisciplinary activities focused on systems. Our universe is full of complex systems. Each system is made up of several components which each play a distinct and essential role in the overall function of the system as a whole. Using this question as a frame, students can investigate systems, such as the elements, biological systems, the human body, governments, and the solar system throughout the year.

Students might have the opportunity to study the systems of the human body and learn how they interact and depend on each other. Based on their interests, they can form groups to explore a particular organ or system in the body (e.g., liver, heart, digestive system). Through research and experimentation they will develop a deeper understanding of their organ or system and how it affects the body as a whole. Each group would be asked to become experts on their organ or system so that they can teach their classmates about what they have learned.

The expert groups would have the opportunity to present their information by creating a product of their choice (e.g., presentation, video, working model, traditional lecture). Following these presentations the students would be asked to synthesize their new information by referring back to our guiding question. How do all of these organs/systems work together and what happens to the body if one component is not functioning properly?

Or students might study the components of early modern governments as the historical basis for our current governmental structure. By exploring how a new nation grappled with the task of establishing itself from the beginning of colonization through the Revolutionary War, students will come to understand the motivations that led to the formation of our government.

TENTH Grade – Documentary Project

In keeping with projects that seek to incorporate multiple disciplines into a project that seeks to develop students' skills, creativity and critical thinking skills, an example 10th grade project might be a video project. Inspired by a similar project done at San Diego's High Tech High School – one of the highest performing charter high schools in the country – 10th grade History & Social Science students would be asked to work in groups on a multimedia video project describing a particular event of social, cultural, and historical significance. Through this project, students are encouraged to work collaboratively, to research and think critically about primary and secondary sources concerning a particular historical event, to engage in self-expression, and to apply skills they have already learned in other classrooms (in this case Science and Technology) to another discipline.

Through structured daily goals, research time, and group reflections on the project, students will be guided and supported as they make progress on their project. As each group becomes more expert about their particular area of focus, they will have focused conversations as a group regarding next steps, tasking, deadlines, and milestones. They will use organizational tools, such as daily agendas and checklists, and will be responsible for things, such as creative content, project management, and technical supervision. This project would require that students work together to build consensus, make decisions about group hierarchy and working in teams, and hold one another accountable to achieve a common goal. Through this group project, students become researchers, responsible for finding, analyzing and synthesizing information into a cohesive presentation.

Students develop a deeper understanding of the content, materials, primary and secondary sources, and what it means to work alongside one another. Additionally, this project would greatly develop students' technical skills and knowledge base, particularly with regard to how they apply their skills to various content areas.

SERVICE LEARNING

"I challenged [a group of school administrators] to integrate as many standards with their [randomly assigned] service-learning project, as possible. I gave them five minutes. The contest began... From twenty participants, NO participant was unable to connect a standard with service[-learning]... There are standards that "connect or bridge" with service and standards that more authentically are integrated with the service]... But let's be clear with our teachers, administrators and community. Service-learning is NOT a distraction from content standards. It's a great way of teaching them."

*-- E. Goldberg, Service- Learning and the Content Standards,
<http://www.cde.ca.gov/ci/cr/sl/standards hysteria.asp>*

A critical component of the education at CWC Schools is a program of service-learning integrated into the curriculum and weekly class schedule. "Service-learning" involves curriculum-based community service that integrates community service with classroom instruction. Beyond simply performing acts of community service, service-learning is structured in a way that gives students opportunities to put to use what they are learning through the academic curriculum. Service learning ties the service projects to academic curriculum, has clearly stated learning objectives tied to state standards, and includes a period of reflection or analysis of the activities in which students discuss, write about and make presentations about what they've learned and what impact they've made through service.

Thus, while the performance of community service addresses demonstrated needs in the community, the students simultaneously strengthen their academic skills embedded in their community service work. The concept of service-learning is not new, yet is experiencing a resurgence with President Obama's call for the nation to engage in volunteerism, and Education Secretary Arne Duncan's commitment to service-learning in schools.

Numerous studies have documented the profound impact that high-quality service-learning activities can have on young students, particularly those most at-risk, including increasing students' sense of mattering and efficacy, development of moral and civic identity, and meaningful connections with adults and peers (Eccles & Gootman, 2002; Yates & Youniss, 1996; Youniss & Yates, 1997; Youniss, Yates, & Su, 1997). For at-risk children who often report that they do not feel a sense of "belonging" in their schools, communities, or in some cases, even in their own homes, the importance of this cannot be overstated. Research confirms that offering young people engaging structures, curricula, and learning activities in school can improve student achievement and reduce dropout rates (Davila & Mora, 2007; Meyer, Billig, & Hofschire, 2004; Laird & Black, Bridgeland, Dilulio, & Wulsin, 2008; Bridgeland, Dilulio, & Morisson, 2006). Increased academic engagement has powerful reverberations in student attendance, participation in class activities, perceptions of academic competence, and the

development of educational goals (Melchior, 1998; Follman & Muldoon, 1997; Scales, Blyth, Berkas, & Kielsmeier, 2000; Furco, 2002; Billig & Klute, 2003).

Another investigation found that service-learning and other civic learning opportunities were better predictors of civic commitment than other factors, including neighborhood and family context (Kahne & Spote, 2008). And young adults who participated in service-learning during their K-12 years report being engaged in their communities, by discussing politics or community issues, voting, volunteering, and playing leadership roles in community improvement, significantly more often than peers who didn't participate in service-learning (Martin, Kielsmeier, Neal, & Crossley, 2006).

According to Learn and Serve America, low-income students are less likely to be provided service-learning opportunities than their middle-income peers and while approximately 24% of schools currently offer service-learning activities for their students, 48% percent of the principals in schools with no service-learning cited "lack of time because of state curriculum requirements" as the major reason for its absence. (Growing to Greatness: The State of Service Learning, National Youth Leadership Council, 2009.) At CWC Schools, our project-based approach will integrate literacy development, math, science, and social studies/history into our service-learning activities. In other words, service-learning activities will not take time away from core academic learning, but rather function as another instructional methodology in fostering student achievement of state standards across disciplines. Existing research has demonstrated that the quality elements of service-learning, such as active student participation in planning and implementing service activities, clear connections between the course learning objectives and the service projects, and structured reflection on the students' service experience, lead to greater impacts on students' academic and civic attitudes and behaviors than community service alone.

The following "best practices" regarding service-learning will be implemented at CWC3 and covered in detail in teacher professional development sessions:

- Service-learning projects have clear educational goals that identify specific state standards; require the application of concepts, content, and skills from these standards; and involve students in constructing their own knowledge to meet learning goals and content standards. Projects engage students in challenging cognitive and developmental tasks.
- Teachers use formative and summative evaluation in a systematic evaluation. Teachers use assessment to enhance student learning and to document and evaluate how well they have met standards.
- Service-learning actively engages participants in meaningful and personally relevant service activities, including "hands-on" work directly with people in the community.

- Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.
- Students have a voice in selecting, designing, implementing, and evaluating their service project with guidance from adults.
- Service-learning promotes understanding of diversity and is demonstrated by participants, practice, and outcomes.
- Service-learning partnerships are collaborative, mutually beneficial, and foster communication, interaction, and partnerships with the community.
- Service-learning has sufficient duration and intensity to address genuine community needs and meet specified outcomes.
- Students engage in multiple challenging reflection activities before, during, and after service-learning projects. Reflection encourages critical thinking and analysis about one's self and one's relationship to society and is a central force in the design and fulfillment of curricular objectives.
- Multiple methods acknowledge, celebrate, and validate students' service work. (National Service-Learning Cooperative, 1999.)

CWC3 will forge strong community partnerships, both with local service organizations, as well as private funding sources, for our service-learning program. All teachers will participate in on-going professional development related to "best practices" in service-learning, studying other model programs and participating in workshops to aid their guidance of students in creating exemplary projects that benefit both our students and the community in an academically rigorous and structured way.

Consistent with our school emphasis on developing "good citizens" and adherence to the personal intelligences (interpersonal and intrapersonal) identified by Gardner, the service-learning curriculum will incorporate behavioral and attitudinal learning objectives, as well as core academic standards. For example, the core academic standards contained in the following text box lend themselves to developing not only academic knowledge of citizenship but also practicing behaviors that set the stage for personal citizenship.

K.1 Students understand that being a good citizen involves acting in certain ways.

1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.

1.1 Students describe the rights and individual responsibilities of citizenship.

1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community.
2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

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

1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.

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

1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.
2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.

For at-risk children and youth especially, engaging in relevant, real-world activities that effect change in the community can have a powerful impact on the confidence, empowerment, self-esteem, and sense of belonging that these children feel. CWC3 plans to draw on the expertise of others who have extensive experience in implementing dynamic service-learning programs for at-risk middle school youth especially. For example, Kate Sobel, former principal of Camino Nuevo's Harvard K-8 campus and a member of CWC3's Advisory Board, developed a service learning program in her middle school in partnership with the National Council of La Raza. In both programs, students not only give back to their community, they learn to identify a problem, collaborate to create a plan to solve that problem, and build consensus at each step of the project. Ms. Sobel will be readily available to our instructional leaders as they design CWC3's service-learning program to bolster the confidence and sense of achievement of our most at-risk and struggling students, to help motivate them to succeed and see that they can make a difference and seek a better future for themselves.

RESEARCH-BASED INSTRUCTIONAL PROGRAM HAS SUCCEEDED WITH SIMILAR POPULATIONS

As detailed in the sections above and Appendix A: Curriculum, all aspects of our curriculum are carefully designed and based on extensive research supporting our choices as “best practices.” In addition to the experienced educators on our Board of Directors, we also are fortunate to have several prominent educational leaders on our Advisory Board, including Dr. Kristin Droege, Principal of Larchmont Charter School, West Hollywood, Carla Cretano, Magnet Coordinator of Community Magnet Charter School, and Kate Sobel, former principal of Camino Nuevo’s Harvard K-8 campus. These individuals and others will be instrumental resources to our program as we implement our curriculum and deal with challenges that might arise.

Further, we intend to collaborate extensively with similar schools. As noted herein, Larchmont Charter Schools, Community Magnet Charter School, and Citizens of the World Hollywood all educate a mixed-SES population with similar curriculum to ours, and have recognized tremendous success in their initial years of operation. We hope to form organized regular collaboration sessions and professional development series with these schools, and have discussed potential means to do so with their school leaders.

Most importantly, the key to our instructional methodologies is a focus on individualized instruction, tailored to student need, as opposed to instruction being driven by school or teacher needs. We believe that all children can succeed and attend state standards mastery, regardless of their background or circumstances when they enter our school. The challenge for us, as educators, is to discover the means with which to help each individual child achieve his or her full potential. By using these active learning strategies, and with a strong focus on data and ongoing multi-faceted assessments to inform instruction, we are confident that all of our sub-groups and individual students will succeed.

F. ADDRESSING THE NEEDS OF ALL STUDENTS

At CWC3, we take the challenge seriously as educators to help every student to achieve. We firmly believe that with strong first teaching in the classroom supported by targeted intervention as needed, every child can meet or exceed grade level expectations that are academic, social, or behavioral in nature. We recognize that students learn in different ways and we will adjust our teaching to maximize the learning potential of every child. To promote academic success, we support students in expanding their skills and in helping them to develop strengths in areas in which they struggle.

Since our constructivist, project-based educational program inherently values and accommodates differentiated learning, our special needs populations (academically low achieving students, special education, gifted, ELL, and low socioeconomic level) will automatically receive focused attention to their needs and strengths, as teachers implement

individualized instruction based on data-driven assessments. Following are the additional components of our academic program that ensure that students are offered the most effective education possible:

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

CWC3 has carefully created procedures and will be providing staffing resources to ensure that the needs of all students are met, including those who need additional support beyond the classroom to meet grade-level standards. Two core structures ensure that we monitor and address the needs of all students: Whole Child Meeting and Student Success Team.

WHOLE CHILD MEETINGS: The Principal at CWC3 meets with each classroom teacher quarterly across the school year to review the progress of every child enrolled at CWC3. (As the school grows, teachers are assigned either to the Principal or an Assistant Principal of Instruction.) In doing so, they review the students' performance in key assessment described more fully below in Element 2: Measurable Student Outcomes. During the whole child meeting, the teacher discusses the progress of each student and any changes that have been noticed since the last meeting, taking note of any strengths and areas of concern that may be academic, social, or behavioral in nature. Over time, these notes provide evidence of trends, patterns, or events that have influenced the student's success and can be used to better understand learning needs, individual styles, classroom differentiation strategies and appropriate interventions when necessary. The principal and teacher engage in a reflective,

rigorous conversation, and when faced with a student who poses a particular challenge, they initiate a Student Success Team meeting.

STUDENT SUCCESS MEETINGS: For students identified in the Whole Child Meeting as needing additional support, a Student Success Team (SST) meeting will be held. If parent or teacher has a concern, a special meeting to discuss can be held, which can also lead to an SST. The SST will always include the Principal (or Assistant Principal) and the SPED Coordinator. (As we grow, we intend to hire dedicated Special Education experts who will participate in the SST as well.) In addition, the student's parent/guardian and 1-2 teachers who are familiar with the student will be included. The SST works with parents/guardians, teachers and the students themselves, to identify their learning needs and together they develop a plan for academic and social success. It is this plan that determines when, how often and for how long the team will meet. This decision is made separately for each individual situation, and team continues to meet until the child has achieved success or meets the goals set. During the meeting, the team records all pertinent information for the student, taking note of all strengths and weaknesses the child may have. Goals are established and interventions are put in place to support the child. Responses might include instructional modifications, new behavioral strategies in the classroom, greater follow-up strategies implemented in the home, or a new approach to differentiation of instruction. One or more follow-up meetings are calendared so the team can reconvene (1-6 weeks later depending on the nature of the issue) to discuss student progress. This practice is an effective problem-solving strategy to address issues as they arise, though in some cases serves as the first step for students before a special education referral if students do not make progress. Please see Element 1G: Serving Students with Disabilities below for information on CWC3's practices for serving students with special needs.

ACADEMICALLY LOW-ACHIEVING STUDENTS

Students who are identified as at-risk of failing to perform at grade level will be evaluated on a case-by-case basis by the Student Success Team, following referrals from teachers or parents. Ultimately, we believe that the greatest responsibility for successfully educating these students lies within the core classroom day. Through professional development and collaborative support, teachers will receive training on effective intervention strategies targeted towards the areas of greatest need. In order to reach the greatest number of our students falling within this category, teachers will be trained to utilize the following best practices:

HIGH EXPECTATIONS: Because of a strong belief in each student's potential, teachers are committed to identifying the student's strengths to help him/her reach this potential and utilizing the most effective techniques to do so.

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 tests, group projects, and graphic maps are only some of the

many avenues available for teachers to tap into their students' knowledge. The wider the variety of assessment the teacher uses and the more authentic and ongoing it is, the truer the picture the teacher will get of their student's understandings. (See *Element 2: Assessment*, for explicit details about our assessment methodologies.)

DATA-DRIVEN INSTRUCTION: Teachers, supported by school leaders, will analyze standardized and classroom-based assessment data. Through this analysis, they will identify trends of mastery and difficulty for individuals, groups of students, and the class as a whole. They will identify skills, concepts, and strategies in need of further instruction. Based on the trends, they will determine whether whole class re-teaching, small group intervention, or individual tutoring is the appropriate response.

DYNAMIC AND VARIED GROUPING: The practice of "pigeon-holing" students in stagnant groups for an entire school year or semester is often a detriment for the student. Research supports practices where instructional groupings are varied from homogeneous to heterogeneous and changed often, as the students' capacities develop. Students can make great leaps in development seemingly "overnight" – our groupings of students will be fluid in recognition of this reality. In our middle grades, teachers will have the flexibility to provide students with responsive grouping based on need. Our core block schedule ensures that teachers get to know students' strengths and needs across content areas and have longer concentrated periods to allow for student-centered learning with teacher support alongside.

SMALL GROUP INTERVENTION: CWC3 is fortunate to have a low teacher to student ratio that enables extensive small-group instruction every day.¹⁴ Teachers and teaching assistants lead small group intervention lessons for students with specific needs.

TARGETED RETEACHING: When formal or informal assessments reveal that one or more students is struggling with a particular skill or concept, those students will receive targeted instruction to provide them another opportunity to learn it supported by more focused assistance. This instruction may be a single, brief lesson to correct a misconception, or multiple sessions to address a more complex concern. Our staffing structure of one teacher and one teaching assistant per classroom allows for a variety of small group instructional methods.

METACOGNITION MODELING & EXPLICIT STRATEGY INSTRUCTION: 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; this is called metacognition. Successful students are able to understand and are aware of the most

¹⁴ K-3 class size of 20-24 students with a teacher and a full-time teaching assistant, grade 4-5 classes of 20-24 students with a half-time teaching assistant, grade 6-8 class size of 28 students, middle school class size of 25 students.

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.

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 elements of Direct Instruction include:

- 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.

The utility of these best practices are not limited to students who are having difficulty. They represent quality teaching for all students, and as such, many are included in Element 1.E: Instructional Framework above.

CLASSROOM MODIFICATIONS FOR AT- RISK STUDENTS

In order to help students who need special services or “a reasonable accommodation,” classroom modifications will be made. The following modifications or accommodations may be used by the classroom teachers, in coordination with the Student Success Team, 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
- Typed teacher materials

METHODS:

- Modeling, coaching and scaffolding
- Provide visual clues and/or demonstration (model) when instructing
- Read written material to student
- Provide organizational aids such as outlines, story webs, and graphic organizers
- Utilize peer tutors
- Utilize shared and guided note taking
- 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 giving to whole class
- Reduce language/reading level of assignment

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 appropriate
- 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

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.

MODIFICATIONS FOR HIGH SCHOOL STUDENTS AT-RISK

Special attention will be paid to interventions needed by high school students to ensure that they are on track to graduate with their A-G requirements completed in the four years of high school. Students who do not pass a class that is required for graduation or is for credit towards their A-G requirements will be required to repeat the class the following year. In the event that students need to repeat a class, they will have fewer electives in their junior and senior years to accommodate for the completion of all essential credits. Staff at CWC3 will proactively support

students however, to keep them on track. In the event that students are identified as unprepared to successfully accomplish the goals set out in the proposed schedule of classes, CWC3 staff will provide interventions – beginning with the least invasive and building in, as needed, more structured supports. Listed below are three tiers of intervention that may be implemented to address the needs of students in grades 9-12:

- Tier 1: For students whose transcripts indicate that a particular content area is challenging for them (e.g., a student who received a C in prior years' English courses) or should ongoing assessments yield results showing a student is not mastering content on pace with the class, the teacher will design, implement and track in-class interventions to support the students' learning. These in-class interventions may include, but are not limited to, small-group instruction, pre-teaching, offering supplementary materials or instructional resources to students or providing study-skills or specialized support with skills such as test-preparation or writing research.
- Tier 2: It is the expectation in the CWC3 community, students will not fall behind to the point of not passing their classes. Teachers believe that it is their responsibility and the school's program is designed to ensure that challenges are identified and addressed in time to ensure students are on track to pass their classes. Should students experience substantial difficulty in completing courses that are not alleviated by tier 1 interventions, students may be provided with small-group or individualized intervention during lunch, their elective block or before/after school. These interventions will be carefully monitored with weekly assessments and the intent that student needs will be addressed in six-week cycles. In these intervention cycles students will be taught to self-monitor their progress and identify when to ask for help to better empower them to get their needs met during the regular instructional day.
- Tier 3: For students who have not successfully completed foundational courses necessary for enrollment in the course offerings for students at their grade level (e.g., students who did not complete Algebra 1 prior to 9th grade) CWC3 will provide classes to address the gaps. These classes may be provided during a specially-designed summer bridge program for students enrolling in the school at the high school level. They may be offered during the elective period of the day or, if there is sufficient need across the grade-level, a dual track of classes will be created to provide students with the appropriate courses with the intent that by the end of high school, students will have all completed the necessary A-G required classes no matter their starting point. Should our campuses be close to one another and transportation is feasible, students in small numbers may be integrated into Algebra 1 classes offered at our middle school on an as needed basis.

GIFTED AND ACADEMICALLY HIGH-ACHIEVING STUDENTS

Some students need support to meet grade level standards, while other students need challenges in class to continue to grow academically. This is particularly true for students who are high-achieving or designated as gifted and talented. Though gifted students present instructional challenges, a separate, segregated classroom experience is not necessary.

As a general rule, we do not believe that any one assessment should be used to classify children or determine what resources are provided for a child's learning. Therefore, we offer differentiated instruction for all students who excel, not just those identified as gifted and talented at CWC3 and we offer open enrollment to encourage all students to complete in our AP classes. For those children whose California Standards Test (CST) scores automatically qualify them as "gifted" or for those whose parents request GATE testing and students are identified as "gifted," we will proactively submit the verification form to the district (for assessment of the student) unless parents do not want us to do so. Students may initially qualify based on test performance as early as the 4th grade once two years of test scores have come in, and will continue to be identified ongoing throughout the course of their career at CWC3. In addition, high achieving students will be identified via the Student Success Team and/or Whole Child Meetings held quarterly with each teacher and described on the opening pages of this section Element 1.F: Addressing the Needs of All Students. The basis for this identification will be both teacher observation and superlative performance in the assessments noted in Element 2: Measurable Student Outcomes.

Our project-based curriculum with an emphasis on Gardner's multiple intelligences will be designed to allow all students to pursue their learning in an in-depth way and at a challenging pace. Giftedness involves the interaction of three sets of characteristics: above average intellectual ability, creativity, and task commitment. (Renzulli 1986) CWC3 will work to ensure that potentially high-achieving students are not simply given additional work to do, but rather are effectively engaged and supported in their learning at an appropriate level. The Student Success Team will work with faculty to ensure that these students are properly identified and that appropriate curriculum and activities are offered.

In the classroom, gifted children tend to:

- Get their work done quickly and may seek further assignments or direction.
- Ask probing questions that tend to differ from their classmates in depth of understanding and frequency.
- 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: (1) the pace at which they learn; (2) the depth of their understanding; and (3) the interests that they hold. (Maker, 1982.)

In working with high achieving students, CWC3 teachers will draw on the work of Sandra Kaplan (1986) whose educational research advocates a “depth and complexity” approach to providing appropriate challenges for gifted students. She suggested the following ways for teachers to enhance the curriculum for a gifted student:

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

At CWC3 teachers learn to design curriculum and present instructional strategies that meet the varying needs of all learners, including gifted students. Furthermore, 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 all students to reach his or her potential. Dynamic 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.

In middle school, students will have the opportunity to participate in the content area that meets their needs, particularly for math and algebra. Once in high school, high achieving students will have access to advanced placement courses along with general courses taught at the college preparatory level and the opportunity to strengthen their learning through internships and community-based service learning work. (Our AP course offers are noted in Element 1.D: Scheduling and School Calendar as well as Element 1.E: Instructional Framework.) CWC3 is committed to allowing students to move fluidly and appropriately to push and challenge each student to learn in their appropriate zone of development.

UNDERACHIEVING GIFTED: Students who perform well on assessments but encounter more extensive challenges in project-based work, task completion, and other assignments that require self-regulation may be considered *underachieving gifted*. Parents will be notified of this concern during family conferences. For these 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 students – both gifted and struggling – also provide a peer attitudinal model to help engage them in their own learning.

SERVING ENGLISH LANGUAGE LEARNERS

A core part of CWC3’s mission is to meet the educational needs of all students in an environment that fosters an appreciation and understanding of other languages and cultures. CWC3 will comply with federal, state, and district mandates regarding English Language Learner (ELL) education and re-designation of ELL students. CWC3 will meet all requirements of federal and state law, relative to equal access, to the curriculum for English Language Learners, as it pertains to annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Those requirements include, but are not limited to the following items:

1. **HOME LANGUAGE SURVEY:** All incoming families will complete a Home Language Survey upon enrollment at CWC3 via the Enrollment Form (presented in Tab 12: Lottery and Enrollment Forms). If parents indicate that a student speaks a language other than

English, students with no previous experience in LAUSD will be administered the California English Language Development Test to determine their English Proficiency.

2. **CELDT:** The California English Language Development Test (CELDT) is given as an initial assessment to newly enrolled students whose primary language is not English and as an annual assessment to English learners enrolled in kindergarten through grade twelve in California public schools. Within 30 days¹⁵ of the beginning of the school year (or when a new student enters mid-year), the classroom teachers will administer will administer the CELDT to students with no previous CELDT information. (We have chosen to have classroom teachers administer the CELDT based on Larchmont Charter West's finding that student's comfort with their teacher helps them demonstrate their highest level of performance. As needed, additional support is provided to teachers to enable them to administer the tests.) Scores from the CELDT will be used to determine progress in English Language Development (ELD), to determine initial ELD Levels, and to reclassify students out of the ELD program. Continuing ELLs are to be assessed with the Annual CELDT each year until they are reclassified. Students' families will be notified of their CELDT results and progress towards reclassification.
3. **ELD MONITORING:** Students identified as English Language Learners will have their performance tracked both by CELDT scores and through portfolio-based assessments that reflect the CA ELD Standards. The ELD levels are as follows:
 - **ELD 1 – Beginning:** Students may demonstrate little or no receptive English skills. Oral and written production is usually limited. Frequent errors make communication difficult.
 - **ELD 2 – Early Intermediate:** Students continue to develop receptive and productive English skills. Oral and written production is usually limited to phrases, memorized statements, and questions. Frequent errors may interfere with communication.
 - **ELD 3 – Intermediate:** Students begin to tailor their English language skills to meet communication and learning demands. Oral and written production has usually expanded to sentences, paragraphs, original statements, and questions.
 - **ELD 4 – Early Advanced:** Students begin to combine the elements of the English language in complex, cognitively demanding situations. Oral and written production is characterized by more elaborate discourse, fully-developed paragraphs, and compositions.

¹⁵ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

- **ELD 5 – Advanced:** Students respond in English using extended vocabulary in social and academic discourse to negotiate meaning and apply knowledge across the content area.

At each reporting period, teachers will score student progress toward each ELD standard in the ELD Portfolio and select student work to include in the portfolio to show the student's mastery of the standards. The Student Success Team will meet with teachers on an ongoing basis to evaluate and plan curriculum and differentiated instruction to support the language development of English Language Learners. The Resource Specialist Teacher, in collaboration with the Student Success Team, will ensure appropriate and timely communications with parents about ELL classifications.

RECLASSIFICATION PROCEDURES: CWC3 will follow LAUSD guidelines stipulated in REF-1848.4 and REF-1849.2 issued by the Office of Planning, Assessment, and Research when determining reclassification eligibility for EL students. The reclassification criteria are:

GRADE 1-2 RECLASSIFICATION CRITERIA:

- The student has demonstrated English proficiency on the Annual CELDT by achieving an overall performance level of 4 or 5 and skill area scores of 3 or higher in Listening and Speaking.
- The Language Appraisal Team (LAT) has judged that the student will be successful in a mainstream English program based on Elementary Progress Report marks of 3 or 4 in English Language Arts.
- The LAT has judged that the student will be successful in a mainstream English program based on three consecutive scores of benchmark on English Language Arts periodic assessments or CWC3 ELA assessments.
- The parent has been consulted and notified that the student is eligible for reclassification using the district's Notification of Reclassification letter that is generated by SIS.

GRADES 3 – 5/6 RECLASSIFICATION CRITERIA:

- The student has demonstrated English proficiency on the Annual CELDT by achieving an overall performance level of 4 or 5 and skill area scores of 3 or higher in Listening, Speaking, Reading, and Writing.

- The teacher or LAT has judged that the student will be successful in a mainstream English program based on Elementary Progress Report marks of 3 or 4 in English Language Arts.
- The student has demonstrated basic grade-level skills on the CST by achieving scores in the Basic, Proficient or Advanced performance range on the ELA section of the test.
- The parent has been consulted and notified that the student is eligible for reclassification using the district's Notification of Reclassification letter that is generated by SIS.

GRADES 6 – 12 RECLASSIFICATION CRITERIA:

- The student has an Annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading, and Writing.
- The student scores Basic or above on the ELA section of the CST.
- The student is judged successful in a mainstream English program based on a grade of C or better in English or ESL 3/4. Note: Grade-level English 2.5 credit classes and intervention course are excluded from the reclassification criteria.
- The parent has been consulted and notified that the student is eligible for Reclassification, using the district's Notification of Reclassification Letter.

It is our expectation that English language learners who have been with us throughout their K-8 career will be re-designated and prepared for success by the time they matriculate to high school. Should students require ongoing support with language development – either because they did not progress at the targeted rate for re-designation or because they joined the CWC3 community with language development needs at the middle or high school level – we will provide modifications such as tools and resources in-class along with specially designed in-school intervention classes. At the High School level they will be assigned a full course-load of grade-level content such that they track towards completing their entire A-G set of required courses, supplemented by 1:1 or small-group language instruction during the foreign language elective block for up to 2 years of high school (thus allowing them to fulfill their A-G required 2 years minimum of foreign language requirement) and/or during their elective block, as needed. Because the A-G requirements call for only 2 years of a language other than English and two years of college preparatory electives, there is flexibility within the schedule to accommodate for these needs during the course of the school day. Curricula for these intervention courses will be selected on an as-needed basis, dependent on the students' grade and language development levels from the AB 1802 California Department of Education approved publisher listings for English language

instruction.

RECLASSIFICATION GOAL

It is CWC3's goal that students will progress 1-2 English language levels per year through this targeted instruction and assessment. For students enrolled at CWC3 beginning at Kindergarten this allows for re-designation prior to Middle School. For students who are enrolled in subsequent years whose language development is still in the beginning or early intermediate stage, students will be provided added intervention with a goal that they will stay on target to advance 1-2 levels or more per year such that they can be reclassified in their K-8 career.

CWC3 will reclassify students at or above the LAUSD'S average reclassification rate over the preceding three years. The Principal will monitor the reclassification rate, and, in collaboration with the Executive Director, make adjustments to the academic program if the goal is not met. The Board of Directors will hold the Executive Director accountable for meeting this goal, as well as the others named throughout this petition.

STRATEGIES FOR ENGLISH LEARNER INSTRUCTION AND INTERVENTION

Given the variety of home languages spoken by students residing in the Mar Vista area and the instructional philosophy of the school, CWC3 will prepare teachers for a multi-lingual environment. Teachers will be trained in a variety of instructional techniques to be used specifically with English Learners, relying on two primary programs: Specially Designed Academic Instruction in English (SDAIE) and Project GLAD.

Specially Designed Academic Instruction in English (SDAIE)

SDAIE is a teaching approach that can be used across the curriculum to support ELL students. It emphasizes the importance of supporting English learners in acquiring academic-related skills and knowledge, while at the same time learning English through comprehensible second language input. The practice was based upon linguistic theories laid out by a number of researchers including Dr. Steven Krashen and Dr. James Cummins, who developed "Contextual Interaction Theory." At the heart of the theory are two major components that impact the SDAIE classroom: "comprehensible second language input" and a "supportive affective environment." Language is acquired because of the context in which it is contained.

Rather than focusing on language development, SDAIE focuses on *content* comprehension. Language is acquired because of the context in which it is contained. Teachers build vocabulary with their students and have high expectations for success of language acquisition and the concepts.

SDAIE encompasses solid teaching techniques that benefit all types of learners, offering particular support to students who are English Language Learners. The four major components of this teaching approach are:

1. **A VISUAL APPROACH TO CLASSROOM PRESENTATION.** Teachers will use models, kits, manipulatives, and gestures show students what they are talking about.
2. **A HANDS-ON APPROACH TO CLASS WORK.** Students will learn faster with the use of manipulatives and task-oriented projects for them to build new vocabulary into their work banks.
3. **COOPERATIVE LEARNING STRATEGIES.** Teachers will structure learning opportunities through project-based learning and during workshop instruction for students to work together, be held individually accountable, and develop positive social skills. Students are more likely to try to practice their English skills in smaller groups.
4. **GUARDED VOCABULARY TECHNIQUES.** Teachers make conscious choice regarding the language used and how vocabulary will be introduced, practiced, and incorporated into all components of their lessons. Paying attention to clearly enunciate words and phrases, teachers avoid idioms, colloquialisms and abbreviations.

The SDAIE approach seeks to teach both content and language in a cognitively demanding environment. The nature and goals of SDAIE lessons are to provide equal access to the curriculum of study. SDAIE strategies are consistent with multiple intelligence strategies, project-based learning theories, and special education disciplines.

CWC3 will ensure that our faculty receives intensive SDAIE professional development both during our Summer Institute and throughout the school year. (Element 1.J: Professional Development provides more details about our professional development program.)

Project GLAD

Project GLAD is an instructional and professional development model in the area of language acquisition and literacy. GLAD strategies are specific methods of instruction for a successful English immersion education in a multi-lingual classroom. School leaders at Citizens of the World Hollywood, a school with a very similar academic program, reported that the Project GLAD techniques are very well aligned to the instructional model, and as such, well integrated into ongoing instruction.

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, and second language acquisition:

- 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).
- 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)

3. Reading and writing to, with, and by students:

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

4. Strategies to foster respect, trust, identity, and voice (Cummins, Berman, Baron).
5. Ongoing assessment:
 - Use of 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, ongoing and summative, based on strengths, as well as needs (Costa, Wiggins, Farr, Treadway, Lazear).

In Project GLAD, the growth in scores of English Language Learners far exceeded the norm at the national level. Over the past twenty years, Project GLAD 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 227.¹⁶

Both Project GLAD and SDAIE are intrinsic to constructivism, project-based learning and multiple intelligences theory. These coordinated approaches will ensure that all CWC3 students acquire English language skills in reading, writing, listening, speaking, viewing, and thinking, and proficiently meet grade level ELA standards.

MONITORING AND EVALUATION OF PROGRAM EFFECTIVENESS

The evaluation for the program effectiveness for ELs in the Charter School will include:

- Adherence to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.

¹⁶ 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.

- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

SOCIOECONOMICALLY DISADVANTAGED STUDENTS

As detailed extensively herein, we believe that all students can learn and succeed, and that socioeconomically “disadvantaged” students are entirely capable of academic excellence at the same levels as students whose families have more financial resources. Poverty is not destiny.

Recent data from a similarly-themed charter school (Larchmont Charter School) demonstrated that socioeconomic status had no impact on measurable student achievement. In fact, students eligible for the Free and Reduced Lunch Program at Larchmont Charter School were among the top scorers on standardized tests. Comparatively, while only 37.8% of the “economically disadvantaged” students in LAUSD scored at the proficient or above level on Math and English tests, 74% of Larchmont’s economically disadvantaged students scored proficient or better.

While CWC3 will be sensitive to socioeconomic differences and ensure all students have full access to the educational, extracurricular, and social activities at the school, CWC3 has not found systematic research that correlates socioeconomic status with school achievement in a way that can lead to a pedagogical generalization. We believe that all students can learn when given the proper instruction and support. If students that are socioeconomically disadvantaged are low-achieving, struggle with learning differences or are identified as English Language Learners, CWC3 will utilize strategies described in other sections of this petition. CWS2’s Resource Specialist Teacher and Student Success Team will be responsible for identifying students and families who might need additional resources or supports, including referrals to community service organizations.

CWC3 will serve a diverse student population, both ethnically and socioeconomically and will be sensitive to the needs and strengths of all of our families. Establishing an inclusive learning environment for all students is at the heart of CWC3. We believe that learning should be accessible to every student, regardless of background, and that teaching and learning should honor all experiences. To that end we will:

- *Make recognition and appreciation of diverse backgrounds, cultures, and perspectives (including those not represented by students and faculty) a constant theme of our classrooms:* The most effective schools not only highlight those backgrounds and cultures that are represented in the classroom, but also (to some degree) recognize and appreciate other backgrounds and cultures that may be new and unfamiliar to the students. Many cultures and backgrounds are brought to students from outside the classroom through strategic choices of books, materials, and lessons.

- *Teach and model norms of positive, inclusive interactions among members of the class:* The most effective schools work to form a culture of community within each classroom. Teachers work with students to establish a respectful tone between every member of the classroom community by teaching students to value differences and resolve conflicts appropriately. Teachers model this behavior when interacting with students and other adult members of the community and by responding to comments that may not honor the diversity of the community.
- *Provide learning experiences for all families:* As an effective school community, we will work to support all families. Our faculty will establish workshops that address the needs/desire of the families in our school, and which provide language support and translation as needed. The focus of the workshops will be to provide guidance, resources, and training to families with limited access. (See Element 1.C: CWC3's Philosophical Foundation for more details about the role of family involvement in student learning.)
- *Offer extended services:* CWC3 will offer a whole day program (8:30am - 3:15pm for elementary grades, 8:30am - 3:30pm for middle grades, and 8:15 - 3:30 for high school) from kindergarten on, and a before- and after-care program for all grades to ensure full-day coverage for all grades, in order to accommodate working families. The core curriculum in art, music and, physical education, as well as school field trips and other enriching activities, expose disadvantaged students to learning and enrichment opportunities they might otherwise not have had. Again, we hope to offer a high-quality summer program for our families to provide both academic and enrichment opportunities. Such wrap-around services can assist in leveling the playing field from an economic standpoint, and yet we emphatically do not believe that academic expectations or ultimate performance are tied to socioeconomic status.

G. SERVING STUDENTS WITH DISABILITIES

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

The Charter School anticipates that it shall be initially categorized as a public school of the District in accordance with Education Code Section 47641(b), but reserves the right to make written verifiable assurances to operate as a Local Education Agency (LEA) as a member of Special Education Local Plan Area (SELPA) in accordance with Education Code Section 47641(a).

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

SECTION 504 OF THE REHABILITATION ACT

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability that substantially limits a major life activity, including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those that are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating

possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

All 504 team participants, parents, guardians, teachers, and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

SERVICES FOR STUDENTS UNDER THE INDIVIDUALS WITH DISABILITIES IN EDUCATION ACT

STAFFING

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEA. Charter School staff shall participate in in-service training relating to special education by the Charter School and/or the SELPA.

The Charter School will be responsible for the hiring, training, and employment or contracting of staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. Documentation of qualifications shall be maintained on site for inspection.

RESPONSE TO REQUESTS

The Charter School shall promptly address all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or complaints, whether these requests are verbal or in writing. While the Charter School remains a public school of the District for special education purposes, the Charter School shall notify the District promptly of receiving any such requests and/or complaints.

IDENTIFICATION AND REFERRAL

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will adopt and implement policies and procedures to align with SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred by the Charter School for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School will follow child-find procedures to identify all students who may require assessment to consider special education eligibility, as well as special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

ASSESSMENTS

The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall work to obtain parent/guardian consent to assess Charter School students when it suspects the student may have a qualifying disability under the IDEIA.

IEP MEETINGS

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having all legally required members of the IEP team present for IEP meetings.

IEP DEVELOPMENT

Decisions regarding eligibility, goals/objectives, and the offer of a free appropriate public education shall be the responsibility of the IEP team and in accordance with applicable State and Federal law.

IEP IMPLEMENTATION

The Charter School shall be responsible for implementation of IEPs and supervision of services in accordance with the terms of the MOU with the District, or if an LEA for special education purposes pursuant to Education Code Section 47641(a), in accordance with SELPA policies and procedures. The Charter School shall also provide all communication and coordination between the parent, student, and school related to the student's IEP. The Charter School shall also be responsible for providing all curriculum, classroom materials, and modifications and accommodations in accordance with the IEP.

Inclusion is a priority and the preferred method of educating all students at CWC3. Therefore, special needs students will be integrated into the mainstream classroom to the extent possible.

CWC3 will provide special education services through professional agencies and credentialed individuals, including speech and language, physical therapy, adapted physical education, and occupational therapy. All Special Education teachers and/or contractors will collaborate with students' classroom instructors to fully implement each IEP. To the greatest extent possible, CWC3 will "push in" to assist students within their general education classes by collaborating and/or co-teaching with the classroom teachers.

Please see the following section district-required language regarding the special education program, SELPA reorganization, and modified consent decree requirements.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission, nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

EDUCATIONAL PROGRAM

SPECIAL EDUCATION PROGRAM

LAUSD Required Language

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

Prior to Los Angeles Unified School District ("LAUSD" or "District") Governing Board approval, CWC3 will either execute a Memorandum of Understanding ("MOU") by and between LAUSD and CWC3 regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education or provide approved legal verification of membership in another state-approved SELPA with agreement to adhere to the LAUSD's Modified Consent Decree ("MCD") requirements (see MOU execution requirements below). Charter schools who are considering joining another SELPA shall provide the required notification of intent to leave the SELPA at least one year and one day prior to the anticipated exit date (Education Code § 56195.3 [b]).

District-authorized charter schools permitted to participate in an out-of-District SELPA will be required to execute a MOU by and between the LAUSD and the charter school (if considered a Local Educational Agency ("LEA")) regarding the provision of special education services. The receiving out-of-District SELPA Local Plan must be provided to the District for review and must

contain a commitment to ensure that the District-authorized charter schools assume all responsibility for the students with disabilities that enroll in the charter schools and that the receiving SELPA is accountable for oversight, monitoring, and implementing the Chanda Smith MCD requirements. A material amendment to the petition and Board approval will be required unless the issue is addressed at the time of charter petition renewal.

SELPA REORGANIZATION

LAUSD Required Language

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

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

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

MODIFIED CONSENT DECREE REQUIREMENTS

LAUSD Required Language

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

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

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

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

H. IMPLEMENTATION TIMELINE

Our school development plan begins with a small school of 160 - 192 Kindergarten and first grade students in its first year of operation – with between 20 and 24 students enrolled per class. Each year, we will add a grade until we are operating at full capacity of 1530 - 1680 K-12 students in the elementary, middle and high schools clusters. This model allows us to focus solely on kindergarten and first grade in year one, and to establish a strong foundation of best practices while the school is small.

In order to provide a rigorous academic program of the highest quality, we have carefully planned our school start-up and implementation to ensure a thoughtful, progressive growth of the school over time. From our model schools and other start-up charters in the area, we already have learned much about the successes and challenges faced in opening a new school, particularly in regards to serving a socioeconomically and ethnically diverse group of students. The chart on the following page highlights key tasks we anticipate in the coming months prior to the opening of school.

Once the school is open, CWC3 elementary grades will grow by 80 – 96 students each year as we add a new Kindergarten class until we reach K-5 capacity in Year Five of operation. As our enrollment grows, our staff and operations will scale up accordingly. Like many charter schools, we anticipate that facilities might continue to pose a challenge and we might be forced to move during our start-up years. We have already conferred with dozens of charter school operators, both small and large, in our quest to ensure that we implement “best practices” in our management structure and planning. Through our conversations with these colleagues, as well as the personal experiences and expertise of our staff and Board, we already have learned several lessons that have shaped our strategy. Our goal is to ensure that as we grow, and even once we are able to settle into a permanent home, we will establish sound management, careful strategic planning, high-quality academic standards, and the enthusiasm and eager participation of a wonderfully diverse, dedicated school community.

The efforts of the CWC Schools leadership team, supported by a strong advisory board, have enabled us to create systems and structures that will serve our school community well through the start-up phase and beyond. Thanks to the support of our generous funders, staff from the national office of CWC Schools has been able to lay the foundation for a successful school launch.

In September 2011, we have already launched a rigorous and extensive national search for our school leaders (Founding Principal and Executive Director), who will officially be hired in the spring. We have clearly identified the characteristics and skills necessary to lead the school described in this charter petition. The Founding Principal and Executive Director job descriptions are based on the expertise of board members at Larchmont and CWC Hollywood, as well as the experiences of the school leaders of both schools. We are utilizing a multi-pronged approach to securing high-quality applicants, including online posting, private search

firms, and inquiries through our rich professional networks. Applicants will undergo a robust, multi-stage review process that includes resume review, phone/skype interview and writing sample submission, as well as in person interview that includes role plays, analysis of videotaped instruction, and data analysis exercises. In the highly unlikely event that our search, begun nearly a year prior to the opening of school, does not result in a highly-qualified principal, the Chief Academic Officer of Citizens of the World Schools will serve as interim principal.

	Fall 2011	Winter 2011-12	Spring 2012	Summer 2012
Charter Petition & Relationship with LAUSD	Submit petition to LAUSD. School leader will ensure smooth processing and immediate response to requests, and attend all meetings as required.	Anticipated charter approval.	Initiate required processing, systems and communication with CDE, LAUSD in conjunction with CharterWorks, our back-office provider.	Ongoing.

	Fall 2011	Winter 2011-12	Spring 2012	Summer 2012
Community & Outreach	School leader to continue recruiting and securing Founding Parents (FPs) as partners in the development of the school (up to 10% of enrollment per class will be reserved for the children Founding Parents). School leader to continue outreach to leaders of community service organizations, businesses, developers and government agencies; seek press coverage in neighborhood newspapers; generate promotional fliers and materials (including translation into Spanish, Korean and other appropriate languages); oversee development of website – including appropriate translations and online forms for parents to indicate interest -- with regular blog updates and email blasts to interested families/supporters. Founding Parents to initiate outreach to neighborhood parents via meetings/sessions at local preschools, day care centers, religious institutions, local parks, community service organizations, community fairs and events, and more, ensuring communications in families' native languages.	Ongoing.	Ongoing. Hold information sessions (with appropriate translation) led by Principal and ED, along with FPs and Board representatives. Collect application forms and hold enrollment lottery. Finalize Family Handbook. FPs partner with enrolled families to complete volunteer tasks to open school.	Ongoing web-based communications, emails and printed mailers to families. Host pot-luck "Welcome" event for enrolled families in early summer. Principal will oversee partnerships with community organizations for initial service- learning projects.

	Fall 2011	Winter 2011-12	Spring 2012	Summer 2012
Facilities	School leader searches for potential temporary or permanent space in the targeted area; submit Prop 39 application.	If location secured: ED oversees renovations and necessary permitting and approvals.	Ongoing FPs work with Principal and ED to determine needs for furnishings (tables, chairs, teacher desks, bookshelves, cubbies, reading corner couches, coat hooks, window coverings, rugs, office furniture, etc.), equipment (computers, printers, copiers, fax, telephones, etc.), and supplies (books, paper, art supplies, etc.). FPs will solicit as many in-kind donations as possible, and work with Board to determine available funds.	Ongoing FPs/enrolled parents, in collaboration with Principal and teachers, will organize “work parties” to move, assemble, install and set-up classrooms, office, play yard and other space.

	Fall 2011	Winter 2011-12	Spring 2012	Summer 2012
Fundraising	School leader to monitor processing of 501(c)(3) application with IRS. School leader to submit grant application to Walton Family Foundation following submission of charter petition. CWC Schools, supported by key donors, to initiate capital campaign pending facility identification; Founding Parents to begin pledge drive and solicitation of in-kind donations.	Post-charter approval: ED to submit PCSGP proposal to CDE and foundation grant requests to local foundations such as Weingart, DSYF, and others. Board to conduct fundraising/capital campaign. FPs to initiate special events and solicit in-kind donations (e.g., furnishings, computers, supplies, books).	Ongoing	Ongoing

	Fall 2011	Winter 2011-12	Spring 2012	Summer 2012
Staffing	Outreach to identify potential candidates	Hire Principal immediately following charter approval ED and Principal finalize Employee Handbook.	Principal recruit and hire teachers and teachers' assistants. Principal identify and secure effective partnerships and contracts with appropriate professional development providers for faculty. ED hire Office Manager. Secure necessary contractors, including hot-lunch provider, after- school provider, educational consultants, etc.	Principal design professional development program and lead Summer Institute.

MONITORING OF INSTRUCTION

Consistent monitoring of instruction is essential to ensuring that high-quality and appropriate instruction is occurring in all classrooms throughout the year. Monitoring instruction will take five forms:

Teacher Evaluation – Teachers will be evaluated twice a year, using a evaluation system that assesses the key professional practice domains. The Principal will provide an assessment of and feedback regarding each teacher’s practice in multiple domains, including student outcomes, curriculum design, classroom environment, instruction and professional responsibilities.

Data Analysis – The Principal will monitor student outcomes through both state standardized assessments and the school selected ones detailed in Element 2. Through the analysis of student performance data, the school leader will determine the effectiveness of the instruction provided. These results will guide the monitoring and support that s/he provides to the teacher. The trends inform the lessons the Principal selects to observe, the reflection questions asked, the focus of feedback provided and the type of professional development support offered. Furthermore, the Executive Director and Board of Directors level are ultimately accountable for monitoring the success of the academic program and with making any necessary programmatic changes as indicated by the student performance data.

Informal Observation – The Principal will be in classrooms daily, conducting informal walkthroughs and more extensive observations. The walkthroughs will provide glimpses of instruction over time while the more extensive observations will enable the Principal to understand how full lessons unfold.

Faculty Professional Development – Each week the faculty will work together during the professional development session allowed by a weekly shortened day. The Principal is primarily responsible for ensuring the effectiveness of these sessions; s/he may present, design the agenda and/or assign the facilitation to staff, as appropriate. This time will be used to plan future instruction, reflect on past instruction, and analyze student performance data. The analysis of student performance data will alert the Principal to the teachers’ success in ensuring student learning. Reflections on past instruction, in combination with the student performance data, will enable the Principal to see the link between instruction provided and student learning. The insights gleaned will be used to provide direction regarding the design of future instruction.

Whole Child Meeting – As describe above in Section F: Addressing the Needs of All Students, the Principal will meet with each teacher quarterly to discuss the progress of

each child. This meeting is a key source of information about the progress of each student, and thus of the success of the instruction provided.

Lesson Plan Review – Teachers will submit lesson plans electronically and post them to an online site (such as Google Board). The weekly schedule of lessons is shared with colleagues in addition to the Principal. This system will facilitate the potential for mixed groups, consistency across classrooms, and co-planning as well connections between classroom and specialty instruction. The Principal will review lessons weekly, and the focus of his/her review (i.e., the elements that she reviews most closely) is informed by recent student performance data and classroom observations. Narrow feedback is provided via email and, when warranted, more substantive feedback is provided in one-on-one coaching sessions. In some cases, concerns about lessons plans that span several teachers inform future professional development.

In combination, teacher evaluation, informal observation, faculty professional development, whole child meetings, and lesson plan review will provide the Principal with a comprehensive understanding of the instruction occurring across the school. In addition to serving as the basis for individual teacher evaluation, the regular monitoring of the quality and appropriateness of instruction enables the Principal to determine trends in individual classrooms and across the school. Awareness of these trends, both positive and negative, provides the impetus for future adjustments in the academic program.

HIGH SCHOOL EXPANSION AND ACCREDITATION

Once CWC3 expands to the high school grades, the charter school shall annually and upon pupil enrollment, inform parents and students of the transferability of courses to other public schools and the eligibility of courses to meet UC/CSU entrance requirements within the CWC3 Family Handbook. The charter school shall seek WASC accreditation and UC course approval upon expanding into the high school grades.

Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(ii)

I. TEACHER RECRUITMENT

CWC3 believes that recruiting, developing, supporting and retaining high-quality teachers is essential to the success of our school. School leaders will select teachers based on the criteria outlined in Element 5: Employee Qualifications and the job description presented in Appendix J: Job Descriptions. All teachers of core academic subjects at CWC3 will have a bachelor’s degree, appropriate credentialing in accordance with Education Code §47605(l) and demonstrated core

academic subject matter competence. We will especially seek out teachers who speak additional languages and have experience in working with diverse populations.

Recruitment of teachers will utilize multiple methods: professional networks, online sites and local universities with education credentialing programs. We will make use of our professional networks (such as Teach For America, local charter schools, California Charter Schools Association, and university connections) to publicize open positions. Postings will appear on multiple sites (such as Ed Join, CCSA's website, Craig's List and CWC3's website) and be forwarded through university alumni and charter school groups. We also have a number of highly prominent and respected educators on our Board and Advisory Board who will assist in spreading the word about our recruitment.

When a position is available, CWC3 will review the criteria and qualifications for the open teaching position and advertise it along with a job description. Based on a review of resumes, school leaders (and current teachers) will interview likely candidates and observe them teaching a sample lesson. As needed, additional processes such as analysis of student performance data or videotaped instruction will be utilized to select final candidate. Our thorough and rigorous selection process will ensure that selected candidates are aligned with our mission and philosophy and bring a strong repertoire of skills, as well as a willingness and capacity for ongoing development.

J. PROFESSIONAL DEVELOPMENT

CWC3's academic model demands high quality teaching and expert teachers. As such, professional development is a core component of the school's design.

CORE BELIEFS

We intend to apply our beliefs about *how learning best occurs* presented in Element 1.C: CWC3's Philosophical Foundation not only to instruction for students, but also to professional development for teachers. As the National Research Council concluded in their 1999 report *How People Learn: Brain, Mind, Experience and School*,

*"Environments that are learner-centered attempt to build on the strengths, interests, and needs of the learners. Many efforts to facilitate teacher learning fall short in this regard; they often consist of required lectures, and workshops that are not tailored to teacher's needs."*¹⁷ (p. 180)

¹⁷ *How People Learn: Brain, Mind, Experience & School* – National Research Council (1999 - p. 180)

In contrast, we will offer professional development that is targeted to individual teachers' needs, as well as offerings that are required for all staff.

Just as our teachers will design curriculum based on their individual student's needs, so too will our Principal design professional development activities to meet the specific needs of individual teachers. In crafting the school's initial professional development plan, our Founding Principal will adapt the particular structures and content based on the experience and expertise of the founding faculty members. In subsequent years, the Principal adjusts the professional development plan to accommodate the needs of incoming faculty members, to respond to insights gleaned from practice and to develop techniques to respond to identified student needs.

The principle of the Gradual Release of Responsibility, described above in section entitled *How Learning Best Occurs*, is also applicable for structuring adult learning.

We will:

- Present tools, techniques
- Support teachers as they strive to integrate those into their rich repertoire of instructional techniques
- Guide analysis of effectiveness
- Provide feedback as needed
- Monitor independent implementation

In addition to developing their skills in teaching students, teachers will have opportunities to develop their skills in supporting their peers. So, in addition to participating in professional development, key teachers will be asked to take on the role of resource to their peers. We will identify individuals as team leaders in specific areas. For example, at each grade level one teacher will participate in more extensive professional development in *Understanding by Design* and then guide the other teachers. Another teacher at that grade level would get more extensive training in Everyday Math and be responsible for setting up the mathematics instructional calendar and supporting professional development in mathematics.

STRUCTURES

Our Founding Principal will bear primary responsibility for creating our professional development plan and specific activities for our faculty, based on their individual needs and experience levels, but these activities will encompass detailed instruction in our educational philosophies, assessment methodologies, utilization of our data system, and more. As noted earlier, we hope to form strong collaborations with similar charter schools and share

professional development resources in particular, inviting their faculty to attend some of our in-house sessions with them reciprocating for our faculty.

Specific professional development activities to support faculty in their professional growth during the 2012-2013 school year will include:

- **SUMMER INSTITUTE:** During a paid, two-week summer institute, all faculty will receive in-depth training on our educational philosophies, review research studies, and collaboratively plan curriculum and lessons in consultation with leading experts¹⁸.
- **MODEL SCHOOLS/TEACHER INSTITUTES:** Throughout the year, our faculty will visit our model schools and attend teacher training workshops at UCLA's Lab School (including Educator Days and Critical Thinking Institute). We will form partnerships with these schools and others, including Larchmont Charter Schools, to enable shared resources, mentoring of our teachers, and collaboration and discussion of best practices.
- **FACULTY LIBRARY:** Our Principal will compile a resource library for the faculty that includes online and hard copy reference materials, research studies and sample curriculum and lesson plans.
- **WEEKLY STAFF MEETINGS, PERIODIC INTENSIVES:** All faculty will meet weekly on Wednesdays (a short instructional day) with our Principal and outside educational consultants to continuously develop, refine and evaluate curriculum and lesson plans based on individual students' needs, teacher needs and the progress of the school as a whole in a collaborative, supportive environment. Our school calendar also includes four full work days throughout the year for intensive development, either via outside conferences or internal full-day workshops with visiting lecturers. When teachers attend outside workshops and conferences, they will be expected to make presentations upon their return for their fellow faculty, and perhaps guests from our partner schools, and then work collaboratively with their peers to implement their new learning into our school framework.
- **DAILY PLANNING TIME:** Teachers will be given ample planning time. Students' participation in specialty classes allows time for planning during the school day. (We will attempt to create school schedules that allow common planning time for teachers in the same grade.) In addition, portions of the weekly professional development on Wednesday's shortened days will allow for teachers to work in partnership with their peer teachers in the same grade, and across grades as relevant. While our teachers –

¹⁸ Again, thanks to the generosity of our donors to provide fundraising for the school, we already have sufficient funding to conduct this Institute in Year One.

and indeed all teachers – spend countless hours outside of school preparing, planning and, reviewing student work, this time allotted during the school day will enable our teachers to work collaboratively as a team in designing lessons that best suit individual students in a supportive, professional atmosphere.

CONTENT AND OUTCOMES

Professional development will include:

- Presentation of the theoretical underpinnings of our philosophy and curricular approaches
- Activities to assist teachers in internalizing the theories
- Introduction to curricular tools
- Opportunities to plan using the curricular tools, with support
- Introduction to assessment tools
- Training in analyzing assessment data and determining the implications for instruction

Through professional development, teachers will develop:

- An understanding of the theoretical underpinnings of our philosophical, pedagogical and curricular approaches
- Skill in analyzing student assessment data to assess students progress and determine implications for future teaching
- Familiarity and dexterity with utilizing curricular tools to accomplish student achievement goals
- Capacity and comfort in reflecting with their peers as they strive to become even better teachers

While the specific agendas, trainers, and materials will be determined by our Principal, among other things, we anticipate that our teachers will study the following in the context of the foregoing activities:

- Curricular Tools outlined in Element 1.E: Instructional Framework, including
 - Fountas & Pinnell Continuum of Literacy Learning

- Everyday Mathematics
- Instructional Strategies described in Element 1.E: Instructional Framework, including
 - Project-based learning
 - Writing Workshop
- Techniques for meeting a variety of student needs as presented in Element 1.F: Addressing the Needs of All Students
- Assessments presented in Element 2: Measurable Student Outcomes & Element 3: Method by Which Student Outcomes Will Be Measured

The Principal will utilize feedback from teachers, observations of instruction, and student performance data in determining the specific content and timing of professional development.

ELEMENT 2: MEASUREABLE STUDENT OUTCOMES

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

The measurable school and pupil outcomes for CWC3 are designed to reflect our dedication to educate children so that they can flexibly apply the skills and information they have learned in school to a variety of settings. Student outcomes are derived from the California State Content Standards, our definition of an educated person in the 21st century, and the multiple intelligences. Students will demonstrate progress toward meeting and exceeding these learning goals through their completion of interdisciplinary, subject-specific, and service-learning projects, as well as through their performances on embedded assessments in our mathematics and literacy programs.

The Principal and faculty will be accountable for the academic achievement and psychological well-being of CWC3’s students. The Principal is ultimately responsible for meeting target goals, and will be held accountable by the Board of Directors. The Principal will also be accountable for meeting Adequate Yearly Progress as required by NCLB. The Executive Director is responsible for ensuring that annual goals are set and will be accountable for the ultimate success of the school.

DEMONSTRATION OF ATTAINED SKILLS, KNOWLEDGE, AND ATTITUDES

STUDENT-LEVEL OUTCOMES

ACADEMIC GOALS

The skills, knowledge and attitudes listed in the charts below are measurable learning goals derived from CA State Content Standards, national Common Core State Standards, and our definition of an educated person. The student academic achievement outcomes to be measured will focus on student’s development of basic skills and conceptual understanding of all content areas. Outcomes will include knowledge acquisition, problem solving, and reasoning skills.

In addition, please see Appendix A: Curriculum for a detailed scope and sequences for all core courses by grade, including aligned standards with specific numerical references to the standards, curricular resources, activities, and assessments. The tables below list ‘measurable student outcomes,’ as well as the means and frequency of assessing students, including non-cited reference to state content standards. The assessment approaches in the grades change over the grades, but K-1, 2-3, and 4-5 are grouped together below since they are similar in their approaches, followed by middle school grades and then high school grades.

It is important to note that while our primary focus in all aspects of our curriculum – direct subject-matter instruction, project-based learning time (including service-learning projects) and instruction in the arts – is in ensuring each student’s mastery of grade level standards in the core content areas, as a mission-based school, we also value highly qualities and skills above and beyond the core state standards. As detailed throughout this petition, our “backwards design” approach to lesson planning and our focus on data-driven instruction will both work to clearly define and then assess which state standards and other objectives are desired, and then achieved.

CWC3 will utilize a variety of assessment tools in evaluating student achievement of stated objectives across all disciplines. Assessments in arts instruction (both in dedicated art class time and in interdisciplinary work in core classrooms), service-learning, character education, and P.E. will all be included on student report cards, as well as ongoing teacher assessments of student work and mastery of applicable standards and other learning objectives via student work portfolios, teacher observation, and conversation with students.

The skills, knowledge, and attitudes in the chart below are measureable learning goals derived from state and national standards, as well as school-wide learning outcomes. The use of in-house assessments and the frequency of assessment are also addressed. A description of the assessment tools used at CWC3 that appear in the following chart can be found beginning on the first page of Element 3: Method by Which Student Outcomes Will Be Measured.

K-8 Student Goals by Content Area

Content Area	Skills, Knowledge, and Attitudes	Assessment Tools	Frequency of Assessment	Achievement
English Language Arts	Students will achieve grade level content knowledge in: <u>Reading</u> (decoding, fluency, comprehension, and literacy analysis) <u>Writing</u> (craft, genres, research, strategies and conventions) <u>Language Conventions</u> (sentence structure, grammar, spelling, capitalization, punctuation) <u>Listening and Speaking</u> (strategies and applications)	<u>Kindergarten-3</u> - Fountas and Pinnell <i>Letters, Words, and How They Work</i> Assessment Checklists <u>Kindergarten-8</u> - Fountas and Pinnell Benchmark Assessment System (BAS) 6 Trait + 1 Rubric - Observation & documentation of reading and writing behaviors - Portfolio Assessments of at least three genres of writing - Rubrics based on the criteria of A Curricular Plan for The Writing Workshop assessment rubric	- Ongoing 3 times a year: September¹⁹, January & May 3 times a year: September, January & May - Ongoing - Three times a year - End of each unit. Every 4-6 weeks.	85% of our students will be at proficient or above on the progress report and California Standards Test (CST). 85% of our students will read at or above grade level according to the Fountas and Pinnell BAS.

¹⁹ Throughout these charts, we have used “September” for the beginning of the year assessments. Once the LAUSD early start calendar is finalized, we will create our calendar based on it, and assign new dates to our official assessment calendar.

Content Area	Skills, Knowledge, and Attitudes	Assessment Tools	Frequency of Assessment	Achievement
Mathematics	Student will achieve grade level skills and content knowledge in: 1. Number Sense 2. Algebra and Functions 3. Measurement and Geometry 4. Data Analysis 5. Statistics and Probability 6. Mathematical Reasoning	<u>Kindergarten – 5</u> • Everyday Math End-of-Year Assessment from the <u>prior</u> year • Everyday Math End-of-Unit Summative Assessments (which includes observation, student self-assessment, and written assessment components) and Formative Assessments • Everyday Math ‘Progress Checks’ • Everyday Math End-of-Year Assessment from the <u>current</u> year <u>Grades 6-8</u> • Connected Mathematics Unit Tests (which include rubrics to assess skills, problem solving and in-depth conceptual knowledge) • Connected Mathematics ‘Check Ups’	• September • At the close of each unit, every 4-6 weeks depending on grade level • Weekly or more frequently • May • At the close of each unit, approximately every 4 weeks • Weekly or more frequently	85% of our students will be at proficient or above on the progress report and CST.

Content Area	Skills, Knowledge, and Attitudes	Assessment Tools	Frequency of Assessment	Achievement
Science	Students will achieve grade level skills and content knowledge in: 1. Physical Science 2. Earth Science 3. Life Science 4. Investigation and Experimentation	<u>Kindergarten - 5</u> - FOSS Summative Assessments (End-of-Module Assessment) - FOSS Formative Assessments - Standards-based rubrics created using Backwards by Design <u>Grades 6-8</u> - SEPUP Scoring Guides	- End of Module - Ongoing - End of Project – at least twice a year 4-6 times a year, at least once during each unit	85% of our students will be at proficient or above on the progress report and CST (in grade 5).
Social Studies	Students will achieve grade level skills and content knowledge in history, civics, and social studies. They will learn about: 1. Chronological and Spatial Thinking 2. Research 3. Evidence and Point of View 4. Historical Interpretation	<u>Kindergarten</u> - Standards-based rubrics created using Backwards by Design (to assess learning in completed projects that communicate understanding of social studies content and concepts) - Checklist that measures student's understanding of social studies content and concepts elicited during a one-on-one interview	- At the end of each unit K-2: at least twice a year 3-5: at least three times a year 6-8: at least four times a year - Ongoing	85% of our students will be at proficient or above on the progress report.

Content Area	Skills, Knowledge, and Attitudes	Assessment Tools	Frequency of Assessment	Achievement
Physical Education	Students will achieve grade-level skills and knowledge in motor skills and movement patterns. They will demonstrate: 1. Grade-level ability to apply knowledge of movement principles and strategies to physical activities 2. A grade-level understanding of the importance of physical fitness	• Observation & Documentation • Standards-based Rubrics and Checklists	• Ongoing	85% of our students will be at proficient or above on the progress report with 85% of our fifth grade students meeting proficiency on the state physical fitness exam (Fitnessgram).
Visual and Performing Arts	Students will demonstrate grade-level skills, knowledge and abilities in: 1. Dance 2. Music 3. Visual Art 4. Performing Arts	• Observation & Documentation • Standards-based Rubrics and Checklists	• Ongoing	85% of our students will achieve at a level of proficient or above in all arts disciplines as evaluated in class on presented on progress reports.

Content Area	Skills, Knowledge, and Attitudes	Assessment Tools	Frequency of Assessment	Achievement
ELD	Students will demonstrate progress through the English Language Development (ELD) level and meet CST. Teacher and parent input criteria for reclassification.	• California English Language Development Test (CELDT) • ELD Leveled Portfolios • Observation & Documentation	• Annually • Ongoing, reviewed at each progress reporting period • Ongoing	We will meet or exceed the 3-year average reclassification rate in LAUSD. English Learners at CWC3 will progress at least 1-2 grade levels on the CELDT each year.

HIGH SCHOOL STUDENT GOALS

As we pursue our driving outcome of ensuring that 100% of students are accepted into a 4-year college or university of their choice, we track our progress towards our goal. To that end, we have set the following measures of success that drive our work:

Assessment	Attainment Goal	Grade/Content Area
CA Standards Test (CST)	80% proficient/advanced	Core content classes 9-12/9-11
UC Analytical Writing Assessment	80% receive a composite score of 8 or higher using UC rubric	11th grade end of year assessment
CAHSEE	85% pass rate – 1st time 100% total pass rate – graduation	Administered beginning 10th grade to all students
Advanced Placement (AP) College Level Exams	80% pass rate of students will receive a 4 or a 5 – 1st time	Administered at the end of each AP course (required courses: AP English Literature, AP Environmental Science)
SAT Exam	80% of students will score: • Critical Reading: 560+ • Mathematics: 590+ • Writing: 580+	11th/12th grade students
ACT Exam	80% of students will receive a composite score of 26 or higher (ranking in the top 84% of students nation-wide)	
College Acceptance	100% acceptance to a 4-year college or university	11th/12th grade students

Appendix A: Curriculum contains very detailed charts for each grade, by subject matter, that include specific lessons, curricular materials, sequencing, and assessments for each.

Taken together, the scope and sequence tables and narratives in Element 1, Appendix A and the tables above describe the measurable student outcomes, the frequency and form of objective assessments (both formative and summative) and the resources and curricular materials. CWC3 will utilize a comprehensive and sophisticated student information system to ensure that all faculty and their supervisors have access to real-time data on individual students' performance and achievement of goals and objectives. Teachers will be held accountable for ensuring that *all* of their students are meeting appropriate objectives.

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 1. Additional strategies or curricular materials may be necessary and school leaders will investigate appropriate resources and professional development activities as needed.

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

SCHOOL-WIDE OUTCOMES

In addition to the academics outcomes listed above, CWC3 has named and will hold itself accountable to the following school-wide academic and non-academic goals. CWC3 will meet or exceed both government benchmarks for achievement and our own high organizational standards.

TRAJECTORY TO HIGH SCHOOL GRADUATION & COLLEGE SUCCESS

Our big goal for CWC3 is that 100% of students are accepted into a 4-year college or university of their choice. In pursuit of that aim, we have set the following targets:

1. 100% of all students graduate from high school.
2. 100% of students pass CAHSEE.
3. 85% of students pass CAHSEE on the first attempt.

STANDARDIZED TESTS

CWC3 will use the California Standards Test (CST), the California English Language Development Test (CELDT), and other state required assessments to ensure that:

1. All students meet or exceed grade-level benchmarks.
2. All Academic Performance Indicator (API) growth targets are met.
3. Adequate Yearly Progress (AYP) is met as required by NCLB.

CWC3 will participate in state standardized testing (CST or its equivalent) in Year Two with the first class of second grade students, with an additional grade each year as the school grows in capacity.

Based on successful test results of students learning in similar environments (Larchmont Charter-API 931, and Larchmont Charter West at 940), we expect CWC3's student test results to exceed API test scores and proficiency levels in math and language arts as compared to neighboring traditional public schools. We also expect all of our sub-groups to exceed the performance of sub-groups at similar schools.

CWC3 will meet the following API growth targets:

- Annual API will meet or exceed the established growth target, reaching 800 within the five-year term of this charter, and setting the stage for future exemplary achievement.
- All sub-groups will make at least 80% of the school target.
- The CST participation rate will be at least 95%.

In addition, students enrolled in SPED will demonstrate appropriate progress toward goals in their IEPs each year.

These goals and CWC3's progress toward goals will be communicated regularly with our entire school community.

ADDITIONAL OUTCOMES

Our Board, Executive Director and Principal will work diligently to assess overall school operations and progress towards achieving our mission and vision. Specific goals include:

- Student Attendance: CWC3 will maintain at least 96% Average Daily Attendance.
- Enrolling a Diverse Student Body: Our Executive Director will bear primary responsibility for ensuring that appropriate, targeted outreach activities are conducted each year to ensure that CWC3 enrolls a racially, culturally, and socio-economically diverse student body. Just as we will track specific sub-group academic performance through data-driven assessments, so too will we track specific sub-group recruitment and enrollment. While we cannot prioritize enrollment based on these factors, targeted outreach to specific community groups and segments of the central Mar Vista population will be continuously assessed and evaluated to ensure that we are recruiting as diverse a pool for our enrollment lottery as possible.

- Staff Evaluation: As detailed more fully in later sections, our Board will bear responsibility for assessing the accomplishments of our school leaders, who in turn will assess faculty and staff performance. We believe that the quality of our staff is perhaps the single most important ingredient to our success, and will be diligent in continuously evaluating each individual's strengths and areas for improvement, including targeted and individualized areas for professional development.
- Teacher Retention and Satisfaction: CWC3 will realize a higher teacher retention rate and higher teacher attendance rate than the average LAUSD elementary school, and demonstrate high levels of teacher job satisfaction as evidenced by end-of-year conferences and surveys.
- Family Satisfaction: As a school of choice, the success of CWC3 relies on the satisfaction of those we serve. Our primary method of assessing family satisfaction is ongoing tracking of application, matriculation and retention statistics. We seek to develop and maintain a stellar reputation, attracting large numbers of applicants and enrollees, and retaining our students once enrolled. Our Board will evaluate school leaders' inclusion of parents and responsiveness to their needs. We will utilize annual parent surveys (and as we enroll older students, student surveys) to measure satisfaction with our progress and operations. Parent involvement in school operations and events will be tracked to help measure families' active participation in the school community as an indicator of success. Regular meetings, town hall sessions and communications between school leaders and families will be utilized not only to address specific issues, but to gauge and ensure high levels of parent satisfaction. .
- Community Involvement: Our Board will also assess CWC3's progress in forming lasting community collaborations in several forms: (1) fundraising success with area business, foundations and individuals; (2) partnerships with community service organizations to provide services to our students and families; (3) collaboration with other charter and traditional public schools in areas such as professional development, shared resources and more; (4) participation of our students and school community in community events and in improvements to the community via our service-learning program; and (5) measuring student and family connections to the community via surveys and other data
- Financial and Operation Stability: As a start-up organization that anticipates significant growth, along with complex issues to be resolved, such as securing a facility, we believe it is imperative that we continually assess and re-evaluate our progress towards fundraising goals, achievement of operational objectives and timelines, and adjust our strategic plans as contingencies arise. Our Board will engage in detailed monthly assessment of our school leaders' progress, along with fundraising and other operational/management issues. Our Board also will conduct annual self-assessment both individually and collectively to ensure that it is overseeing CWC3 optimally. We hope to utilize the services of an outside consultant/facilitator at our annual meetings to

lead us in candid, directed review of our strengths and challenges, and strategic planning for the future. Our Executive Director will be responsible for assessing the performance of CharterWorks, our back-office provider, and other service providers.

In short, while the “business” of CWC3 is educating children, we also will continuously assess our functioning and success as a business, as well as our achievement of academic and educational goals and objectives.

ACCOUNTABILITY FOR STUDENT PROGRESS

As required by the No Child Left Behind Act (NCLB), the Principal will work with the staff to insure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress toward meeting grade level standards and objectives, and that all core, college-prep teachers are properly credentialed. The Principal and faculty will be accountable for academic achievement of the students at CWC3. The Principal is ultimately responsible for meeting target goals, and will be held accountable by the Executive Director and Board of Directors.

To meet the accountability targets, school leaders will guide CWC3 teachers in examining and analyzing pupil outcomes regularly. During the beginning of the school year, teachers participate in a week-long professional development institute which gives them the opportunity to analyze data derived from state mandated testing from the previous school year and review our standards-based report cards which include narratives describing student performance, work habits, and citizenship. When testing data arrives, teachers review the data and reflect on their teaching methodologies. Teachers also engage in vertical articulation with one another to address curricular gaps as presented in previous year’s data enriching this perspective with other assessment records. Throughout the school year, students are assessed regularly and student results are examined and discussed in grade level teams in order to determine if curriculum modifications are necessary.

ELEMENT 3: METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED

Element Requirement: "The method by which student progress in meeting those student outcomes is to be measured." Education Code Section 47605(b)(5)(C)

CWC3 defines assessment as the systematic and ongoing process of collecting, describing, and analyzing information about student progress and achievement in relation to curriculum expectations. We believe assessment serves a dual purpose, (1) to assess individual students or groups of students to note progress and (2) to assess the quality of instruction to improve future learning. The data collected from assessment assists the school in analyzing progress so that we can modify and refine the teaching/learning cycle to better meet student needs. CWC3 believes that assessment is vital to ongoing school success and will use multiple measures of assessment to provide a richer and more in-depth view of each student's progress. We use assessment data to evaluate the progress of the school as a whole, to drive instruction, to create differentiated instructional programs for individual students, to communicate with parents about their students' progress, and to help empower students to self-reflect on their own learning.

VARIED AND AUTHENTIC ASSESSMENT

At CWC3, we believe that assessment is a valuable informational tool used to gather data about the students we serve. We will use both ongoing and periodic assessment tools to provide a balanced assessment approach. Teacher will use a variety of strategies to provide a clear picture of student progress and how the instructional approach might be adjusted alter to increase student achievement. Our balanced assessment approach utilizes both formative and summative assessment strategies to monitor student progress and report out on how students are meeting standards-based learning objectives. The following is a description of the assessment tools to be used:

1. Fountas and Pinnell Benchmark Assessment System (BAS): BAS is a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time. It is designed to gauge student strengths and weaknesses against grade-level standards. BAS provides 1) quick feedback on how students are progressing, 2) information at the class or grade level on the strengths and weaknesses of particular writing strands and 3) targeted strategies for helping students master grade-level skills.
2. Letters, Words, and How They Work Assessment Checklists (Fountas and Pinnell): Letters, Words, and How They Work is a systematic approach to phonics instruction with an assessment checklist for each of the 100-plus mini-lessons per grade.
3. 6 Trait + 1 Rubric: This commonly used rubric assesses both writing craft and conventions. It provides a means to monitor student progress during the year, as well longitudinally over multiple years.

4. Rubrics based on the criteria presented in A Curricular Plan for The Writing Workshop (K-8): The Curricular Plans are standards-based curricular materials for teaching writing workshop. Each unit identifies the core learning objectives for the genre under investigation.
5. Everyday Math Progress Checks and End-of-Unit Summative Assessments: The Everyday Math program offers a variety of assessment tools to assess student learning. Throughout Everyday Mathematics there are many opportunities to collect data to 1) see how each student's mathematical understanding is progressing and 2) to provide feedback to the teacher about each student's instructional needs.
6. Full Option Science System (FOSS) Formative and Summative Assessments: FOSS contains both formative and summative assessments. The formative assessments include both The FOSS Summative Assessments and End-of-Module Assessment that contain both performance and written items. The FOSS Formative Assessments include teacher observations in the form of anecdotal notes & 30-second interviews, as well as science notebooks that are designed to capture what sense students are making of the activities.
7. SEPUP Scoring Guides: The SEPUP Scoring Guides are designed so that an individual scoring guide can be used for all of the assessments related to particular skill throughout the entire course. Each scoring guide focuses on particular skill:
 - a. Design and conduct an investigation
 - b. Analyze data
 - c. Understand concepts
 - d. Evaluate evidence and identify tradeoffs
 - e. Communicate scientific information or
 - f. Work cooperatively in a group.
8. Backwards by Design Rubrics & Checklists: With the guidance of the Principal, teachers will develop valid and reliable rubrics and checklists using the *Backwards by Design* approach to be used for evaluating student projects. These tools will provide ongoing data about students' progress towards meeting state and grade-level standards and incorporate additional learning goals for character development. Teachers will refer to these assessment tools as they observe students and analyze student work. Students will also have access to assessment tools and will be guided in

developing awareness of their own progress toward achieving standards mastery.

9. Observation & Documentation: Documentation, written observations of student learning, will be used to help teachers evaluate students as both individuals and as participants in a group setting. Teachers will be guided in documenting student progress against criterion-referenced checklists and benchmarks that are derived from content standards. Documentation will play a role in assessing student learning in all areas of the curriculum.
10. Portfolios: Portfolios are used first and foremost as a means to demonstrate student growth over time. Consistent with our instructional philosophy, portfolios give students opportunities for choice and to show their individual interests and talents. In addition to offering teachers a tool for gauging students' progress, strengths, and challenges, the portfolio design includes procedures to bring students and families into the assessment process. By asking students to reflect on their own performance, we empower them to recognize and be responsible for their own learning.

Teachers will use these assessment tools to gather data in the areas of mathematics, writing, and reading skills 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. This data will then be aggregated by grade, classroom, sub-groups, etc. to enable school leaders to identify trends and address specific needs.

Teachers will be guided by Principal-designated professional development programs to specifically address the needs of learners who are not making adequate progress. Students who show a continued lack of progress toward meeting grade-level standards will be referred to resources mentioned in Element 1.F: Addressing the Needs of All Students - Academically Low Achieving Students.

USING STANDARDIZED TEST SCORES IN MEASURING PUPIL PROGRESS

CWC3 believes that standardized tests provide only a part, albeit a key part, of the picture in determining student achievements. Our students will take all standardized tests required by the state and will participate in CST testing starting in 2nd grade. The results from the CST are used by the State of California to determine the school's Academic Performance Index (API) and to measure Adequate Yearly Progress (AYP). These are the chief accountability measures in place from the state and federal government. CWC3 will comply with all changes to these testing requirements (e.g., additional grades taking additional portions of the test, etc.). When the Common Core State Standard Assessments are finalized and adopted, CWC3 will administer those assessments as required.

In addition to using standardized to evaluate the effectiveness of the instruction and educational program offered, CWC3 considers standardized test scores to provide a small, but

important, window into the achievement levels of students. CWC3 intends to demonstrate progress on the aggregate results of a standards-based report for each grade level. Further, this report and standardized test data will be disaggregated to show how sub-groups (e.g., ELL vs. non-ELL, mobility, gender, etc.) perform.

The following is a listing of the standardized assessments to be used by CWC3:

- California Standards Test (CST): The California Standards Test will be administered during the spring to all students grade 2 and above. This multiple-choice test is assumed to measure student progress in Language Arts and Math Standards. Students in grades 4 and 7 will take the writing portion of the test and students in grades 5 and 8 will also take the Science and History/Social Studies portion of the test. CWC3 will comply with all changes to these testing requirements (e.g., additional grades, taking additional portions, etc.).
- CMA: Students with an individualized education program (IEP) who meet the State Board of Education-adopted eligibility criteria will take the California Modified Assessment (CMA) for ELA in grades three through eight, CMA for mathematics in grades three through seven, and CMA for science in grades five and eight instead of the corresponding grade-level and content-area CSTs.
- California English Language Development Test (CELDT): The California English Language Development Test will be administered every fall to all students whose primary language is not English (within 30 calendar days²⁰ after they are enrolled in a California public school for the first time) and then once each year to English learners in grades 1-5 until they are reclassified. This test includes a Reading and Writing section, which is administered in a whole class setting, as well as a Listening and Speaking section, which is administered individually. Because this is a proficiency test instead of a norm-referenced test, the administration of the test is untimed. The results from this test will be examined alongside other assessments by CWC3 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.
- CAHSEE: As a K-12 charter, CWC3 will administer the California High School Exit Exam to its students beginning in 10th grade. Our goal at CWC3 is that 85% or more of our

²⁰ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

students pass all portions of the CAHSEE the first time they take it. We will administer the exam again in 11th and 12th grade as needed. In preparation, students in kindergarten through ninth grade will master content standards that are assessed at the appropriate grade levels.

- Additional High School Level Assessments: High school students will have the opportunity to demonstrate their college readiness on a variety of additional assessments offered to students in grades 9-12. In addition to the mandated CST and CAHSEE exams, students will participate in the UC Analytical Writing Assessment each year. This assessment is used as a placement exam for students entering the UC system. CWC3 students will both have practice with the exam and access to their performance results annually as they prepare to take college-level courses upon matriculation (rather than the remedial courses students are required to complete should they not be successful on their placement exams). Students will also take the PSAT in their sophomore year followed by the SAT and ACT. They will review the results with the college counselor and discuss needed interventions with their Advisory teachers. Teachers at the high school level will collaborate to create ongoing assessments that reflect the rigor of college level coursework.
- Fitnessgram: The Fitnessgram, California's state testing in physical fitness, will be scheduled and adopted as a measurement of physical fitness for students in grade 5 and 7. Other assessment tools will be used to measure physical fitness in grades K-8.

CWC3 will meet all statewide standards and conduct pupil assessments required pursuant to Education Code Sections 60602.5 and 60851, and any other statewide standards authorized in statute.

MEANS TO ASSESS PUPIL PROGRESS

LAUSD Required Language

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

DATA MANAGEMENT AND ANALYSIS

CWC3 plans to utilize a school information system (SIS) such as PowerSchool that has the capacity to capture data and create a variety of reports and analyses regarding such things as student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom, tailored to the needs of our school and our instructional

methodologies. We will ensure that our SIS seamlessly integrates with district-systems and reporting requirements.

USE OF DATA TO INFORM DECISION-MAKING AT ALL LEVELS

Student performance data is utilized by all members of the CWC3 community. Guided by the Executive Director (who is held accountable by the Board of Directors), the Principal is responsible for monitoring student progress towards identified goals and adjusting the academic program to meet those goals as needed. The Principal and CWC3 staff will work together to implement an effective reporting system to share data with students, families, and the community. Data will be collected, analyzed and reviewed to monitor student progress toward meeting grade-level standards and to inform instructional practice. The following are ways in which data will be utilized and shared:

SCHOOL LEVEL DATA

School-level data is used to inform school-wide decisions by the Board of Directors, Executive Director and/or Principal. Identifiable trends in student performance data form the basis for key leadership decisions, including changes in academic program, resource allocation, professional development foci, and targeted instructional coaching for teachers.

A variety of school-level data is shared with the school community on an on-going basis during scheduled board meetings. The Principal reports progress toward the mission and vision of the school and school-wide achievement data. CWC3 will demonstrate progress on the aggregate results of mandated state testing by providing a report for each grade level. This report will be disaggregated to show how sub-groups (Low SES, ELL, various minority groups, etc.) perform.

CWC3 will use the School Accountability Report Card (SARC) to share parent satisfaction data, student achievement data, and state testing data (AYP and API) as information becomes available.

CLASS LEVEL DATA

Class-level data is used to inform decisions within the classroom and across the school, as needed.

At the start of each school year, each returning teacher meets with the teachers in the next grade and the preceding grade to discuss students from the previous school year. A first grade teacher will sit with a kindergarten teacher to learn more about the students entering his new class. Information such as overall student progress, specific improvements or challenges, and successful approaches are shared. After this meeting, the first grade teacher will sit with a second grade teacher to complete the same process. These meetings allow specific data to be

shared about each student in the grade. Teachers use the information gathered during these conversations, along with the pre-assessments given at the beginning of the year, to design their instruction.

Teachers also report student achievement directly to the Principal throughout the school year and in preparation for his/her quarterly Whole Child Meeting. At the end of each quarter, the Principal meets individually with each teacher to review student progress toward grade-level standards and goals. In partnership with the Principal, teachers reflect on the progress each child is making and the appropriateness of the educational program being offered. Through this work, they are coached to modify instructional approaches based on student data. As a result of these meetings, teachers may choose to re-teach units and skills, condense upcoming lessons, or restructure student grouping. Teachers may also use the data to realign their curriculum or revise their pedagogical techniques for future units and/or school years. School leaders will analyze assessment data at least quarterly from the perspective of teacher education. Gaps in student knowledge will become the focus of teacher development in the classroom and will help determine appropriate professional development experiences. CWC3 staff will participate in professional-development activities relating to assessment and data analysis, so that teachers can enhance their understanding of student performance in light of data, and modify their instructional designs accordingly. The staff will be trained on how to interpret both formative and standardized test data and will be engaged in critical analysis of all assessment data in real-time – including that created and derived from their classroom activities -- in order to determine how best to address any performance deficiencies or negative data trends, both for entire groups of students as well as individuals. Data analysis is yet another part of our strategy to ensure differentiated and meaningful instruction for all of our students, based on their individual needs.

INDIVIDUAL STUDENT DATA

Individual Student data is used to provide families, teachers and students with detailed information about each student's achievement. In addition to tracking student progress toward grade level standards, it can be used for in-depth analysis of student strengths and areas of concern. When necessary, this analysis is used to design intervention programs that will meet student needs. It may be used to help inform supplemental remedial instruction, special education evaluations, or more challenging enrichment.

Progress Reports, based on state standards and school generated goals and objectives, are issued three times each year. The progress report explains both learning and behavioral objectives and marks the student's progress toward mastery of the expectations. The first and third progress reports are shared with families during conferences.

GRADING POLICY

In grades K-8, CWC3 will use a rubric report card for each trimester of attendance in addition to the progress reports described in the section above. Students will be marked on a scale of 1-4 in all subject areas at each reporting period. The report card will also contain a narrative component, where teachers further discuss student progress toward meeting grade-level standards and goals.

At the high school level, students receive letter grades A-F on their report cards along with credit reports indicating progress towards graduation. Students are required to accumulate a minimum of 240 credits for graduation as listed below:

GRADUATION REQUIREMENTS

Courses	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English Total: 40	Freshman English & Writing 10 credits	English Literature 10 credits	American Literature and Contemporary Composition 10 credits	AP English Literature and Composition AB 10 credits
Math Total: 40	Geometry 10 credits	Algebra II 10 credits	Pre-Calculus 10 credits	Calculus 10 credits AP Calculus AB 10 credits
Science Total: 40	Biology (Lab Science) 10 credits	Chemistry (Lab Science) 10 credits	Physics (Lab Science) 10 credits	AP Environmental Science and Health 10 credits
History/ Social Science Total: 30		World History & Geography 10 credits	US History & Geography 10 credits	Civics & American Government 10 credits
Foreign Language Total: 40	Spanish I 10 credits	Spanish II Mandarin I 10 credits	Spanish III Mandarin II 10 credits	AP Spanish Mandarin III 10/ credits
Visual & Performing Arts** Total 30	Dance Drama/Theater 10 credits	Applied Technology (e.g., Filmmaking/ Photography) 10 credits	Dance Drama/Theater 10 credits	
Physical Education** Total Possible: 30	General P.E. Basketball/ Soccer 10 credits	General P.E. Basketball/ Soccer 10 credits	General P.E. Basketball/ Soccer 10 credits	

Service Learning/ Internship Total: 20	Ethics & Service Learning 10 Credits			Service Learning/ Internship OR Student Government 10 credits
TOTAL	60 credits	60 credits	60 credits	60 credits

Graduation Requirements: All students must accumulate a minimum of 230 credits in grades 9 through 12 and meet proficiency standards as determined by the State of California, including passage of CAHSEE, to graduate with a diploma. Students will accumulate credits by taking the following required coursework:

- English: 40 Credits
- College-Preparatory Math*: 40 Credits
- Laboratory Science: 30 Credits
- Additional Science-Related Courses (AP Environmental Science & Health): 10 Credits
- History/Social Science: 30 Credits
- Visual & Performing Arts: up to 30 Credits OR** Physical Education: up to 30 Credits
- World Languages & Cultures: up to 40 Credits
- Service Learning: 20 Credits

TOTAL: 240 Credits

*Note some students will begin with Algebra 1 if necessary and progress at a rate that is 1 year behind the course listings in the above chart.

**Students would select Visual & Performing Arts OR PE during any given semester ensuring that they fulfill the minimum requirements for each according to the A-G requirements.

LONGITUDINAL ANALYSIS OF PROGRESS

Results from our assessment activities will be collected and analyzed continuously in order to drive program improvement across all facets of the school. We will regularly report on and distribute information about school progress to the school community, including, but not limited to summary data on the following key outcomes and milestones:

- **Student progress** toward the school's goals and outcomes from assessment instruments and techniques as described in this section, including dissemination of the School Accountability Report Card (SARC).
- **Major Board decisions and policies** established or changed by the Board during the year.
- **Annual parent satisfaction survey.**
- **Major school community accomplishments**, including fundraising efforts, facility developments, service-learning activities, community partnerships and more.
- **Additional information**, including other information regarding the educational program and the administrative, legal and governance operations of the School relative to compliance with the terms of the charter, generally.

The school and LAUSD will also jointly develop an annual site visitation process and protocol to enable the grantor to gather information needed to confirm the school's performance and compliance with the terms of this charter. However, it is recognized and agreed by CWC3 that the District may make unplanned and unscheduled random inspections of the School at any time.

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

OVERVIEW

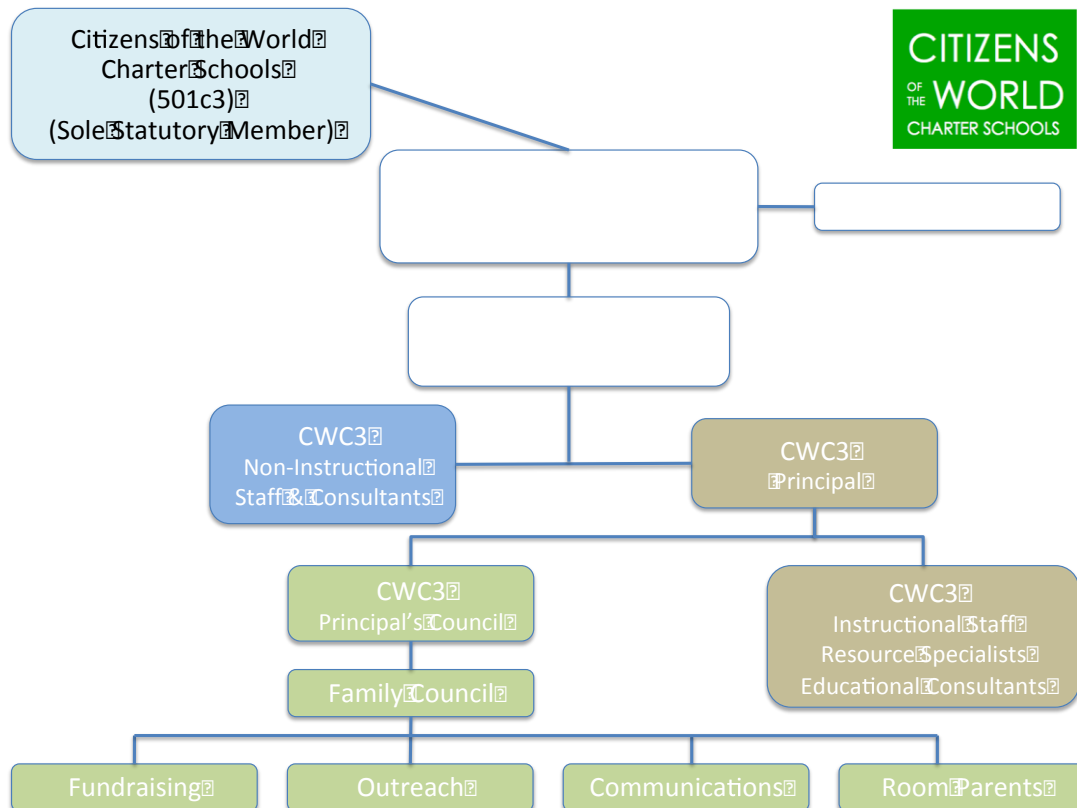
CWC3 will operate under the direction and control of the Board of Directors of Citizens of the World Charter Schools – Los Angeles (“CWC Los Angeles,” “Governing Board,” or “Board”).

LAUSD Required Language

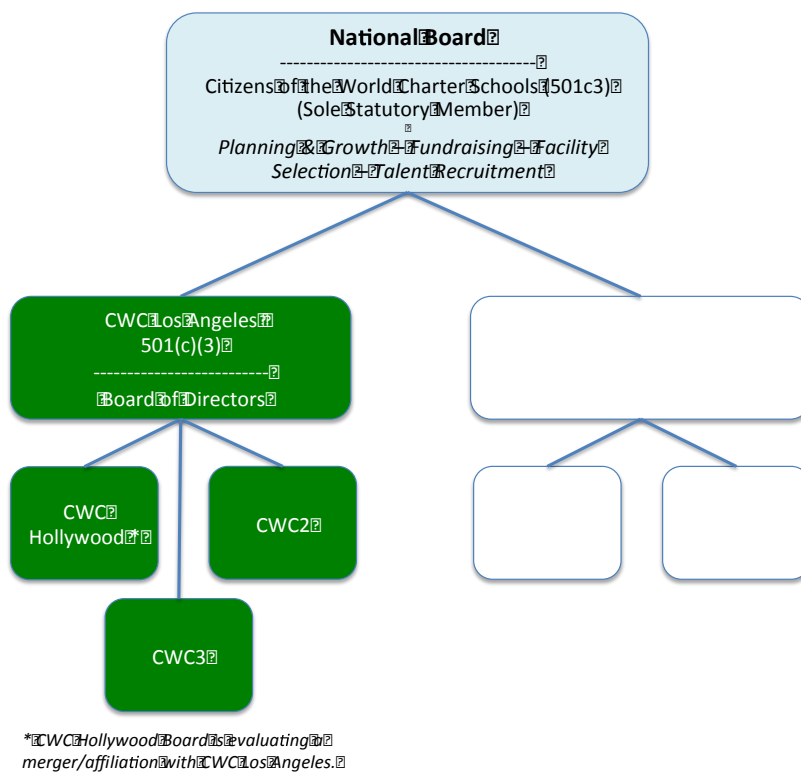
CWC Los Angeles is a 501(c)(3) public benefit (nonprofit) corporation and is a separate legal entity that is solely responsible for the debts and obligations of the Charter School in accordance with Education Code Section 47604.

CWC Los Angeles will apply for tax-exempt status with the United States Internal Revenue Service (IRS) and the California Franchise Tax Board (FTB) and believes that there will be no issue in securing its exempt status.

Citizens of the World Charter Schools, a nonprofit, public benefit corporation, will be the sole statutory member, as defined in Corporations Code Section 5056, of CWC Los Angeles and as further described below.



CWC3 will operate autonomously from the LAUSD, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California nonprofit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.



CWC Los Angeles, while a separate corporation, will be part of a growing national network of mixed socio-economic schools operating across the nation. Citizens of the World Charter Schools is the sole statutory member of this entity and it is a nonprofit public benefit corporation incorporated in California.

CWC Los Angeles will be governed by a Board of Directors that represents the community that is served by the CWC Los Angeles schools, including parents, community leaders, and educators. The Board of Directors of CWC Los Angeles will support the mission and activities of CWC3 with stakeholders involved at all levels of school governance. Membership of the CWC Los Angeles Board of Directors and operation of CWC Los Angeles will be in accordance its

corporate bylaws that shall be maintained to align with the terms of the approved charter. In accordance with Education Code Section 47604(b), LAUSD may appoint a represent to serve on the Board of Directors of CWC Los Angeles. Attached, as Appendix B, please find the Articles of Incorporation and Bylaws for CWC Los Angeles. Board member resumes are included in Appendix 10.

CWC Los Angeles and CWC3 have worked with the law firms of Middleton, Young and Minney LLP and Mitchell Silberberg and Knupp LLP to assist in the development of our petition, Articles of Incorporation and By-laws, and preparation of our 501(c)(3) applications to the IRS. We will continue to consult with appropriate legal counsel as needed to proactively address any legal concerns.

GOVERNANCE STRUCTURE

ENSURES STAFF, STUDENTS AND OTHER STAKEHOLDER INVOLVEMENT

Our governance structure is explicitly designed to be inclusive of all stakeholders: parents, teachers and the community. As detailed in this Section, and illustrated in the Organizational Chart above, the following will be involved in providing input and decision-making in school governance: The Board of Directors, the School Leaders (Executive Director and Principal), the Principal's Council and the Family Council. The different responsibilities of each group are detailed here:

BOARD OF DIRECTORS

The Board of Directors, in addition to holding the fiduciary responsibility for the organization and being the entity to whom the Charter will be granted, shall provide external accountability, internal oversight and leadership, including but not limited to the following responsibilities:

Mission & Strategic Direction

- Promote, guard, and guide the organization's mission and vision
- Engage in strategic planning and long term strategy
- Approve and monitor the implementation of all general policies
- Approve charter amendments (and submission of material revisions to LAUSD for approval in accordance with Education Code Section 47607)

Resource Development & Financial Accountability

- Approve and monitor the annual budget
- Approve significant contractual agreements and the investments of funds
- Participate in fundraising
- Contract with an expert external auditor to produce an annual financial audit
- Approve annual fiscal audit and performance report
- Ensure sound risk management policies

Oversight & Assessment

- Hire and evaluate the Executive Director
- Approve personnel decisions (hiring, discipline, and dismissal), as necessary, after consideration of recommendations by the Executive Director
- Regularly assess student achievement, staff performance, operations, and compliance
- Develop, review, or revise performance measures, including school goals
- Participate in the dispute resolution and complaint procedures when necessary
- Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions when necessary
- Ensure compliance with the academic plan and other activities as described in the petition

Board Management

- Develop the schedule of regular Board meetings and ensure compliance with the Brown Act
- Develop Board of Directors policies and procedures
- Recruit, approve, and provide orientation for new Directors
- Create officers or committees as needed

The Board recognizes that the Executive Director and Principal are responsible for the day-to-day management of CWC3.

LAUSD Required Language

The Board of CWC Los Angeles shall comply with the Brown Act, the Public Records Act, and shall adopt policies and procedures regarding self-dealing and conflicts of interest that shall align with applicable law. The Board will receive periodic governance training to ensure compliance with applicable law, including but not limited to the Brown Act, the Public Records Act, and applicable conflicts laws, and best practices for effective governance.

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

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

THE ROLE OF BOARD

OFFICERS

The job descriptions of the principal Board officers are provided below – additional offices may be created and filled in accordance with the By-laws:

Chair

It is the duty of the Board Chair to preside at all meetings, to guide the Board in the enforcement of all policies and regulations relating to CWC Los Angeles and to perform all other duties normally incumbent upon such an officer. The Chair helps to direct and mediate Board discussions about organizational priorities and governance concerns and to ensure that the Board engages in a self-evaluation at least once a year. In addition, the Board Chair works with

the Executive Director, Board officers, and committee chairs to develop the agendas for Board meetings.

Treasurer

The Treasurer has a general understanding of financial record keeping, accounting systems, and financial reports and works with the Executive Director and Controller to ensure that appropriate financial reports are made available to the Board on a timely basis. The Treasurer shall also assist in presenting the annual BSSCA budget to the Board for review and approval and shall review the annual audit and answer Directors' questions regarding the audit. In addition, the Treasurer will ensure that current records are maintained to reflect the financial condition of CWC Los Angeles and CWC3.

Secretary

The Secretary ensures that all actions of the Board are documented. The Secretary shall, in advance of all meetings of the full Board and Committees, serve or cause to be served all meeting notices and ensure that written agendas and support materials are provided to all members. The Secretary ensures that written minutes are provided to Directors within the specified time, approved minutes are filed and official attendance and votes of Directors are maintained in accordance with procedure and adherence to the Brown Act.

BOARD ROSTER, RESUMES & QUESTIONNAIRES

The following are the current members of the CWC Los Angeles Board of Directors:

J. Kristean Dragon – Board Chair
Krupa Desai – Board Secretary
Eugene D. Straub – Board Treasurer
Hillary Johnson – Board Member
Yvette King-Berg – Board Member

Board member resumes and questionnaires are included in at Tab 10.

BOARD ACTIVITIES

COMPLIANCE WITH THE BROWN ACT

LAUSD Required Language

Meetings: As described herein and in the corporate bylaws, all meetings of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act.

Annual Meetings: The Board shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors in compliance with the provisions of the Brown Act.

Regular Meetings: Regular meetings of the Board, including annual meetings, shall be held at such times and places as may from time to time be set by the board, with such meetings to be held within LAUSD boundaries. At least 72 hours before a regular meeting, the Board, or its designee shall post a meeting notice and an agenda at the school site containing a brief general description of each item of business to be transacted or discussed at the meeting.

Special Meetings: Special meetings of the board for any purpose may be called at any time by the Chairman of the Board, if there is such an officer, or the Board President or the Board Secretary, or any two directors. The party calling the meeting shall determine the place (within LAUSD boundaries), date and time thereof.

Notice of Special Meetings: In accordance with the Brown Act, special meetings of the board may be held only after 24-hour notice is given to each director and to the public through the posting of a notice and an agenda. Pursuant the Brown Act, the board shall adhere to the following notice requirements for special meetings:

- Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for the purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the board are regularly held. The public is notified of special meetings through posting of the notice and agenda on campus, email blast, and through an automated phone message.
- Notice by mail shall be deemed received at the time of a properly addressed written notice deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by a person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- The notice of special meeting shall state the time of the meeting, and the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business of the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Closed Sessions: All meetings of the CWC Los Angeles Board shall be held in public and open to all members of the public who wish to attend, in accordance with the Brown Act. The CWC Los Angeles Board shall only meet in closed sessions when it is allowed, in accordance with the Brown Act or other applicable law.

BOARD OF DIRECTORS NOTICE OF COMPLIANCE

LAUSD Required Language

CWC Los Angeles will comply with the Ralph M. Brown Act and all other relevant laws and codes relating to public agencies, both state and federal.

CWC3 and/or its nonprofit corporation will be solely responsible for the debts and obligations of the Charter School.

Members of the CWC Los Angeles 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.

CWC Los Angeles and the board shall comply with conflict of interest laws, including the Political Reform Act and California Government Code Section 1090, et seq. ("Government Code Section 1090") as said chapter may be modified by subsequent legislation.

APPROPRIATE ACTION

LAUSD Required Language

Grievance Procedure for Parents and Students:

CWC3 will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

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

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or

professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

SOLE STATUTORY MEMBER

The sole statutory member of CWC Los Angeles will be the Citizens of the World Charter Schools, a California nonprofit corporation. The nonprofit was created with the specific purpose of facilitating the creation and operation of new nonprofit schools through planning, fundraising, academic support and planning, evaluations, and facilities acquisition and development.

The rights of Citizens of the World Charter Schools, as the sole statutory member, shall include, but are not limited to, the following: (1) the election of the corporation's directors; (2) filling vacancies on the corporation's Board of Directors; (3) removal of the corporation's directors; (4) any merger and its principal terms and any amendment of those terms; (5) amendment to the corporation's bylaws; (6) any election to dissolve the corporation; and (7) as otherwise required under the California Nonprofit Public Benefit Corporation Law and/or set forth in the Bylaws of CWC Los Angeles. The Articles of Incorporation and Bylaws of Citizens of the World Charter Schools are attached as Appendix B.

SCHOOL LEADERS

The Executive Director and the Principal will manage the day-to-day operations of CWC3. As detailed in their job descriptions (see Element 5), the Executive Director shall manage the business and operations of the school; the Principal will manage the instructional program and staff. The decision-making line of command or organizational chart for CWC3 is outlined below.

KEY RESPONSIBILITIES

EXECUTIVE DIRECTOR

- Financial Management
- Operational Management
- Outreach and Community Engagement
- Facilities Development
- Fundraising

PRINCIPAL

- Instructional Leadership and Planning
- Discipline
- Health and Safety
- Professional Development
- Staff Management, Evaluation, and Development
- Academic Goals and Assessment

PRINCIPAL'S COUNCIL

Led by the Principal, the Principal's Council will be an advisory body comprised of:

- Two elected Family Council Co-Chairs (see below)
- Two elected teacher representatives
- One representative from each standing Family Council committee (Fundraising, Outreach/Family Support, Communications, Room Parents)

The Principal may invite other stakeholders to participate in the Principal's Council (PC) at his/her discretion. The PC will meet every other week. The Executive Director will not participate in PC meetings or activities unless expressly asked to do so. The Principal will be responsible for reporting on the activities of the PC to the Board of Directors.

While the model of decision-making at CWC3 is designed to be inclusive of all stakeholders and ensure full participation and representation of parents, teachers, staff and the community, if agreement cannot be reached on any issue, the Executive Director will have final authority in all matters pertaining to operations. The Principal will have final authority in all matters pertaining to instruction.

FAMILY COUNCIL

The Family Council will be comprised of all the parents/guardians of enrolled students and will be led by two elected Co-Chairs. The purpose of the FC will be to engage parents in issues affecting the school, fundraising, and other school support activities. All parents will be encouraged to participate in FC meetings and activities. The FC will be responsible for assisting

the CWC3 Administration with the following:

- Fundraising (Pledge Drive, events, activities such as e-scrip, etc.)
- Outreach & Family Support (outreach to prospective parents, translation of materials, support of non-English speaking families, family education activities, etc.)
- Communications (website maintenance, newsletter production, PR, etc.)
- Room Parents (coordinating parent volunteer activities in the classrooms and in support of individual teachers: each class will have a Room Parent, led by a single Room Parent coordinator)

The FC and Principal may work together to form other committees for such things as a school garden program, school lunch, after-school programs, technology committee, etc., based on the needs of the school.

The FC will meet in accordance with the Brown Act – with such meetings open to all enrolled students’ parents and Founding Parents – monthly, with committees meeting as needed to perform their functions. The monthly FC meetings will be held at a time and place to maximize parent participation; meetings will provide language support and translation as needed and childcare will be provided whenever possible.

ELECTION OF CO-CHAIRS

The Co-Chairs of the Family Council will be elected by the parents of all enrolled students at CWC3. Any parent of an enrolled student may be nominated, or may nominate his/herself, for the position of Co-Chair. The Principal will determine the date and time of both the nomination and election. Each parent of an enrolled child shall have one vote, regardless of the number of children from their family enrolled in the school at the time of the vote. Voting will be by paper ballot, or other similar form as determined by the Principal, and votes shall be counted by the Principal and two or more parent volunteers. Co-Chairs may serve two consecutive one-year terms.

ELECTION OF TEACHER REPRESENTATIVES

The teaching staff of CWC3 shall elect two of its members to serve on the Principal’s Council. Votes shall be held during the first month of each school year. Any teacher may be nominated, or may nominate him/herself, for the position of Teacher Representative. Voting will be by paper ballot and the ballots will be counted by the Principal and two parent volunteers. Teachers may serve unlimited consecutive one-year terms.

LAWS RELATING TO PUBLIC AGENCIES

LAUSD Required Language

CWC Los Angeles will comply with the Ralph M. Brown Act and all other relevant laws and codes relating to public agencies, both state and federal.

RELATIONSHIPS WITH DISTRICT/COUNTY AND HOW THEY WILL BE MAINTAINED

LAUSD Required Language

As noted above, CWC3 is an independent charter school governed by the Board of Directors of CWC Los Angeles. The Board of CWC Los Angeles is responsible for ensuring progress toward the mission, faithfulness to the charter, and fiscal viability.

The District reserves the right to appoint a single representative to the Charter School Board pursuant to Education Code section 47604(b).

CWC3 will comply with the District policy related to Charter Schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

MATERIAL REVISIONS TO THE CHARTER

Materials revisions to the charter will be handled in accordance with Education Code section 47607.

SELECTION PROCESS OF BOARD MEMBERS AND GOVERNANCE COMMITTEES

The process of selecting members of the CWC Los Angeles Board of Directors is described in the Bylaws of the organization provided in Appendix B to this document.

AUDIT AND INSPECTION OF RECORDS

LAUSD Required Language

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

- Charter School is subject to District oversight
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitor the fiscal condition of the Charter School

- The District is authorized to revoke this charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

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

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

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

CWC3 will develop and maintain internal fiscal control policies governing all financial activities.

CWC3 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. CWC3 acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud, or abuse related to CWC3's operations is received by the District, CWC3 shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

Notification is to be made to the Innovation and Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by CWC3.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EMPLOYEE QUALIFICATIONS

LAUSD Required Language

CWC Los Angeles and CWC3 believe that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

OVERVIEW

The Executive Director and Board will be responsible for hiring the Principal. The Principal in turn will be responsible for hiring all teaching and educational staff; the Principal and Executive Director will work together to hire administrative staff.

All employees will be compensated commensurate with their experience and job responsibilities, and will receive benefits, including health insurance and retirement plans, as detailed in the Employee Handbook that all employees will receive. An initial draft of the Employee Handbook is attached at Appendix D, and projected salary ranges are included in the attached budget. Job descriptions, work schedules, compensation, benefits, and other terms and conditions of employment will be reviewed and modified as necessary to meet the needs of the school and students.

LEADERSHIP PERSONNEL QUALIFICATIONS

EXECUTIVE DIRECTOR

The Executive Director is the chief operational director of the school. It is the primary responsibility of the ED to ensure the organization meets annual financial goals and generates an appropriate surplus without compromising the quality of the program, securing the school’s long-term sustainability.

The ED reports to the Board of Directors and is responsible for the overall operations of the school, collaborating with the Principal, who is the instructional leader of the school. Responsibilities include:

Planning and Operations:

- Collaborate with the Board of Directors to plan and publicize all Board meetings, prepare agendas, arrange logistics, and attend all regularly scheduled Board meetings
- Facilitate strategic planning with the Board of Directors
- Diagnose the gaps between where the school is, versus where it aspires to be, and ensure that appropriate strategies and practices are implemented to close these gaps
- Oversee school compliance with all applicable laws, regulatory reporting, contractual obligations, and donor restrictions
- Recruit, develop, and retain high-performing individuals who are passionate about the school and its mission
- Recruit the Principal (in collaboration with the Board) and collaborate with the Principal to assist him/her in fulfilling the educational mission of the school, including working collectively to resolve any personnel issues or other disputes that may arise
- Assist Principal with data analysis and oversee all reporting related to student performance
- Prepare and update as appropriate the Employee Handbook, Health and Safety Handbook, and Family Handbook and ensure that all parties receive and acknowledge receipt
- Establish and oversee compliance with the school's emergency and safety plans
- Ensure that an effective performance management system is in place for all staff under his/her direct supervision
- Oversee self-evaluation efforts of the school relating to operations, including parent surveys
- Supervise creation of school computer systems, including classroom computers, data systems, records management and reporting, telecommunications, etc.

Fundraising and Financial Oversight:

- Develop appropriate budget projections, in collaboration with CharterWorks
- Ensure that the annual fundraising target is met, as well as additional funds to ensure long-term financial sustainability

- Develop and maintain relationships with philanthropic, business, and public sectors to increase awareness of the school and increase its donor base within a competitive nonprofit (specifically charter school) funding environment
- Work with the Board on fundraising, including a capital campaign to secure and develop a permanent school site
- Oversee and manage the operating budget, payroll, contracts and all other financial and accounting operations, supervising the efforts of CharterWorks staff

Facilities:

- Oversee Prop 39 application process and related activities
- Pursue appropriate temporary facilities for the school as needed
- Secure permanent site for school
- Oversee relevant planning, construction, and other activities to obtain CUP for school site and occupancy
- Secure appropriate furnishing, materials, supplies, and equipment for school operations.

Outreach and Collaboration:

- Develop and maintain effective relationships with the LAUSD Charter Office, and oversee all aspects of charter renewal, review and compliance
- Oversee the WASC accreditation process and any related activities
- Represent the school as a leader in the California charter school community in all advocacy efforts (e.g., legislative efforts to sustain charter school funding levels) as well as with community leaders to maintain support from the local community
- Conduct outreach and serve as a liaison with local leadership, school faculty and staff, students, parents, community members, partner businesses and organizations, and current and prospective supporters
- Establish and maintain partnerships with community service organizations, businesses and local councils and resident
- Assist Principal as requested in coordinating parent involvement and volunteering

Communications:

- Oversee the school's website, email/list-serves, newsletter, and other means of communication with the parents, teachers, volunteers, and other community members
- Maintain open lines of communication among stakeholders and work to resolve conflicts and disputes that may arise
- Assist Principal in coordinating parent education workshops, Town Hall meetings and other forums to discuss the school's mission, vision, and operations with parents and other stakeholders.

Qualifications include:

The ideal candidate will have extensive experience (minimum of 7 – 10 years) in nonprofit management, fundraising, budgeting, government relations, communications, and marketing. S/he will have the ability to inspire excellence from a diverse staff and to leverage the talents of the Board of Directors. S/he will be a confident decision-maker and possess the ability to facilitate collaboration and teamwork. The ability to multi-task and handle a diverse array of responsibilities is key, including attention to numerous details with the ability to shift to big picture, long-term thinking.

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

The ED must see building and maintaining relationships with parents, foundations, members of the private sector, community leaders, and government staff as an essential part of his/her role. Excellent oral and written communication skills are imperative. A Master's Degree in a relevant field is preferred.

PRINCIPAL

The Principal of CWC3 is the educational and instructional leader of our school, and also collaborates with the Executive Director on school operations and management.

The position of principal requires an experienced and innovative educator with exemplary academic and professional credentials. Our ideal principal is a visionary who yearns to put his/her experience, knowledge, and drive into action, laying the groundwork and setting the tone for an inspiring and welcoming school climate. The school's structure and climate should challenge and motivate our diverse students, teachers, and families to achieve academic excellence, develop as people, and positively impact the communities in which they live.

Resourcefulness, flexibility, and an entrepreneurial spirit are key qualities. A commitment to the educational philosophy of our school and demonstrated passion about our ideals is imperative.

Organizational Relationships

The Founding Principal of CWC3 will be the instructional leader of the school and will report to the Executive Director, who is primarily responsible for fundraising, budgets and finance, facilities development, strategic planning and other operational functions. This position will require establishing and maintaining strong working relationships with parents and community members, in addition to teachers and students. This school will be part of a small, local network of charter schools, and will provide opportunities to work with school leaders at other CWC Schools sites.

Key Responsibilities:

Educational Leadership

- Own, as leader of the school, responsibility for student academic achievement
- Provide instructional leadership, coaching, and support to teachers who are working with a diverse student body, drawing on best practices and methods that ensure the proper amount of differentiation and support to ensure all students are performing at high levels and developing as critical thinkers
- Recruit, hire, retain, support, and supervise talented teaching staff and outside consultants in implementing an educational program that is consistent with CWC Schools core philosophies, including constructivism, project-based learning, balanced literacy, and multiple intelligences
- Facilitate the use of a wide array of assessments that, together, reflect the educational philosophy of CWC Schools that also prepare students to excel on standardized measures. Use multiple sources of data to develop a plan for the ongoing improvement of student achievement by overseeing the collection, analysis, and utilization of this data in relationship to specific students, teachers, and curricula. This will include analyzing the data by various sub-groups including English Learners, special education, and cultural groupings
- Supervise and lead site-based teacher professional development (including a 2-3 week summer institute), and external professional development opportunities. Create and support ongoing professional development plans and opportunities

Communication, Outreach and Community-Building

- Facilitate the development of supportive communities among students, faculty, staff, and external stakeholders to ensure that all members are engaged and valued
- Communicate the school's vision and goals in a way that ensures understanding and commitment from a racially, culturally, and socio-economically diverse community of parents, students, faculty, staff, and board members
- Lead the Principal's Council, comprised of parent representatives, teacher representatives, and the Family Support Coordinator
- Oversee the development of regular family education workshops, town hall meetings, newsletters, and other forms of communication with families, ensuring that all such communication and work with families is accessible and understandable to all families
- Maintain positive relationships with LAUSD and charter organizations, serving as an active leader in the charter community and sharing CWC Schools' best practices.

School Management

- Oversee the day-to-day management of the school site with a commitment to ensuring the health and safety of students, faculty, and staff, including supervision of janitorial/custodial staff
- Manage non-teaching support staff, including office personnel, business manager, resource specialists, etc.
- Collaborate with the Executive Director on school budgets, fundraising, charter renewal, outreach, partnerships, and other duties as required
- Report on activities, organizational development progress, and student achievement to the Board.

The ideal candidate will meet many, if not all, of the following qualifications:

- A strong personal commitment to ongoing learning and growth
- At least 5 years of relevant teaching experience, with demonstrated student results
- Masters or Ph.D. degree in Education
- Administrative Credential
- Experience selecting, training, and supervising highly effective teachers, ideally in a

charter, independent, or public school setting that has a record of high achievement

- A sophisticated understanding of and experience with a constructivist approach, balanced literacy, multiple intelligence theory, backward design, and the creation of project-based curriculum
- Demonstrated experience in data-based assessments and incorporating learning goals beyond the state standards
- Experience with diverse student populations, including English learners, special education, and GATE
- Excellent communication and interpersonal skills
- Experience motivating and working with a variety of diverse stakeholders and local community members
- Fluency in a second language (especially Spanish) preferred
- Experience with school finance, budgets, and organizational management
- Maturity, humility, strong work ethic, sense of humor, and a can-do attitude

GENERAL QUALIFICATIONS FOR STAFF

YEAR ONE STAFF

In Year One of operations, CWC Los Angeles and CWC3 anticipate the following primary staff positions:

- Executive Director
- Founding Principal
- Office Manager
- 8 Core Classroom Teachers (we are anticipating to enroll between 20 and 24 students per class leading to a range of 80 – 96 kindergarteners and 80 – 96 1st graders per grade)
- 8 Teachers' Aides

For our PE and enrichment classes, we will either contract with a third-party provider or hire part-time staff for our first year, bringing on full-time staff as the school grows and our budget allows.

As we add a grade each year, we will hire additional teaching staff, and additional administrative staff as needed.

As the school grows, we will hire additional teaching staff accordingly, and add an Assistant Principal and additional administrative support. (Full job descriptions are included in Appendix 6.)

FACULTY AND TEACHING STAFF

Responsibilities include:

- Implement of a high-quality, rigorous academic program and achievement of CWC's educational goals and objectives with all students. Teachers will utilize backward design curriculum construction to prepare and implement project-based, interdisciplinary lesson plans that lead to student investigations and demonstrations of understanding with an emphasis on multiple intelligences theory
- Assess student progress via a variety of different means on an ongoing basis, maintain accurate records, and utilize assessment data to tailor instruction to individual and collective student needs to increase student performance
- Participate in extensive professional development activities, both internal (led by the Principal, lead teachers, and visiting lecturers) and external (visiting similar schools, attending conferences, etc.)
- Maintain frequent and effective communication with students, students' families, colleagues, and other school stakeholders
- Maintain regular, punctual attendance.

Teachers will report to the Principal, teachers' assistants will report to their assigned teacher and enrichment, physical education, special education, music and art teachers/contractors will report to the Principal or designated faculty.

The qualifications an ideal teaching candidate will be appropriately credentialed and highly qualified in accordance with applicable law. Therefore, they will possess:

- A bachelor's degree

- A California multiple subject credential (for elementary and middle grade teachers) or a Single-subject credential (for high school grade teachers)
- CLAD or BCLAD certificate or other California Commission on Teaching Credentials (“CCTC”) recognized equivalent
- 2+ years experience teaching the relevant grade(s)
- Demonstrated subject-matter competency through appropriate examination or coursework
- Experience with and passion for pedagogical practices grounded in constructivism, project-based learning, and multiple intelligences theory and in creating appropriate standards-based curriculum in accordance with these philosophies
- Experience in working with diverse populations. Fluency in a second language preferred.

TEACHER CREDENTIALING

CWC Los Angeles and CWC3 teachers and all para-professionals will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of No Child Left Behind. The school shall ensure that all core, college prep teachers hold a Commission on Teacher Credentialing certificate, permit or other document that a teacher in other public schools would be required to hold. The school will actively recruit credentialed teachers to minimize the use of teachers holding emergency credentials.

All teaching staff, including substitutes, must be certified by all legally mandated certifying bodies. However, teachers-in-training who are working toward certification and others with specialized and appropriate experience may also be retained if their skills and abilities will further the educational mission of CWC Los Angeles and CWC3 and if they are in the process of securing a credential. CWC3 will follow the guidelines established in the No Child Left Behind Act of 2001 as it pertains to the “highly-qualified” requirements of our staff, ensuring that all teachers are fully certified and/or licensed by the state; hold at least a bachelor's degree from a four-year institution; and demonstrate competence in each core academic subject area in which the teacher teaches.

Teaching assistants and other staff/consultants are not required to hold credentials but are expected to demonstrate subject knowledge and the ability to work well with students, as well as the ability to carry out the roles and responsibilities as stated in their specific job description.

CREDENTIAL RECORDS

CWC3's Executive Director will bear responsibility for ensuring that all teaching staff provide appropriate documentation of their credentials and will track renewals and other updates as needed. All relevant documents regarding teacher credentials will be maintained on file at CWC3 and made available to LAUSD upon request.

TEACHING ASSISTANTS

While teaching assistants are not required to hold credentials, CWC3 also will ensure that all Teaching Assistants possess an AA degree or two years of college with a minimum of 60 semester units. They will be expected to demonstrate subject knowledge and the ability to work well with students, as well as the ability to carry out the roles and responsibilities as stated in their specific job description. Teaching Assistants will report to their classroom teacher.

OTHER CERTIFICATED STAFF

CWC3 will recruit and maintain a list of qualified teaching substitutes.

FINANCIAL ADMINISTRATION

In order to run the administrative financial functions of the school, CWC3 has contracted with CharterWorks. CharterWorks will provide full service accounting services in accordance with GAAP and school accounting standards, giving CWC Los Angeles strong internal controls within the system. Until we hire sufficient staff, our Board Treasurer/CFO is serving as our "in-house financial manager." Once our Principal and other staff are hired, the Executive Director will serve in this role and bear primary responsibility for the fiscal administration of the school, overseeing the work of CharterWorks.

Qualifications:

- Minimum of an BA degree in Accounting/Finance or related experience
- Minimum of two years experience in a similar position
- Excellent communication skills; computer skills including data management; extreme in attention to detail; highly organized and efficient; and able to multi-task

OFFICE MANAGER

Will assist the Executive Director and Principal with all administrative functions of the school.

Responsibilities include:

- Perform all routine clerical support the school office including answering phones, communicating with parents, preparing and filing reports, etc.
- Coordinate distribution, collection, retention, and proper submission of wide variety of forms and reports, including: applications from prospective students, enrollment forms, personnel forms, attendance, grade and test reports, accidents, budgets, curriculum, special programs, employee time reporting, purchase orders, supply and equipment requisitions, etc.
- Ordering and purchasing supplies and vendor management
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other duties as assigned
- Bilingual translation and communication with parents

Qualifications:

- Minimum of an AA degree or two years of college
- Minimum of two years experience in a similar position
- Excellent communication skills; computer skills including data management; extreme in attention to detail; highly organized and efficient; and able to multi-task
- Spanish language fluency preferred.

STAFF EVALUATION

CWC3 staff will be evaluated as follows:

- Executive Director reviewed by the Board of Directors
- Principal reviewed by the Executive Director
- Teachers reviewed by Principal
- Teaching Assistants reviewed by Principal and their classroom teacher
- Certificated Staff reviewed by Executive Director (with input from the Principal)

In order to ensure that the school community is engaged in the growth and development of the school, parents will be asked to participate in confidential surveys throughout the year designed to aid in the evaluation of the school faculty and staff. Survey questions will gauge the effectiveness of school operations, communications, engagement, and execution of the school's mission.

The Board will set annual goals for the Executive Director based on the goals set for the Principal and Teachers along with operating goals for the school. A rubric will be designed by the Board to rate the Executive Director's achievement toward the approved goals.

The Executive Director will work with the Principal to establish annual goals, as well as a rubric for assessing progress toward them. The rubric will be the basis for the Principal's annual evaluation.

ENSURING STUDENT, FACULTY AND STAFF HEALTH AND SAFETY

CWC3's comprehensive Health and Safety Policy is detailed in Element 6.

CWC3 will comply with all applicable state and federal laws regarding background checks and clearance of all personnel, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. CWC3 will require each employee to submit to a criminal background check as required by Education Code Section 44237. Prior to employment each employee must furnish an up-to-date Mantoux Tuberculosis (TB) test result, and documents establishing legal employment status. The Executive Director will monitor and be responsible for maintaining records of tuberculosis and criminal investigation clearances, according to California and federal law, for all CWC3 employees. No employee shall commence employment at CWC3 until he or she has been cleared by the Department of Justice.

STAFF RECRUITMENT

CWC3 will use a variety of means, including services such as Edjoin and CalWest, university education programs and personal networking, to recruit a highly qualified and talented workforce.

ELEMENT 6 – HEALTH & SAFETY

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

GENERAL ASSURANCE

CWC3 is committed to providing a safe, nurturing, healthy, and protective atmosphere in which every member of the community will grow and prosper. CWC3 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.

CRIMINAL BACKGROUND CHECKS

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of CWC3 shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. *The cost of the scan for employees will be covered by CWC3. This requirement is a condition of employment.*

SCHOOL WILL ENSURE THAT ITS FACILITIES ARE SAFE

The school will maintain an up-to-date School Health and Safety Plan and it will be kept on file for review. (A draft of the School Health and Safety Plan is attached at Appendix E – a final version of the plan will be adopted by the Board prior to the commencement of the school year and will be provided to LAUSD for review.) The school staff will be trained annually on the safety procedures outlined in the plan. All companies and services we contract with will be reputable and we will obtain all the required documentation to ensure the safe provision of all auxiliary services. The Board will review the school’s health and safety policy annually and ensure that appropriate updates are included.

The policy will be distributed to all staff and parents. The policy will cover, among other things:

- Emergency drill procedures and schedule (earthquake, fire, natural disasters, 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
- Compliance with state and local building codes and Fire & Safety requirements
- Emergency site plan
- Health screening procedure (vision, hearing, and scoliosis)
- 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
- CPR procedures and emergency preparedness training for staff
- 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.

AUXILIARY SERVICES

CWC3 will contract out with private companies to provide the following services as needed (Including methods CWC3 will use to comply with the Healthy Schools Act):

- Routine Maintenance
- Building Equipment Operations (e.g., air filter changes)
- Major and/or Deferred Maintenance

- Alterations and Improvements
- Custodial Services
- Gardening
- Landscaping
- Tree Trimming
- Pest Management
- Utilities

MANDATED REPORTING

ROLE OF STAFF AS MANDATED OR NON-MANDATED CHILD ABUSE REPORTERS

The following policies and practices apply to all CWC Los Angeles employees:

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance pursuant to the following policy. Child abuse or neglect is broadly defined as a “physical injury that is inflicted by other than accidental means upon a child by another person.” This includes both acts and omissions on the part of the responsible person. CWC Los Angeles employees are required to report instances of child abuse and/or neglect when the employee has knowledge of or observes a child that the employee knows or reasonably suspects has been the victim of child abuse or neglect. Reasonable suspicion arises when the facts surrounding the incident could cause another person in a similar situation to suspect child abuse or neglect.

Section 11166 of the California Penal Code applies to all employees employed by a public school. These employees are mandated reporters. It is the policy of CWC Los Angeles that all employees shall comply with the law’s reporting procedures whenever they have knowledge of or observe a child in the course of their employment whom they know or reasonably suspect to have been the victim of child abuse.

There are two methods available for reporting suspected child abuse.

First, the following internal procedures have been established at CWC Los Angeles when an employee suspects that a child has been abused:

- Send the child to the office to see one of the administrators or the nurse

- Complete an “office referral” which may simply ask one of the administrators or the nurse to call the classroom/office to speak to the employee regarding a concern. (The employee may call the administrator or nurse directly rather than sending a note.)
- The administrators and/or nurse will proceed as necessary.

-OR-

Second, if the employee would prefer to make the report personally, the employee is to call the appropriate agency immediately:

- For physical or sexual abuse: L.A.P.D. Child Abuse Unit; for any form of abuse or neglect: Children’s Protective Services.
- The employee is to file a written report (Form SS 8572, Suspected Child Abuse Report 11166) if instructed to do so by the agency. The form is to be mailed to the same agency telephoned within thirty-six hours.
- If the agency asks the child be held until authorities arrive, the employee must remain with the child.

In either of these two methods, the employee shall not be required to disclose his/her identity to CWC Los Angeles.

After completing either of the above options, the employee’s primary responsibility is finished. The employee is not to conduct an investigation regarding the suspected abuse, not to confer with the person(s) alleged to have mistreated the child, nor contact the child’s home or the alleged perpetrator prior to making the report. There is no duty for the reporter to contact the child’s parents. In fact, if a child is released to a peace officer or a child protection agency, the reporter shall not notify the parent as required in other instances of removal.

An employee who is required by law to make a report, but fails to do so, can be found guilty of a misdemeanor. This misdemeanor is punishable by imprisonment in county jail for a maximum of six months, a fine of up to \$1,000, or both. The employee would also face the possibility of personal liability and could incur costs of defense and any subsequent damages to the child. Additionally, all employees are subject to disciplinary action for failure to report suspected child abuse pursuant to this policy. Moreover, CWC Los Angeles is not obligated to defend an employee who neglects or fails to make a required report.

A CWC Los Angeles employee, although not required, may also make a report where he/she has knowledge of or reasonably suspects that mental suffering has been inflicted upon a child or that the child’s emotional well-being is endangered in any other way.

Child abuse reporting procedures are reviewed yearly for returning staff members. New hires are trained through the online training service provided through our membership in the insurance joint powers authority, ASCIP (Alliance of Schools for Cooperative Insurance Programs).

TB REQUIREMENTS

All employees hired by CWC3 will be required to have a Mantoux Tuberculosis test prior to commencing employment and working with students as required by Education Code 49406.

IMMUNIZATIONS AND HEALTH SCREENINGS

All enrolled students and staff will be required to provide records documenting immunizations to the extent required by non-charter public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. Beginning July 1, 2012, all rising 7th grade students in grades 7-12 must be immunized with a Pertussis (whooping cough) vaccine booster. Records of student immunizations shall be maintained as required for enrollment in public schools.

In addition, all enrolled students will receive screening of vision, hearing, and scoliosis. CWC Los Angeles will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

CWC Los Angeles will provide an information sheet regarding type-2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type-2 diabetes
2. A description of the risk factors and warning signs associated with type-2 diabetes
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type-2 diabetes should be screened for type-2 diabetes
4. A description of treatments and prevention of methods of type-2 diabetes
5. A description of the different types of diabetes screening tests available

MEDICATION IN SCHOOL

CWC Los Angeles will adhere to Education Code Section 49423 regarding administration of medication in school.

BLOOD BORNE PATHOGENS

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

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT

CWC Los Angeles shall function as a drug, alcohol, and tobacco free workplace.

SCHOOL ADDRESS

ADDRESS OR TARGET LOCATION FOR THE FACILITIES TO BE USED BY THE CHARTER SCHOOL

CWC3 has not yet secured a facility for the school, but will apply for a Prop 39 site, and is currently searching for private space as well, for lease or purchase. Like most charter school start-ups, we face challenges in balancing our current need for a smaller space with our desire to secure a permanent facility as quickly as possible. We are considering a variety of options ranging from office to mixed-use to industrial, as well as possible use of portables on a vacant lot. Currently, there are many stalled development properties in our target area, and we have begun to meet with developers to discuss possible collaborations. We will also utilize a variety of brokers/referral options to identify potential sites in our target area.

We are carefully considering zoning issues and conditional use permitting requirements. We hope to secure ample space for our students to freely engage in active learning, including facilities for art, music, and other enrichment, as well as sufficient outdoor play space. We will comply with all minimum classroom size requirements; yet hope to secure 50-75 square feet of classroom space per child and, based on our enrollment projections, a minimum of 16 classrooms, space for Art and Music, office space for administrators and resource providers and out-of-classroom work areas for teachers. We also will ensure ample parking space, and hope to locate in close proximity to one or more Metro stations or major bus lines.

COMPLIANCE WITH STATE BUILDING CODE, FEDERAL ADA REQUIREMENTS

Any facility utilized by CWC3 will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health, and structural safety requirements. CWC3 will maintain on file readily accessible records documenting compliance with the above referenced codes, acts, and requirements. CWC3 will ensure that any site utilized has an appropriate Certificate of Occupancy and a copy of the CoO will be provided to LAUSD as required.

In addition, CWC3 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.

INSURANCE REQUIREMENTS

LAUSD Required Language

No coverage shall be provided to CWC Los Angeles and/or CWC3 by the District under any of the District's self-insured programs or commercial insurance policies. CWC Los Angeles and/or CWC3 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 CWC Los Angeles and/or CWC3 from claims that may arise from its operations. Each charter school location shall meet the below insurance requirements individually.

It shall be CWC Los Angeles and/or CWC3's responsibility, not the District's, to monitor its vendors, contractors, partners, or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self- Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability

coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by CWC Los Angeles and/or CWC3 to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

EVIDENCE OF INSURANCE

LAUSD Required Language

The Charter School shall furnish to the District's Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier.

Certificates shall be endorsed as follows:

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

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

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

HOLD HARMLESS/INDEMNIFICATION PROVISION

LAUSD Required Language

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

HEALTH & SAFETY PLANS

LAUSD Required Language

CWC3 will have a Health, Safety, and Emergency Plan in place prior to beginning the operation of the Charter School. CWC3 will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

FERPA COMPLIANCE

LAUSD Required Language

CWC Los Angeles, CWC3, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

CRIMINAL BACKGROUND CHECKS

LAUSD Required Language

Charter School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

ELEMENT 7 – RACIAL & ETHNIC BALANCE

Element Requirement: *“Recognizing the limitations on admissions to charter schools imposed by EC Section 47605(d), the means by which the school will achieve a racial and ethnic balance among its pupils that is relative of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”*
California Education Code § 47605(b)(5)(G)

GENERAL OVERVIEW

A student population that reflects the demographics of Los Angeles – and the remarkably diverse neighborhood we intend to serve – is integral to our mission. CWC3 is committed to making diligent efforts to recruit students from a broad array of 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. CWC3 will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school and the school’s efforts to achieve racial and ethnic balance.

We anticipate securing a location in the densely populated area of Mar Vista that offers various public transportation options, including bus routes running East to West along Venice and Pico Boulevards. CWC3 parents will be encouraged to carpool, walk, or take public transportation to fulfill our Conditional Use Permit requirements as required (except where individual circumstances do not permit). In the future, if family need warrants it and we have sufficient funding, CWC3 hopes to offer busing to our students. See Element 1.B for a detailed discussion of the population we intend to serve.

OUTREACH PLAN

MEANS OF RECRUITING A DIVERSE STUDENT BODY TO CWC3

CWC3 intends to build upon the successful model of community partnerships and outreach that similar charter schools have developed in recent years. We know that while we have seen positive results at some schools, we must still be intentional and proactive in our outreach so that our schools more closely approximate the demographic of the local community. We have begun the process of reaching out to and meeting with leaders of local community organizations, religious organizations and neighborhood leaders, several of whom have joined our Advisory Board and are committed to assisting us promote our school to area families, particularly those who are traditionally most in need. (See Appendix G for Letters of Support from several members of our Advisory Board and our target community.)

Our website will be a valuable source of information and outreach for our school. Already, more than 100 parents have signed our petition indicating their interest in enrolling their

children in our school and dozens of parents are participating actively already in volunteer efforts to help create and develop our school. This group is participating in community fairs and events to conduct further outreach to the community. Our Executive Director, Principal, Board Members and specifically trained “School Ambassadors” (parents, teachers, and other volunteers) will, over the coming months, host the following key activities:

- A. Meet with the leadership of local preschools, day care centers, businesses, service and community organizations in order to:
 - 1. Inform leaders and their constituents/clients/acquaintances of the school’s mission, programs, services;
 - 2. Hear and address the needs, questions and concerns of all community members;
 - 3. Foster an ongoing mutually beneficial relationship with other organizations that are serving the community.
- B. Hold informational/orientation sessions for parents and community members at local preschools, religious centers, community centers, parks, libraries and more to reach out to families of young children and inform them about CWC3’s mission and operations.
- C. Ensure placement of CWC3 informational brochures and promotional fliers about school/community events in each of these local preschools, religious facilities, libraries and businesses (grocery stores, drug stores, etc.), community organizations (e.g. Boys and Girls Club of Venice).
- D. Form mutually-beneficial partnerships with organizations in our area to offer referrals and services to the children and families we serve.

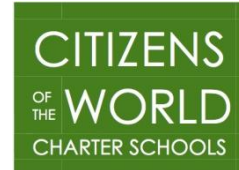
CWC3 will work diligently to ensure that individuals conduct these efforts with appropriate language fluency for the target audience at each event/location. We have already been conducting outreach in three languages (Spanish, English, Korean) and will continue to evaluate additional translation needs. If school leaders are not themselves proficient in the needed languages, a translator will be involved at every step of the communication process, and will be hired to translate school materials and websites as well. It is anticipated that translations will be needed into Spanish and Korean, but other languages may also be considered essential (Armenian, Chinese, etc.).

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

- **Internet:** Our website - www.cwc3.org - will serve a central hub for school information (and will include translation in Spanish, Korean and other languages as needed), along

with email blasts via constantcontact.com and other yahoo-type, message boards, and other virtual communities that will be contacted and/or created;

- **Branding:** The following logo is being used to identify the school and CWC Los Angeles will use its reasonable best efforts to ensure that the logo is prominently displayed on all materials distributed in conjunction with the school.
- **Community events/fairs/festivals:** local events including fairs, festivals, farmers markets, and other local events;
- **Multilingual Park Information Sessions:** throughout the coming months, and prior to the lottery each spring, school representatives will hold multilingual events at local parks, near playgrounds. School representatives will advertise these events via various (free) avenues prior to each event, and then create a celebration-like atmosphere with food, decorations to draw attention, organized activities for kids, and more. School representatives will speak with potential parents about the school, and will hand out school brochures/registration information.
- **Meet & Greets/Town Hall Meetings:** CWC Los Angeles Board members have already held meet & greets with prospective parents and community members in the target area. We anticipate, and are fully intending to continue this dialogue with parents, and expand to larger meetings as our outreach engages with more and more of the community. We view these meetings as crucial forums for parents to ask questions of, and offer guidance to, staff and board members.



After initial outreach meetings and events are held, school leadership will assess the experiences and the results in order to plan for ongoing and annually-updated outreach strategies. A calendar will be created denoting the times of year to follow up with each organization and/or individual in order to schedule outreach events with potential future parents and hear feedback and constructive criticism from the organization's constituents about the school, timing of Multilingual Park Info Sessions and other activities. Regular training sessions will also be scheduled so that school leaders can train more parents who wish to volunteer as School Ambassadors.

Our Executive Director will continually monitor the community for new community organizations and businesses with which to form relationships, and serve as the lead in conducting initial outreach with new contacts and forming new partnerships. Our Principal will hold primary responsibility for planning orientation and outreach meetings and events with prospective families.

We have already begun to reach out to the following organizations, among others:

Preschools/Daycare

The Venice Garden Preschool
2206 Walnut Avenue
Venice, CA 90291
(310) 313-2426

Lala Land Daycare
2232 Glyndon Avenue
Venice, CA 90291
(310) 397-7000

Richland Avenue Preschool Center
2623 Coolidge Avenue
Los Angeles, CA 90064
(310) 479-6602

SGM Atelier Preschool
4461 Inglewood Boulevard
Los Angeles, CA 90066
(310) 397-4863

Sunny Day Care Center
11733 Tennessee Avenue
Los Angeles, CA 90064
(310) 926-8854

Little Village Nursery School
11827 West Pico Boulevard
Los Angeles, CA 90064
(310) 479-8468

Village Tree Preschool
4235 Duquesne Avenue
Culver City, CA 90232
(323) 829-1724

A Kids Place Preschool
12306 Venice Blvd
Los Angeles, CA 90066
(310) 390-0401

The Wonder Years Preschool
2457 Sawtelle Boulevard
Los Angeles, CA 90064
(310) 473-0772

New School West
12731 Venice Boulevard
Los Angeles, CA 90066
(310) 313-4444

Well Baby Center
12316 Venice Boulevard
Mar Vista, CA 90066
(310) 390-3955

Chalk Preschool
2201 Lincoln Boulevard
Venice, CA 90291
(310) 827-7300

Organizations

L.A. City Library - Mar Vista Branch
12006 Venice Boulevard
Los Angeles, CA 90066
(310) 390-3454

Connections for Children
2701 Ocean Park Boulevard
Santa Monica, CA 90405
(310) 452-3325

Boys' & Girls' Club of Venice
2232 Lincoln Boulevard
Venice, CA 90291
(310) 390-4477

Mar Vista Farmers Market
Grand View & Venice Boulevard,
Los Angeles, CA 90066
(310) 582-5800

Religious Organizations

St. Bede's Episcopal Church
3590 Grand View Boulevard
Los Angeles, CA 90066
(310) 391-5522

St. Andrew's Lutheran Church
11555 National Boulevard
Los Angeles, CA 90064
(310) 477-0257

St. John's Presbyterian Church
11000 National Boulevard
Los Angeles, CA 90064
(310) 477-2513

GEOGRAPHIC AREA TARGETED

As detailed fully in Element 1, CWC3's outreach will focus on the following zip codes: 90066, 90064, 90034, with more specific boundaries detailed in Element 1: Target Population. The school will be open to all students, although outreach efforts are focused on the areas of Mar Vista and Palms. We will, of course, also include preschools, day care centers, churches, temples, community organizations, festivals and other activities in the adjacent areas.

OUTREACH LANGUAGES

Outreach will be conducted primarily in English and Spanish, though we will also likely engage families to assist in conducting native language outreach in Korean, and possibly other languages. As noted previously, our target community is remarkably diverse and includes a multitude of nationalities.

ACHIEVING RACIAL AND ETHNIC BALANCE

As noted in the introduction to Element 7, our mission is based in a concept of creating a truly diverse school that reflects the neighborhood it serves, and the broader demographics of Los Angeles. As detailed extensively in Element 1, our target community is one of the most diverse areas of this city. As "Citizens of the World" we seek to embrace this diversity in our student enrollment and ensure a multi-cultural environment rich with unique experiences for our students to learn from one another.

A sample of the activities CWC3 intends to conduct in the target area are detailed in the table below:

Date	Activity
September 2011	Outreach and information sessions held in Mar Vista with prospective parents to explain vision and mission of CWC3 to the community.
October 2011	CWC3 staff and prospective parents distribute fliers to local organizations, day care centers, preschools, and other community centers in the Mar Vista area. Fliers are sent in both English, Spanish, and Korean forms, with other translations being prepared as needed.
October - December 2011	Presentations to community day care and preschools in the Mar Vista area promoting CWC3 to prospective parents.
November - December 2011	Outreach/information session held at Mar Vista Community Council and surrounding Councils by CWC3 staff and founding parents.
November - December 2011	Presentations at local Head Start locations, during each site's monthly parent meetings.
November - December 2011	Outreach/information sessions held at local parks in the Mar Vista area: Mar Vista recreation center, Penmar recreation center, Glen Alla park, and Palms recreation center.
November - December 2011	CWC3 staff and founding parents conduct outreach to Mar Vista and surrounding area community newspapers (circulated and online) and popular blogs: The Argonaut Newspaper, the Mar Vista Patch, and the Venice Patch

COURT-ORDERED INTEGRATION

LAUSD Required Language

The Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD's ethnic goal of 70:30 or 30:70 ratio.

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

NCLB-PUBLIC SCHOOL CHOICE TRAVELING STUDENTS

LAUSD Required Language

The District and Charter School 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. NCLB Public School Choice ("NCLB PSC") placement with Charter Schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 ("NCLB"). CWC3 agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District's NCLB PSC program. The parties agree to separately memorialize in writing any agreed to number of NCLB PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending CWC3 shall have the right to continue attending CWC3 until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to CWC3 shall end in the event the NCLB-PSC student's resident District school exits Program Improvement status.

CWC3 will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the school. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. CWC3 will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the school.

Determination of student eligibility for this 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 CWC3 under the PSC program increases in subsequent years, CWC3 agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the school.

FEDERAL COMPLIANCE

LAUSD Required Language

As a recipient of federal funds, including federal Title I, Part A funds, CWC3 has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. CWC3 understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. CWC3 agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where

applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE.

CWC3 also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.

ELEMENT 8 – ADMISSIONS REQUIREMENTS

Element Requirement: *“Admissions requirements, if applicable.” Education Code Section 47605(b)(5)(H)*

ADMISSION ASSURANCES AND PREFERENCES

ENROLLMENT

CWC3 will enroll all pupils who wish to attend (Education Code Section 47605 (d)(2)(A)) to the extent that space allows and shall comply with all laws establishing minimum and maximum age for public school attendance. 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). Enrollment in the school shall be open to any resident of the State of California. Admission to CWC3 will not be determined according to the place of residence of the pupil or his/her parent within California. In the event of a lottery, existing students shall be exempt, and preference shall be extended as detailed below.

NON-DISCRIMINATION IN ADMISSIONS

CWC3 affirms that the school shall be nonsectarian in all aspects of its programs and operations, including admissions and employment. CWC3 shall not charge tuition. CWC3 will not discriminate against any person on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

LAUSD Required Language

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

LOTTERY ASSURANCES AND PROCEDURES

RANDOM PUBLIC DRAWING

PARENT COMMUNICATION

Enrollment forms will be available online at [www.CWC3.org], in several languages. A sample of our enrollment form is included in Appendix K. An explanation of the enrollment process will be provided at outreach events, in written application materials, and on our website. All written materials regarding enrollment will be available on our web site and in the school office in English, Spanish, Korean, and other languages, as necessary. Public notice will be posted at the school site, web site, and school list-serve (community email group) regarding the date, time, and location of the public drawing, encouraging people to attend.

CWC3 will offer orientation meetings prior to the application deadline with the principal or designated school representative in order to discuss with interested parents the school philosophy, mission, and instructional practices.

FAIR EXECUTION OF LOTTERY PROCEDURES

At all times, our enrollment and lottery process will be transparent. Parents will be encouraged to attend the public drawing and the time and place will be scheduled in order to maximize attendance. The school's policies and procedures regarding enrollment will be clearly publicized in the application instructions, the CWC3 Family Handbook, on our website, and posted on the school's bulletin board prior to the lottery.

ENROLLMENT TIMELINES

The school will designate an application window and deadline for consideration for the public random drawing (approximately four to six weeks after initial charter approval, and in subsequent years, in February or early March) and only applications received prior to the deadline will be included in the public random drawing. All parents of students eligible for enrollment must fill out all paperwork as required by law. If at the end of the open application window, there are more applicants than capacity at any grade level at CWC3, attendance, except for existing pupils, will be determined by public random drawing ("lottery").

Parents of students who are offered spots will be notified by U.S. post, phone call and/or email. This notification will include a description of the school's philosophies and goals of creating a parent-involved community of learners. Notifications will be translated into other languages. Parents of students who are not offered spots also will receive notice by U.S. post and/or email and informed of their placement on the wait list. When spots are offered to the initial pool, families will be given a specified deadline in which to accept the spot and request an

enrollment packet. (Depending on the date of the lottery, this time period will be at least five days, but may be longer in the event our lottery is held prior to other area schools' lotteries and private school admissions notifications.) The enrollment packet must be returned within the deadline given by the school (at least two weeks).

LOCATION OF LOTTERY

As noted, the location of the lottery will be arranged to ensure maximum parent participation. Once CWC3 has a school facility, the lottery likely will take place on school grounds.

DATE AND TIME OF LOTTERY

Pending charter approval, we have set a tentative lottery date of Thursday, March 29 for this first year. In subsequent years, our lottery will be held on a Saturday in mid-March, timed to coincide with other local charter school's lotteries and acceptance deadlines (and perhaps adjusted from year to year to accommodate school holidays). We will hold the lottery in the evening so that parents who work during the day are able to attend. We will hold the lottery at a facility that will accommodate everyone who has applied, provide translation in additional languages, and provide childcare for children in attendance.

At the lottery, the Executive Director will draw names for each grade in which there are more applicants than spaces available. A member of the Board of Directors, the Principal, or their designee will be present to ensure fair and accurate implementation of the lottery procedures. As names are pulled, students will be assigned a number corresponding to the number of enrollment slots. Once all enrollment slots have been made available, remaining students will be added to the waitlist in the order in which they were randomly drawn. Records will be kept on file at the school documenting the fair execution of the lottery.

ENROLLMENT PREFERENCE IN THE LOTTERY

If the number of pupils who wish to attend CWC3 exceeds the schools capacity, except for existing pupils of the charter school, enrollment shall be determined by a public random drawing²¹. The following preferences shall be given in the lottery:

1. Siblings of students currently enrolled in the school. Siblings are defined as any two students who share a legal parent/guardian. (Legal documentation is required.)
2. Children of the founding members of CWC3.
3. Students residing with the Los Angeles Unified School District.

²¹ During any period of Public Charter Schools Grant Program ("PCSGP") funding, the public random drawing will be held as a single weighted public drawing, and the preferences for siblings and founders shall be exceptions to the weighted drawing. District residents will be given a weighted preference of 2:1. The founders preference will be limited to 10% of total enrollment.

WAIT LISTS

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, which will be prioritized in the same manner described in the previous section.

Students who are not granted seats for the next school year will remain on the waiting list unless otherwise requested by the parent to be taken off. The wait list is cleared at the end of the academic year for which the lottery was drawn. Therefore, the wait list does not carry over from one year to the next.

NOTIFICATION OF PARENTS ON WAIT LIST

As spots become available, families on the wait list will be notified via telephone and email in the order they appear on the wait list, and given 72 hours to accept the spot (via telephone or email) and request an enrollment packet.

ENROLLMENT RECORDS

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.

RECRUITMENT OF AT-RISK STUDENTS

CWC3 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. As detailed in Element 7, our Outreach Plan includes targeted efforts to recruit all types of students, including those who are at risk of low achievement, special education students, and economically disadvantaged students. Our child-centered approach to education will be particularly impactful for these children. Furthermore, our management structure is intentionally designed to ensure that our Principal is free to devote him or herself entirely to the education of a diverse student body, including significant numbers of “at-risk” children.

ENROLLMENT

Again, CWC3 will enroll all pupils who wish to attend (Education Code Section 47605 (d)(2)(A)) to the extent that space allows. If the number of students applying for enrollment exceeds the openings available, entrance shall be determined by random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements as described above. Enrollment to

the school shall be open to any resident of the State of California. Enrollment will be on a first come, first served basis. Admission to CWC3 will not be determined according to the place of residence of the pupil or his/her parent, though preference shall be extended to pupils currently attending the charter school, pupils who reside within LAUSD (as required by Education Code §47605(d)(2)(B)), siblings of enrolled students, and 10% of the seats in each class reserved for children of Founding Parents.

ELEMENT 9 – FINANCIAL AUDITS

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

ANNUAL INDEPENDENT AUDIT

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools, as published in the State Controller’s K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee (if applicable), will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

AUDITOR SELECTION AND OVERSIGHT

CWC Los Angeles’s Board of Directors, led by the Chair of the Audit Committee, will select an independent auditor and oversee an annual audit to verify the accuracy of the school’s financial statements, as well as attendance and enrollment accounting practices.

AUDITOR EXPERIENCE

The audit will be conducted by a Certified Public Accountant familiar with educational institution audit experience and who is approved by the State Controller on its published list as an educational audit provider.

A. Audit Information

Our Executive Director and our back office provider will make all requested records available to the auditor.

B. Reporting To LAUSD

The Charter School will comply with all LAUSD, California Department of Education and State Board of Education reporting requirements in a timely and complete fashion, including submission of provisional and final budgets, interim projections, unaudited and audited actual financials, classification reports, statistical reports, attendance reports and all other required reports. The Executive Director shall be responsible for ensuring the timely submission of all reports and required documents.

C. Audit Findings And Exceptions

CWC Los Angeles'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.

DISTRICT OVERSIGHT COSTS

LAUSD Required Language

The District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.

BALANCE RESERVES

LAUSD Required Language

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

SPECIAL EDUCATION REVENUE ADJUSTMENT/PAYMENT FOR SERVICES

LAUSD Required Language

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

AUDIT AND INSPECTION OF RECORDS

LAUSD Required Language

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

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

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

- 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 the Charter School's financial information
- The Charter School's debt structure

- Governance policies, procedures and history
- The recording and reporting of attendance data
- The Charter School's enrollment process
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

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

ELEMENT 10 – PUPIL SUSPENSION & EXPULSION

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

OVERVIEW

We believe that students learn best in an environment where there are clear expectations about behavioral and community norms that allow them to feel safe, cared for, and respected. In order to maintain a positive learning community and embrace our school mission of developing good global citizens, CWC3 will develop and maintain a comprehensive set of student discipline policies for actions by students that would violate California Education Code Section 48900. CWC3 will follow the procedures as outlined herein rather than using the procedures in Education Code 48900, et seq, except where specifically indicated in this section. These policies meet the intent and purpose of the Education Code and provide ample due process and clarity of procedure. Parents, teachers, and students will all be encouraged to offer input on the school’s disciplinary policies and implementation to ensure that all stakeholders are valued and respected. These policies will be periodically reviewed and modified as necessary to comply with applicable law.

Each enrolled family will receive a copy of the CWC3 Family Handbook at the beginning of each school year, a draft of which is included in Appendix F. Each family will be required to acknowledge in writing that they have reviewed the policies in the Handbook, and similarly acknowledge any significant policy changes that may be made throughout the year.

SUSPENSION AND EXPULSION

MANDATORY EXPULSION/SUSPENSION

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

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

The Principal must immediately suspend and recommend expulsion of any student at CWC3 for:

- Possessing, selling, or otherwise furnishing a firearm or explosive device
- Brandishing a knife
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code

- Committing or attempting to commit a sexual assault, as defined in subdivision (n) of Section 48900 or committing a sexual battery, as defined in subdivision (n) of Section 48900
- Possession of an explosive

DISCRETIONARY EXPULSION/SUSPENSION

In addition to the foregoing mandatory suspension/expulsion infractions, the Principal may immediately suspend and recommend for expulsion a student at CWC3 upon a determination that the student has committed one of the acts listed below:

- Causing, attempting to cause, or threatening to cause serious physical injury to another person, except in self-defense
- Committing or attempting to commit robbery or extortion
- Causing, attempting to cause, threatening to cause, or participating in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive
- Unlawfully possessing, using, selling or otherwise furnishing, or being under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, any alcoholic beverage, or other intoxicant of any kind
- Unlawfully offering, arranging, or negotiating to sell any controlled substance as defined in Health and Safety Code 11053-11058, any alcoholic beverage, or any other intoxicant of any kind, and then selling, delivering or otherwise furnishing to any person a liquid substance or material and representing same as a controlled substance, alcoholic beverage or intoxicant
- Unlawfully possessing or unlawfully offering, arranging, or negotiating to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
- Possessing or using tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit a pupil from using his/her own lawfully prescribed products
- Harassing, threatening, or intimidating 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

- Disrupting school activities or otherwise willfully defying the valid authority of teachers, administrators, or other school officials or personnel engaged in the performance of their duties
- Possessing 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
- Causing or attempting to cause damage to school property or private property
- Stealing or attempting to steal school property or private property
- Committing an obscene act or engaging in habitual profanity or vulgarity
- Knowingly receiving stolen school property or private property
- Engaging in, or attempting to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events
- Aiding or abetting the infliction or attempted infliction of physical injury to another person
- Committing sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive
- Intentionally harassing, threatening, or intimidating a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive

- Making terrorist threats against school officials and/or school property. For purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family
- Possessing, selling, or otherwise furnishing any knife or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence
- Unlawfully offering, arranging to sell, negotiating to sell, or selling the prescription drug Soma
- Engaging in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

EXPULSION AND SUSPENSION PROCEDURES

SUSPENSION

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

At the time of suspension, the Principal or designee 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 shall also state the date and time the student may return to school. If the Principal or designee

wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may note that the parents/guardians are required to respond to this request without delay and that violation of school rules can result in expulsion from school.

The length of suspension for students may not exceed a period of 5 consecutive days without first scheduling a second conference between the Principal or designee and parents/guardians to discuss the progress of the suspension upon the completion of the 5th day of suspension. Arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

EXPULSION

Students will be recommended for expulsion if the Principal finds that at least one of the following findings may be substantiated:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. 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
3. The violation is a mandatory expellable offense as listed above

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 Principal 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. The administrative panel will be made up of at least three (3) certificated individuals who are not members of the Board and are not employees of CWC.

PROCEDURE FOR INVOLVING PARENTS, STUDENTS, AND STAFF IN DESIGNING AND IMPLEMENTING A DISCIPLINE POLICY

The Principal or his/her designee will provide written notice of the hearing to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. This notice will include:

1. The date and place of the hearing (if neither parent is available, another time will be found within the following week)
2. A statement of the specific facts, charges, and offense(s) upon which the proposed expulsion is based
3. A copy of CWC's disciplinary rules which relate to the alleged violation

4. The opportunity for the student or the student's parent/guardian to appear in person at the hearing
5. Notice that the student will be permitted to bring witnesses and present evidence on his or her behalf
6. 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.

DUE PROCESS FOR STUDENTS

The hearing will proceed as follows:

- Both representatives for the School and the pupil identify themselves
- The proceedings will be tape recorded
- The hearing will be conducted in closed session unless a written request has been made by the pupil or his/her parent/guardian to conduct it in public session
- Only involved parties are present in the case of a closed hearing
- All witnesses will be sworn to tell the truth prior to testifying
- Both parties will make brief opening statements, with the School going first
- The School will present documentary evidence or witnesses in support of the charges
- The pupil or representative may then cross-examine any School witness
- Witnesses other than the parties will be excused upon having provided testimony
- Upon conclusion of the School's case, the pupil or his/her representative may then present documents, witnesses, or other evidence in support of his/her case
- The School may then cross-examine any witnesses presented by the pupil

- Following the case presentations, both parties will make closing statements and recommendations

If the Administrative Panel holds the hearing, the decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the CWC Los Angeles Board of Directors, who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. If the expulsion-hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written notice to expel a student will be sent by the Principal or his/her designee to the parent/guardian of any student who is expelled, within ten (10) days of the conclusion of the hearing. This notice will include the following:

1. The specific offense committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion”
2. 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 CWC
3. Appeal rights under this policy

RIGHT TO APPEAL

If a pupil is expelled from CWC3, the pupil or the pupil's parent or guardian may, within 30 calendar days following the decision of the Board to expel, file a written appeal, requesting that the Board reconsider the expulsion determination.

If appealed, the Board shall appoint an impartial appeals panel (“Appeals Panel”), consisting of at least three (3) certificated individuals, all of whom shall have served on an administrative panel or Board that has considered expulsion decisions previously. No member of the Appeals Panel may have been involved in the current case, as a teacher of the student or as an administrator or board member who considered the original expulsion.

The Appeals Panel shall hold a hearing within twenty (20) school days following the filing of a formal request under this section. The Appeals Panel shall render a recommendation to the Board within three (3) school days of the hearing. The Appeals Panel’s recommendation shall be forwarded to the Board, who can either adopt the recommendation of the Panel or direct that a new hearing be held. The decision of the Board following the Appeals Panel will be made within five (5) school days and shall be final.

The pupil shall submit a written request for a copy of the hearing recordings and supporting documents from the School simultaneously with the filing of the notice of appeal. The School shall provide the pupil with the hearing recordings (or, at its discretion, a notarized written transcript of the recordings), supporting documents, and records within 10 school days following the pupil's written request.

The period within which an appeal is to be filed shall be determined from the date the Board votes to expel even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the original action of the Board within the prescribed time may not subsequently appeal a decision of the Board to revoke probation and impose the original order of expulsion.

The Board may adopt further rules and regulations establishing procedures for expulsion appeals conducted, so long as they are consistent with this section. The adopted rules and regulations shall include, but need not be limited to, the requirements for filing a notice of appeal, the setting of a hearing date, the furnishing of notice to the pupil regarding the appeal, the furnishing of a copy of the expulsion hearing, procedures for the conduct of the hearing, and the preservation of the record of the appeal.

CLOSED SESSION

The Appeals Panel shall hear an appeal of an expulsion order in closed session. During the closed session, if the Appeals Panel admits any representative of the pupil or the School, the Panel shall, at the same time, admit representatives from the opposing party.

EVIDENCE ADMISSIBLE AT HEARING

The Appeals Panel shall determine the appeal from a pupil expulsion based upon the factual record of the original expulsion hearing. No factual evidence other than that contained in the record of the proceedings of the original hearing may be heard, except as noted in Item (4) below and subsequent provisions.

SCOPE OF REVIEW

The review by the Panel of the decision of the Board shall be limited to the following questions:

1. Whether the Board acted without, or in excess of, its jurisdiction
2. Whether there was a fair hearing before the Board, or its designated panel
3. Whether there was a prejudicial abuse of discretion in the original hearing
4. Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the original expulsion hearing

An Appeals Panel may not recommend reversing the decision of the Board to expel a pupil based upon a finding of an abuse of discretion unless the Panel also determines that the abuse of discretion was prejudicial.

DECISION OF THE APPEAL PANEL

The decision of the Appeals Panel shall be limited as follows:

1. If the Appeals Panel finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Board, it may recommend that the Board reconsider the matter and may, in addition, recommend the pupil reinstated pending the reconsideration.
2. In all other cases, the Appeals Panel shall enter a recommendation either affirming or reversing the decision of the Board. The recommendation of the Appeals Panel shall be forwarded to the Board, who shall consider the recommendation and issue a final decision within five (5) school days. Written notice of the Board's decisions will be sent to the pupil and his/her parent/guardian.

ASSURANCES REGARDING LIST OF OFFENSES

In preparing the list of mandatory and discretionary expulsion and suspension offenses, CWC Los Angeles and CWC3 have consulted a variety of sources in addition to applicable laws to ensure that our policies comply with "best practices" at similar schools, including non-charter schools within LAUSD. The primary purpose, of course, is to ensure the health and safety of our students, staff, and community. Beyond that however, we also aim to ensure that students understand clear standards for conduct and are treated at all times in a respectful manner by their peers, teachers, administrators, and other members of our community.

SPECIAL EDUCATION AND DISCIPLINE

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

GENERAL DISCIPLINE POLICIES AND APPROACH

If a student violates school policies enumerated in the Family Handbook that are not specified as grounds for immediate suspension or expulsion, possible disciplinary actions include:

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

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

CWC3's Principal's Council will assume responsibility for considering recommended changes in its discipline policies (to the extent permitted by law) suggested by students, parents, and other members of the community. The Principal's Council will review the CWC3 discipline policies at least once annually to determine whether changes are warranted.

PROCEDURES FOR REHABILITATION PLANS AND READMISSION

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review, as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

The Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Charter School's governing board shall readmit the pupil, unless the Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to

the pupil and the pupil's parent or guardian at the time the expulsion order is entered. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period.

NOTIFICATION OF DISTRICT OF RESIDENCE OF EXPULSION/LEAVING MID-YEAR

Pursuant to California Education Code section 47605(d)(3), the Principal or designee shall inform the LAUSD superintendent of the pupil's last known address within 30 days of an expulsion, or a student withdrawing for any reason, that the pupil is no longer in attendance and shall, upon request, provide the school district with a copy of the cumulative record of the pupil including a transcript of grades or report card and health information.

SUSPENSION & EXPULSION

LAUSD Required Language

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion. Charter School shall ensure the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process.

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

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

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

- pupil's last known address

- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student's current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date, and instructions for providing proof of student's compliance for reinstatement, appeal process and options for enrollment; and
- if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEIA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to, the student's disability: B) Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?

OUTCOME DATA

LAUSD Required Language

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

REHABILITATION PLANS

LAUSD Required Language

expulsion as developed by the Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

READMISSION

LAUSD Required Language

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

SPECIAL EDUCATION STUDENTS

LAUSD Required Language

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

GUN FREE SCHOOLS ACT

LAUSD Required Language

The Charter School shall comply with the federal Gun Free Schools

ELEMENT 11 – RETIREMENT PROGRAM

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.” Education Code Section 47605(b)(5)(K)*

BENEFITS

Non-certificated employees will participate in the federal Social Security system in accordance with applicable law. CWC3 plans to have its teachers participate in the State Teachers’ Retirement System (or a similar program) and coordinate such participation, as appropriate, with the social security system or other reciprocal systems. If the school should opt to participate in the STRS, or any other systems, CWC3 shall work directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data. All withholdings from employees and CWC3 will be forwarded to the STRS Fund as required.

The Board of Directors will approve the final compensation and benefits plans for all staff at CWC3. Benefits will include, among other offerings, health, vision and dental coverage for employees and their families, and the school will pay competitive salaries for all positions.

OVERSIGHT OF BENEFITS

CWC3 has contracted with CharterWorks to handle our payroll and accounting services. The Executive Director is responsible for ensuring appropriate arrangements for coverage have been made.

EMPLOYEE POLICIES

Employee Policies relating to the terms and conditions of employment are included in Element 13, and an initial draft of the CWC Los Angeles’s Employee Handbook, located in Appendix D.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE

Element Requirement: *“The public school attendance alternatives for students residing within the District who choose not to attend charter schools.” Education Code Section 47605(b)(5)(L)*

GENERAL ASSURANCES

No student will be required to attend CWC3. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

PUPIL CHOICE

LAUSD Required Language

Pupils who choose not to attend CWC3 may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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.” Education Code Section 47605(b)(5)(M)*

EMPLOYEE RETURN RIGHTS

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall not have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the school that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

LEAVE AND RETURN RIGHTS

LAUSD Required Language

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

ELEMENT 14 – DISPUTE RESOLUTION

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.” Education Code Section 47605(b)(5)(N)*

MANDATORY DISPUTE RESOLUTION

LAUSD Required Language

The staff and governing board members of CWC Los Angeles and CWC3 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.

Any Dispute between the District and CWC3 shall be resolved in accordance with the procedures set forth below:

1. Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School: CWC3
c/o Citizens of the World Charter Schools
5371 Wilshire Blvd., Suite 210
Los Angeles, CA 90036

To Director of Charter Schools: Director of Charter Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 25th Floor
Los Angeles, California 90017

2. A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the

other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3. If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
4. If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

ELEMENT 15 – EMPLOYER STATUS AND COLLECTIVE BARGAINING

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

EXCLUSIVE EMPLOYER ASSURANCES

LAUSD Required Language

CWC Los Angeles and CWC3 are deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA). As such, CWC Los Angeles and CWC3 will comply with all provisions of the EERA.

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.” Education Code Section 47605(b)(5)(P)*

SCHOOL CLOSURE

LAUSD Required Language

REVOCATION

The District may revoke the charter if CWC3 commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the CWC3 if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

1. CWC3 committed a material violation of any of the conditions, standards, or procedures set forth in the charter
2. CWC3 failed to meet or pursue any of the pupil outcomes identified in the charter
3. CWC3 failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement
4. CWC3 violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the Charter School in writing of the specific violation, and give CWC3 a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

CLOSURE ACTION

The decision to close CWC3 either by the CWC3 governing Board or by the LAUSD Board of Education will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

DOCUMENTATION OF CLOSURE ACTION

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

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the Charter School will be issued by CWC3 within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity.
3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the CWC3 by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
5. The retirement systems in which the school’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the ICSD.

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

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

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

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

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

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

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

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then.

SCHOOL AND STUDENT RECORDS RETENTION AND TRANSFER

CWC3 shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. The Charter School will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student's identification number, Statewide Student Identifier (SSID), birth date, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.
4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.
5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. The Charter School will provide to the ICSD a copy of student attendance records, teacher grade books, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.
7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

FINANCIAL CLOSE-OUT

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE

may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

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

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

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

The financial closeout audit of the Charter School will be paid for by the Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by CWC3 will be the responsibility of the CWC3 and not LAUSD. CWC3 understands and acknowledges that CWC3 will cover the outstanding debts or liabilities of CWC3. Any unused monies at the time of the audit will be returned to the appropriate funding source. CWC3 understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which the CWC3 participates, and other categorical funds will be returned to the source of funds.

CWC3 shall ensure the completion and filing of any annual reports required. This includes:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

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

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

DISPOSITION OF LIABILITIES AND ASSETS

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

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and/or restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

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

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Charter School Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The CWC3 Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action

prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

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

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

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

CHARTER RENEWAL

CWC3 will submit its renewal petition to the District's Innovation and Charter Schools Division well before the expiration of the charter term and the charter renewal submission will comply with all applicable laws and District policy.

FACILITIES

LAUSD Required language

- ☒ Proposed Charter Location: Mar Vista/Palms (actual site TBD)
- ☒ Names of District school sites near proposed location:

Mar Vista (K-5)	Palms Middle (6-8)
Charnock Road (K-5)	Webster Middle (6-8)
Clover Avenue (K-5)	Mark Twain Middle (6-8)
Palms (K-5)	Venice Senior High (9-12)
Beethoven (K-5)	Alex. Hamilton Senior High (9-12)
Walgrove Avenue (K-5)	University Senior High (9-12)
Richland Avenue (K-6)	

- ☒ Proposed Charter School to be located with the boundaries of LAUSD

DISTRICT-OWNED FACILITIES

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

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

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

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

- A. Use: Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- B. Furnishings: LAUSD shall retain ownership of any furnishings and equipment, including technology, ("F & E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F & E.
- C. Leasing; Licensing: Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- D. Minimum Payments or Charges to be Paid to LAUSD Arising from the Facilities:
 - 1. Pro Rata Share: LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - 2. Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
 - 3. Maintenance & Operations Services: In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
- E. Co-Location: If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
- F. Sole Occupant: If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F & E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing

those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

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

FACILITY STATUS

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

OCCUPANCY OF THE SITE

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

HEALTH AND SAFETY

The school will comply with the Healthy Schools Act, California Education Code Section 17608m which details pest management requirements for schools.

ASBESTOS MANAGEMENT

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

MISCELLANEOUS PROVISIONS

BUDGETS AND FINANCIAL REPORTING

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Ed. Code §47605(g).

Attached, as Appendix 6, please find the following documents:

- A projected first year budget including startup costs and cash-flow
- Budget assumptions
- Financial projections for the first three years of operation

These documents are based upon the best data available to the Petitioners at this time.

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

TRANSPORTATION

The Charter School will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the school are to be provided. Ed. Code § 47605(g).

CWC3 will handle all administrative services internally through the hiring of staff and the execution of third-party agreements with qualified vendors and contractors, such as the agreement for accounting and financial services with CharterWorks. CWC3 does not anticipate contracting with LAUSD for any administrative services.

FACILITIES

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Ed. Code §47605(g).

As described elsewhere in the petition, CWC3 has not yet secured a facility, but is pursuing a variety of strategies to secure appropriate facilities for the school. In addition, CWC3 will participate in the Prop 39 process.

The CWC Los Angeles Board will hold the responsibility for securing long-term facilities for the school.

All alterations made to facilities occupied by students of CWC3 will be made in accordance with all applicable codes, laws, and requirements. CWC3 will be responsible for all changes, additions or alterations.

IMPACT ON CHARTER AUTHORIZER

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Ed. Code § 47605(g).

The Charter School shall be operated by a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, CWC Los Angeles and the District shall enter into a memorandum of understanding, wherein CWC Los Angeles shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of CWC Los Angeles shall provide for indemnification of CWC Los Angeles's Board, officers, agents, and employees, and CWC Los Angeles will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and CWC Los Angeles's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of CWC Los Angeles.

The Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to continue working independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to continue working cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five-year charter term from July 1, 2012 to June 30, 2017.