LAUSD BOARD APPROVED

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TERM: 2017-2022

Citizens of the World 2

Petition Submitted to the
Los Angeles Unified School District
Charter Schools Division
333 South Beaudry Avenue
Los Angeles, CA 90017

Renewal Petition for a Five-Year Term (2017 - 2022)
Submitted: **August 25, 2016**

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Citizens of the World 2 (also referred to herein as "CWC 2" or "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(d)(1).)

- Not charge tuition. (Ed. Code § 47605(d)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)

- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). (Ed. Code § 47605(d)(2)(B).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, 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. (Ed. Code § 47605(d)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated by or as its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "District Required Language" (DRL), including the Assurances, Affirmations, and Declarations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

ELEMENT 1: DESCRIPTION OF THE EDUCATIONAL PROGRAM

"The educational program of the charter school, designed, among other things, to identify those whom the charter 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 pupils to become self-motivated, competent, and lifelong learners." **(Ed. Code § 47605(b)(5)(A)(i).)**

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." **(Ed. Code § 47605(b)(5)(A)(ii).)**

"If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. 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." **(Ed. Code § 47605(b)(5)(A)(iii).)**

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update." (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by CALIFORNIA CODE OF REGULATIONS, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners (ELs) in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan ***or*** Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

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 Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the

federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen 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 Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- End of Year Suspension

  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

  The standard file including District ID.

- Norm day
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local District for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local District for all students enrolled on norm day.

- Dropout
  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local District

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

GENERAL INFORMATION

GENERAL INFORMATION	
• *The contact person for Charter School is:*	Mark Kleger-Heine, Executive Director
• *The contact address for Charter School is:*	221 S. Juanita Ave. Los Angeles, CA 90004
• *The contact phone number for Charter School is:*	(323) 462-2840
• The proposed address or ZIP Code of the target community to be served by Charter School is:	4345 Lockwood Ave. Los Angeles, CA 90029 1133 N Mariposa Ave. Los Angeles, CA 90029 1530 Wilton Place Los Angeles, CA 90028 221 S. Juanita Ave. Los Angeles, CA 90004
• *This location is in LAUSD Board District:*	Districts 5 and 2
• *This location is in LAUSD Educational Service Center:*	West and Central
• *The grade configuration of Charter School is:*	TK-8
• *The number of students in the first year will be:*	912
• *The grade level(s) of the students in the first year will be:*	TK-8
• *Charter School's scheduled first day of instruction in 2017-2018 is:*	Approximately August 22, 2017
• *The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).*	912
• *The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:*	Traditional/Single Track
• *The bell schedule for Charter School will be:*	TK - K: 8:45am-3:30pm 1: 8:30am-3:15pm 2-3: 8:15am-3:00pm 4-5: 8:15am-3:15pm 6th-8th: 8:00am-3:40pm Shortened days will be: TK-K: 8:45am-1:15pm 1: 8:30am-1:00pm 2-5: 8:15am-1:15pm 6th-8th: 8:00am-1:30pm
• *The term of this charter shall be from:*	July 1, 2017 to June 30, 2022

COMMUNITY NEED FOR PROPOSED CHARTER SCHOOL

The mission of CWC 2 is to create a high-achieving public school for a diverse community of students, developing their abilities, confidence, and sense of responsibility for themselves and their community.

We believe that in today's society, children grow into strong critical and creative thinkers when they have the opportunity to learn alongside others with diverse backgrounds and perspectives. Kids can only reach this potential by learning to manage themselves while thoughtfully and productively working with others across differences to better understand the broader world. We see every day the challenges our communities face in how people work across real or perceived differences. CWC 2 represents the diverse makeup of the communities we serve, and we are proud to be part of the first national school network in the country that focuses on educating economically and racially diverse students.

We also believe that while our world and communities have changed, many of our schools have not, rendering even the "best" ones today obsolete. Both our instructional approach and our school composition address the needs of the 21st century and beyond.

SCHOOL PERFORMANCE OVER THE LAST FOUR YEARS

ACADEMIC PERFORMANCE DATA AND OTHER ABSOLUTE AND COMPARATIVE PERFORMANCE INDICATORS

In the last four years of the current charter term, CWC 2 has demonstrated consistently high academic achievement evidencing that it has and will continue to meet the needs of the community it serves. CWC 2 provides a compelling option for families seeking quality schools in the Los Angeles community by providing a constructivist educational program, individualized and differentiated instruction, in-depth social emotional learning, high degrees of parent engagement, and a student population that is uniquely diverse.

Measures of Success

CWC 2 is proud to have achieved strong academic performance over its initial four (4) years of operation. The school's academic performance is at least equal to the academic performance of the public schools that CWC 2's students would otherwise have attended. As demonstrated by the following charts, CWC 2's API, English language arts ("ELA") and Math proficiency as measured by the Standardized Testing and Reporting ("STAR") is higher than the public schools that CWC 2 students would otherwise have attended.[1]

	API Score (2012-13)		
	CWC 2	Comparison	Difference
LAUSD resident schools (median)	809	791	+18
LAUSD District-wide	809	750	+59
State-wide	809	790	+19

[1] Please note that the list of resident schools includes: Grant Elementary, Cheremoya Avenue Elementary, Micheltorena Street Elementary, Kingsley Elementary, Santa Monica Boulevard Community Charter, Clifford Street Elementary, Vine Street Elementary, Franklin Avenue Elementary, Ramona Elementary, Van Ness Avenue Elementary, Los Feliz Science/Tech/Engineer/Math/Medicine Magnet, Wilshire Park Elementary, Wilshire Crest Elementary, Gardner Street Elementary, Alexandria Avenue Elementary and Laurel Elementary.

Source: *LAUSD dataset*

Comparison group	Percentage of All Students Proficient and Advanced (2012-13)					
	Math			ELA		
	CWC 2	Comparison	Difference	CWC 2	Comparison	Difference
LAUSD resident schools (median)	65%	64%	+1%	62%	50%	+12%
LAUSD District-wide	65%	54%	+11%	62%	49%	+13%
State-wide	65%	60%	+5%	62%	57%	+5%

Source: *LAUSD dataset provided to Charter School*

While we are proud of these results, it is important to note that this data is outdated and does not reflect the newer California Assessment of Student Performance and Progress ("CAASPP") results. We are pleased that an analysis of our 2014-15 CAASPP results reveals that the Charter School's performance continued to improve and exceeded performance of LAUSD resident schools, LAUSD schools District-wide, and schools in the state of California.

Comparison group	Percentage of All Students Achieving "Standard Met" and "Standard Exceeded" on CAASPP (2014-15)					
	Math			ELA		
	CWC 2	Comparison	Difference	CWC 2	Comparison	Difference
LAUSD resident schools (median)	53%	25%	+28%	51%	34%	+17%
LAUSD District-wide	53%	25%	+28%	51%	33%	+18%
State-wide	53%	33%	+20%	51%	44%	+7%

Source: *California Department of Education CAASPP Test Results*

As this table demonstrates, between the last administration of the STAR in 2012-13 and the latest data set available from CAASPP, CWC 2 has improved its performance relative to LAUSD resident schools, as well as schools District-wide and state-wide. In fact, in 2014-15, 28% more students at CWC 2 achieved "Standard Met" (level 3) and "Standard Exceeded" (level 4) on CAASPP in math, and 17% more students in ELA, compared to LAUSD resident schools.

Moreover, when rank ordering the LAUSD resident schools based on the percentage of students achieving level 3 or 4 in math and ELA, CWC 2 ranks #3 out of 17 in both math and ELA, as shown below:

School	Percentage of All Students Achieving Levels 3 and 4 on CAASPP (2014-15)			
	Math %	Math Rank	ELA %	ELA Rank
Franklin Avenue Elementary	60%	1	64%	1
Clifford Street Elementary	57%	2	57%	2
CWC 2	**53%**	**3**	**51%**	**3**
Cheremoya Avenue Elementary	37%	4	47%	4
Gardner Street Elementary	34%	5	42%	5
Van Ness Avenue Elementary	32%	6	38%	6
Wilshire Park Elementary	27%	7	35%	9
Laurel Elementary	27%	8	40%	6
Santa Monica Blvd Community Charter	26%	9	29%	12

Los Feliz STEMM Magnet	23%	10	33%	10
Micheltorena Street Elementary	22%	11	24%	13
Kingsley Elementary	22%	12	35%	8
Wilshire Crest Elementary	19%	13	30%	11
Grant Elementary	18%	14	21%	14
Alexandria Avenue Elementary	17%	15	19%	17
Ramona Elementary	16%	16	21%	15
Vine Street Elementary	8%	17	21%	16

Source: *California Department of Education CAASPP Test Results*

In addition, on the 2014-15 CAASPP, CWC 2 students have outperformed their peers in LAUSD resident schools and LAUSD students District-wide in the subgroups of English Learners, socioeconomically disadvantaged students, students with disabilities, as well as Caucasian, Hispanic/Latino, African-American, and Asian students. Please note that in the tables below with this data, results are not provided for African-American students because the sample size was not sufficient for data to be reported for CWC 2's 2014-15 CAASPP results. The first table represents CWC 2 subgroups compared to LAUSD resident school subgroups, and the second table compares CWC 2 subgroups to LAUSD District-wide subgroups. The subsequent two tables represent the same data for 2015-16 CAASP results.

CWC 2 subgroups compared to LAUSD resident schools subgroups (median), 2014-15 CAASPP

Subgroup	Percentage of Students Achieving Levels 3 and 4 on CAASPP (2014-15)					
	Math			ELA		
	CWC 2	LAUSD Resident Schools	Difference	CWC 2	LAUSD Resident Schools	Difference
English Learners	41%	5%	+36%	41%	6%	+35%
Socio-economically disadvantaged	38%	23%	+15%	38%	33%	+5%
Students with disabilities	23%	6%	+17%	15%	9%	+6%
Caucasian	77%	33%	+44%	69%	46%	+23%
Hispanic/Latino	29%	21%	+8%	31%	26%	+5%
African-American	N/A	N/A	N/A	N/A	N/A	N/A
Asian	79%	43%	+36%	79%	46%	+33%

Source: *California Department of Education CAASPP Test Results*

CWC 2 subgroups compared to LAUSD District-wide subgroups (median), 2014-15 CAASPP

Subgroup	Percentage of Students Achieving Levels 3 and 4 on CAASPP (2014-15)					
	Math			ELA		
	CWC 2	LAUSD District-wide	Difference	CWC 2	LAUSD District-wide	Difference
English Learners	41%	5%	+36%	41%	3%	+38%
Socio-economically disadvantaged	38%	20%	+18%	38%	27%	+11%
Students with disabilities	23%	6%	+17%	15%	8%	+7%
Caucasian	77%	52%	+25%	69%	61%	+8%

Hispanic/Latino	29%	19%	+10%	31%	27%	+4%
African-American	N/A	N/A	N/A	N/A	N/A	N/A
Asian	79%	64%	+15%	79%	67%	+12%

Source: *California Department of Education CAASPP Test Results*

CWC 2 subgroups compared to LAUSD resident schools subgroups (median), 2015-16 CAASPP

Subgroup	Percentage of Students Achieving Levels 3 and 4 on CAASPP (2015-16)					
	Math			ELA		
	CWC 2	LAUSD Resident Schools	Difference	CWC 2	LAUSD Resident Schools	Difference
English Learners	22%	9%	+13%	16%	5%	+11%
Socio-economically disadvantaged	30%	30%	+0%	44%	36%	+8%
Students with disabilities	29%	5%	+24%	35%	7%	+28%
Caucasian	63%	43%	+20%	71%	52%	+19%
Hispanic/Latino	33%	27%	+6%	46%	34%	+12%
African-American	14%	20%	-6%	43%	34%	+9%
Asian	61%	49%	+12%	60%	59%	+1%

Source: *California Department of Education CAASPP Test Results*

CWC 2 subgroups compared to LAUSD District-wide subgroups, 2015-16 CAASPP

Subgroup	Percentage of Students Achieving Levels 3 and 4 on CAASPP (2015-16)					
	Math			ELA		
	CWC 2	LAUSD District-wide	Difference	CWC 2	LAUSD District-wide	Difference
English Learners	22%	6%	+16%	16%	3%	+13%
Socio-economically disadvantaged	30%	23%	+7%	44%	33%	+11%
Students with disabilities	29%	6%	+23%	35%	8%	+27%
Caucasian	63%	57%	+6%	71%	67%	+4%
Hispanic/Latino	33%	23%	+10%	46%	33%	+13%
African-American	14%	17%	-3%	43%	28%	+15%
Asian	61%	70%	-9%	60%	73%	-13%

Source: *California Department of Education CAASPP Test Results*

In addition to the data provided above, CWC 2 has tracked numerous other measures to assess the school's performance. These are described in greater detail below.

- ACCREDIDATION FROM THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES("WASC"). CWC 2 is proud to be fully Accredited for grades Kindergarten through 5th by the Accrediting Commission for Schools with WASC. The school received an initial accreditation in April 2015, which expires on June 30, 2018. This accreditation was received before the grade 6-8 program started at the school. CWC 2 plans to submit a substantive change request to WASC to add the grade 6-8 program to the school's

accreditation. In addition, the school is planning for WASC's next visit to extend its accreditation beyond the initial period.

- INTERNAL READING LEVEL ASSESSMENTS. CWC 2 uses Fountas & Pinnell ("F&P") to assess student reading levels three times per year aligned to each trimester. F&P provides a measure of the percentage of students who are at or above grade level proficiency in reading. Between trimester 1 in 2014-15 to trimester 3 in 2015-16 (the last assessment period), the percentage of students performing at or above grade level proficiency in reading has increased from 75% to 82%. In addition, when analyzing this data looking at a defined student cohort (i.e., students who have been with the school each of the last two years), results have improved at all but one grade level, as shown below:

Cohort	Percentage of Students At or Above Grade Level on F&P Assessment				
	Number of students	Trimester 1 14-15	Trimester 3 14-15	Trimester 1 15-16	Trimester 3 15-16
Kindergarten (2014-15) to First Grade (2015-16)	65	66%	83%	80%	63%
First Grade (2014-15) to Second Grade (2015-16)	84	86%	82%	92%	94%
Second Grade (2014-15) to Third Grade (2015-16)	85	82%	95%	91%	92%
Third Grade (2014-15) to Fourth Grade (2015-16)	39	100%	95%	87%	100%
Fourth Grade (2014-15) to Fifth Grade (2015-16)	24	54%	67%	75%	71%
All Students	297	80%	87%	87%	86%
African American or Black	N/A<10	N/A<10	N/A<10	N/A<10	N/A<10
Asian	43	81%	88%	91%	91%
Latino	79	63%	71%	75%	71%
White	113	90%	95%	93%	91%
Two or More Races	54	81%	93%	89%	93%
English Learners	64	61%	69%	70%	67%
Socioeconomically Disadv.	139	68%	78%	77%	76%
Students with Disabilities	34	62%	68%	62%	56%

Source: *CWC 2 F&P assessment data*

- NWEA ASSESSMENTS. As described further below, CWC 2 administers Northwest Evaluation Association ("NWEA") Measures of Academic Progress ("MAP") multiple times per year to assess student progress. NWEA's MAP testing is an adaptive evaluation that measures a student's skills and gives them a score based on the scores of similar students across the nation. Below are results from NWEA from 2015-16, broken down by quartile:

NWEA Reading 2015-16	# of Stud. End of Year	Top Quartile 75th - 100th Percentile			3rd Quartile 50th - 74th Percentile			2nd Quartile 25th – 49th Percentile			Lowest Quartile 0 – 24th Percentile		
		Beg. of Year	End of Year	(+/-)	Beg. of Year	End of Year	(+/-)	Beg. of Year	End of Year	(+/-)	Beg. of Year	End of Year	(+/-)

All Students	505	38%	40%	2%	27%	25%	-1%	17%	17%	0%	18%	17%	-1%
Kindergarten	81	33%	41%	8%	43%	30%	-13%	19%	19%	0%	5%	11%	6%
Grade 1	96	33%	28%	-5%	22%	20%	-2%	21%	19%	-2%	24%	33%	9%
Grade 2	96	42%	49%	7%	22%	22%	0%	18%	17%	-1%	19%	13%	-6%
Grade 3	92	53%	60%	7%	20%	18%	-2%	9%	12%	3%	18%	10%	-8%
Grade 4	48	30%	35%	6%	34%	44%	10%	23%	6%	-16%	14%	15%	1%
Grade 5	25	44%	36%	-8%	20%	32%	12%	16%	20%	4%	20%	12%	-8%
Grade 6	67	29%	24%	-5%	25%	27%	1%	17%	25%	8%	29%	24%	-5%
African American	17	21%	12%	-10%	21%	47%	26%	29%	18%	-11%	29%	24%	-5%
Asian	76	36%	41%	4%	34%	28%	-6%	16%	18%	2%	14%	13%	0%
Latino	135	12%	13%	2%	28%	25%	-3%	26%	23%	-3%	35%	39%	4%
White	181	53%	59%	6%	26%	19%	-7%	12%	13%	1%	9%	9%	-1%
Two or More Races	86	57%	50%	-7%	22%	31%	9%	10%	14%	4%	11%	5%	-6%
English Learners	111	9%	13%	3%	22%	23%	1%	27%	22%	-5%	42%	42%	0%
Socioecon. Disadv.	247	22%	23%	1%	28%	29%	1%	23%	21%	-2%	27%	27%	-1%
Students with Disability	61	22%	21%	0%	15%	15%	0%	23%	26%	3%	40%	38%	-2%

Source: *Citizens of the World 2 NWEA assessment data*

NWEA Math 2015-16	# of Stud. End of Year	Top Quartile 75th - 100th Percentile			3rd Quartile 50th - 74th Percentile			2nd Quartile 25th – 49th Percentile			Lowest Quartile 0 – 24th Percentile		
		Beg. of Year	End of Year	(+/-)	Beg. of Year	End of Year	(+/-)	Beg. of Year	End of Year	(+/-)	Beg. of Year	End of Year	(+/-)
All Students	510	36%	34%	-2%	29%	28%	0%	20%	20%	0%	15%	18%	2%
Kindergarten	81	35%	57%	21%	33%	25%	-8%	24%	15%	-9%	8%	4%	-4%
Grade 1	96	33%	32%	-1%	30%	18%	-12%	20%	16%	-4%	17%	34%	17%
Grade 2	96	55%	33%	-22%	15%	36%	21%	15%	17%	1%	14%	14%	-1%
Grade 3	95	41%	42%	1%	32%	28%	-3%	12%	16%	4%	15%	14%	-2%
Grade 4	48	23%	17%	-6%	36%	33%	-3%	30%	29%	0%	11%	21%	9%
Grade 5	25	33%	32%	-1%	33%	28%	-5%	13%	8%	-5%	21%	32%	11%
Grade 6	69	13%	13%	0%	31%	33%	2%	30%	38%	8%	26%	16%	-10%
African Amer.	18	0%	17%	17%	20%	28%	8%	33%	33%	0%	47%	22%	-24%
Asian	76	46%	41%	-5%	34%	37%	3%	16%	17%	1%	4%	5%	1%
Latino	135	14%	14%	0%	22%	19%	-4%	30%	25%	-5%	34%	42%	8%
White	184	49%	44%	-5%	31%	32%	1%	15%	17%	2%	5%	7%	2%
Two or More	87	41%	41%	1%	32%	29%	-3%	15%	17%	2%	12%	13%	0%
English Learners	111	13%	14%	2%	27%	23%	-4%	27%	27%	0%	34%	36%	2%
Socioecon. Disadv.	250	22%	22%	0%	30%	27%	-3%	24%	20%	-3%	25%	30%	6%
Students with Disability	62	11%	16%	5%	30%	16%	-13%	20%	31%	11%	39%	37%	-2%

Source: *Citizens of the World 2 NWEA assessment data*

SUCCESS OF THE INNOVATIVE FEATURES OF THE EDUCATIONAL PROGRAM

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

improving the world we inhabit.

Three interrelated tenets have helped us achieve excellence and build an innovative educational program:

- DIVERSITY: We enjoy a racially and socioeconomically diverse community of learners.
- ACADEMIC EXCELLENCE: We create an academically rigorous and innovative experience for each of our students every day.
- COMMUNITY: We 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.

These three tenets drive the work we do at every level and are the basis for the success of the innovative features of our educational program:

Challenging, Constructivist-Based Curriculum That Inspires Critical Thinking, Creativity and a Passion for Learning

Our curriculum is 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 aim to innovate by encouraging the use of diverse teaching methods. Accordingly, our school embraces a rigorous yet highly student-centered, constructivist, project-based approach to teaching and learning in which the core instructional practices of project-based learning and balanced literacy are enhanced by teachers' rich repertoire of instructional strategies.

- CONSTRUCTIVISM: As constructivism is a theory about learning (and not a description of teaching), no cookie cutter teaching style of instructional techniques can be abstracted from the theory and proposed as a constructivist approach to teaching. To this end, we have built interactive, dynamic classrooms in which critical thinking and creativity thrive alongside standards and academic benchmarks. We work to build classrooms in which students can build the skills they need to participate thoughtfully and effectively in our democracy in the years ahead. We structure learning to build on what students already know and support them in revising and refining their understanding as they work toward mastery. In addition to content knowledge, our students engage in learning processes that develop conceptual understanding and self-knowledge.

- PROJECT-BASED LEARNING/TEACHING FOR UNDERSTANDING: CWC 2 schools define project-based learning as a curricular and pedagogical strategy that organizes students' mastery of state standards in the core academic disciplines around projects. Grade-level teams of teachers develop integrated project-based learning units for science and social studies. In creating its instructional project-based learning units, CWC 2 relies on *Teaching for Understanding*, an educational pedagogy that uses the following four questions as a foundation for its framework: *What topics are worth understanding? What about these topics needs to be understood? How can we foster understanding? How can we tell what students understand?* These same guidelines can be applied to teaching at all grade levels, even through higher education. As reflective learners, children connect what they have learned to their own lives. Rather than studying mathematics, and then separately studying science, and then separately studying language arts standards, project-based learning integrates the skills and knowledge attainment through meaningful scenarios and around compelling and engaging topics. Thoughtful questions and activities help children synthesize their new knowledge and apply it to novel situations. Units provide students with multiple ways to approach material, to participate and demonstrate learning.

- BALANCED LITERACY: CWC 2 implements a balanced literacy program. Balanced literacy is an instructional approach that integrates a set of methods for teaching reading and writing. These methods, explained in detail below, include interactive read aloud, literature discussion, shared reading, choral reading, readers' theater, guided reading, reading workshop, modeled writing, shared writing, interactive writing, and writing workshop.

- GRADUAL RELEASE OF RESPONSIBILITY: Teachers structure instructional strategies according to the principle of the gradual release of responsibility, in which responsibility is released from the teacher to the student.

- DATA-DRIVEN INSTRUCTION: Using data to drive instruction is integral to our program. Using results to evaluate, inform, and adjust instruction, we ensure that each student meets and exceeds Common Core and state standards while developing a true lifelong passion for learning. Throughout the school year, teachers receive training on data analysis. We 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 standardized assessments. Teachers, supported by school leaders, analyze standardized and classroom-based assessment data. Through this analysis, we identify trends of mastery and difficulty for individual students, groups of students, and the class as a whole. Teachers and school leaders identify skills, concepts, and strategies in need of further instruction. Based on the trends, teachers determine whether whole class re-teaching, small group intervention, or individual support is the appropriate response.

- LOW-STUDENT-TO-TEACHER RATION AND WORKSHOP-BASED SMALL GROUP INSTRUCTION: In order to meet each child's needs and to allow for a variety of small group instructional methods, CWC 2 provides a staffing structure that provides a low student to teacher ratio. In grades K-5, there is a Lead Teacher and a Teaching Associate. This staffing structure will allow for a variety of small group instructional methods by offering small group instruction by the teacher while a Teaching Associate monitors independent work, partner games, and activities throughout the classroom. All of this results in a rigorous workshop based model that has a high level of small group instruction, differentiation and individualization to meet the needs of each child. In the middle school grades, CWC 2 maintains a small student-to-teacher ratio of 28 students (or fewer) to ensure that this individual attention can be maintained. Since we've opened our doors, CWC 2 has worked hard to refine the mechanisms and content of such workshop based instruction to ensure our small group work is continually getting more targeted and purposeful. Further, our staffing structure includes support staff (including a special education director, resource specialists, and intervention teachers) to meet the needs of every child.

Socio-Economic and Racial Diversity

Our City, and indeed our increasingly global economy, requires that individuals interact collaboratively and cooperatively with people each day who have different perspectives, values and knowledge than their own. Our school is an effective working model of the larger society students will someday join. Interacting with, learning from, and learning alongside students from different cultures, races, socio-economic backgrounds and more will benefit our students by allowing them opportunities to understand how to effectively work with others from different backgrounds. When CWC 2 students graduate from our school, they will possess the skills to be successful in a diverse community and world. Independent social science research,

underscored by actual results from CWC 2's initial charter term, continues to highlight the benefits of a diverse student body in improving academic achievement for all students.

CWC 2 promotes diversity through the enrollment of its students, and data supports the diversity of the school's student body. In 2015-16, the diversity of our student body included:

- 50% of students qualified for free or reduced price meals
- 20% of students qualified as English Learners
- 13% of students qualified for Special Education services
- 37% of students identified as Latino; 36% Caucasian; 3% African-American; 16% Asian, Fillipino or Pacific Islander; and 8% belonging to at least two categories.

Since opening in 2012-13, CWC 2 has maintained its overall diversity and, in particular, has had an increase of students who meet federal poverty guidelines. Using a weighted admission preference for families eligible for free or reduced price lunch, combined with significant and varied outreach efforts, has helped the school increase the percentage of students qualifying for free or reduced price lunch as follows:

	2012-13	2013-14	2014-15	2015-16
Percentage of students qualifying for free or reduced price lunch	41%	42%	50%	50%

Source: *California Department of Education Student Poverty FRPM Data collected from CALPADS Fall 1 data submission*

In order to increase the diversity of our student population, we will implement an Outreach Plan that includes targeted efforts to recruit *all* types of students, including those who are at risk of low achievement, special education students, economically disadvantaged students, and other students belonging to traditionally under-represented subgroups. Student recruitment and community outreach efforts will be targeted to neighborhoods in which CWC 2 is located, which includes many households that are socioeconomically distressed. We will strive to share information about our program as broadly as possible. Our Plan will include: sharing our information with all local Head Start programs, preschools and daycares serving socio-economically disadvantaged students of color; sharing our information with other schools serving socio-economically disadvantaged students of color; providing flyers at community events, religious institutions, business, libraries, parks and other civic institutions targeting socio-economically disadvantaged students and families of color; providing flyers, tours and other information in Spanish and Korean; utilizing our parent body to spread additional information about CWC 2 to their friends and families; reaching out to socio-economically disadvantaged families who are accepted to ensure that they enroll through families and/or staff who can be very specific in answered customized questions and provide individualized answers to families in multiple languages. Our community outreach efforts will be conducted by school leaders, staff, parents, and volunteers, some of whom will be socio-economically disadvantaged and in a traditionally under-represented subgroup themselves.

Community Building, Social-Emotional Learning, and Positive School Culture

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. At CWC 2 we commit every day to providing a safe and nurturing environment for every child. It is the development of this mutually respectful and caring community that we know to be the crucial foundation for developing connected, capable, and courageous people who believe they really count. Our high attendance, high parent satisfaction and low suspension rates, as described further below, are evidence that our mission and the culture that drives that mission Have bee effective.

- SOCIAL-EMOTIONAL LEARNING EMBEDDED IN DAILY ROUTINES: Students participate in daily community building activities and on-going social-emotional learning lessons, including mindfulness. During this time, students are equipped with the knowledge, skills, and tools, within a supportive and nurturing environment, where they can see, experience, and practice positive communication, conflict resolution, and mutual respect. Through a mixture of scaffolded activities, role-playing, direct instruction, and other authentic experiences, students are given the opportunities to use and practice conflict resolution skills and strategies as they build community in their classroom and in the school. This past year, CWC 2 launched a new program called Active Citizens, which trains upper elementary school students to run group activities during recess. These students have developed leadership skills while they have helped students resolve conflicts collaboratively. Additional school and classroom practices like Morning Meetings and Closing Circles are all important elements that CWC 2 students experience on a regular basis to promote social-emotional learning and community building.

- POSITIVE SCHOOL CULTURE AND DISCIPLINE FRAMEWORK: At CWC 2, we firmly believe that in order to have a peaceful school where students can feel safe to focus on learning and take risks, a positive school culture is a must. At CWC 2, we are endlessly proud and work hard to:

  1. Create a welcoming school culture.
  2. Hire staff that supports our school's mission and works to build the culture we desire.
  3. Adopt practices that respond to and respect children's diverse needs.
  4. Implement curriculum that allows students to learn about social and emotional intelligence in addition to core academic subjects.
  5. Maintain a safe, organized, and clean learning environment.

  Our philosophy towards social-emotional education and discipline focuses on responses to misbehavior that are educational and logical while always maintaining the emotional and physical safety for our whole community. To do this, the CWC 2 team works together to develop behavioral expectations and procedures that are consistent with the Positive Discipline Model, in which we use both kindness and firmness to co-create relationships that embed both caring and accountability.

  We are proud that this approach has resulted in several measures of positive school climate, including:

  - IMPROVED ATTENDANCE. CWC 2 is pleased to share that average daily attendance has increased each of the last three years from 93.9% in 2013-14 to 94.8% in 2014-15 and 96.3% in 2015-16.
  - IMPROVED CHRONIC ABSENTEEISM. CWC 2 has also been successful at decreasing chronic absenteeism (defined as 15 or more school days absent) over the last three years from 13.5% in 2013-14 to 8.0% in 2014-15 and 7.1% in 2015-16.
  - SUSPENSIONS AND EXPULSIONS. CWC 2 has not expelled any student over the term of its charter. CWC 2's suspension event rate for all students decreased to 0.8% in 2015-16. In addition, during 2015-16 suspension event rate disproportionality for African-American students and students with disabilities met LAUSD's goal of being less than 15% as stated in the Suspension and Expulsion Tiered Intervention Plan.

- DEVELOPING CITIZENRY THROUGH SOCIAL JUSTICE CURRICULUM: A critical component of the education at CWC 2 is how social justice topics/learning is integrated into our project-based curriculum. Embedded into academic units, students are asked to think about and engage in ideas that compel them to think about positive social change. Students put to use what they are learning through the academic curriculum and apply it to topics that ask them to think critically about how society and our planet has evolved for good or bad while asking them to think about how to make the world a better place in the future. This approach places a particular emphasis on teaching our students that they are citizens of the world, whereby they take interest in and responsibility for their critical roles in the broader social fabric and how they can advocate for equal opportunity and the dignity of others. For instance, a sixth grade class might look at racial, ethnic and socioeconomic segregation in public schools as part of a math unit on statistics, and in third grade students might study people who have impacted the world by creating a live history museum where students transform into the person they are studying.

- DEDICATION TO FAMILY INVOLVEMENT AND COMMUNITY ENGAGEMENT**:** At CWC 2, we believe that parent involvement is essential for student academic success. Accordingly, we seek to provide opportunities for parents to feel both welcomed at our school and involved. We pay regular attention to ensuring all families have the opportunity to participate, as well as frequently communicate with parents about their child's progress and the organization's work in addition to information about family education workshops and school community activities. Through structures like regularly scheduled the Principal's Councils, Family Committees, parent education nights, coffee with the Co-Principal, weekly bulletins, detailed progress reports and parent-teacher conferences, we not only partner with families in support of student learning but also strengthen our community by extending the reach of the cross-cultural connections that are forged in our classrooms to the larger community as well.

  As a way to measure family involvement and satisfaction, CWC 2 conducts annual parent satisfaction surveys. These surveys serve as critical indicators of how well the school is serving the needs of all families. We constantly work to achieve high response rates from families. Over the last two years, our response rates have been 71% in 2014-15 and 63% in 2015-16. Below we share key data from these surveys over the last two years, which show both high results overall as well as increases between 2014-15 and 2015-16.

CWC 2 Parent Satisfaction Survey (Percentage Indicating They Agree/Strongly Agree)			
Survey Question	**2014-15**	**2015-16**	**Change**
My child's school is headed in the right direction	N/A	94%	N/A
I feel inspired by CWC mission and values	N/A	94%	N/A
CWC is realizing its mission and core values	N/A	95%	N/A
I am satisfied with the academic program my child is receiving	90%	92%	+2%
My child's teacher knows my child and is respectful toward him/her	95%	96%	+1%
My child's teacher(s) challenge him/her academically	86%	90%	+4%
My child is given opportunities to demonstrate his/her learning in a number of ways	89%	90%	+1%
My child's teacher has clearly communicated the learning goals s/he has for my child	87%	92%	+5%
My child is learning to take responsibility for his/her actions	93%	96%	+3%

My child is learning to work cooperatively with others	95%	98%	+3%
If I need to talk to my child's teacher, it is easy to do so	95%	96%	+1%
If I need to talk to the principal, it is easy to do so	88%	92%	+4%
The culture at CWC, unwritten social rules, allows everyone to feel included	N/A	89%	N/A
If I were passionate or concerned about an issue at the school, I know how I can get involved to have a voice in the issue or concern	86%	88%	+2%
My child's school provides forums and opportunities for parents to understand and engage in major decisions	83%	85%	+2%
My child's school is safe	80%	86%	+6%
If asked, I or someone from my family would speak publically and positively on behalf of my child's school	92%	91%	-1%
My child's school meets or exceeds my expectations	93%	94%	+1%

Source: *CWC 2 survey data*

This data highlights the high degree of parent satisfaction at CWC 2 across a broad range of topics, as well as the consistency of these high ratings. While we are proud of these results, we are constantly striving to improve them even further.

SUCCESS OF THE SCHOOL'S EDUCATIONAL PROGRAM IN MEETING THE SPECIFIC NEEDS OF ITS STUDENT POPULATION

CWC 2 is committed to ensuring all of its students are receiving the personalized support they need and deserve. As described further above, the school represents a diverse student body composed of students who possess a range of learning styles and needs. CWC 2 addresses these needs in a holistic manner, through the implementation of numerous educational strategies:

Innovative and Rigorous Differentiated Learning Within Project-Based Units

In addition to the differentiated instruction that occurs within the core academic subjects (reading, writing and math workshop), students encounter rigorous, creative and joyful learning experiences within their science and social studies blocks. Reflecting on our students' high achievement, we credit their success to our instructional model. These units contain ongoing assessments designed to monitor students' developing understanding and which teachers use to adjust their instruction accordingly.

In CWC 2's elementary school grades, we use an adapted version of the Teaching for Understanding Framework developed at Harvard University to create integrated science and social studies units. In CWC 2's middle school grades, teachers create projects both within and across subjects. All of CWC 2's projects not only embed standards (Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS") and the remaining California state standards) but also are delivered with our constructivist approach. Embedded within these project-based units are hands-on activities that require students to apply their academic skills and understanding of a topic in a multitude of ways. These units prompt the kind of high-level critical thinking that we know to be essential when developing the minds of 21st century learners who can not only succeed on standardized tests but can collaborate and successfully work through multiple aspects of complex analysis and problem solving. Predicated on our CWC 2's firm belief in and value for students having multiple intelligences and varied ways to convey academic mastery, it is not uncommon to observe students writing and singing songs to express their understanding of a concept. Not only do we see these projects as ways to make learning fun but we also appreciate them as authentic and rigorous experiences that differentiate learning and engage our students in a novel way.

Additionally, while our science and social-studies based curriculum embeds the necessary grade-level standards and high expectations of learning for all students, the projects included in these units are open-ended enough that students who are high achieving can take them to the next and higher levels of sophistication. At CWC 2, teachers have a detailed understanding of their students' acade
mic development and capabilities – all of which provides our teachers with the keen sense of how to push each student specifically to ensure that our hands-on projects are not only creative but are full of differentiated ways for all students to push themselves as thinkers and based on CCSS and NGSS standards. In the design of projects, teachers ensure that projects align to the state standards for that given grade level and content area. These standards are assessed through NWEA assessments multiple times per year, as well as through unit assessments. The quality of projects is monitored by administrators to ensure that they are teaching appropriate state standards.

Differentiated Learning Within Workshop-Based Classrooms

In addition to project based learning, it is the daily, targeted and rigorous workshop-based instruction that allows us to deliver an education program that has high impact on all students' achievement. These practices provide instruction that is geared toward students' particular needs, level, pacing, and approach. It is within our small group structure that teachers have the flexibility to refine what they are targeting to meet students' needs and move each student to the next level across subjects. In grades 6-8, small groups are provided in multiple ways: differentiated instruction in each class, smaller class sizes than comparable schools in District schools, master schedules that allow students to receive additional instruction in core subjects such as ELA and math, and developing a master schedule with enrichment classes with smaller class size. In addition to the full battery of summative assessments we conduct regularly, our teachers collect daily anecdotal evidence that capture students' ongoing work. Based on that daily source of information, teachers make dynamic decisions regarding the focus of small group instruction each day and whether groups need to re-configured in any way to best meet the needs of the students in their class.

Board and CWC 2 Commitment to Monitoring Student Achievement

The Citizens of the World Los Angeles Board of Directors has institutionalized several practices that drive data-driven decision-making at CWC 2. The Board requires that school report on every school goal. These regular reports include a status on goals that relate not only to academic achievement but community and fiscal goals and benchmarks as well. Academic data is disaggregated by subgroup, performance band, grade level and other dimensions. The Board monitors students' progress towards defined achievement targets for each part of the school year cycle, and, most importantly, the co-Principals report actions to be taken in response to the data trends. The Board has set the routine of talking about important matters such as student achievement on a regular basis and as a result can authentically understand how CWC 2 is progressing toward important school goals.

CWC 2 is proud to be a part of the CWC LA region. The CWC LA region has provided CWC 2 access to local and national resources and knowledge to supplement the school's work. The CWC LA regional team is composed of the Executive Director and staff, including a Director of Operations, Manager of Talent, Senior Manager of Data and Compliance, Senior Manager of Development and Special Projects Manager, who provide centralized support and content expertise to schools at all CWC LA schools, as well as specific tools, support and consultation in

the area of assessment, professional development, and operations[2]. For the co-Principals of CWC 2, it has been invaluable to be a part of a larger network of like-minded and invested school leaders (both in Los Angeles and across country) who are similarly committed to providing students with an innovative and rigorous academic experience. Being a part of a regional team has not only created a collective, but has strengthened CWC 2's work and sharpened CWC 2's ability to impact student achievement.

Data for Targeted Subgroups

CWC 2 has maintained a rigorous focus on supporting every student's needs. The student achievement outcomes described above (e.g., CAASPP comparative data) demonstrates that this focus is working.

The data above shows that CWC 2 students with disabilities are outperforming students with disabilities in LAUSD resident schools and LAUSD District-wide in terms of performance on CAASPP assessments. In addition to the data above, CWC 2 is proud to have a similar percentage of students qualifying for special education compared to LAUSD resident schools and LAUSD District-wide (13% for CWC 2 and LAUSD resident schools, and 14% for LAUSD District-wide).

In addition, CWC 2 has maintained a significant focus on supporting English Learners to both reclassify and once reclassified, demonstrate success academically. CWC 2 is pleased that the school exceeded the reclassification rate for both LAUSD resident schools and the LAUSD District-wide average in 2015-16, as shown below:

Comparison Group	Reclassification Rate (2015-16)		
	CWC 2	Comparison	Difference
LAUSD resident schools (median)	14.3%	12.9%	+1.4%
LAUSD District-wide	14.3%	12.1%	+2.2%
State-wide	14.3%	11.2%	+3.1%

Source: *LAUSD dataset provided to Charter School; California Department of Education Dataquest*

In prior years, CWC 2's reclassification rate was 8.1% (2014-15) and 0% (2013-14) based on data reported by the California Department of Education. This compares to an LAUSD resident schools median of 17.8% and 15.7%, respectively, and a District-wide average of 16.6% and 13.9%, respectively. CWC 2 has identified that there were 4 students who were not appropriately captured in the state's data set showing that they were reclassified in 2015-16, as well as additional students in prior years. The school has developed a clear and concrete plan to ensure that moving forward, all students are appropriately reclassified. Previously, the school had developed a plan to successfully report reclassified students in the state's data set. This previous plan addressed most of the challenges but did not successfully address one additional reporting requirement in the school's Student Information System, which led to some students being excluded from the state's data set. We believe that this issue has not been fully addressed.

CWC 2 monitors results from the California English Language Development Test ("CELDT") each year. Data from CELDT over the past three (3) years are shown below and demonstrate that students are passing CELDT at a high rate based on the CELDT scores required for reclassification:

[2] Please note that these staff positions are subject to change based on the budget of the organization.

Test Administration (All Assessments)	CELDT Results	
	# Students Taking Test	% Early Advanced or Advanced Overall
2013	86	53%
2014	97	38%
2015*	137	47%

Source: California Department of Education CELDT Reporting site
*Note: Only Annual Assessment Summary Results are publicly available for 2015-16 via the CELDT Reporting site. 2015-16 data is based on school data and includes all assessments (both Initial and Annual)

We are proud not only that we are reclassifying English Learners, but also that our reclassified students (Reclassified Fluent English Proficient ("RFEP") students) are performing very well after they are reclassified. To assess how our RFEP students are performing, we assess their mean scale score performance on CAASPP in ELA and math (prior to CAASPP assessments, RFEP performance was measured based on internal NWEA norm-referenced assessments). We analyze the mean scale performance in order to gain a more nuanced understanding of the actual student scores on CAASPP. As a result, we are only able to look at results for each grade level. In the tables below, CWC 2 does not demonstrate results for 3rd grade because there were no RFEPs in that grade level for the year that the data is presented. Also, please note that RFEPs who may not have been captured in the reclassification data above are captured in the RFEP analysis below.

The analyses based on 2014-15 CAASPP (and via NWEA pre-CAASPP) demonstrate three important conclusions about the strong performance of CWC 2's RFEPs:

- CWC 2 RFEPs are outperforming RFEPs in LAUSD and the state of California
- CWC 2 RFEPs are outperforming students who only speak English at CWC 2
- CWC 2's RFEPs are outperforming English Only ("EO") students at a higher level than RFEPs in LAUSD and the state of California

First, the data below highlights that RFEPs from CWC 2 are performing better than RFEPs in LAUSD and the state of California:

Grade Level	RFEP Mean Scale Score on CAASPP (2014-15)				
	ELA				
	CWC 2	LAUSD	State	Difference to LAUSD	Difference to State
4th grade	2523	2454	2484	+69	+39
5th grade	2533	2487	2518	+46	+15
Grade Level	Math				
	CWC 2	LAUSD	State	Difference to LAUSD	Difference to State
4th grade	2576	2464	2486	+112	+90
5th grade	2519	2478	2507	+41	+12

Source: *California Department of Education Test Operations Management System ("TOMS") and California Department of Education CAASPP Test Results*

Second, the table below demonstrated that RFEPs at CWC 2 are performing at higher levels than EO students:

	RFEP Mean Scale Score on CAASPP (2014-15)	
	ELA	Math

	CWC 2 RFEPs	CWC 2 EOs	Difference	CWC 2 RFEPs	CWC 2 EOs	Difference
4th grade	2523	2492	31	2576	2510	66
5th grade	2533	2456	77	2519	2493	26

Source: *California Department of Education TOMS and California Department of Education CAASPP Test Results*

Finally, while this trend of RFEPs performing at higher levels than EOs is also found in LAUSD and the state of California, CWC 2's RFEPs are outperforming EOs at a higher level than RFEPs in LAUSD and the state, as show below:

Grade Level	Mean Scale Score of RFEP Minus EO on CAASPP (2014-15)				
	ELA				
	CWC 2 Difference (RFEP > EO)	LAUSD Difference (RFEP > EO)	State Difference (RFEP > EO)	Gap to LAUSD	Gap to State
4th grade	31	13	24	+18	+7
5th grade	77	6	17	+71	+60
Grade Level	Math				
	CWC 2 Difference (RFEP > EO)	LAUSD Difference (RFEP > EO)	State Difference (RFEP > EO)	Gap to LAUSD	Gap to State
4th grade	66	16	22	+50	+44
5th grade	26	8	15	+18	+11

Source: *California Department of Education TOMS and California Department of Education CAASPP Test Results*

AREAS OF CHALLENGE AND HOW THEY WILL BE IMPROVED IN THE NEW CHARTER TERM

At CWC 2, we are a team of continual learners, constantly striving to provide the best educational experience for our students, day in and day out. A number of areas that we are focused on developing in the coming years include:

- SECURE PERMANENT FACILITIES TO STREAMLINE OPERATIONS AND FACILIATE COMMUNITY BUILDING: CWC LA is actively engaged in a search for a permanent facility to house CWC 2. The organization is looking for either one (1) large campus to house the entire school, or two (2) smaller campuses to house the elementary school grades (TK-5) and middle school grades (6-8) separately. Our goal would be one (1) campus but the availability of real estate will determine what is feasible. Currently, CWC 2 is located on four (4) separate campuses – three (3) for the elementary school grades and one (1) for the middle school grades. This split creates operational challenges for the school that are expensive and complicated to remediate due to required duplication and coordination of duties across multiple campuses. In addition, being located on so many different campuses makes it time consuming to build community across all grade levels. In order for CWC 2 to run with the maximum efficiency and effectiveness, securing one (1) or two (2) long-term facilities solutions will be a critical ingredient.

  As an example, CWC 2 was pleased to be able to launch the secondary program beginning in the 2015-16 school year. As with any new school, there were a few operational kinks to work out in the first year of this program, including how to appropriately coordinate some aspects of operations across all of the CWC 2 sites. We

are confident that in 2016-17 and beyond, the operations of the secondary program will be seamlessly integrated into the elementary program.

- FURTHER PROFESSIONAL DEVELOPMENT AND CURRICULAR RESOURCES: A core part of CWC 2's mission is to meet the educational needs of all students in an environment that fosters an appreciation and understanding of other cultures. We are proud that nearly all of our 2014-15 and 2015-16 CAASPP subgroups meeting or exceeding grade level expectations exceed other LAUSD resident schools, the state of California and the District performance overall. For example, the data shown above demonstrates that CWC 2 students outperformed LAUSD resident schools in 2014-15 for all statistically significant subgroups, and this is also true for 2015-16 data with the exception of African American and economically disadvantaged students in math. In addition, all CWC 2 student subgroups either matched or outperformed state subgroups in 2014-15 and accomplished this for all student subgroups except African American students in math and Asian students in math and ELA in 2015-16. We also recognize the need for continued efforts to ensure that all students reach grade-level expectations. We are engaged in a variety of school-based and regional instructional initiatives that we are confident will continue to ensure that teachers have the skill and support needed to meet these goals and demonstrate growth for all subgroups of students. In addition, we are implementing a number of targeted intervention efforts – before, during and after school – to help ensure that the needs of all students are met in a timely manner.

- CULTIVATING NEW AND MORE FORMALIZED LEADERSHIP OPPORTUNITIES FOR STAFF: At CWC 2, we have high standards of performance for ourselves. While we credit these high expectations with our high levels of academic performance in our first years, we are rarely satisfied and continually focused on what we need to do in order to achieve our mission and educational model to even greater degrees. Within our growing school, we have learned that in addition to attracting and retaining staff who are invested in our model and willing to work hard on behalf of it, we have needed to develop a more systemized and formal approach to engage staff in leadership and decision-making roles that are connected to the development of our larger program outside of any one single classroom. To do this, we have focused on creating new leadership roles for staff over the past several years and plan to continue to do so. For example, we have developed a grade level leadership program for teachers in grades TK-5. These teachers help lead professional development for grade-level colleagues and also help lead the development of project-based units, and scope and sequence progressions in ELA and math. These leadership roles will focus on various areas of improvement, including both school-level and regional initiatives.

- SUBGOUP PERFORMANCE GAPS ON CAASPP ASSESSMENTS: CWC 2 is proud that virtually all subgroups in the school see a greater percentage meeting or exceeding grade level expectations compared to LAUSD resident schools, LAUSD overall and the state of California. As described above, CWC 2 students outperformed LAUSD resident schools in 2014-15 for all statistically significant subgroups, and this is also true for 2015-16 data with the exception of African American and economically disadvantaged students in math. In addition, all CWC 2 student subgroups either matched or outperformed state subgroups in 2014-15 and accomplished this for all student subgroups except African American students in math and Asian students in math and ELA in 2015-16. However, gaps between subgroups exist, especially for Hispanic/Latino students, socio-economically disadvantaged students, and students with disabilities. The school community is focused on closing these gaps through a number of strategies, including: continued focus on building teacher capacity to differentiate instruction to meet the

needs of all students; customized professional development tracks and coaching support for all teachers to address each teacher's specific needs; and continued intervention programs to ensure that the needs of students below grade level are addressed.

STUDENT POPULATION TO BE SERVED

TARGET NEIGHBORHOOD

CWC 2 serves the socioeconomically, racially and culturally diverse population of students representing the neighborhoods of Silver Lake, Echo Park, Los Feliz and East Hollywood. These neighborhoods are based in the following zip codes: 90004, 90026, 90027, 90028, 90029, 90038 and 90039. CWC 2 serves students in grades TK-8. The Charter School is open to all students, as described in greater detail in Element 8. Outreach efforts for additional students in 2017-18 and for incoming students thereafter will be focused on the area bordered by N. Wilton Place to the west, 3rd Street to the south, the Los Angeles river to the east, and Los Feliz Boulevard to the north.

CWC 2 provides families a public Charter School option with a diverse student body that offers a unique opportunity for their children to prepare for global citizenship. With so many challenges facing our society – poverty, violence, protests and more – our students will face significant obstacles when they graduate from college. Our graduates will need to not only to navigate these obstacles but also to make them better for future generations. In this way, our students will become global citizens who are able to change the world.

The data below highlight the diversity of the CWC 2 target community based on several demographic characteristics[3]:

- 19% of households have income less than $15,000
- 15% of households have income between $15,000 and $24,999
- 26% of households have income between $25,000 and $49,999
- 25% of households have income between $50,000 and $99,999
- 12% of households have income between $100,000 and $199,999
- 3% of households have income greater than $200,000

The data above shows the socioeconomic diversity of the school's targeted geography. Approximately 51% of households are earning below $40,000 annually, an amount that is approximately comparable to Free and Reduced Price lunch qualifying income levels, which is nearly identical to CWC 2's Free and Reduced Price lunch population of 50%. At the same time, there are also 15% of households earning $100,000 or more.

The general population demographic breakdown of the CWC 2 region demonstrates the following[4]:

- 25% are Caucasian
- 50% are Hispanic/Latino

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3 American Community Survey (ACS) 2013 (5-Year Estimates) (SE), ACS 2013 (5-Year Estimates), Social Explorer; U.S. Census Bureau; please note that the census tracks to not map precisely to the geographic boundaries but are very close
4 American Community Survey (ACS) 2013 (5-Year Estimates) (SE), ACS 2013 (5-Year Estimates), Social Explorer; U.S. Census Bureau; please note that the census tracks to not map precisely to the geographic boundaries but are very close

- 20% are Asian
- 3% are African-American
- 2% are other

ENROLLMENT ROLL-OUT PLAN

CWC 2 is a TK-8 Charter School; enrollment projections for the charter term are included in the table below.

Grade	2017-18	2018-19	2019-20	2020-21	2021-22
TK-K	120	120	120	120	120
1	96	96	96	96	96
2	96	96	96	96	96
3	96	96	96	96	96
4	96	96	96	96	96
5	96	96	96	96	96
6	104	104	104	104	104
7	104	104	104	104	104
8	104	104	104	104	104
Total	**912**	**912**	**912**	**912**	**912**

In grades TK-3, we anticipate class sizes of 20-24 being served by a teacher and full-time teaching associate. In grades 4-5, we anticipate class sizes will also range from 20-24, and the teacher would most often be accompanied by a full- or part-time teaching associate. In grades 6-8, we anticipate class sizes will be 25-28 students.

GOALS AND PHILOSOPHY

MISSION AND VISION

The mission of Citizens of the World 2 is to create a high-achieving public school for a diverse community of students, developing their abilities, confidence, and sense of responsibility for themselves and their community.

CWC 2 provides a high-quality education for all students from kindergarten to grade eight, 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 active participants in our school. In this way, we would create a hub for community activity that truly reflects and embraces the ethnic, racial, linguistic, and socioeconomic diversity of the neighborhood. CWC 2 prepares students for success in college, a diverse society, and a global economy by drawing upon these school design characteristics and exceptional organizational leadership at all levels.

CWC 2 has already been realizing the organization's important vision and mission with particular attention to the following:

Academic Excellence
Our curriculum is centered on CCSS, NGSS, and the remaining California State Content Standards. Our program is grounded in rich educational theories of constructivism and

evidence-based instructional practices that serve as the means for each and every child to meet and exceed those standards. CWC 2 meets the intent of the Charter Schools Act by encouraging the use of different and innovative teaching methods. To this end, we 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 embrace a rigorous yet highly student-centered, constructivist, project-based approach to teaching and learning. We 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, our students engage in learning processes that develop conceptual understanding and self-knowledge in addition to content knowledge. We monitor student progress via ongoing assessments that include teacher observations of students at work, formative and summative assessments, and project-based assignments, in addition to state standardized assessments. Our planned student outcomes and means of measuring those outcomes are described fully in Element 1, Element 2 and Element 3. Using the results to evaluate, inform and adjust instruction, we ensure that each student meets and exceeds state performance standards while developing a true lifelong passion for learning.

As the California Department of Education ("CDE") has noted, "Standards describe what, not how, to teach…[and] provide ample room for the innovation, creativity and reflection essential to teaching and learning." (CDE *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 the 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 the District.

Diversity

Our schools are effective working models of the larger society that students will someday join as graduates. 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 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 research[5] and prior experience have shown, diversity in our student body enriches students' classroom experiences, meets a growing demand for diverse schools among parents, teachers, and students, and offers longer term societal benefits, including greater social cohesion and reduced cultural stereotyping.

In addition, research also demonstrates that Americans of all races and ethnicities substantially support diverse schools. Studies in metropolitan Louisville revealed that **more than 90%** of parents believed that diverse schools have important educational benefits for their children, and 89% of parents surveyed thought that the school district's guidelines should "ensure that students learn

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5 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_seatle.pdf.

with students from different races and economic backgrounds." These students 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. Other long-term benefits were also found, including the development of critical thinking skills, likelihood to live in a diverse setting after graduation and likelihood of being connected to prestigious school or work opportunities. [6]

Yet, research also highlights that our public schools are become more segregated, not less. Recent research published by the University of Southern California highlights how income segregation is increasing in urban areas among parents of school-age children.[7] This highlights how important CWC 2's model of diversity is for both students and the community. We believe our schools can be powerful tools in breaking down negative stereotypes, and instead, build bridges of understanding between students and parents alike. In summary, as Justice Thurgood Marshall famously noted: "unless our children begin to learn together, there is little hope that our people will ever learn to live together."[8]

As we describe further in Element 1, CWC 2 offers our students and families a positive diverse environment that enables students to build these positive skills. Such school experiences have the power to benefit both students individually and communities collectively. The positive academic outcomes cited above, are additional evidence that all students have been served well by the CWC model.

Community

We aim to continue CWC Los Angeles's history of building 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.

Talent and Leadership

Excellent educators at all levels of the school and strong partners within the District are critical to our school's success. In line with our commitment to Academic Excellence, Diversity and Community, we 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, they work together to plan units, solicit feedback on lessons, and share instructional techniques. They also celebrate successes and work their way through challenges together while encouraging each other to grow as teachers and leaders. Our collaborative professional community at CWC 2 supports well-qualified teachers with ample planning time, training, resources, support, 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.

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6 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), *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

7 See http://www.asanet.org/sites/default/files/savvy/documents/press/pdfs/ASR_June_2016_Ann_Owens_News_Release.pdf

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

Further, CWC 2 will be part of the regional CWC Los Angeles and national Citizens of the World Charter Schools ("CWC Schools" or "CWCS") network. The regional and national organizations provide intensive operational and academic supports.

AN EDUCATED PERSON IN THE 21ST CENTURY

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.

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 through the CWC network and other school leaders around the country.

We believe an educated person in the 21st century strives to grow in all possible ways. An educated person can work independently, cooperatively within a group, or as a leader. An educated person thinks creatively and critically and is respectful of this nation's – and our city's – remarkable cultural and democratic society. Cognizant of our ties as human beings on the planet, and as individuals in an increasingly digital, fast-paced world, an educated person seeks to be a productive, caring, and responsible citizen of the world.

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.[9]"

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.[10]

We define college and career readiness in broad ways to ensure that students are fully prepared for the set of challenges they will face after graduating from high school. Our definition includes academic preparation (for example: content acquisition from various subjects as well as critical thinking and problem solving skills), as well as the various skills needed for success in our complex society (for example: taking initiative, oral communication skills, curiosity and others). By including both academic skills and other competencies in our definition of an educated person in the 21st century, CWC 2 will successfully prepare students for success and persistence in college and careers.

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[9] *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, 2008, p. xxi*

[10] *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, 2008, p. xxi*

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

Technological literacy is integral to several of the skills named above. As an example, *Accessing & Analyzing Information* requires the capacity to "manage an astronomical amount of information flowing into their work lives on a daily basis" via technology. (p. 36). Determining which sources are most relevant as they seek to integrate multiple sources of information on the same topic is crucial to *Critical Thinking and Problem Solving. Effective Written Communication* requires students to utilize technology to produce and publish writing.

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 two building blocks of our theory of learning, with a description of our third building block, family involvement:

- **Constructivism**: a theory of learning and knowing
- **Gradual release of responsibility:** an instructional model that presents a process in which the responsibility is released from the teacher to the student

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.[11]

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

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

> 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 that 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 CWC 2, 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.

CWC 2's teachers select instructional techniques as needed based on identified student needs on an on-going basis, 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 the following pages, we present the idea of developing and using a rich repertoire of instructional strategies. While certain methodologies, such a project-based learning and balanced literacy, are implemented in many classrooms across the school, teachers are not limited to using those techniques. Instead, they are encouraged to develop additional techniques, to draw on, as needed, to support students' constructions of understanding.

Constructivism calls for learning experiences to be adjusted, beginning with each learner's level

of understanding and guiding students in building on 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. Furthermore, our use of the workshop model and project-based learning provide for substantial independent work time in which teachers can meet with small groups and conference with individual students.

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).

While we do not believe that test-preparatory instruction (or "classroom practices specifically designed to prepare students for tests" as stated in the quote above) is likely to lead to the ability to apply that learning in an alternate setting, we do recognize the important role that standardized tests play in monitoring instruction.

Furthermore, numerous independent researchers have documented the success of the constructivist model of education with historically under-served populations using standardized tests, including such schools as University of Houston Charter School in Texas.[12] This school and countless others have long demonstrated that when children from socio-economically disadvantaged neighborhoods, including recent immigrants and English learners, are given the opportunity to attend a school like CWC 2, 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 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. When the teacher offers the most support, the learner control is low; when the teacher

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12 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)).

offers the least support, the learner control (and therefore responsibility) is high.

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 (s)he briefly demonstrates a specific technique (demonstration). Then students are sent off to apply the technique independently to their project (independent practice) and the teaching assistant would observe and assist as needed. The teacher leads a small group of students who are likely to need more support, based on previous assessments. During this lesson, (s)he coaches them in applying the technique to their work (guided practice).

This gradual release may also occur over time. For example, the ultimate goal of reading instruction is independent reading, in which 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, (s)he should be able to read independently a book that was once only accessible to her or him if the teacher read it aloud (Gaffney & Anderson, 1991).

The ultimate goal of instruction is independence, such that students are self-reliant and able to demonstrate their understanding without teacher support. We will use the assessments presented to monitor student progress towards independent demonstration of the Common Core State Standards and the California 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 learners (Kong & Pearson, 2003).

FAMILY INVOLVEMENT THAT 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 several orientation sessions for new families, CWC 2 conducts several 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 the teacher(s) about their child's learning. To encourage the full participation of non-English speaking parents, CWC 2 makes regular and full use of interpreters and highly value second language abilities when hiring teachers and other staff.

School leaders, in collaboration with teachers and parent volunteers, develop an annual schedule of workshops that will take place on the school site and welcome all parents in the community. These workshops are led by teachers, administrators, parents, and community members and focus on culturally sensitive, hands-on learning experiences to help parents develop skills to support their children.

All families are encouraged to participate as active volunteers in the school's operations and activities. Parent participation at CWC 2 has been very high. Parent volunteerism is key to the success of any school, and is an important part of our school philosophy and vision. CWC 2 is very committed to equitably engaging all families and finding a multitude of ways in which a CWC 2 family can plug into life at school. CWC 2 firmly believes that parent volunteers not only strengthen our school, but have an invaluable positive impact on students as well. Participating in volunteer opportunities provides CWC 2 parents a chance to connect with other members of our community.

Parents volunteer before or after school hours or during the school day, including volunteering in the classroom 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. In this way, parents, grandparents, and other family members provide valuable services to help the school but more importantly, families become more involved and connected to the school and their child's learning while also being empowered to effectively shape school programs and operations.

CWC 2 shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in CWC LA's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to CWC LA. No student will be denied admission, disenrolled, or receive a reduced grade or loss of educational benefit if parents choose not to volunteer. These policies making it clear that volunteering is not required at CWC 2 are described in the Family Handbook, which is distributed annually to all families. Additional volunteering policies are described in the school's Volunteer Handbook.

LOCAL CONTROL FUNDING FORMULA ("LCFF") ANNUAL GOALS

Based on the state priorities detailed in Education Code Section 52060(d), CWC 2 aims to achieve the following school wide and subgroup outcome goals. We use multiple summative and formative assessments aligned to California academic content and performance standards and CCSS to monitor individual student and subgroup progress towards the state priorities detailed in Education Code Section 52060(d) and the CAASPP.

The following chart details CWC 2's annual goals for all pupils (i.e. schoolwide) and for each subgroup of pupils identified pursuant to Education Code Section 52052 for each of the eight (8)

state priorities and sub-priorities identified in Education Code Section 52060(d). We also include specific annual actions we plan to take to achieve each of the identified annual goals.

LCFF STATE PRIORITIES

GOAL #1

Provide all students' access to fully credentialed teachers, instructional materials that align with sate standards, and safe facilities.	*Related State Priorities:* *☐X 1 ☐4 ☐X 7* *☐2 ☐5 ☐8* *☐3 ☐6* *Local Priorities:* *☐* *☐*

Specific Annual Actions to Achieve Goal

- Hire only teachers holding a bachelor's degree, credentials in core subjects and have subject matter competency.
- Offer various incentives, such as flexible professional development opportunities throughout the school year, and provide coaching for staff to help with the maximization of performance.
- Create a positive work environment where teachers have the ability to contribute and voice their opinions to continue the growth and development of the school and its curriculum.
- Select and distribute standards-aligned instructional materials at the beginning of the school year and on an ongoing basis, as appropriate.

Expected Annual Measurable Outcomes

***Outcome #1**: The school will ensure students are taught by well qualified teachers.*
***Metric/Method for Measuring**: Annual review of credentials and teaching assignments*

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*

***Outcome #2**: The school will retain highly qualified lead teacher who do not relocate outside of Los Angeles.*
***Metric/Method for Measuring**: Annual review of teacher retention rates*

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	*83%*	*86%*	*87%*	*88%*	*89%*	*90%*

***Outcome #3**: The school will provide students with sufficient access to standards-aligned instructional materials necessary to participate fully in the educational program.*
***Metric/Method for Measuring**: Annual review of instructional program*

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*

GOAL #2	
Strengthen student achievement through implementation of Common Core State Standards (CCSS) and various assessments, as reflected in the percentage of students meeting or exceeding NWEA's national norm in ELA and math.	*Related State Priorities:* ☐X 1 ☐X 4 ☐7 ☐X 2 ☐5 ☐X 8 ☐3 ☐6 *Local Priorities:* ☐ ☐

Specific Annual Actions to Achieve Goal

- Administer network required NWEA assessments.
- Ensure there are adequate Special Education resources and personnel to provide required services to students with IEPs.
- Provide professional development opportunities for teachers to deepen their knowledge of the common core state standards.
- Continue to strengthen the ability to meet the needs of all learners through differentiation, small group instruction and/or intervention/enrichment.
- Monitor English Learner (EL) adequate progress through assessments (i.e., English language development assessment tools, progress monitoring tools, CELDT) utilized during the school year, to modify instructional practice to meet the needs of EL students. Target students who require intervention and students in need of enrichment.
- Appropriately track Annual Measurable Achievement Objectives 1 data to ensure English Learner students make adequate progress.
- Provide supports necessary to increase the reclassification rates of English Learners by providing supports for English Learners, Standard English Learners, and struggling readers, inclusive of reclassified fluent English proficient students (RFEPs).

Expected Annual Measurable Outcomes

Outcome #1: The school will administer all network required NWEA assessments during all 3 administration periods to all classes.
Metric/Method for Measuring: *Percentage of classes taking each NWEA administration; operational monitoring of testing administration*

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*

Outcome #2: The school will increase the percentage of students who have met or exceeded NWEA's national norm in math and Reading.
Metric/Method for Measuring: Percentage of students meeting or exceeding NWEA's national norm (50th percentile) in math and Reading.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	*Math 63% Reading 66%*	*+2% from baseline*	*+4% from baseline*	*+6% from baseline*	*+8% from baseline*	*+10% from baseline*
English Learners	*Math 37% Reading 36%*	*+2.5% from baseline*	*+5% from baseline*	*+7.5% from baseline*	*+10% from baseline*	*+12.5% from baseline*
Socioecon. Disadv./Low Income Students	*Math 49% Reading 52%*	*+2.5% from baseline*	*+5% from baseline*	*+7.5% from baseline*	*+10% from baseline*	*+12.5% from baseline*
Foster Youth	*N/A*	*+2.5% from baseline*	*+5% from baseline*	*+7.5% from baseline*	*+10% from baseline*	*+12.5% from baseline*
Students with Disabilities	*Math 32% Reading 36%*	*+2.5% from baseline*	*+5% from baseline*	*+7.5% from baseline*	*+10% from baseline*	*+12.5% from baseline*
African American Students	*Math 44% Reading 59%*	*+2.5% from baseline*	*+5% from baseline*	*+7.5% from baseline*	*+10% from baseline*	*+12.5% from baseline*
American Indian/Alaska Native Students	*N/A*	*+2.5% from baseline*	*+5% from baseline*	*+7.5% from baseline*	*+10% from baseline*	*+12.5% from baseline*

Asian Students	*Math 78% Reading 68%*	*+1.5% from baseline*	*+3% from baseline*	*+4.5% from baseline*	*+6% from baseline*	*+7.5% from baseline*
Filipino Students	*N/A*	*+1.5% from baseline*	*+3% from baseline*	*+4.5% from baseline*	*+6% from baseline*	*+7.5% from baseline*
Latino Students	*Math 33% Reading 39%*	*+2.5% from baseline*	*+5% from baseline*	*+7.5% from baseline*	*+10% from baseline*	*+12.5% from baseline*
Native Hawaiian/Pacific Islander Students	*N/A*	*+1.5% from baseline*	*+3% from baseline*	*+4.5% from baseline*	*+6% from baseline*	*+7.5% from baseline*
Students of Two or More Races	*Math 70% Reading 81%*	*+1.5% from baseline*	*+3% from baseline*	*+4.5% from baseline*	*+6% from baseline*	*+7.5% from baseline*
White Students	*Math 76% Reading 78%*	*+1.5% from baseline*	*+3% from baseline*	*+4.5% from baseline*	*+6% from baseline*	*+7.5% from baseline*

Outcome #3: The school will increase the percentage of students who have met or exceeded NWEA's growth projections.
Metric/Method for Measuring: Percentage of all students meeting or exceeding NWEA's growth projections.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	*Math 52% Reading 55%*	*+2% from baseline*	*+4% from baseline*	*+6% from baseline*	*+8% from baseline*	*+10% from baseline*
English Learners	*Math 45% Reading 48%*	*+2.5% from baseline*	*+5% from baseline*	*+7.5% from baseline*	*+10% from baseline*	*+12.5% from baseline*
Socioecon. Disadv./Low Income Students	*Math 50% Reading 50%*	*+2.5% from baseline*	*+5% from baseline*	*+7.5% from baseline*	*+10% from baseline*	*+12.5% from baseline*
Foster Youth	*N/A*	*+2.5% from baseline*	*+5% from baseline*	*+7.5% from baseline*	*+10% from baseline*	*+12.5% from baseline*
Students with Disabilities	*Math 47% Reading 36%*	*+2.5% from baseline*	*+5% from baseline*	*+7.5% from baseline*	*+10% from baseline*	*+12.5% from baseline*
African American Students	*Math 73% Reading 57%*	*+2.5% from baseline*	*+5% from baseline*	*+7.5% from baseline*	*+10% from baseline*	*+12.5% from baseline*
American Indian/Alaska Native Students	*N/A*	*+2.5% from baseline*	*+5% from baseline*	*+7.5% from baseline*	*+10% from baseline*	*+12.5% from baseline*
Asian Students	*Math 58% Reading 61%*	*+1.5% from baseline*	*+3% from baseline*	*+4.5% from baseline*	*+6% from baseline*	*+7.5% from baseline*
Filipino Students	*N/A*	*+1.5% from baseline*	*+4% from baseline*	*+4.5% from baseline*	*+6% from baseline*	*+7.5% from baseline*
Latino Students	*Math 38% Reading 38%*	*+2.5% from baseline*	*+5% from baseline*	*+7.5% from baseline*	*+10% from baseline*	*+12.5% from baseline*
Native Hawaiian/Pacific Islander Students	*N/A*	*+1.5% from baseline*	*+3% from baseline*	*+4.5% from baseline*	*+6% from baseline*	*+7.5% from baseline*
Students of Two or More Races	*Math 60% Reading 61%*	*+1.5% from baseline*	*+3% from baseline*	*+4.5% from baseline*	*+6% from baseline*	*+7.5% from baseline*
White Students	*Math 52% Reading 61%*	*+1.5% from baseline*	*+3% from baseline*	*+4.5% from baseline*	*+6% from baseline*	*+7.5% from baseline*

Outcome #4: The school will provide extra support in the form of tutoring, small groups, and 1:1 assistance for all students identifies as performing below standards.
Metric/Method for Measuring: *Monitoring of various school assessments and support plans.*

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
English Learners	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*

Socioecon. Disadv./Low Income Students	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Foster Youth	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Students with Disabilities	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
African American Students	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
American Indian/Alaska Native Students	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Asian Students	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Filipino Students	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Latino Students	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Native Hawaiian/Pacific Islander Students	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Students of Two or More Races	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
White Students	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*

***Outcome #5**:* The school will provide services stipulated in student IEPs.
***Metric/Method for Measuring**:* Percentage of IEP compliance.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Students with Disabilities	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*

***Outcome #6**:* The school will monitor English Learner adequate progress through assessment and appropriately track Annual Measurable Achievement Objectives 1 data
***Metric/Method for Measuring**:* Percentage of English Learner progress assessed.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*

***Outcome #7**:* The school will increase reclassification rates of English Learners.
***Metric/Method for Measuring**: Three-year average reclassification rate.*

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	*7%*	*11%*	*12%*	*13%*	*14%*	*14%*

GOAL #3

Encourage parent involvement and participation to ensure stakeholders are engaged in the decision-making process and the educational programs of students.

Related State Priorities:
☐1 ☐4 ☐7
☐2 ☐5 ☐8
☐X 3 ☐6

Local Priorities:
☐
☐

Specific Annual Actions to Achieve Goal

- Provide opportunities to educate and engage parents through school events, meetings, volunteer opportunities, and surveys.
- Engage staff and larger community in work related to define diversity and equity as it relates to our school mission and its impact on programs, initiatives and school-wide events and communication.
- Provide opportunities for parents to volunteer throughout the school year.

Expected Annual Measurable Outcomes

***Outcome #1**: The school will increase the percentage of families who feel welcome on campus.*
***Metric/Method for Measuring**: Percentage of* parents who participate in the CWC LA Parent Survey will report feeling welcomed at their campus.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	*87%*	*80%*	*82%*	*84%*	*86%*	*88%*

***Outcome #2**: The school will increase the percentage of families who report their child is challenged academically.*
***Metric/Method for Measuring**: Percentage of parents who participate in the CWC LA Parent Survey will report they feel the school challenges their child academically.*

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	*86%*	*87%*	*88%*	*89%*	*90%*	*90%*

***Outcome #3**: The school will increase parent volunteer hours contributed to the school.*
***Metric/Method for Measuring**: Average number of hours volunteered per child throughout the school year.*

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	*8 hrs*	*8 hrs*	*8 hrs*	*8 hrs*	*9 hrs*	*9 hrs*

GOAL #4

Support student engagement and create a safe and positive learning environment.

Related State Priorities:
☐1 ☐4 ☐7
☐2 ☐X 5 ☐8
☐3 ☐K 6

Local Priorities:
☐
☐

Specific Annual Actions to Achieve Goal

- Notify parents of their child's attendance and provide positive reinforcement and supports to encourage a high rate of attendance.
- Continue to provide student expectations designed to promote positive behaviors, and utilize a system for acknowledging and encouraging appropriate behaviors. Staff and school administration will have a clear understanding of how behaviors will be managed in the classroom, develop a plan to apply consistent consequences, and create a system for collecting and reviewing data to determine the success or required modification of the approach.
- Generate sufficient net income to build cash reserves and/or continue to make improvements in facilities.
- Implement an attendance improvement process supported by office support staff that will monitor truancy and chronic absenteeism using a new student information system, Illuminate. Teachers and school administrators will also intervene through various parts of the process.

Expected Annual Measurable Outcomes

***Outcome #1**: The school will increase average daily attendance.*
***Metric/Method for Measuring**: Average daily attendance rate.*

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	*95%*	*94%*	*95%*	*96%*	*96%*	*96%*

Outcome #2: The school will ensure that there are few suspensions and expulsions for all subgroups. ***Metric/Method for Measuring***: Suspension and expulsion rates for each subgroup.						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	*<5% suspension 0% expulsion*	*<5% 0%*	*<5% 0%*	*<5% 0%*	*<5% 0%*	*<5% 0%*
English Learners	*<5% suspension 0% expulsion*	*<5% 0%*	*<5% 0%*	*<5% 0%*	*<5% 0%*	*<5% 0%*
Socioecon. Disadv./Low Income Students	*<5% suspension 0% expulsion*	*<5% 0%*	*<5% 0%*	*<5% 0%*	*<5% 0%*	*<5% 0%*
Foster Youth	*<5% suspension 0% expulsion*	*<5% 0%*	*<5% 0%*	*<5% 0%*	*<5% 0%*	*<5% 0%*
Students with Disabilities	*<5% suspension 0% expulsion*	*<5% 0%*	*<5% 0%*	*<5% 0%*	*<5% 0%*	*<5% 0%*
African American Students	*<5% suspension 0% expulsion*	*<5% 0%*	*<5% 0%*	*<5% 0%*	*<5% 0%*	*<5% 0%*
American Indian/Alaska Native Students	*<5% suspension 0% expulsion*	*<5% 0%*	*<5% 0%*	*<5% 0%*	*<5% 0%*	*<5% 0%*
Asian Students	*<5% suspension 0% expulsion*	*<5% 0%*	*<5% 0%*	*<5% 0%*	*<5% 0%*	*<5% 0%*
Filipino Students	*<5% suspension 0% expulsion*	*<5% 0%*	*<5% 0%*	*<5% 0%*	*<5% 0%*	*<5% 0%*
Latino Students	*<5% suspension 0% expulsion*	*<5% 0%*	*<5% 0%*	*<5% 0%*	*<5% 0%*	*<5% 0%*
Native Hawaiian/Pacific Islander Students	*<5% suspension 0% expulsion*	*<5% 0%*	*<5% 0%*	*<5% 0%*	*<5% 0%*	*<5% 0%*
Students of Two or More Races	*<5% suspension 0% expulsion*	*<5% 0%*	*<5% 0%*	*<5% 0%*	*<5% 0%*	*<5% 0%*
White Students	*<5% suspension 0% expulsion*	*<5% 0%*	*<5% 0%*	*<5% 0%*	*<5% 0%*	*<5% 0%*

Outcome #3: The school will maintain low chronic absenteeism. ***Metric/Method for Measuring***: *School-wide chronic absenteeism rate.*						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	*7%*	*<10%*	*<10%*	*<10%*	*<10%*	*<10%*

Outcome #4: The school will maintain adequate facilities. ***Metric/Method for Measuring***: *Overall facilities rating on SARC.*						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	*Good*	*Good*	*Good*	*Good*	*Good*	*Good*

SELF-MOTIVATED, COMPETENT, LIFE-LONG LEARNERS

CWC 2'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 of core beliefs, backed by our explicitly defined goals, which support the realization of these beliefs. Each of these is currently being successfully implemented

at CWC 2.

Students have clear – and high – expectations; they 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, 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. CWC 2 has set high expectations for student learning, grounded in state and national standards. We will regularly assess progress towards meeting them, celebrate milestones along the way, and provide supplemental instruction as needed.

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. CWC 2 will implement project-based learning as one of our core instructional technique. As students mature in the upper grades, they 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 achievement: Assessment provides a means to identify achievement, progress, and deficits in student learning, as well as strengths 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. CWC 2 implements clear goals for student learning, administers standards-based assessment, and monitors progress toward meeting those goals.

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 standards – similarly grows in perspective from the local neighborhood to the city, state, nation, and world. The remarkable diversity of our neighborhood offers an incredible opportunity that has not been fully realized. CWC 2 enrolls a student body that is diverse racially, ethnically, and socio-economically. One of the core tenets of our school design is diversity. CWC 2 has demonstrated an ability to attract and retain a diverse student population that mirrors the surrounding diverse community. CWC 2 implements instructional practices, such as project-based learning, small group work, and peer review that provide opportunities for students to collaborate among their peers.

Students have opportunities to develop and demonstrate understanding among the multiple intelligences: As discussed in this petition regarding the research of Howard Gardner, a comprehensive academic program should support the development of students' capacity across the spectrum of intelligences. CWC 2 implements a rich instructional framework that supports students in developing 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. CWC 2 offers music, P.E. and art to develop musical, bodily-kinesthetic, and spatial intelligences.

Teachers will be 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 CWC 2 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 in our school and at other schools, and to consistently be learners themselves in the context of our school community. CWC 2 implements a robust professional development program that embodies our theories of how learning best occurs. Regularly scheduled shortened days allow for frequent professional development in addition to ongoing coaching and observation. Our professional development, both during our early release days and our Summer Institute, often includes outside educators and trainers who provide specific subject area expertise aimed at supporting our teachers' learning within a particular subject area. Additionally, CWC 2 has developed a weekly schedule that has ample common planning time, which allows for a great deal of collaboration amongst peers. To support their ongoing learning, CWC 2 teachers access rich professional resources, allowing teachers to draw from these to supplement their curricular maps. Our professional resources, in addition to the core curricular materials we use, make certain that our program is as innovative and as rigorous as possible in meeting all state standards. Our professional resources are regularly updated to ensure CWC 2 is drawing from the most current research and body of curriculum to execute our model of instruction.

INSTRUCTIONAL DESIGN

CWC 2 implements curriculum based on proven models within our CWC Los Angeles network of schools as well as some of the leading schools in California and beyond. Our instructional framework (curriculum and instructional strategies) is 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 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, potential, and values that reflect our individual responsibility as citizens of the world in which we live.

EDUCATIONAL THEORIES AND RESEARCH

CWC 2 has developed and successfully implemented our instructional framework with the end goal of laying the foundation so that students graduate from high school equipped not only to survive but to thrive in the 21st century. First, we have selected curricular resources that align with the Common Core State Standards and the Next Generation Science Standards. For the subjects that are not yet available by these standards, we have chosen curricular programs that both: (1) are specifically aligned with the California State Standards; and (2) are likely to support the development of the 21st century skills articulated 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 discussed in more detail later in this section.

- BALANCED LITERACY**,** with its emphasis on authentic reading and writing of text, supports the capacity for effective oral and written communication.
- PROJECT-BASED LEARNING develops the capacity to collaborate across networks and

lead by influence. Students work in groups with and without identified leaders. In whole class projects, they work within and across small groups. Within those groups are other students whose backgrounds are substantially different from their own.

- RICH REPERTOIRE OF INSTRUCTIONAL STRATEGIES that CWC 2 teachers employ and that require very different responses from students. These demands prod them to develop agility and adaptability.

In addition, CWC 2 emphasizes Howard Gardner's Multiple Intelligence Theory, embracing the notion that an educated person in the 21st Century is one who has developed a broad range of skills and interests across each of Gardner's eight areas of intelligence.

As Gardner explains: "I believe the human cognitive competence is better described in terms of a set of abilities, talents or mental skills, which I call Intelligences. All normal individuals possess each of these skills to some extent; individuals differ in the degree of skill and in the nature of their combination…Intelligences always work in concert, and any sophisticated adult role will involve a melding of several of them." (*Gardner, Multiple Intelligences: New Horizons, 2006)*

Gardner has identified eight areas of intelligence:

1. Linguistic Intelligence involves sensitivity to spoken and written language, including the ability to use language to accomplish certain goals; to listen perceptively and read critically; to learn languages; to express one's self persuasively or poetically.
2. Logical-Mathematical Intelligence is most often associated with scientific and mathematical thinking: the ability to detect patterns, reason deductively, and think logically, conceptually, and abstractly; the interest in experimentation, puzzles, investigations, and cosmic questions.
3. Musical Intelligence involves the capacity to distinguish the whole realm of sound and, in particular, to discern, appreciate, and apply the various aspects of music (pitch, rhythm, timber, and mood), both separately and holistically.
4. Bodily-Kinesthetic Intelligence involves the ability to use one's body in highly differentiated and skilled ways, for both goal-oriented and expressive purposes; the capacity to exercise fine and gross motor control of one's body.
5. Spatial Intelligence involves the ability to accurately perceive the visual world and to re-create, manipulate, and modify aspects of one's perceptions, even in the absence of the relevant visual stimuli.
6. Interpersonal Intelligence relates to the ability to work cooperatively and to communicate, verbally and non-verbally, with other people; the insight to understand others' intentions, motivations, and desires; and the judgment to recognize the biases underlying sources of information.
7. Intrapersonal Intelligence involves the ability to understand oneself; the motivation and focus to study independently; the wisdom to reflect.
8. Naturalist Intelligence involves the ability to recognize, collect, analyze, and classify plants, minerals, animals, flora, fauna, and even cultural objects such as cars and sneakers. Those who excel in Natural Intelligence exhibit a greater sensitivity to nature and their place within it, the ability to nurture and grow things, and care for animals.

Our Instructional Framework is comprised of two core components: Curriculum Planning and Instructional Strategies. The first subsection below provides more description of CWC 2's approaches to curriculum planning including alignment with national and state standards, curriculum design, and selection of curriculum resources.

RESEARCH-BASED INSTRUCTIONAL PROGRAM HAS SUCCEEDED WITH SIMILAR POPULATIONS

In designing our Instructional Framework, we have drawn on the experience and learning of CWC 2, as well as other schools in our CWC Los Angeles network. 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 other CWC Los Angeles schools, North Oakland Community Charter School, and Larchmont Charter School 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 5thgraders met or exceeded 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.[13]

Our student population is highly diverse. Our students arrive at our school with a varied set of strengths and challenges in addition to racial, socio-economic and cultural diversity. Our instructional approach assumes that it is our job to learn about our students via the assessments and assessment practices presented in Element 2 and Element 3, as well as through ongoing observations of student work and students at work. Our curriculum planning process, detailed below, considers what we know about past student performance in relationship to the standards that they are to master. Our flexible instructional strategies, also presented below, allow us to be responsive to student needs as revealed by assessment and observation.

All aspects of our curriculum are carefully designed and based on extensive research supporting our choices as "best practices." Further, we have collaborated extensively with similar schools that educate a mixed-socioeconomic status population with similar curricula to ours and have recognized tremendous success in their initial years of operation. Our collaborations have included Larchmont Charter School, The City School, Summit Prep (in the Bay area), and High Tech High (in the San Diego area). Our collaboration has included sharing resources, school visits, staff collaboration and other initiatives. Our primary focus is collaborating with the other schools in the CWC Los Angeles network. As such, CWC 2 participates in the organized and regular collaboration sessions and professional development series with the other CWC Los Angeles schools.

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 <u>all</u> children can succeed and achieve 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.

CURRICULUM AND INSTRUCTION

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13 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 in both public and private school settings.

The following subsections present CWC 2's approach to curriculum and instruction. 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

CWC 2 aligns all curriculum planning with the CCSS and the NGSS. English Language Arts and Mathematics curricula are aligned to the CCSS in ELA and Mathematics. Science (and to the degree it is relevant in other content areas), align with the Next Generation Science Standards. Social Studies and other content areas focus primarily on the California State Standards with references to the Common Core State Standards.

In grades 6-8, CWC 2 has elected to follow the preferred Integrated Science pathway recommended by the California State Board of Education. This integrated sequence allows students to develop a deep understanding of the connections between the various science disciplinary core ideas.

"BACKWARDS DESIGN" OF CURRICULUM

CWC 2 teachers plan units of study collaboratively with an emphasis on mastering the CA State Standards using the 'backwards 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 CCSS, teachers will determine a 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? 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 are shaping their standards-based instruction into larger projects and thematic units, it is essential that they assess mastery in an explicit way. Teachers assess throughout the unit of study using a variety of methods including both formative and summative assessments. Methods include quizzes or tests aligned with the style students 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 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 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 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 learners and students with special needs). Teachers 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 continuously assess their own efficacy and impact with individual students in the classroom utilizing specific data and analysis of sub-groups. Our instructional program is driven by student data gathered by the teachers in order to make informed decisions about assessment, curriculum, pedagogy, and student services. Teachers continuously look at student work and questions in order to inform, structure, and refine their instructional practice. Based on concepts of "action research," teachers are trained to take an analytical approach to teaching and learning. Teachers act as researchers in their classrooms to test hypotheses, gather data, and draw conclusions about their instructional practices. Teachers are then expected to base their pedagogical decision-making on collective research and to share best practices regularly both within their grades and across grades. In addition, teachers are able to draw upon the extensive planning and materials already developed by teachers from the other CWC Los Angeles schools. In effect, our teachers form a true community of learners as they take a more reflective and analytical approach to their instruction.

Student Portfolios can play an important role in this process. Once data is gathered through formal assessments, teachers dig deeper into 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 and 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 insight 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 CWC 2 will utilize 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 participate in guided professional development during the Summer Institute and frequent portions of the on-going professional development blocks.

Furthermore, we 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. CWC 2 ensures 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 AND MATERIALS

CWC 2 currently uses the following materials aligned with the California State Content and Performance Standards, including CCSS, to deliver the curriculum. In years ahead, resource selection may change upon a thorough review of curriculum options. All curricular and instructional materials will be aligned to state content and performance standards, including CCSS.

TK-8 Curricular and Instructional Materials		
Subjects	**Chosen Curriculum & Texts**	**Relationship to State Standards / Common Core / NGSS**
Language Arts	The Continuum of Literacy Learning (TK-8); Fundations Phonics and Word Study (TK-3); Fountas and Pinnell Phonics and Word Study (TK-3); Words Their Way (TK-5); Units of Study for Teaching Reading (TK-5); Comprehension Toolkit (TK-5); Units of Study in Opinion; Information and Narrative Writing (TK-8); Foundations of Grammar (TK-5); teacher-developed curricular materials	State Board Adopted Materials, CCSS Aligned
English Language Development	Specially Designed Academic Instruction in English ("SDAIE"); Sheltered Instruction Observation Protocol ("SIOP"); Seeds of Science/Roots of Reading; Teaching for Understanding; teacher-developed curricular materials	CCSS Aligned
Mathematics	Cognitively Guided Instruction (TK-5), Everyday Mathematics (TK-5); Connected Mathematics Project (6-8); Mathematics in Context (6-8); teacher-developed curricular materials	CCSS Aligned
Science	FOSS Kit + Science Resources book, FOSS Next Generation (TK-5); Investigating and Questioning our World through Science and Technology ("IQWST," 6-8); teacher-developed curricular materials	Aligned to NGSS
History / Social Science	Teaching for Understanding ("TFU"); History Alive! (6-8); teacher-developed curricular materials	The TFU planning template requires teachers to explicitly name the CCSS ELA, Math and CA State Content Standards that are integrated in each unit
Physical Education, Health	Playworks Game Guide (TK-8); teacher-developed curricular materials	Aligned to state content and performance standards

CWC 2 respects teachers and wishes to empower them to be the most effective educators possible. Therefore, purchased curricular materials are a basis upon which teachers build. During the blocks of time when subject-specific lessons occur, teachers 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 Informed Instruction), and lessons need to be customized to suit the learning needs of individual students (Differentiated Instruction). In order to implement both Data Informed and Differentiated Instruction, teachers receive professional development experiences and administrative guidance in designing purposeful assessments, making objective observations, and adjusting instruction and curriculum to best serve student needs.

We have chosen the following curricular programs, with the following curricular progression and skills that are aligned to CCSS and state standards, to form the core basis of our instruction:

Elementary School Grades

LITERACY**:** As the CA ELA/ELD framework outlines, "All teachers with EL students in their classrooms will use the CA ELD standards to determine how to support their students in achieving the CCSS for ELA/Literacy and the content standards specific to each discipline." We employ an asset-based lens (i.e., looking at strengths) towards multilingualism that linguistically and culturally diverse students bring to school. We support students in maintaining their primary language, as it serves as both an asset and a connection to their homes and communities while continuing to develop their skills in English as an additional language. CWC 2 uses a high quality curriculum to provide standards-based instruction in all areas of literacy. The following curricular materials are used to teach reading and writing:

- The Continuum of Literacy Learning, TK-8 (Heinemann): The Continuum of Literacy and Learning is fully aligned with the CCSS. 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 continually 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 Continuum provides the framework for teaching expectations. In other parts of Element 1, we provide additional information on the instructional techniques that are used to teach the objectives outlined in the Continuum and specifically selected based on assessment of student performance.

The primary resources to teach these objectives and to allow for student practice come from our book libraries. CWC 2 has book libraries comprised of leveled texts and literature. Our leveled reading library is composed of collections from Fountas and Pinnell Leveled Books,[14] in addition to balanced literacy publishers such as Wright Group, Rigby and Scholastic.

In kindergarten and grade 1, teachers rely primarily on leveled readers and large-scale print from big books and charts. Students in grades 2-5, in addition to the leveled readers, participate in literature units. In all cases, the units are based on Common Core State Standards and draw extensively on the types of text, (e.g. expository, historical fiction, realistic fiction) as required by Common Core and California State Standards.

Students read, listen to, analyze and enjoy a wide variety of texts. The texts vary with the unit of study, and teachers access those texts from school bookroom, classroom libraries and online resources. Over the course of the year, this rich selection includes a wide variety of both fiction and non-fiction genres including literature, newspaper articles, and multiple forms of poetry. What remains consistent is that more complex texts are utilized for read aloud and shared reading in which the teacher provides more support so that students can engage with more difficult texts. Students read grade-appropriate texts in literature circles and independent reading.

- A Curricular Approach for The Writing Workshop (TK-8): The detailed curricular plans for each grade (TK-8) 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, 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. For our purposes, we focus on the writing strand and its College and Career Readiness Anchor Standards. The College and Career Reading Anchor Standards are identical across grades and are translated into grade-specific standards that present grade-appropriate end-of-year expectations. The *Curricular Plan for The Writing Workshop* indicates which month-long unit(s) address each one of these grade-specific standards.

- The Units of Study for Teaching Reading (TK-5): This series is a grade-by-grade curricula in reading designed to meet ambitious 21st century global standards, and is designed by Lucy Calkins and her colleagues at the Teachers College Reading and Writing Project. Drawing on learning gleaned from decades of research, curriculum development, and working shoulder-to-shoulder with students, teachers, and school leaders, this reading series is rooted in the Project's best practices. It includes state-of-the-art tools and methods for teaching reading, undergirded by the Project's learning progressions in reading for literature and informational texts.

The overarching goal for TK-8 English Language Arts instruction is to ensure that students are able to develop and utilize improved communication skills, vocabularies, and writing abilities in an authentic manner. Using the ELA/ELD Framework as a guide, teachers organize instruction around the five key themes:

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14 http://www.fountasandpinnelleveledbooks.com/

- Meaning Making
- Language Development
- Effective Expression
- Content Knowledge
- Foundational Skills

These crosscutting themes signify the interrelated nature of the strands of both sets of standards and present them in an integrated context. Emphasis is placed on building and strengthening a balance of all of the English Language Arts skill sets, all aligned to the CCSS, in listening, speaking, reading, researching, and writing, and instruction. The ELA curriculum is designed to provide a broad range of instruction in reading, literature, writing, listening and speaking, and language conventions.

These also emphasize the writing process necessary for clear and effective academic writing, as students work in various genres from narratives to research papers. Students become familiar with the elements and techniques of literature, including plot, setting, character, narrator and voice, theme, irony, foreshadowing, and symbolism. They learn to become literary critics of poetry, drama, short stories, and novels. These efforts are supported by grammar and vocabulary practice. Use of inquiry and the discovery process encourages students to fully challenge and engage their diverse learning styles. This experience-centered approach mirrors the learning required at the college level and in real life.

Across grades TK-3, ELA skills and content are addressed both in the regular classroom and in small, multi-age reading groups. Reading groups support the early development of phonemic awareness, phonics, and fluency. Classroom teachers integrate additional focus on vocabulary and comprehension with reading and writing instruction across the curriculum.

ELA in grades 4-5 incorporates literature circles and reader's workshop approach to further develop vocabulary and comprehension with both fiction and nonfiction. In addition, students start to explore meaningful outputs of effective expressions by engaging in activities with authentic audiences utilizing strategies such as Reader's Theater, playwriting, filmmaking, and storytelling.

MATHEMATICS: The math model that is implemented allows for teachers to facilitate learning around the grade level mathematical content standards while putting the Mathematical Practices of the CCSS at the forefront of the work. Curriculum tools are carefully designed to build on these skills, giving students' opportunities to make sense of problems and persevere in solving them through multi-day, rich mathematical problems. An example of such a tool includes Everyday Math, which contains a number of features that distinguishes it from other math curriculum. These features include:

- Real-life Problem Solving
- Balanced Instruction
- Multiple Methods for Basic Skills Practice and Computational Fluency
- Emphasis on Communication
- Enhanced Partnerships Between Families and School

Additionally, Cognitively Guided Instruction ("CGI") problem solving is incorporated throughout our math instruction. CGI is an educational philosophy that capitalizes on over 20 years of research showing that students come to school with rich informal systems of mathematical knowledge and problem-solving strategies that serve as a basis for learning mathematics. CGI differs from rote instruction in that it puts the focus on students' mathematical thinking. Teachers

learning to use CGI strategies experience intensive professional learning about how to engage students in mathematical dialogue. As a result of CGI, students are empowered to explain their reasoning, justify their solution strategies, and thus build a deeper collective mathematical understanding.

The general progression of content skill development might look like:

- KINDERGARTEN**:** Students focus on two critical areas: representing and comparing whole numbers, and describing shapes and space. Students learn the number names and how to count in sequence, count objects, and compare numbers. They begin to understand that addition is putting together and adding to, where subtraction is taking apart and taking from.
- FIRST & SECOND GRADES**:** Students begin to represent and solve problems involving addition and subtraction within 20. Students work with addition and subtraction equations and extend their knowledge of the counting sequence. They develop their understanding of place value and the properties of operations to add and subtract. Students measure and estimate lengths in standard units and relate addition and subtraction to length.
- THIRD GRADE The focus shifts to multiplication and division. Students represent and solve problems involving multiplication and division within 100 and develop an understanding of the properties of multiplication and the relationship between multiplication and division. Students begin to solve problems involving the four operations, and identify and explain patterns in arithmetic. They develop an understanding of fractions as numbers, and solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- FOURTH GRADE: Students continue using the four operations with whole numbers to solve problems. They generalize place value understanding for multi-digit whole numbers and use place value understanding and properties of operations to perform multi-digit arithmetic. They extend understanding of fraction equivalence and ordering then build fractions from unit fractions by applying and extending previous understandings of operations. They learn to use decimal notation for fractions, and compare decimals and fractions.
- FIFTH GRADE: Students develop an understanding of the place value system. They perform operations with multi-digit whole numbers and decimals to hundredths. They use equivalent fractions as a strategy to add and subtract fractions. They apply and extend previous understandings of multiplication and division to multiply and divide fractions. In Geometry, they learn to understand the concept of volume and relate volume to multiplication and addition. They also begin to graph points in the coordinate plane to solve real-world and mathematical problems.

SCIENCE: The Full Option Science System ("FOSS") learning modules created for California are utilized in grade levels when needed for interdisciplinary projects. Delta Education has revised the FOSS kits to align with the Next Generation Science Standards. Since the FOSS NGSS kits align with many social studies, language arts, and mathematics standards, their use ensures that students are taught a curriculum that meets California expectations for science education. In addition, FOSS incorporates strategies for taking advantage of opportunities to exercise math skills and practice some language skills in the context of science.

The FOSS system supports our constructivist model as it is based on the idea that the best way for students to appreciate scientific enterprise, learn scientific concepts and develop the ability to think critically is to actively construct ideas through their own inquiry, investigation, and analysis.

This mode of learning science creates students who are engaged with the scientific process of learning, which requires questioning, investigating, and analyzing.

In addition, the FOSS investigations are supported by science texts. Instead of beginning with text, FOSS science texts are intended to be read after initial investigations. A rich database of books for download and other supplementary materials, *FOSS Science Stories*, is available online for schools and school districts that use the FOSS system. Included in these materials are:

- Historical and biographical readings
- Fictional tales, myths, and stories about kids doing interesting things with science principles in an interesting context
- Expository reading to add detail and to extend the knowledge gained from direct experience
- Technical readings in which students follow instructions or technical explanations of scientific principle
- It further supports literacy through expository writing, final assessments and oral reports

The CWC 2 science curriculum is, at its core, inquiry-based. Students engage in science via exposure to real world concepts and cross-curricular themes, and regularly apply critical thinking skills and test new ideas and hypotheses through labs and experimentation. Specific content includes physical science, life science, and earth systems science. Students learn to explore the world around them through an inquiry-based approach. Across all grade levels, students ask questions, make observations and discoveries, gather data, analyze explanations, and communicate results and scientific arguments. The program is fully aligned to the Next Generation Science Standards.

With our constructivist approach to curriculum development and instructional strategies, and through our unique constructivist framework, the science curriculum and scientific thinking are woven effectively throughout the curriculum and integrated meaningfully with ELA, mathematics, and social studies curriculum.

At the elementary level, students engage in scientific exploration and observation through hands-on, integrated projects. Supporting instruction with FOSS kits, teachers develop thematic projects to address all of the standards content. Emphasis is placed on developing scientific methodology at increasing developmental levels.

Methods of all science courses include the tools of science (e.g., technology, hands-on materials) and support development of the reading, writing, analysis, and communication skills students need to become science-literate. Students tackle problems and challenges in science in varied ways (e.g., investigations, models), using critical thinking and problem solving to reach decisions grounded in knowledge and logic.

The general progression of content skill development might look like:

- K: Materials and motions, trees and weather, and animals two by two
- GRADE1**:** Sound and light, air and weather, and plants and animals
- GRADE 2: Solids and liquids, pebbles, sand and silt, and insects and plants
- GRADE 3: Motion and matter, water and climate, and structures of life
- GRADE 4: Energy, soil, rocks and landforms, and environments
- GRADE 5: Mixtures and solutions, earth and sun, and living system

SOCIAL STUDIES: Teachers use the "backwards design" method, beginning with identifying the state standards to be addressed, and determining which elements of the standards-based textbook they use and which elements would be better taught by supplemental materials. Curriculum planning maps will be revised on an on-going basis through teacher work groups and based on student assessment results.

The History/Social Studies curriculum at CWC 2 is based on California content standards and aims to provide students with rigorous, inquiry-based, and experience-centered lessons and classes that allow students to acquire core knowledge in history and the social sciences. At all grade levels, students work to "think like historians and social scientists" so they recognize connections to the present and the past in order to reach a greater understanding of themselves and the world around them.

At the elementary level, social studies is integrated across the curriculum through a project-based approach. Addressing all content standards, students study and explore themes and concepts of history, economics, and the broader social sciences by engaging in life-based activities, re-enactments, field trips, and research projects. Strong emphasis is placed on the integration of reading and writing skills across the curriculum through the use of first source materials, emphasis on comprehension skills for nonfiction, and research strategies.

The inquiry unit through lines is based on the themes outlined in the CA History/Social Science Standards:

- KINDERGARTEN: Community and relationships
- GRADE ONE: Citizenship
- GRADE TWO: Culture
- GRADE THREE: Change and impact
- GRADE FOUR: Perspectives (focus on California history)
- GRADE FIVE: Design (focus on United States history and geography)

VISUAL AND PERFORMING ARTS: CWC 2 hires individuals/companies for our performing arts instruction. These individuals/companies provide necessary equipment and materials as well (e.g., musical instruments). We facilitate visual arts instruction through available materials and supplies (paper, paints, pencils, scissors, etc.). As our school grows and space permits, we are seeking to establish a comprehensive art studio with appropriate resources tied to state grade-level standards.

HEALTH AND PHYSICAL EDUCATION: The goal for the physical and health education curriculum is to promote healthy lifestyles among students and their families through the development of positive physical and mental habits. The physical education and health curriculum covers the following strands: movement skills and knowledge, self-image and personal development, and social development. In addition to the development and enhancement of physical skills, human development is a central part of the health curriculum.

The physical education program at CWC 2 emphasizes individual motor skills, fitness and good sportsmanship. Students in grade five participate in the standardized Physical Fitness Testing, and the California Fitnessgram, which includes aerobic capacity, body composition, abdominal strength, trunk extension strength, and upper body strength and flexibility.

Age-appropriate health education lessons will be incorporated into the academic curriculum taught by the physical education teacher. As part of health education, students in grades K-5 will learn about maintaining proper health by developing responsible lifelong habits in and out of

the classroom. The knowledge and skills important for students to know and do include: types of food and nutritional values, exploration of food labels, eating patterns among certain cultures, long-term consequences of dietary habits, variables that affect dietary requirement, such as age, amount of activity level, weight and other health conditions.

SOCIAL AND EMOTIONAL LEARNING: CWC 2 believes that Social and Emotional Learning ("SEL") is integral to academic success. A number of tools have been blended together to create a SEL program that specifically develops skills in:

- Self-recognition and self-management of one's emotions
- An understanding of others including empathy and perspective-taking
- Decision making, problem solving and resolving conflict

Mindfulness is at the core of this program. Through designated SEL sessions and in an environment dedicated to social and emotional intelligence, children are learning how to be happier and healthier, working and learning effectively.

Social and emotional learning materials includes the Cool Tools Tool Box and supplementary curriculum resources such as Second Step. Some assessments such as the Devereux Student Strengths Assessment ("DESSA") are used to monitor student progress in this area.

TRANSITIONAL KINDERGARTEN: We believe that students who are enrolled in Transitional Kindergarten ("TK") should have time and space to develop intellectual and social-emotional skills and abilities so that they have a solid foundation and are confident to begin Kindergarten the following year. When justified by enrollment, we have a separate TK classroom and curriculum so that we can meet the needs of each individual student and create a cohesive classroom community. During this TK year, students will be working towards the Kindergarten standards, using age and developmentally appropriate instructional strategies, and Kindergarten curriculum materials.

Secondary School Grades

Course sequence
All courses in the CWC 2 grade 6-8 program meet state standards in every content area. Curriculum planning will ensure that units and lessons will be designed to ensure that state standards are taught to every student. The course sequence has also been designed to ensure that all appropriate state standards are taught in each grade level. The course sequence is:

	Courses		
	6th Grade	**7th Grade**	**8th Grade**
English Language Arts/ Social Studies	6th Grade ELA/ Ancient History	7th Grade ELA/ World History	8th Grade ELA/ United States History
Mathematics/ Science	6th Grade Mathematics/ 6th Grade Integrated Science	7th Grade Mathematics/ 7th Grade Integrated Science	8th Grade Mathematics/ 8th Grade Integrated Science

CWC 2 provides an Integrated Science Curriculum for grades 6-8, following the curricular recommendations of the California State Board of Education. In the Integrated Pathway, Disciplinary Core Ideas are sequenced to build understanding across the traditionally

segregated science disciplines of life science, earth and space science, and physical science, creating connections across topics through the Cross Cutting Concepts.

CWC 2 Mathematics classes for grades 6-8 follow the Common Core State Standards for Mathematics, which offer all students access to fundamental algebraic concepts by the end of 8th grade. In recognition of the significance of algebra mastery as a corollary to high school graduation, our teachers ensure that all students have achieved appropriate algebraic skills in algebra in eighth grade to be prepared for the subsequent high school mathematics standards.

In grades 6-8, all students take Spanish and Physical Education in addition to their core academic courses. Additionally, students have the ability to choose an elective course each year. Electives course offerings will vary year to year based on student interest and teacher availability, and options range from Visual Art, Dance, and Chorus to Computer Science and Robotics.

Instructional Materials and Assessments

Curriculum materials for each content area for 6th-8th grades are chosen based on the process described elsewhere in this charter (e.g., backwards design, alignment with Common Core State Standards, differentiating instruction, etc.).

In the descriptions below, we describe a set of subject-specific curricular programs that are aligned to the state standards and that provide the foundation for CWC 2's educational program. As described above, CWC 2 wishes to empower teachers to be the most effective educators possible, and, therefore, purchased curricular materials are used as a basis upon which teachers will build. During the blocks of time when subject-specific lessons occur, teachers draw upon the resources described below and other resources they deem appropriate for their students.

ENGLISH LANGUAGE ARTS (CORE): As noted in the introduction of the CCSS for ELA/Literacy, the standards "insist that instruction in reading, writing, speaking and listening and language be a shared responsibility within the school." Therefore, ELA is taught in all content areas: Science, Social Studies, and Math. In addition, courses in English and Writing are offered as well. We use an integrated and interdisciplinary approach. We use units of study that are aligned to the Common Core State Standards for ELA. The curriculum engages students to comprehend literary works and informational materials of increasing length and complexity and emphasize evidenced-based writing.

ELA in grades 6-8 builds off of the strong program in elementary grades by incorporating literature circles and a reader's workshop approach to develop vocabulary and comprehension with both fiction and nonfiction. Specific attention is focused on teaching students to select and utilize specific evidence from text. Additionally, in the upper grades, ELA teachers devote considerable time to support students in developing argumentative and information pieces of writing that effectively link a student's claim and supporting evidence with coherent reasoning. Beyond written works, students participate in lively debates utilizing the tools and approaches for the speech and debate.

MATHEMATICS (CORE): In order to achieve the Common Core State Standards in Mathematics for grades 6-8, we utilize two comprehensive curricular programs: The *Connected Mathematics Project* ("CMP") and *Mathematics in Context* ("MiC"). Both are nationally recognized, inquiry-based mathematics programs that develop both conceptual and procedural mathematical understanding through a hands-on, investigative approach to learning. These curriculum tools provide opportunities for students to work together to develop understanding of mathematical

concepts, connect concepts to prior knowledge and apply them real-life situations. In our TK-5 mathematics program at CWC 2, we design mathematics experiences for our students that allow them to develop the Mathematics Practices of the CCSS. These curricula are carefully designed to build on those skills, giving students' opportunities to make sense of problems and persevere in solving them through multi-day, rich mathematical problems.

The general progression of content skill development looks like:

- SIXTH GRADE: Students apply and extend previous understandings of multiplication and division to divide fractions by fractions, and of numbers to the system of rational numbers. They learn about ratio concepts and use ratio reasoning to solve problems. They apply and extend previous understandings of arithmetic to algebraic expressions, reason about and solve one-variable equations and inequalities and represent and analyze quantitative relationships between dependent and independent variables.
- SEVENTH GRADE: Students apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers. They learn to analyze proportional relationships and use them to solve real-world and mathematical problems. They use properties of operations to generate equivalent expressions and solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- EIGHT GRADE: Students work with radical and integer exponents. They develop their understanding of the connections between proportional relationships, lines, and linear equations. Students analyze and solve linear equations and pairs of simultaneous linear equations. They define, evaluate, and compare functions and then use functions to model relationships between quantities.

SCIENCE (CORE): CWC 2 follows the NGSS Integrated Science Course Pathway that was recommended as the preferred model by the California State Board of Education in 2013. For these courses, we have chosen to use the IQWST curriculum units in addition to a variety of supplemental resources. These curriculum tools engage students in investigating questions relevant to their lives by conducting investigations; collecting and analyzing data; developing and using models to explain phenomena; and engaging in argument from evidence, all in a literacy and discourse-rich environment.

A sample of essential questions used in a middle grades science course might include:

- What can cause Earth's climate to change?
- What affects the energy flow through an ecosystem, population, and organisms and how are these connected?
- How do living things change over time?
- How are forms of energy affected and changed?

The general progression of content skill development might include:

- GRADE 6: Cells, Organisms, and Body Systems, Weather and Climate, Global Climate Change
- GRADE 7: Ecosystems, Natural Resources, Structure and Properties of Matter
- GRADE 8: Natural Selection, History of Earth and Space, Waves and Electromagnetic Radiation, Energy, Forces and Interactions

SOCIAL STUDIES/HISTORY (CORE): *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 contexts. 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, is that multiple intelligences have an important place in planning and delivering instruction. Third, is that the curriculum structure enables deep mastery of historical knowledge, concepts, and processes.

In grades six through eight, students focus on developing their historical and social sciences analysis skills in some of the following ways:

- In **Sixth Grade**, students expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students also analyze the interactions among the various cultures, emphasizing their enduring contributions and the links between the contemporary and ancient worlds.
- In **Seventh Grade**, students study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A. D. 500 - 1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students then study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.
- In **Eighth Grade**, students study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students will trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

SPANISH (NON-CORE): Students at CWC 2 take Spanish as a way to develop their listening, reading, speaking, and writing skills in a foreign language. Students acquire vocabulary and grammar to be able to express themselves in complete sentences and short paragraphs using the present and preterit tenses, and be able to use formations that allow them to discuss future action. Students also develop fluency skills with accurate pronunciation and intonation, while fostering an appreciation of Spanish-speaking cultures.

VISUAL AND PERFORMING ARTS (NON-CORE): Similar to the elementary school grades, in grades 6-8, CWC 2 hires individuals/companies for our arts instruction. These individuals/companies provide necessary equipment and materials as well. The curriculum provided in the visual and performing arts meets the broad course of study requirements.

HEALTH AND PHYSICAL EDUCATION (NON-CORE): The goal for the physical and health education curriculum is to promote healthy lifestyles among students and their families through the development of positive physical and mental habits. The physical education and health curriculum covers the following strands: movement skills and knowledge, self-image and personal development, and social development. In addition to the development and enhancement of physical skills, human development is a central part of the health curriculum.

The physical education program emphasizes individual motor skills, fitness and good sportsmanship. Students in grade seven participate in the standardized physical performance test, the California Fitnessgram, which includes aerobic capacity, body composition, abdominal strength, trunk extension strength, and upper body strength and flexibility.

Age-appropriate health education lessons are incorporated into the academic curriculum through the advisory program. Through Health and Advisory classes, students are also exposed to drug and alcohol awareness education to reinforce good decision-making and positive self-esteem.

SELECTION OF ADDITIONAL CURRICULAR MATERIALS

Teachers meet and advise the Co-Principals as to areas of need and recommended books and materials for the following year. The curricular purchases are 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 also draw on our experiences in prior years and at other CWC Los Angeles schools. CWC 2 assesses 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, indicates 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 being supplemented.

Curricular materials are also analyzed from the perspective of the whole educational program and in relation to lessons and assessments that would follow from curricular programs. Decisions are 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?[15]

Curriculum, materials, and instructional activities are selected by teachers, the Co-Principals, and relevant outside consultants (e.g., special education consultants) based on their relevance and appropriateness, 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 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 are developed in alignment with the stated goals and measurable student outcomes of CWC 2.

INTRUCTIONAL METHODS AND STRATEGIES

The following subsections present CWC 2's approach to instructional strategies. We begin by emphasizing our belief that teachers should have a repertoire of strategies at their disposal and offer 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 set of instructional techniques can be abstracted from the theory and proposed as a constructivist approach to teaching. Instead, teachers use instructional techniques flexibly to promote the construction of students' understanding.

The skilled teachers at CWC 2 utilize a rich repertoire of instructional strategies. In consideration of what s/he plans to teach and what students already know and previous instruction, s/he

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

selects the appropriate instructional technique. In addition to the project-based learning and balanced literacy methods presented below, methodologies 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.

TARGETED RE-TEACHING: When formal or informal assessments reveal that one or more student(s) are 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 allows for a variety of small group instructional methods by offering small group instructional support by the teacher while the assistant (where applicable) monitors independent work, partner games and activities, and technology-guided instruction throughout the classroom.

SMALL GROUP INTERVENTION: CWC 2 is intentionally designed to have a low teacher-to-student ratio to enable extensive small-group instruction every day. Teachers and teaching assistants (where applicable) 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. While 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, student-to-student tutoring is not the primary means for supporting students who are struggling academically. That remains the responsibility of the classroom teacher (supported by the Teaching Associate, where applicable). The teacher will monitor students' progress according to the assessments and assessment procedures outlined in Element 2 and Element 3.

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) confirms 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.

Teachers selected to join the faculty already have demonstrated skill in a variety of instructional strategies. CWC 2 supports the ongoing development of their pedagogical skill through extensive professional development and coaching.

CWC 2'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, CWC 2 enables teachers to 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.

BALANCED LITERACY

CWC 2 has adopted a balanced approach to teaching literacy. The instructional methodologies that make up that approach serve as a critical technique 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. The guide is divided into seven continua (Interactive Read Aloud and Literature Discussion; Shared and Performance Reading; Writing About Reading; Writing; Oral, Visual, and Technological Communication; Phonics, Spelling, and Word Study; and Guided Reading). In each category, the *Continuum* provides "behaviors and understandings to notice, teach and support."

At CWC 2, we teach those behaviors and understandings using a variety of instructional techniques. In this section, we describe the primary methods that CWC 2 uses to implement the *Continuum of Literacy Learning*—that is, balanced literacy techniques, including the workshop approach. In addition, teachers at CWC 2 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:

Readng

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 the upper grades, 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.

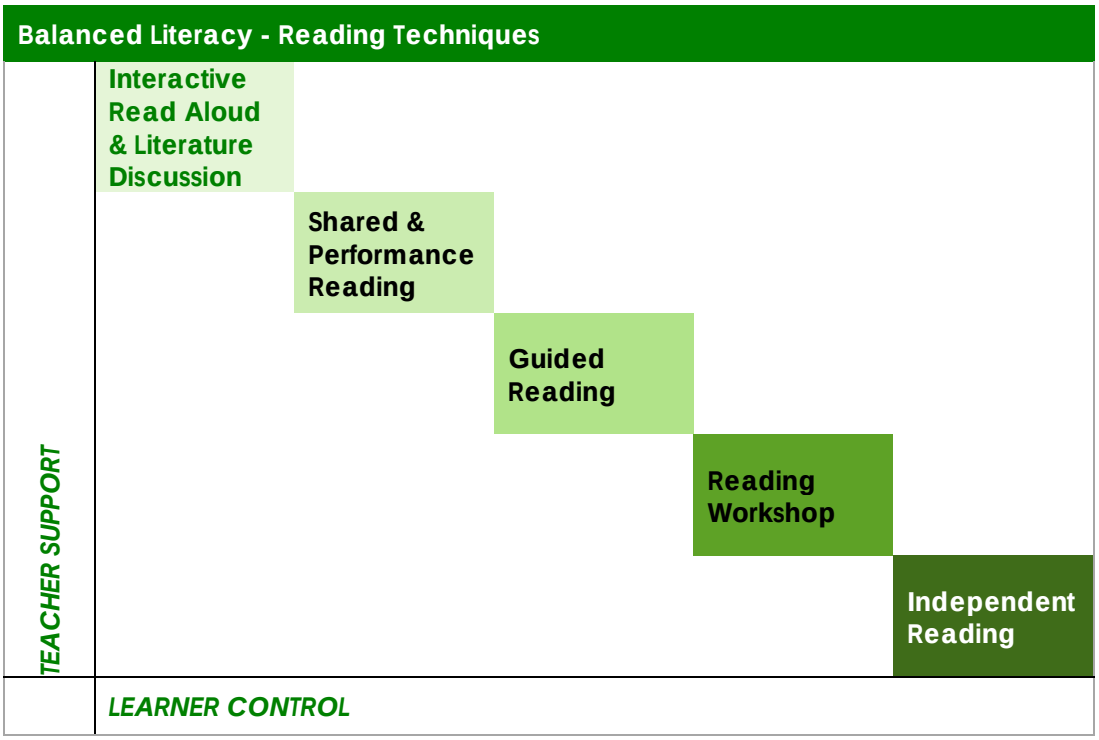
INTERACTIVE WRITING: This method is very similar to shared writing, with the addition of asking students to write some portion of the text. This technique is only used with beginning writers and focuses on the features of letters and words.

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

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.

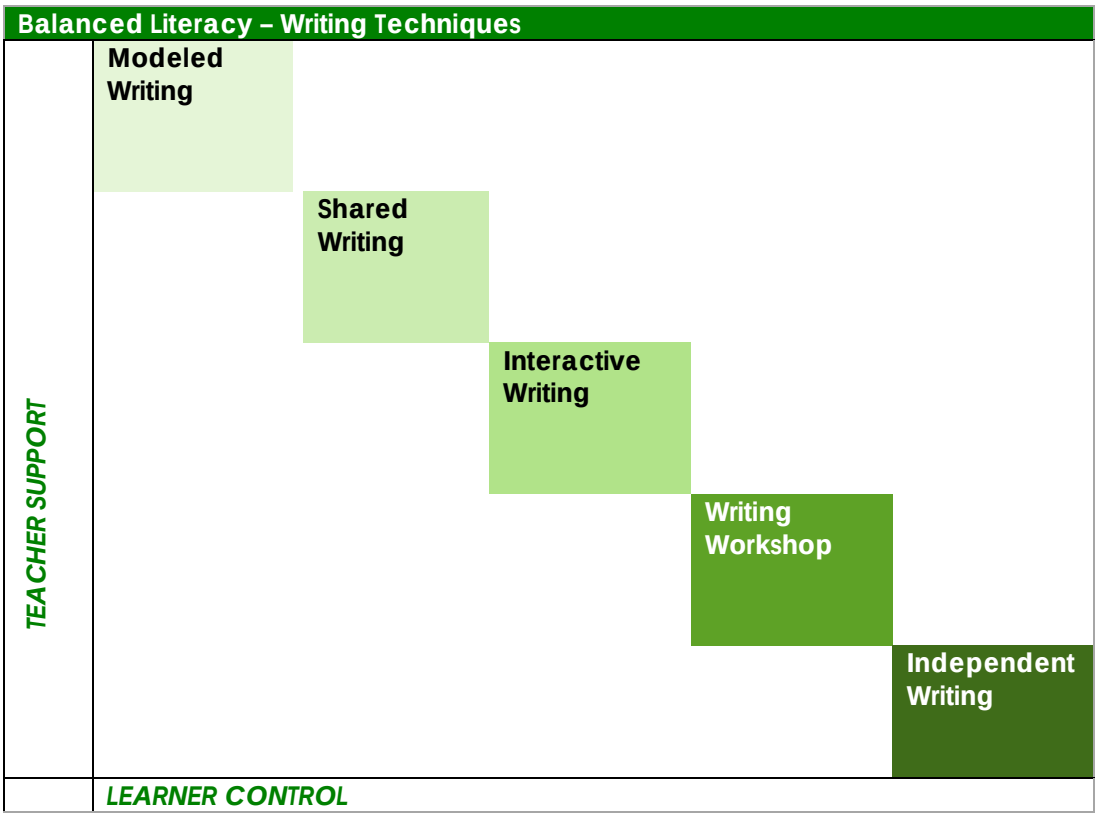
As such, the contexts vary according to the degree of teacher support and learner control. Fountas and Pinnell assert that, "each element requires a different level of support from the teacher and respects the level of control or independence of the children." (1996, p. 25.) The following figure *Balanced Literacy – Reading Techniques* illustrates this relationship. For example, while reading aloud, the teacher does the majority of the work and the students respond. (S)he 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 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, (s)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)



Source: created by Citizens of the World Charter Schools Los Angeles

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.



Source: created by Citizens of the World Charter Schools Los Angeles

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 transitional 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 2, similar to the other CWC Los Angeles schools, defines project-based learning as a curricular and pedagogical strategy that organizes students' mastery of state standards in the academic disciplines around projects. It is important to understand that project-based learning does not replace 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 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 EL and socioeconomically disadvantaged students, project-based learning takes on additional importance. The collaborative activities inherent to project-based learning provide ELs with systematic opportunities to improve their English language 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 CWC 2, 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 elsewhere in this charter.

Instructional Design of Projects

CWC 2 faculty 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 project based learning curriculum modules integrate content standards and learning outcomes across content areas, focused on real problems, compelling themes and topics, and are 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 gain and show understanding. Literacy and informational texts, the arts, writing, science, and mathematics all become powerful learning tools. Students build the 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 are 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 design projects that allow for greater opportunities for student responsibility, decision-making, and connection-building. Teachers' projects connect to the standards, consider cognitive and social development, build on prior years and feed into subsequent years for vertical articulation. Each project integrates Common Core and/or California State Standards across content areas. Teachers document the children's learning through note taking, pictures, tape recordings, and video.

When students work on projects, they use the resources detailed in this charter across the different core content areas and supplemental resources, as students produce their own questions and enhance their own learning via computer-based research, library research, and other resources. A project's central activities must involve the transformation and construction of knowledge (by definition: new understandings, new skills) aligned to CCSS 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.

CWC 2's teachers use preexisting curricular materials and also develop their own projects and lessons that are aligned to state standards. Their process follows 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," CWC 2'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 CCSS.

Projects are 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 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.
- Family and community cultures embedded in classroom and school life with families as partners in the educational process and extensive community involvement. (Epstein)

TEACHING FOR UNDERSTANDING

In creating its instructional project-based learning units, CWC 2 draws inspiration from the other CWC Los Angeles schools, as well as the planning resources and 21st century skills created by the Buck Institute of Education. CWC 2 relies on *Teaching for Understanding*, an educational pedagogy that uses the following four questions as a foundation for its framework:

- What topics are worth understanding?
- What about these topics needs to be understood?
- How can we foster understanding?
- How can we tell what students understand?

These same guidelines can be applied to teaching at all grade levels, even through higher education.

Curriculum development at the other CWC Los Angeles schools has taught our team about the importance of considering curriculum development in hiring decisions. We recognize the importance of hiring teachers who have an interest and passion in curriculum development and design. CWC 2 recruits and hires teachers whose skill sets and passions align with the need and design of our school. We know that some teachers find the work of developing curriculum intellectually exciting and professionally satisfying. These teachers are often stifled in schools that demand less personal responsibility and allow less professional judgment in curriculum decisions. We demand more of both and will seek to hire teachers accordingly.

The process for developing project-based learning units is as follows:

- The Co-Principal reviews the appropriate standards (including CCSS) and works to determine potential throughlines (themes that are carried throughout each project) so that (s)he can guide the work of teachers.

- Teachers are asked to become familiar with the standards and be prepared to discuss potential throughlines with their colleagues and to develop corresponding project-based learning units with their grade-level teams.

- In teacher teams, teachers determine their throughlines for the year in grades TK-5. To assist teachers in this work, CWC 2 draws upon the deep expertise and other project-based learning units from other CWC Los Angeles schools. Following are examples of throughlines that may be developed:

    - KINDERGARTEN: Learning about me and my community
    - 1st GRADE: Diversity and interdependence
    - 2nd GRADE: Why is change important? Why does change happen?
    - 3rd GRADE: Perspective
    - 4th GRADE: Influence of power
    - 5th GRADE: Systems

Given the increased rigor of content at the 6-8th grade level, each core teacher develops a series of throughlines for the course. For example, at the 6th grade level the Integrated Science course has throughlines of systems, patterns, and structure and function. Grade level teams come together at the beginning of the year and throughout the year to explore overlaps in throughlines and develop connected projects and lessons. Thus, when the 6th grade math classes use statistics to explore personal and group identity, the ELA classes explore identity through readings of personal narratives. Connections across disciplines are made explicit through teacher collaboration.

- Once a throughline is determined, teachers identify the number of projects to be implemented throughout the school year (for example: one project per trimester). The project should fuel students' understanding of the throughline throughout the year. Following are example units for a sample 1st grade throughline around diversity and interdependence.
    - Unit/Project 1: Who am I? Who are you?
    - Unit/Project 2: Diversity and interdependence in ocean habitats
    - Unit/Project 3: Reducing our carbon footprint: the interdependence between humans and nature
- For each project, teacher teams develop a number of understanding goals, which can be written as questions or objectives. For example, for diversity, understanding goals may be, "What is diversity?" "How are you special?" and "How are you different from your classmates?"
- Once the understanding goals are developed, teacher teams identify associated performances of understandings at three levels: initial (mucking about), guided, and culminating.

BUILDING INSTITUTIONAL KNOWLEDGE

At the end of each project, teacher teams create a portfolio that includes the unit and lesson plans, pictures of student work, work samples, and any other artifacts from the unit. The goal is to create full units with all the necessary artifacts so that CWC 2 has institutional memory from which future teachers can benefit.

HOW THE CHARTER SCHOOL'S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE MASTERY OF THE STATE STANDARDS

CWC 2's instructional methodologies, curricula, and courses have been aligned to the CCSS, NGSS and the remaining State Content and Performance Standards. Our faculty receive training and guidance in continually refining curriculum and teaching practices aligned to the CCSS and other state content and performance standards. Through ongoing professional development, collaboration, and support, our teachers develop a broad toolbox of strategies, and become experts at aligning those strategies to the standards and assessments for units, lessons and projects.

In addition, every grade level collaborates in order to map out the explicit integration of the standards referenced above in our constructivist-driven curriculum. School leaders provide feedback to teacher-created maps for adequate depth, breadth, and rigor. In addition, instructional leaders review formative and summative assessments for depth and complexity as

well as incorporation of a variety of learning modalities. The scope and sequence of academic standards at CWC 2 may be modified as necessary and/or appropriate.

Through a project-based structure as described above, students receive both individualized support and instructional strategies as they work to master the interrelated skills and knowledge in the content and performance standards. This approach leads to student mastery of higher level thinking skills. Students deeply understand what they learn, and interdisciplinary reading, writing, spoken language and arts foster this mastery. Within this context, EL students have many scaffolded opportunities to use English purposefully and interact with content and ideas in meaningful ways – all driven by the SDAIE and SIOP instructional frameworks for English Learners. Students who perform below grade level receive instructional supports for learning that engages students in presenting information in multiple ways and allows for diverse avenues of action and expression. Teachers provide this extra support and scaffolding through in-class strategies, team collaboration, as well as after school support programs, including online adaptive programs designed to remediate basic skills.

CWC 2 approaches curriculum design with the following criteria:

- Align curriculum to the Common Core State Standards and other State Content and Performance Standards;
- Ensure rigorous instruction, while leveraging the use of technology as a tool;
- Provide many opportunities for students to participate in presentations of their learning in both individual and group settings;
- Provide learning opportunities to deepen connections to the academic content and performance standards, including CCSS through regular instruction in the arts, elective opportunities and clubs; and
- Integrate connections to social-emotional supports.

HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY SKILLS

CWC 2 is committed to ensuring that all students have the technology access and skills to thrive in the 21st century. CWC 2 students have opportunities to interact with technology to enhance creativity and innovation, communicate and collaborate with others, do research and advance their information fluency, promote critical thinking, problem solving and decision making skills, develop an understanding of the responsibilities and possibilities of digital citizenship, and to trouble-shoot and utilize technology operations and design concepts.

In grades TK-5, the goal and utilization of technology is two-fold: to increase technology readiness as well as utilize technology as a tool to differentiate and deepen learning in the classroom. Each classroom has a set of devices (4-6 Chromebooks, iPads, or Airbooks, etc.) that teachers can utilize to meet these objectives. Starting in Kindergarten, we utilize programs such as RazKids Reading and DreamBox Math to provide targeted and differentiated support in the core areas. As students get older, we add the additional element of using technology to deepen their understanding through computer-based research. Concurrently, we also gradually introduce computer readiness skills (such as keyboarding) and internet safety. We introduce keyboarding and computer safety starting in grade 2 through the Typing Without Tears program. In grades 6-8, CWC 2 has implemented a one-to-one Chromebook program ensuring that each child has access to his or her own Chromebook each day (although this ratio of devices may change based on budgetary constraints, there will continuously be a low ratio of students per device). Technology is used daily to enhance and augment high-quality instruction. Students and teachers make extensive use of Google platform, and students receive explicit instruction in typing, word processing, creating spreadsheets, and graphing on the computer.

To this end, CWC 2 adopts the following software programs to support student development of technology skills.

NWEA MAP TESTING: NWEA is a national organization that provides standardized measures of student success. This assessment is provided computers and therefore helps prepare CWC 2 students for the CAASPP assessments by familiarizing them with online assessments.

DREAMBOX LEARNING: This adaptive learning technology is CCSS aligned and provides rigorous curriculum in a highly-engaging way. The program evaluates each student's actions and dynamically adapts in real time, providing a learning experience that is tailored to each student's unique needs. The content, pace, and sequence all can be used to customize the experience to create the appropriate level of rigor.

WEB-BASED TYPING PROGRAMS: Web-based typing programs such as Typing without Tears and Typing Club work to improve the accuracy and rate of students' typing skills. Their pedagogical approach is designed to maximize student engagement. As it is accessed through the Internet, the students are always using the most up to date version of the program.

In addition to these school-wide resources, individual teachers use a wide variety of online resources and software tools in the classroom to support their curriculum.

TRANSITIONAL KINDERGARTEN

Students who enroll in CWC 2 whose 5th birthday falls between September 2 and December 2 are offered a space in one of our TK/Kindergarten combinations classes or a stand-alone TK class if offered, based on enrollment. During the subsequent school year, a TK student may become a Kindergartener.

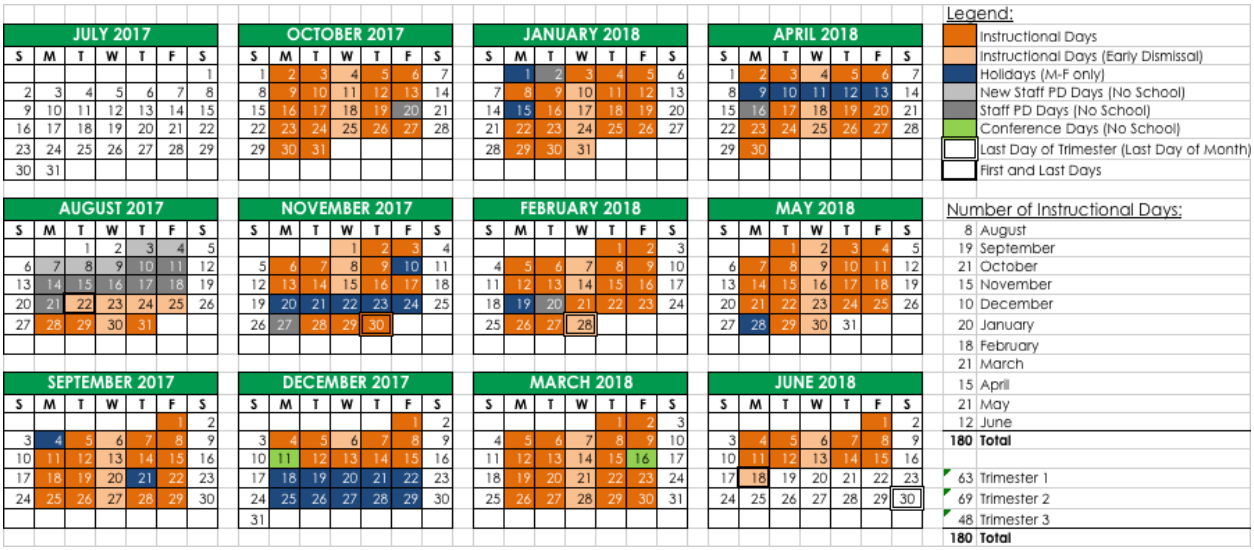
Implementation of this plan is as follows:

1. Identify students who are eligible for TK based on their birth date.
2. Contact those families who qualify for TK and notify them that, should they enroll at CWC 2, their student will take part in the TK program and will not begin first grade for two years.
3. Provide an appropriately differentiated curriculum in the TK/Kindergarten or stand-alone TK class(es) to support developmentally appropriate learning and instruction for all enrolled students.

ACADEMIC CALENDAR AND SCHEDULES

DRAFT SCHOOL YEAR CALENDAR

We plan to base our calendar on LAUSD's estimated 2017-18 school year calendar. A sample draft calendar is included below. The alignment with LAUSD 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 may be made in future years, although annual instructional minutes requirements required by Education Code Section 47612.5 will always be met.



SAMPLE DAILY SCHEDULES

The daily schedules below present examples of how CWC 2 structures the school day for transitional kindergarten/kindergarten, first, second/third, fourth/fifth and sixth/seventh/eighth grades. The final schedules are determined based on factors such as the configuration of the Charter School facility, availability of enrichment teachers and opportunities for teaming across classrooms. CWC 2 meets or exceeds annual instructional minutes requirements described below; the total instructional minutes listed below are illustrative based on the sample schedules provided, and any change to the schedule will meet the instructional minutes provided below.

TRANSITIONAL KINDERGARTEN AND KINDERGARTEN SAMPLE SCHEDULES

TIME	MONDAY	TUESDAY	THURSDAY	FRIDAY
8:45-9:00	Morning Meeting / Social and Emotional Learning			
9:00-10:15	ELA: guided reading, literacy centers, whole class and small group/differentiated instruction (intervention and extra challenge based on skill level)			
10:15-10:45	Snack			
10:45-11:15	ELA: Writer's Workshop			
11:15-12:15	Math			
12:15-1:00	Lunch & Recess			
1:00-2:25	Project-Based Learning: interdisciplinary learning including emphasis on language arts; focus alternates between social studies and science-based projects that incorporate mathematics			
2:25-3:15	Music	Physical Education	Visual Arts	Physical Education
3:15-3:30	Circle Time, End of Day Review			

TIME	WEDNESDAY – EARLY RELEASE DAY
8:45-9:00	Morning Meeting / Social and Emotional Learning
9:00-10:15	ELA
10:15-10:45	Recess & Snack

10:45-11:45	Math
11:45-12:35	Project-Based Learning: interdisciplinary learning including emphasis on language arts; focus alternates between social studies and science-based projects that incorporate mathematics
12:35-1:00	Lunch
1:00-1:15	Circle Time, End of Day Review
2:00-4:00	Faculty Meeting, Professional Development

Total Instructional Minutes Full Day
ELA: 420 minutes
Math: 240 minutes
Project-Based Learning/Interdisciplinary Time 340 minutes per week
Morning Meeting/Social and Emotional Learning/Circle Time: 100 minutes per week
Physical Education: 160 minutes per week
Music/Visual Arts: 100 minutes per week

Total Instructional Minutes Early Release Day
ELA: 75 minutes
Math: 60 minutes
Project-Based Learning/Interdisciplinary Time 50
Morning Meeting/Social and Emotional Learning/Circle Time: 30 minutes per week

FIRST GRADE SAMPLE SCHEDULE

TIME	MONDAY	TUESDAY	THURSDAY	FRIDAY
8:30-8:45	Morning Meeting / Social and Emotional Learning			
8:45-10:00	ELA: guided reading, literacy centers, whole class and small group/differentiated instruction (intervention and extra challenge based on skill level)			
10:00-10:15	Snack			
10:15-10:30	PE			
10:30-11:00	ELA: writer's workshop			
11:00-12:00	Math			
12:00-12:45	Lunch & Recess			
12:45-2:10	Project-Based Learning: interdisciplinary learning including emphasis on language arts; focus alternates between social studies and science-based projects that incorporate mathematics			
2:10-3:00	Physical Education	Music	Physical Education	Visual Arts
3:00-3:15	Circle Time, End of Day Review			

TIME	WEDNESDAY – EARLY RELEASE DAY
8:30-8:45	Morning Meeting / Social and Emotional Learning
8:45-10:00	ELA
9:45-10:15	PE
10:15-10:30	Snack
10:30-11:30	Math

11:30-12:20	Project-Based Learning: interdisciplinary learning including emphasis on language arts; focus alternates between social studies and science-based projects that incorporate mathematics
12:20-12:45	Lunch
12:45-1:00	Circle Time, End of Day Review
2:00-4:00	Faculty Meeting, Professional Development

Total Instructional Minutes Full Day
ELA: 420 minutes
Math: 240 minutes
Project Based/Interdisciplinary Time: 340 minutes
Morning Meeting/Social and Emotional Learning/Circle Time: 120 minutes per week
Physical Education: 160 minutes per week
Music/Visual Arts: 100 minutes per week

Total Instructional Minutes Early Release Day
ELA: 75 minutes
Math: 60 minutes
Project Based/Interdisciplinary Time: 50 minutes
Morning Meeting/Social and Emotional Learning/Circle Time: 30 minutes per week
Physical Education: 15 minutes per week

SECOND AND THIRD GRADE SAMPLE SCHEDULE

TIME	MONDAY	TUESDAY	THURSDAY	FRIDAY
8:15-8:30	Morning Meeting/ Social and Emotional Learning			
8:30-10:00	ELA: guided reading, literacy centers, whole class and small group/differentiated instruction (intervention and extra challenge based on skill level), writer's workshop			
10:00-10:15	PE			
10:15-10:30	Snack			
10:30-11:30	Math			
11:30-1:10	ELD Clubs & Project-Based Learning: interdisciplinary learning including emphasis on language arts; focus alternates between social studies and science-based projects that incorporate mathematics			
1:10-1:35	Lunch			
1:35-1:55	PE			
1:55-2:45	Physical Education	Music	Physical Education or Foreign Language	Visual Arts
2:45-3:00	Closing Circle, End of Day Review			

TIME	WEDNESDAY-EARLY RELEASE DAY
8:15-8:30	Morning Meeting/ Social and Emotional Learning
8:30-10:00	ELA: guided reading, literacy centers, whole class and small group/differentiated instruction (intervention and extra challenge based on skill level), writer's workshop
10:00-10:15	PE

10:15-10:30	Snack
10:30-11:30	Math
11:30-12:35	ELD Clubs & Project-Based Learning: interdisciplinary learning including emphasis on language arts; focus alternates between social studies and science-based projects that incorporate mathematics
12:35-1:00	Lunch
1:00-1:15	Closing Circle, End of Day Review
2:00-4:00	Faculty Meeting, Professional Development

Total Instructional Minutes Full Day
ELA: 360
Math: 240
Project Based/Interdisciplinary Time: 400
Morning Meeting/Social and Emotional Learning/Circle Time: 120 minutes per week
Physical Education: 105-150 minutes per week
Music/Visual Arts/Foreign Language: 90-135 minutes per week

Total Instructional Minutes Early Release Day
ELA: 90
Math: 60
Project Based/Interdisciplinary Time: 65
Morning Meeting/Social and Emotional Learning/Circle Time: 30 minutes per week
Physical Education: 15 minutes per week

FOURTH AND FIFTH GRADE SAMPLE SCHEDULES

TIME	MONDAY	TUESDAY	THURSDAY	FRIDAY
8:15-8:30	Morning Meeting/ Social and Emotional Learning			
8:30-10:00	ELA: guided reading, literacy centers, whole class and small group/differentiated instruction (intervention and extra challenge based on skill level), writer's workshop			
10:00-10:15	PE			
10:15-10:30	Snack			
10:30-11:30	Math			
11:30-1:25	ELD Clubs & Project-Based Learning: interdisciplinary learning including emphasis on language arts; focus alternates between social studies and science-based projects that incorporate mathematics			
1:25-1:50	Lunch			
1:50-2:10	PE			
2:10-3:00	Foreign Language	Visual Arts	Music	Physical Education
3:00-3:15	Closing Circle, End of Day Review			

TIME	WEDNESDAY-EARLY RELEASE DAY
8:15-8:30	Morning Meeting/ Social and Emotional Learning
8:30-10:00	ELA: guided reading, literacy centers, whole class and small group/differentiated instruction (intervention and extra challenge based on skill level), writer's workshop
10:00-10:15	PE

10:15-10:30	Snack
10:30-11:30	Math
11:30-12:35	ELD Clubs & Project-Based Learning: interdisciplinary learning including emphasis on language arts; focus alternates between social studies and science-based projects that incorporate mathematics
12:35-1:00	Lunch
1:00-1:15	Closing Circle, End of Day Review
2:00-4:00	Faculty Meeting, Professional Development

Total Instructional Minutes Full Day
ELA: 360
Math: 240
Project Based/Interdisciplinary Time: 460
Morning Meeting/Social and Emotional Learning/Circle Time: 120 minutes per week
Physical Education: 165 minutes per week
Music/Visual Arts/Foreign Language: 135 minutes per week

Total Instructional Minutes Early Release Day
ELA: 90
Math: 60
Project Based/Interdisciplinary Time: 65
Morning Meeting/Social and Emotional Learning/Circle Time: 30 minutes per week
Physical Education: 15 minutes per week

SIXTH, SEVENTH AND EIGHTH GRADE SAMPLE SCHEDULES

Below are sample schedules for the grade 6-8 program and associated instructional minutes. Since students rotate to different classes throughout the day and are instructed by teachers with single-subject teaching credentials in grades 6-8, each student will have a slightly different daily schedule. Nonetheless, all students take daily core classes in history, English, math, and science. Additionally, students take classes in physical education (health and fitness), Spanish, and an elective of their choosing several times each week such as art or music. Technology is incorporated in most classes through the use of computers available to students and teachers. All students also have an advisory that meets several times each week to address topics in social-emotional learning.

6th grade:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:28 Advisory	8:00-8:28 Advisory	8:00-8:45 6th Grade Mathematics	8:00-8:28 Advisory	8:00-8:28 Advisory
8:31-9:31 6th Grade Mathematics	8:31-9:31 6th Grade Mathematics	8:48-9:33 Ancient History	8:31-9:31 6th Grade Mathematics	8:31-9:31 6th Grade Mathematics
9:33-10:33 Ancient History	9:33-10:33 Ancient History	9:36-10:21 Art	9:33-10:33 Ancient History	9:33-10:33 Ancient History
10:33-10:53 Snack/Recess	10:33-10:53 Snack/Recess	10:21-10:41 Snack/Recess	10:33-10:53 Snack/Recess	10:33-10:53 Snack/Recess
10:53-11:53 Spanish	10:53-11:53 Art	10:41-11:26 6th Grade Integrated Science	10:53-11:53 Spanish	10:53-11:53 Art
11:56-12:56	11:56-12:56	11:29-12:14 Health & Fitness	11:56-12:56	11:56-12:56

6th Grade Integrated Science	6th Grade Integrated Science		6th Grade Integrated Science	6th Grade Integrated Science
12:56-1:37 Lunch/Recess	12:56-1:37 Lunch/Recess	12:17-1:02 6th Grade English Language Arts	12:56-1:37 Lunch/Recess	12:56-1:37 Lunch/Recess
1:37-2:37 Health & Fitness	1:37-2:37 Health & Fitness	1:02-1:30 Lunch/Recess	1:37-2:37 Health & Fitness	1:37-2:37 Health & Fitness
2:40-3:40 6th Grade English Language Arts	2:40-3:40 6th Grade English Language Arts	Early Release	2:40-3:40 6th Grade English Language Arts	2:40-3:40 6th Grade English Language Arts

7th grade:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:28 Advisory	8:00-8:28 Advisory	8:00-8:45 7th Grade Mathematics	8:00-8:28 Advisory	8:00-8:28 Advisory
8:31-9:31 7th Grade Mathematics	8:31-9:31 7th Grade Mathematics	8:48-9:33 World History	8:31-9:31 7th Grade Mathematics	8:31-9:31 7th Grade Mathematics
9:33-10:33 World History	9:33-10:33 World History	9:36-10:21 Art	9:33-10:33 World History	9:33-10:33 World History
10:33-10:53 Snack/Recess	10:33-10:53 Snack/Recess	10:21-10:41 Snack/Recess	10:33-10:53 Snack/Recess	10:33-10:53 Snack/Recess
10:53-11:53 Spanish	10:53-11:53 Art	10:41-11:26 7th Grade Integrated Science	10:53-11:53 Spanish	10:53-11:53 Art
11:56-12:56 7th Grade Integrated Science	11:56-12:56 7th Grade Integrated Science	11:29-12:14 Health & Fitness	11:56-12:56 7th Grade Integrated Science	11:56-12:56 7th Grade Integrated Science
12:56-1:37 Lunch/Recess	12:56-1:37 Lunch/Recess	12:17-1:02 7th Grade English Language Arts	12:56-1:37 Lunch/Recess	12:56-1:37 Lunch/Recess
1:37-2:37 Health & Fitness	1:37-2:37 Health & Fitness	1:02-1:30 Lunch/Recess	1:37-2:37 Health & Fitness	1:37-2:37 Health & Fitness
2:40-3:40 7th Grade English Language Arts	2:40-3:40 7th Grade English Language Arts	Early Release	2:40-3:40 7th Grade English Language Arts	2:40-3:40 7th Grade English Language Arts

8th grade:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:28 Advisory	8:00-8:28 Advisory	8:00-8:45 8th Grade Mathematics	8:00-8:28 Advisory	8:00-8:28 Advisory
8:31-9:31 8th Grade Mathematics	8:31-9:31 8th Grade Mathematics	8:48-9:33 United States History	8:31-9:31 8th Grade Mathematics	8:31-9:31 8th Grade Mathematics
9:33-10:33 United States History	9:33-10:33 United States History	9:36-10:21 Art	9:33-10:33 United States History	9:33-10:33 United States History
10:33-10:53 Snack/Recess	10:33-10:53 Snack/Recess	10:21-10:41 Snack/Recess	10:33-10:53 Snack/Recess	10:33-10:53 Snack/Recess
10:53-11:53 Spanish	10:53-11:53 Art	10:41-11:26 8th Grade Integrated Science	10:53-11:53 Spanish	10:53-11:53 Art
11:56-12:56 8th Grade Integrated Science	11:56-12:56 8th Grade Integrated Science	11:29-12:14 Health & Fitness	11:56-12:56 8th Grade Integrated Science	11:56-12:56 8th Grade Integrated Science
12:56-1:37 Lunch/Recess	12:56-1:37 Lunch/Recess	12:17-1:02 8th Grade English Language Arts	12:56-1:37 Lunch/Recess	12:56-1:37 Lunch/Recess

1:37-2:37 Health & Fitness	1:37-2:37 Health & Fitness	1:02-1:30 Lunch/Recess	1:37-2:37 Health & Fitness	1:37-2:37 Health & Fitness
2:40-3:40 8th Grade English Language Arts	2:40-3:40 8th Grade English Language Arts	Early Release	2:40-3:40 8th Grade English Language Arts	2:40-3:40 8th Grade English Language Arts

Total Instructional Minutes on Monday, Tuesday, Thursday, & Friday:
Advisory: 112 minutes per week
English Language Arts: 240 minutes per week
History: 240 minutes per week
Math: 240 minutes per week
Science: 240 minutes per week
Electives/Arts: 120 minutes per week
Spanish: 120 minutes per week
Heath & Fitness (Physical Education): 240 minutes per week

Total Instructional Minutes on Wednesday:
English Language Arts: 45 minutes per week
History: 45 minutes per week
Math: 45 minutes per week
Science: 45 minutes per week
Electives/Arts: 23 minutes per week
Spanish: 23 minutes per week
Heath & Fitness (Physical Education): 45 minutes per week

INSTRUCTIONAL MINUTES

The CWC 2 daily schedule and annual calendar amounts to an annual offering of at least as many, or more than the minimum number of instructional minutes and days set forth in Education Code Section 47612.5 and 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, and grades 4-8 to be offered 54,000 minutes. The table below represents the instructional minutes offered in the instructional program.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	141	345	39	230					180	36000	57615	21615
1	Yes	141	345	39	230					180	50400	57615	7215
2	Yes	141	370	39	260					180	50400	62310	11910
3	Yes	141	370	39	260					180	50400	62310	11910
4	Yes	141	385	39	260					180	54000	64425	10425
5	Yes	141	385	39	260					180	54000	64425	10425
6	Yes	141	390	39	270					180	54000	65520	11520
7	Yes	141	390	39	270					180	54000	65520	11520
8	Yes	141	390	39	270					180	54000	65520	11520
9	Select Y/N									0	64800	0	-64800
10	Select Y/N									0	64800	0	-64800
11	Select Y/N									0	64800	0	-64800
12	Select Y/N									0	64800	0	-64800

PROFESSIONAL DEVELOPMENT

CWC 2'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 apply our beliefs about how learning best occurs presented in Element 1 not only to instruction for students but also to professional development for teachers. We offer professional development that is targeted to individual teachers' needs as well as offerings that are required for all staff.

Just as our teachers design curriculum based on their individual student's needs, so too do our Co-Principals. CWC 2 Co-Principals design professional development activities to meet the specific needs of individual teachers. The Co-Principals adjust the professional development plan to accommodate the needs of incoming faculty members, respond to insights gleaned from practice, and develop techniques to respond to identified student needs.

The principle of the Gradual Release of Responsibility is also applicable for structuring adult learning. We:

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

In addition to developing their competencies teaching students, teachers have opportunities to develop their skills supporting their peers. Therefore, in addition to participating in professional development, key teachers are asked to take on the role of being a resource to their peers. We identify individuals as team leaders in specific areas. For example, a teacher might receive more extensive training in math and be responsible for setting up the mathematics instructional calendar and supporting professional development in mathematics.

Opportunities for faculty collaboration are built-in throughout the weekly schedule. As presented in the sample schedules above and described further below, the shortened day allows the staff to gather with the relevant Co-Principal and/or regional leaders for structured whole-school planning, cross-classroom curriculum design, reflection, and targeted professional development. This 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.

STRUCTURES

The Co-Principals 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 encompass detailed instruction in our educational philosophies, assessment methodologies, utilization of our data systems, and more.

Specific professional development activities to support faculty in their professional growth include:

- SUMMER INSTITUTE**:** During a summer institute, all faculty receive in-depth training on our

educational philosophies, review research studies, and collaboratively plan curriculum and lessons. This is an intensive few weeks to establish a strong school culture and ensure that every year all teachers and staff – both returning and new – are fully prepared for the first day of school and the work throughout the school year. Deep planning around curriculum, assessment, unit and lesson design takes place among teacher teams, led by CWC 2's leadership team, teacher leaders and outside experts. This is also a time when practices between the CWC Los Angeles schools can be shared to ensure that the network is learning from best practices and sharing them with others. New staff have nearly three weeks at the summer institute and returning staff have nearly two weeks.

- FACULTY RESOURCES: An administrator compiles a resource library for the faculty that includes online and hard copy reference materials, research studies and sample curriculum and lesson plans.

- PROFESSIONAL DEVELOPMENT MEETINGS: All faculty meet regularly on the early release day 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 five full work days throughout the year for intensive development, either via outside conferences or internal full-day workshops. Professional development sessions include sessions in which one faculty member shares his/her expertise on a particular topic or staff shares "best practices" with each other; Co-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.

- DAILY PLANNING TIME: Teachers are given ample planning time. Students' participation in specialty/elective classes allows time for planning during the school day. In addition, portions of the on-going professional development on shortened days will allow teachers to work in partnership with their peer teachers within and across grade levels. While our teachers – 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.

TEACHER RECRUITMENT

CWC 2 believes that recruiting, developing, supporting and retaining high-quality teachers is essential to the success of our school. School leaders select teachers based on the qualifications outlined in Element 5.

Recruitment of teachers utilizes multiple methods: professional networks, online sites and local universities with education credentialing programs. We make use of our professional networks (such as Teach For America, local charter schools, the California Charter Schools Association, and university connections) to publicize open positions. Postings appear on multiple sites (such as Ed Join, CCSA's website, Craig's List and CWC 2's website) and are forwarded through university alumni and charter school groups. We also have a number of highly prominent and respected educators on our Board and within our network who assist in spreading the word about our recruitment.

When a position is available, CWC 2 reviews 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) interview likely candidates and observe them teaching a sample

lesson. As needed, additional processes such as analysis of student performance data or videotaped instruction are utilized to select final candidates.

Our thorough and rigorous selection process ensures 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.

PROFESSIONAL DEVELOPMENT CONTENT AND OUTCOMES

Professional development includes:

- 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 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 Co-Principals or their designees, among other things, our teachers study the following in the context of the foregoing activities:

- Curricular Tools outlined in Element 1
- Instructional Strategies described in Element 1
- Techniques for meeting a variety of student needs as presented in Element 1
- Assessments presented in Element 2 and Element 3

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

MEETING THE NEEDS OF ALL STUDENTS

At CWC 2, 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[16]

[16] For CWC 2, targeted intervention means that we monitor students' progress according to the assessments and assessment procedures outlined in Element 2 and Element 3. When those assessment results indicate that a student (or students) needs additional assistance, supplemental small group (or individual) instruction will "target" the specific concepts or skills with which the student(s) is struggling. Students who test below average or below grade level on the

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 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, EL, and low socioeconomic level) 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 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

CWC 2 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: Coaching Cycles and Student Success Team meetings.

COACHING CYCLES

The Co-Principals, Assistant Principals and other coaching team members at CWC 2 meet their allocated classroom teacher to review the progress of every child in the class. In doing so, they will review the teacher's practices and students' performance in key assessments described more fully below in Element 2. During these meetings, the teacher discusses goals for the year, as well as 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 teacher's practices and/or students' successes and can be used to better understand learning needs, individual styles, classroom differentiation strategies and appropriate interventions when necessary. The coaching team member 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.

NWEA, SBAC, F&P reading assessments, and other classroom assessments, indicate that a student needs additional assistance. Interventions are provided first by the classroom teacher(s) and, when greater need is identified, by additional support staff.

STUDENT SUCCESS TEAM MEETINGS

For students identified based on their assessment data and/or teacher or parent request as needing additional support, a Student Success Team ("SST") meeting will be held. If a parent or teacher has a concern, a special meeting to discuss can be held, which can also lead to an SST. The SST typically includes the Co-Principal, Assistant Principal, Instructional Coach and/or the Director of Student Support. The 1-2 teachers who are familiar with the student are included, and the student's parent/guardian may attend. 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 the 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. 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. This practice is an effective problem-solving strategy to address issues as they arise, and to monitor student progress.

In addition, CWC 2's instructional program provides additional opportunities for students with a range of needs in its after school program. During this important time, students receive intervention support or take additional enrichment classes based on an area of interest to him or her. In this way, students are able to both reinforce skill development and/or receive additional acceleration opportunities. CWC 2's after school program is currently part of CWC 2 staff's offerings, although this is subject to change should an outside vendor be selected.[17]

ENGLISH LEARNERS

A core part of CWC 2'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. Students at CWC learn the California ELD Standards in tandem with the Common Core State Standards for ELA/Literacy. Students are engaged in the type of rich instruction called for in the Common Core State Standards for ELA/Literacy, with appropriate scaffolding that attends to their particular language learning needs. They are fully supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience
- Become aware that different languages and varieties of English exist
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia work
- Develop proficiency in shifting registers based on task, purpose, audience, and text type

[17] Charter authorization is for K-12 and the extracurricular and after school provisions serve as supplemental information.

CWC 2 has adopted its own English Learner Master Plan. CWC 2 complies with federal and state mandates regarding English Learner (EL) education and re-designation of EL students. CWC 2 meets all requirements of federal and state law, relative to English Learners as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. CWC 2 ensures 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:

- Home Language Survey: All incoming families complete a Home Language Survey upon enrollment at CWC 2. If parents indicate that a student speaks a language other than English, students who have not attended an LAUSD school previously will be administered the CELDT or English Language Proficiency Assessment for California ("ELPAC") when it replaces the CELDT, to determine their English Proficiency.

- CELDT/ELPAC: The CELDT is administered to all students whose primary language is not English (within 30 calendar days after they are enrolled in a California public school for the first time) and then once each year to English learners until they are reclassified. The results from this test will be examined alongside other assessments. The CELDT is one of the measures used to determine whether students redesignate from English Learners to Fluent English Proficient students. Reclassification will be one of the school's primary goals and measures of success. Beginning in 2017-18, CWC 2 will join other California public schools in administering the new ELPAC to determine students' English language proficiency.

- ELD Monitoring: Students identified as English Learners have their performance tracked both by standardized test scores (now CELDT, and in the future ELPAC) and through CWC's other assessments and measures. In all of the areas above, an English Learner needs to demonstrate proficiency in the newly adopted ELD standards.

At each reporting period, teachers track student progress toward each ELD standard. Given the ELD standards' alignment to the CCSS ELA standards, teachers compare students' performance and proficiency within ELD specific assessments to their performance on other CCSS aligned ELA assessments (e.g. NWEA MAP assessment and/or CAASPP). CWC participates in this type of data analysis and comparison throughout each school year as part of our usual protocols to regularly examine and analyze subgroup data.

RECLASSIFICATION PROCEDURES

CWC 2's reclassification criteria are:

Grades K-1	Grades 2-5	Grades 6-8
Annual CELDT Score Overall performance level of 4 or 5 in the listening-speaking skill area only.	**Annual CELDT Score** Overall performance level of 4 or 5 with scores of 3 or higher in all skill areas: listening, speaking, reading and writing.	**Annual CELDT Score** Overall performance level of 4 or 5 with scores of 3 or higher in all skill areas: listening, speaking, reading and writing.

Grade Level Benchmarks Met benchmark goals for NWEA and/or CAASPP	**Grade Level Benchmarks** Met benchmark goals for NWEA and/or CAASPP	**Grade Level Benchmarks** Met benchmark goals for NWEA and/or CAASPP
ELD level Completed early advanced level based on site-level benchmark assessments and additional student work samples	**ELD level** Completed early advanced level based on site-level benchmark assessments and additional student work samples	**ELD level** Completed early advanced level based on site-level benchmark assessments and additional student work samples
Progress Report Marks of 3 or 4 (Meeting or Exceeding) in English Language Arts (listening, speaking, reading and writing)	**Progress Report** Marks of 3 or 4 (Meeting or Exceeding) in English Language Arts (listening, speaking, reading and writing)	**Progress Report** A grade of C or better in both English and ELD (if applicable)
Parent Opinion and Consultation Parent-teacher conference	**Parent Opinion and Consultation** Parent-teacher conference	**Parent Opinion and Consultation** Parent-teacher conference

RECLASSIFICATION GOAL: It is CWC 2's goal that students are reclassified within three years through targeted instruction and assessment. For students enrolled at CWC 2 beginning in transitional Kindergarten, this allows for re-designation prior to sixth grade. For students who are enrolled in subsequent years whose language development is still in the beginning or early intermediate stage, students will be provided additional 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 TK-8 career.

As described above, CWC 2 reclassified students above LAUSD's average reclassification rate in 2015-16. The Co-Principals continue to monitor the reclassification rate, and, in collaboration with the Executive Director, make adjustments to the academic program if the goal is not met. In addition, the Co-Principals and members of the leadership team continually monitor the progress of RFEP students to ensure that they are successful after being reclassified, as well as English Learners and Long Term English Learners ("LTELs") to help ensure that these students are making progress toward reclassification. Students who have been identified as LTELs and at risk for becoming LTELs will be tracked and monitored individually to ensure they are making adequate progress in their language acquisition from year to year. School staff will meet regularly to monitor the progress of this group of students. Student progress will be monitored every trimester when NWEA data is available as well as at other points when additional data is readily available (e.g., F&P reading levels, the latest CELDT scores, the end of a writing unit, and other authentic work samples from ELD instruction). Based on a comprehensive analysis of this variety of student work and student data, students' specific needs will be identified and individualized goals for each student will be set. If students do not meet the goals that are set and are not making appropriate progress, a number of additional supports will be provided. These students will be provided with small group or one-on-one intervention support, additional coursework in literacy and language development, and in many cases the convening of an SST to develop a plan to provide wrap-around support for the student at school and at home in partnership with parents.

STRATEGIES FOR ENGLISH LEARNERS AND INTERVENTION

Given the variety of home languages spoken by students residing in Los Angeles and the instructional philosophy of the school, CWC 2 prepares teachers for a multi-lingual environment. ELs and LTELs are supported through strong tier 1 instruction, utilizing a variety of instructional techniques to be used specifically with English Learners: SDAIE and SIOP (described further below). In some cases, ELs and LTELs are provided supplementary intervention time to support their language acquisition.

SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH

SDAIE is a teaching approach that can be used across the curriculum to support EL 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."

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 Learners. The four major components of this teaching approach are:

- A VISUAL APPROACH TO CLASSROOM PARTICIPATION: Teachers use models, kits, manipulatives, and gestures to show students what they are talking about.
- A HANDS-ON APPROACH TO CLASSWORK: Students learn faster with the use of manipulatives and task-oriented projects for them to build new vocabulary into their work banks.
- COOPERATIVE LEARNING STRATEGIES: Teachers 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.
- GUARDED VOCABULARY TECHNIQUES: Teachers make conscious choices 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 will 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.

SHELTERED INSTRUCTION OBSERVATION PROTOCOL: This is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. The SIOP Model consists of eight interrelated components:

- Lesson Preparation
- Building Background

- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review and Assessment

Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners.

SDAIE and SIOP are all intrinsic to constructivism, project-based learning, and multiple intelligences theory. These coordinated approaches ensure that all CWC 2 students acquire English language skills in reading, writing, listening, speaking, viewing, and thinking, and proficiently meet grade-level ELA standards.

LTELs have very specific language learning needs and require a program with specific interventions. In order to meet these unique needs, LTEL students are primarily scheduled in heterogeneous classes taught at their grade-level alongside students who are fluent in English. This ensures that LTELs have access to rigorous, grade-level instruction and can benefit from participating in rich academic discourse. All teachers who teach LTELs use SDAIE strategies to provide support and differentiation across all academic disciplines. A strong emphasis on developing academic language is provided in these classes. Given that LTELs often suffer from low-motivation resulting from a variety of factors, teachers place significant emphasis on engaging these students with high interest lessons and texts, strong relationship building, and positive outreach to students' families. Additionally, teachers ensure that these students are actively engaged and participate in classroom discussions and small group work to ensure that they can take advantage of all opportunities to develop their language and literacy skills. A specialized ELD course designed for LTELs may also be provided when necessary and appropriate. This course would provide targeted support in addition to the grade-level course in English Language Arts.

MONITORING AND EVALUATION OF PROGRAM EFFECTIVENESS

Each school year, school leadership take steps to ensure CWC 2's program is effective for our English Learner population. As part of this, leadership partakes in an annual analysis of our ELD program and goes through the following items to evaluate, refine and adjust instructional practices for the coming school year. Progress monitoring is conducted by staff on an on-going basis, including an administrator (co-Principal or Assistant Principal) and teachers of select EL and LTEL students.

- Analyze adherence to academic benchmarks as dictated by the newly adopted ELA standards
- Monitor academic data of each EL and LTEL and their progress based on the number of years within our program to determine if they have experienced adequate yearly progress and assess what additional supports they might need; targeted focus placed on LTELs
- Monitor academic data of the entire EL subgroup to evaluate CWC 2's approach and success with this portion of our student population
- Continue to monitor the academic data of RFEP students to ensure their continued success and progress within all areas of academic development
- Monitor and support teachers to explicitly identify and teach concrete language objectives and academic vocabulary within daily instruction and unit plans

- Monitor teacher qualifications and the use of appropriate instructional strategies based on program design
- Monitor student identification and placement
- Monitor availability of adequate resources

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 CWC 2. Children are referred to the District on a fee-for-service basis for GATE testing when their NWEA assessment scores are in the 98th or 99th percentile in both ELA and math for two consecutive years. Students initially qualify based on test performance as early as the 1st grade once two years of test scores have come in, and will continue to be identified ongoing throughout the course of their career at CWC 2.

Our project-based curriculum with an emphasis on Gardner's multiple intelligences is 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) CWC 2 works 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.

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, CWC 2 teachers 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 suggests 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
13. Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion-referenced and/or standardized instruments

At CWC 2, 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 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 most cases, differentiated instruction for gifted students will be provided in their classroom that includes students who are not designated gifted because a separate, segregated classroom experience is not necessary to support the needs of gifted students. In some cases, gifted students will be groups with other high achieving students in a classroom (such as an elective) as a strategy to address their needs with a more targeted approach. Progress monitoring is conducted by a staff on an on-going, including an administrator (co-Principal or Assistant Principal) and teachers of select gifted students, who assess the needs of gifted students and what programs are necessary to support those children in each of their classes. Parents are also consulted on a regular basis to ensure that there is alignment on the approach. CWC 2 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 are notified of this issue during family conferences. For these students who are gifted but do not have the task commitment, we apply similar tactics that address our "at-risk" population. By fostering active student involvement in their own learning we increase student interest and enthusiasm. Teaching self-monitoring and self-management skills helps these students set their own goals and persevere when working on a project. Grouping them with more motivated students – both gifted and struggling – also provides a peer attitudinal model to help engage them in their own learning.

STUDENTS ACHIEVING BELOW GRADE LEVEL

CWC 2 faculty and staff monitor student performance to ensure that students who are at-risk of failing to perform at grade level are appropriately supported. Students who are identified as high- or low-achieving will be identified through a combination of interim benchmark assessments, unit or lesson assessments, teacher observation and/or parent observation. CWC 2 monitors an individual student's performance throughout the year according to the assessment procedures presented in Element 2 and Element 3. In the case of students who are performing below expectations, CWC 2 teachers use that information to select instructional modifications.

When the classroom teacher's instructional modifications do not produce the desired results that would put the student on track to perform at grade level, additional steps will be taken. If a

teacher or parent has a concern, a special meeting is called to discuss the situation. This may lead to referring the student to the Student Success Team, and when needed, students are evaluated on a case-by-case basis by the Student Success Team. 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 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 are 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 his/her student's understandings. (See Element 2 for explicit details about our assessment methodologies.)

DATA-INFORMED 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, individual tutoring or another action is the appropriate response.

DYNAMIC AND VARIED GROUPING: Instructional groupings will be varied from homogeneous to heterogeneous and changed often, as students' capacities develop. Students can make great leaps in development seemingly "overnight" – our groupings of students are fluid in recognition of this reality.

SMALL GROUP INTERVENTION: CWC 2 has 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. Checks for understanding (exit tickets, questioning, quick writes, etc.) will be built into small group lessons for 'in the moment' assessments, in addition to the assessment practices outlined in Element 2 and Element 3. The classroom teacher, supported by teaching assistants, assesses student progress to determine when small group intervention is necessary and when it is no longer necessary because the student(s) have learned the identified skill or concept. In grades TK-5, intervention teachers also provide push-in and pull-out instruction for students identified as needing additional support.

TARGETED RETEACHING: When formal or informal assessments reveal that one or more students is struggling with a particular skill or concept, those students receive targeted instruction to provide them another opportunity to learn it. This instruction may be a single, brief lesson to correct a misconception, or multiple sessions to address a more complex concern.

METACOGNITION MODELING & EXPLICIT STRATEGY INSTRUCTION: Teachers who share their thoughts on how they 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. 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 utility of these best practices are not limited to students who are having difficulty. They represent quality teaching for all students.

CLASSROOM MODIFICATIONS FOR AT-RISK STUDENTS

In order to help students who need special services or a "reasonable accommodation," classroom modifications are 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, including foster youth or students with other potential risk factors, depending on the student's specific need:

- **Materials.** Utilize materials that customize to the student's need, such as using highlighted or underlined reading materials, visual aids, concrete manipulative materials, or supplies that adjust to the specific needs of the student.
- **Methods.** Customize instructional strategies to the student's need, such as providing modeling, coaching and scaffolding, visual clues, customized content delivery approaches, organizational aids, peer tutors, note taking supports, customized language for directions, or manipulatives.
- **Assignments.** Provide assignments that allow students to be more successful, using strategies such as giving directions in small, distinct steps (written/picture/verbal), lowering difficulty level, reducing paper and pencil tasks, providing extra cues or prompts, developing compensatory procedures through an alternate assignment or strategy, and avoiding penalizing for penmanship.
- **Pacing.** Adjust the pacing of work in order to facilitate success through reduction of paper and pencil tasks, extended time requirements, varied activities, provision of breaks, and developing strategies to preview materials.
- **Testing.** Adjust testing by providing tests orally, reading the test to the student, using visuals or pictures, giving similar questions in the classroom setting before the test, allowing dictation, shortening the test length, and administering the test outside of the classroom setting.
- **Environment.** Adjust the student's environment through preferential seating, altered physical room arrangement, concrete area definition, quiet space for the student, and elimination of visual distractions.

SOCIOECONOMICALLY DISADVANTAGED STUDENTS AND STUDENTS IN OTHER SUBGROUPS

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.

Data from CWC 2 demonstrates that at every CWC school, CWC students who qualify as FRL outperform other FRL students statewide and in the District.

While CWC 2 is sensitive to socioeconomic differences and ensures all students have full access to the educational, extracurricular, and social activities at the school, CWC 2 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 Learners, CWC 2 utilizes strategies described in other sections of this petition.

At the start of their educational career at CWC 2, individual students are identified as low-income through the completion of our lottery interest form and enrollment packet. This enrollment packet includes questions that allow CWC 2 to identify whether or not a student qualifies for free or reduced price lunch per the National School Lunch Program's criteria. Teachers and Teaching Associates monitor the academic growth of all students, including those identified as low-income, using all tools within our comprehensive suite of assessments. This monitoring includes our ongoing protocol to analyze academic data. During school-wide Professional Development "Data Days," the CWC 2 team focuses on developing specific action plans to address students, including those within this subgroup, who are not performing at grade level. CWC 2's Student Success Team is also responsible for identifying students and families who need additional resources or supports, including referrals to community service organizations.

CWC 2 serves a diverse student population, both ethnically and socioeconomically and is sensitive to the needs and strengths of all of our families. Establishing an inclusive learning environment for all students is at the heart of CWC 2. 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:

- MAKE RECOGNITION AND APPRECIATION OF DIVERSE BACKGROUNDS, CULTURES, AND PERSPECTIVES (INCLUDING THOSE REPRESENTED BY STUDENTS AND FACULTY) A CONSTANT THEME OF OUR CLASSROOM: 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 work to support all families. Our faculty establishes 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 is to provide guidance, resources, and training to families.

- OFFER EXTENDED SERVICES: CWC 2 offers a whole day program from TK 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 that expose students to real-life examples of what is being studied in the classroom and other enriching activities, expose disadvantaged students to learning and enrichment opportunities they might otherwise not have had. 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.

Students in other subgroups (e.g., foster youth, homeless youth) are supported in similar ways to those described above. For example, students in other subgroups receive on-going monitoring and provision of additional targeted customized support. Students are identified through conversations with families about the need of their family.

A TYPICAL DAY

As visitors walk the halls of CWC 2, they 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 CWC 2. Students of all ages are 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 CWC 2, the many different seating options allows for all students to select a workspace best suited to their needs.

Students are 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 are 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 are engaged with educational software on classroom computers, or researching on the internet and taking notes. Students explore and experiment in the school garden, planting indigenous foods of Native Americans as they study our nation's history and development. There are also 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. The planning process provides for opportunities for student-initiated questions, variations, diversions, or alternate methods of learning that are inspired by experiences of 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 lessons) to more substantive changes (such as reordering units or purchasing additional curricular materials), as needed. Students learn content and skills through a variety of different methodologies to ensure that each student's intelligences, learning styles, talents, and challenges are addressed. Teachers continuously tailor instruction to meet the needs of the particular students in each class. Class structures 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. CWC 2 teachers are 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 myriad 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 CCSS. Some students read self-selected stories at their own reading levels in the book nook. 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." As she finishes with that small group, the assistant calls a second group of three emergent readers who are English Learners. She leads them in reading a rhyming pattern book and focusing on phonetic awareness and vocabulary development. 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."

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 an 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 **6th to 8th grades**, visits to the classrooms have a similar feel, but learning activities are adjusted to reflect student independence. Students rotate to different classes throughout the day, taking advantage of teachers who are experts in their respective subject area. In History, students will analyze primary sources and literary texts related to ancient, medieval, and U.S. history. Math classes push students to apply their knowledge and skills to complex, real-world problems in collaborative groups. At this level, Writer's Workshop in the ELA classroom focuses on structure, genre-based writing, mechanics, revision, and response to writing prompts. Students may participate in debate-like Socratic Seminars, create presentations of their research, and edit one another's essays, while consulting with a teacher. Students explore essential questions in science and design and implement laboratory experiments to collect data to explore original hypotheses. Across all disciplines, students will become adept at using the claim, evidence, and reasoning framework to create sound pieces of argumentative writing. In Advisory, students focus on self-awareness, goal setting, conflict resolution, and topics in social justice. Elective courses are intentionally rigorous, challenging and appealing to students of this age.

Throughout the school, students regularly interact with their peers in their own classrooms and across grades. Students participate in performances and demonstrations, read with upper grade "book buddies," and come together to work on joint service learning projects that incorporate and bring to life their academic lessons in real world application. Halls are 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 from 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 CWC 2 consistently create and foster a school culture of joy, excitement, and celebration of learning and the work being done within and beyond school walls by our students. The Co-Principals greet each child by name and is warmly embraced by students who are eager to report on a recent accomplishment. Parents are a common presence in our school, as enthusiastic supporters of student performances and demonstrations; volunteers in the classrooms, school office, and lunch area; and serving as true "boosters" of our operation. This collaborative effort ensures that students feel enthusiastic about their school experience, supportive of their classmates, and supported by their teachers and parents in their learning and development.

ELEMENT 2: MEASUREABLE STUDENT OUTCOMES AND ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, 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. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." **(Ed. Code § 47605(b)(5)(B).)**

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." **(Ed. Code § 47605(b)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. 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 Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

DEMONSTRATION OF ATTAINED SKILLS, KNOWLEDGE, AND ATTITUDES

STUDENT-LEVEL OUTCOMES

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

The tables below list 'measurable student outcomes,' as well as the means and frequency of assessing students. For the measurable goals and objectives of CWC 2's educational program, please see the "LCFF State Priorities" table included in Element 1.

It is important to note that while our primary focus in all aspects of our curriculum – direct subject-matter instruction, project-based learning time 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-informed instruction both work to clearly define and then assess which state standards and other objectives are desired and then achieved.

CWC 2 utilizes a variety of assessment tools in evaluating student achievement of stated objectives across all disciplines. Among the assessments used will be teachers' 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 that will be used at CWC 2 that appear in the following chart can be found below.

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: 1. Reading (decoding, fluency, comprehension, and literacy analysis) 2. Writing (craft, genres, research, strategies and conventions) 3. Language Conventions (sentence structure, grammar, spelling, capitalization, punctuation) 4. Speaking & Listening (strategies and applications)	K – 8 • Fountas and Pinnell Benchmark Assessment System (BAS) • *NWEA MAP Reading Assessment* *2 – 8* • *NWEA MAP Language Usage Assessment - 2nd & 3rd (3 data points)* K – 5 • 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	• K-5: 2-3 times a year for returning and students • 6-8: given to students below grade level • Three times a year • Three times a year • 3 times a year • Ongoing • Three times a year • End of each unit. Every 4-6 weeks.	See table in Element 1.
Mathematics	Student will achieve grade level skills and content knowledge in: 1. Operations & Algebraic Thinking 2. Number & Operations* 3. Measurement & Data 4. Geometry **3-5: Number & Operations in Base Ten & Fractions* Eight Mathematical Practices	K – 8 • Math Formative Assessments and Summative Assessments (which includes observation, student self-assessment, and written assessment components) • *NWEA Map Math Assessment - K through 3rd (3 data points)*	• At the beginning and close of each unit, every 4-6 weeks depending on grade level • Three times a year	See table in Element 1.

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	K - 5 • Standards-based rubrics created using Backwards by Design	• Ongoing	85% of our students will be at proficient or above on progress reports.
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	K – 8 • Standards-based rubrics created using Backwards by Design (to assess learning in completed projects that communicate understanding of social studies content and concepts) K - 5 • 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 • Ongoing	85% of our students will be at proficient or above on progress reports.
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 • Ongoing	85% of our fifth and seventh grade students will pass state physical fitness exam
Visual & Performing Arts	Students will demonstrate grade-level skills, knowledge and abilities in: 1. Music 2. Visual Arts 3. Performing Arts	• Observation & Documentation • Standards-based Rubrics and Checklists	• Ongoing • Ongoing	85% of our students will be proficient or above as evaluated in class on progress reports.
ELD	Students will demonstrate progress through the English Language Development level and meet input criteria for reclassification.	• Observation & Documentation • CELDT/ELPAC • ELD Leveled Portfolios	• Ongoing • Annually • Ongoing, reviewed at each progress reporting period	See table in Element 1.

ADDITIONAL OUTCOMES

CWC 2 uses CAASPP, the CELDT, and other state required assessments to ensure that:

1. All students meet or exceed grade-level benchmarks
2. All academic growth targets are met

Based on successful test results of CWC 2's students to date, we expect CWC 2's student test results to exceed CAASPP test scores and proficiency levels in math and language arts as compared to schools in the District. We also expect all of our sub-groups to exceed the performance of sub-groups at schools in the District.

In addition, students identified as students with disabilities will demonstrate appropriate progress toward goals in their IEPs each year.

ACCOUNTABILITY FOR STUDENT PROGRESS

As required by the Every Student Succeeds Act, the Co-Principals 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 teachers are properly credentialed. The Co-Principals and faculty are accountable for academic achievement of the students at CWC 2. The Co-Principals are ultimately responsible for meeting target goals, and are held accountable by the Executive Director and Board of Directors.

To meet the accountability targets, school leaders guide CWC 2 teachers in examining and analyzing pupil outcomes regularly. During the beginning of the school year, teachers participate in a professional development institute, which gives them the opportunity to analyze data from the previous school year and review our report cards. When state testing data arrives, teachers review the data and reflect on their teaching methodologies. Teachers also engage in vertical articulation with one another. 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.

VARIED AND AUTHENTIC ASSESSMENT

CWC 2 defines assessment as the systematic and ongoing process of collecting, describing, and analyzing of 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 assessments assists CWC 2 in analyzing progress so that staff can modify and refine the teaching/learning cycle to better meet student needs.

CWC 2 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, drive instruction, create differentiated instructional programs for individual students, communicate with parents about their students' progress, and help empower students to self-reflect on their own learning.

At CWC 2, 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. Teachers use a variety of strategies to provide a clear picture of student progress and how the instructional approach can be adjusted 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. NWEA MAP: In the areas of Math, Language Usage and Reading, students take the NWEA MAP assessments. This assessment is Common-Core aligned, nationally normed, and taken online (via student computers or tablets). Administered three times a year, the MAP tests adjust as a student works, generating assessment questions that get harder or easier depending on how each individual student fares. Therefore, one can determine not only if a student is at grade level but also how far below or above that child is. These features enable the timely collection and analysis of student data. At a leadership level, NWEA MAP assessments generate data reports and comparisons to see how students perform compared with national averages based on grade level and subject area. At the teacher level, data reports are broken down for each student so teachers can see what areas the students has mastered, which helps teachers align instruction specifically for what each student needs and is ready for at different points of the school year. Results are also reviewed by student race/ethnicity and student program (Free and Reduced Price Lunch eligibility, English Learner designation, and Special Education services). Students will be expected to perform on or above grade level relative to the national average and to demonstrate growth that meets or exceeds the national average.

2. FOUNTAS ASND 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.

3. WRITING PATHWAYS: 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. MATH SUMMATIVE ASSESSMENTS: We use a variety of assessment tools to assess student learning. 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. *BACKWARDS BY DESIGN* RUBRICS & CHECKLISTS: With the guidance of the Co-Principal, teachers develop valid and reliable rubrics and checklists using the *Backwards by Design* approach to be used for evaluating student projects. These tools provide ongoing data about students' progress towards meeting state and grade-level standards and incorporate additional learning goals for social and emotional learning.

Teachers refer to these assessment tools as they observe students and analyze student work. Students also will be guided in developing awareness of their own progress toward achieving standards mastery through on-going formal and informal conferences with their teachers.

7. OBSERVATION & DOCUMENTATION: Written observations of student learning are used to help teachers evaluate students as both individuals and as participants in a group setting. Teachers are guided in documenting student progress against criterion-referenced checklists and benchmarks that are derived from content standards. Documentation plays a role in assessing student learning in all areas of the curriculum.

8. PORTFOLIOS: Portfolios can be used first and foremost as a means to demonstrate student growth over time. Consistent with our instructional philosophy, portfolios can 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 use these assessment tools to gather data several times per year to track individual student success and to give a profile of the overall success and development of achievement at the school. School leaders then analyze this data to identify trends and address specific needs.

Teachers are guided by Co-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 are referred to resources mentioned in Element 1.

USING STANDARDIZED TEST SCORES IN MEASURING PUPIL PROGRESS

CWC 2 believes that standardized tests provide only a part, albeit a key part, of the picture in determining student achievements. Our students take all standardized tests required by the state and will participate in CAASPP testing starting in 3rd grade. These are the chief accountability measures in place from the state and federal government. CWC 2 will comply with all changes to these testing requirements (e.g., additional grades taking additional portions of the test, etc.).

In addition to using standardized tests to evaluate the effectiveness of the instruction and educational program offered, CWC 2 considers standardized test scores to provide a small, but important, window into the achievement levels of students. CWC 2 intends to demonstrate progress on the aggregate results of a standards-based reports. Further, this report and standardized test data will be disaggregated to show how sub-groups (e.g., EL vs. non-EL) perform.

The following is a listing of the standardized assessments used by CWC 2:

- CAASPP: CAASPP is administered during the spring to all students in grades 3-8. This multiple-choice test is assumed to measure student progress in various subjects. CWC 2 will comply with all changes to these testing requirements (e.g., additional grades, taking additional portions, etc.).

- THE CALIFORNIA ALTERNATE ASSESSMENTS ("CAA") for ELA and mathematics are given in grades three through eight and grade eleven. The CAAs are a part of the California Assessment of Student Performance and Progress system. Only eligible students may participate in the administration of the CAAs. IEP teams "shall determine when a child with a significant cognitive disability shall participate in an alternate assessment aligned with the alternate academic achievement standards." (Title 1, Part A, Subpart 1, Sec. 1111(b)(2)(D)(ii)(I)—Every Student Succeeds Act, 2015) CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards for students with significant cognitive disabilities. The goals of the CAAs are to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for postsecondary options.

- CELDT/ELPAC: As described above, the CELDT and eventually ELPAC will be provided to English learners until they are reclassified.

- FITNESSGRAM: The Fitnessgram, California's state testing in physical fitness, are scheduled and adopted as a measurement of physical fitness for students in grade 5 and 7. Other assessment tools are also used to measure physical fitness in grades K-8.

CWC 2 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.

DATA MANAGEMENT AND ANALYSIS

CWC 2 utilizes a student information system ("SIS"), Illuminate, that has the capacity to capture data and create a variety of reports and analyses on topics such as student achievement, student subgroup, grade-level, and classroom data, tailored to the needs of our school and our instructional methodologies. We will continue to ensure that our SIS integrates with District-systems and/or reporting requirements.

USE OF DATA TO INFORM DECISION-MAKING AT ALL LEVELS

Student performance data is utilized by all members of the CWC 2 community. Guided by the Executive Director (who is held accountable by the Board of Directors), the Co-Principals are responsible for monitoring student progress towards identified goals and adjusting the academic program to meet those goals as needed. The Co-Principals and CWC 2 staff work together to implement an effective reporting system to share data with students, families, and the community. Data are 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 are 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 Co-Principal. Identifiable trends in student performance data form the basis for key leadership decisions, including changes to the academic program, resource allocation, professional development focus areas, and targeted instructional coaching for teachers. A variety of school-level data is shared with the community and Board of Directors. CWC 2 reports on mandated state testing and sub-group data (FRL, EL, Latino, African American, etc.). CWC 2

uses the School Accountability Report Card ("SARC") to share other relevant data, where appropriate.

CLASS LEVEL DATA

Class-level data is used to inform decisions within the classroom and across the Charter 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 sits 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 will be shared. After this meeting, the first grade teacher sits 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.

In partnership with school leaders, teachers reflect on the progress each child is making and the appropriateness of the educational program being offered. Through this work, they will be 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 analyze assessment data regularly. Gaps in student knowledge become the focus of teacher development in the classroom and help determine appropriate professional development experiences. The staff are 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 groups of students as well as individual children. 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 are 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 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 at least twice each year. The progress report explains both learning and behavioral objectives and marks the student's progress toward mastery of the expectations. These reports can also be used as part of teacher-parent conferences.

GRADING POLICY

In elementary school grades, CWC 2 uses a rubric report card for each trimester of attendance. The report card also contains a narrative component, where teachers further discuss student progress toward meeting grade-level standards and goals. In middle school grades, a letter grading system is used on report cards, and student-led conferences with the student, parents and his/her advisor are carried out during the year.

PROMOTION POLICY

CWC 2 staff's hard work and are dedicated to all students making suitable progress and achieving a level of proficiency that enables them to be promoted to the next grade level. However, there are cases when students do not achieve the desired level of proficiency (academically, socially and/or emotionally) and should be retained at the same grade level. In such cases, school leaders will hold a conference with the child's parent or guardian in early spring to present information on the student's progress/proficiency in all areas and recommendations for retention. While family input is an important part of the decision process, CWC LA will make the final determination on student retention.

LONGITUDINAL ANALYSIS OF PROGRESS

Results from our assessment activities are collected and analyzed continuously in order to drive program improvement across all facets of the school. We 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
- **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, community partnerships and more
- **Additional information**, including other information regarding the educational program and the administrative, legal and governance operations of the Charter School

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest, and shall otherwise enter into all transactions and conduct business with all persons and entities, including related parties, at arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall 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 shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

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

Charter School shall adopt and implement specific and continuing procedures for notifying 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 Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of CALIFORNIA CODE OF REGULATIONS, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school District, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

OVERVIEW

CWC 2 operates under the direction and control of the Board of Directors of Citizens of the World Charter Schools – Los Angeles ("Board of Directors" or "Board").

In addition to other CWC 2, the CWC Los Angeles Board of Directors oversees Citizens of the World Hollywood and Citizens of the World Mar Vista. CWC 2 serves grades TK-8 and is located in the Silver Lake community, as defined above.

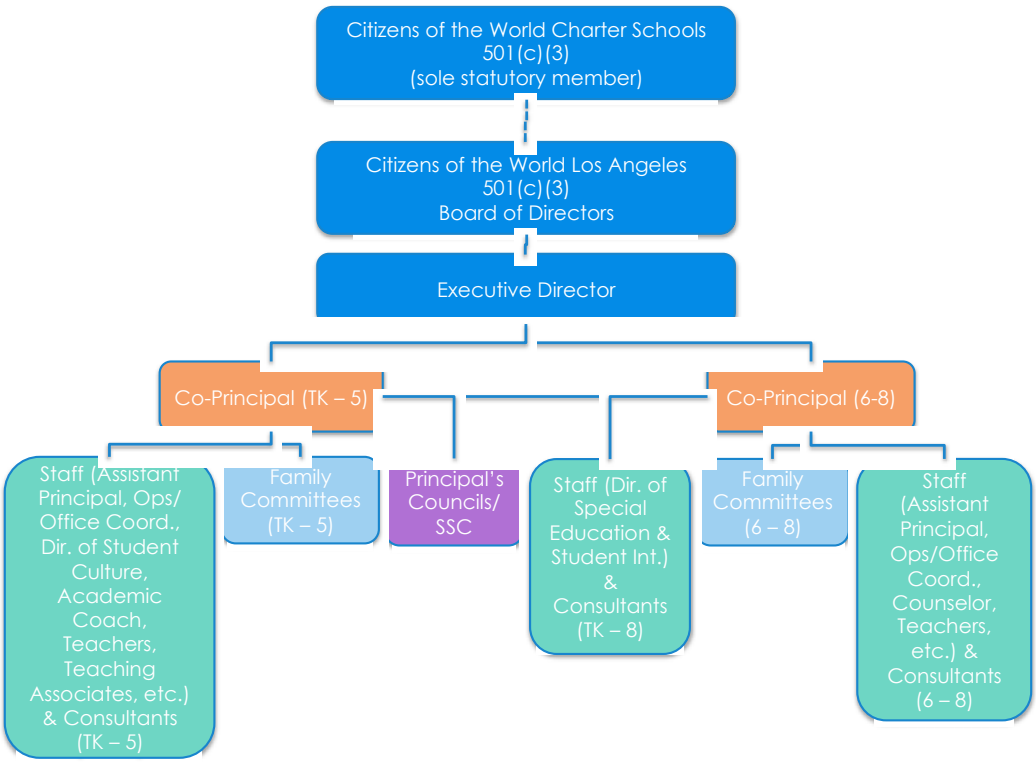
Citizens of the World Charter Schools, a California nonprofit, public benefit corporation, is the sole statutory member, as defined in Corporations Code Section 5056, of CWC Los Angeles.

GOVERNANCE STRUCTURE

The CWC Los Angeles and CWC 2 structure is shown below, including information about the relationships among and between CWC 2's Board, key personnel and stakeholder engagement structures (described further below). Citizens of the World Charter Schools, a California nonprofit, public benefit corporation, is the sole statutory member, as defined in Corporations Code Section 5056, of CWC Los Angeles.

CWC LOS ANGELES AND CWC 2 ORGANIZATIONAL STRUCTURE

Below is a visual representation of the CWC 2 organizational structure:



The Board of Directors of CWC Los Angeles supports the mission and activities of CWC 2 with stakeholders involved at all levels of Charter School governance. Membership on the CWC Los Angeles Board of Directors and operation of CWC Los Angeles is in accordance to its -corporate bylaws that shall be maintained to align with the terms of the approved charter.

CWC Los Angeles, while a separate corporation, is part of a growing national network of high performing, mixed socio-economic schools operating in Los Angeles, New York, and Kansas City. Citizens of the World Charter Schools is the organization that supports the national network of Citizens of the World schools, including schools in CWC LA. Citizens of the World Charter Schools is a separate 501(c)(3) tax-exempt, nonprofit public benefit organization that is not involved in the direct management or operations of schools. Citizens of the World Charter Schools is involved in the planning and development of schools. The growth of Citizens of the World Charter Schools will be achieved through the creation of local entities such as CWC Los Angeles across the country. Citizens of the World Charter Schools is governed by its own independent non-profit board of directors. This board is responsible for the activities and finances of Citizens of the World Charter Schools, but has no direct role in the day-to-day management of CWC 2.

CWCS Board members do not serve on any of the local boards and they are not staff members in any of the organizations.

Citizens of the World 2 has been, is, and shall continue to be operated by Citizens of the World Los Angeles, a California non-profit public benefit corporation. Charter School agrees and acknowledges that the governing board of Citizens of the World Los Angeles is the sole controlling and governing body for Citizens of the World 2, and accordingly holds fiduciary authority and responsibility for, among other things:

> (1) the selection, hiring, compensation, supervision, evaluation, and termination of the Citizens of the World Los Angeles Executive Director and all other Citizens of the World Los Angeles employees, including employees of Charter School;
> (2) the governance and operation of Charter School in compliance with applicable law, policy, and the Charter, as they may be amended from time to time; and
> (3) Charter School's financial management and viability, including but not limited to all expenditures and accounting of all public funds received by or on behalf of Charter School and its students. The governing board of Citizens of the World Los Angeles shall comprise no less than three (3) members at any time.

Citizens of the World Charter Schools was established in 2011 with the specific purpose of facilitating the creation and operation of new nonprofit schools through planning, fundraising, academic support, evaluations, and facilities acquisition and development. Through a license and affiliation agreement, Citizens of the World Charter Schools provides services and support to Citizens of the World Los Angeles provided that there is no delegation of duty or authority inconsistent with law or the Citizens of the World Los Angeles charters. Citizens of the World Charter Schools' duties under the license and affiliation agreement include the following key support areas: conducting school evaluations; facilitating CWC Network information sharing and working to replicate best practices among all schools in the CWC Network; and, supporting the Schools in determining effective knowledge management systems. Supports include services in talent development and evaluation, public relations, school operations, and finance infrastructure. Citizens of the World Charter Schools also licenses the use of its trademarks, service marks, design marks, trade names, domain names, and registrations to Citizens of the World Los Angeles.

Charter School agrees and acknowledges that as the sole statutory member of Citizens of the World Los Angeles, the Citizens of the World Charter Schools' governing board does not vote on or otherwise control matters governed by Citizens of the World Los Angeles' governing board, including but not limited to the governance and operation of Charter School and as delineated in the approved charter. Citizens of the World Charter Schools is a sole statutory member of Citizens of the World Los Angeles as defined in section 5056 of the California Corporations Code. As sole statutory member, the Citizens of the World Charter Schools board has the sole statutory right to approve or remove members of the Citizens of the World Los Angeles board. At no time shall CWC LA have more than nine directors on its governing board who also serve on the Citizens of the World Charter Schools governing board, are employed by Citizens of the World Charter Schools, and/or are otherwise affiliated with Citizens of the World Charter Schools. All relationships between Citizens of the World Los Angeles and Citizens of the World Charter Schools, including Citizens of the World Charter Schools' role regarding the CWC LA's governance and board composition shall be governed and established by the Citizens of the World Los Angeles Articles of Incorporation and bylaws, and the above described agreements or equivalent arms-length contract between these two affiliated entities and subject to District oversight. Any plans, goals, or proposals for growth, fundraising, educational and leadership development, or any other purpose, developed or provided by Citizens of the World Charter

Schools to or on behalf of Citizens of the World Los Angeles and/or any charter school operated by Citizen of the World Los Angeles, shall be approved or otherwise authorized by Citizens of the World Los Angeles' governing board.

The governing board of Citizens of the World Los Angeles is the holder of the charters for Citizens of the World Charter Hollywood, Citizens of the World 2, and Citizens of the World 3 and ultimately has all governing and fiduciary responsibility for any and all actions of Citizens of the World Charter Schools in relation to the Citizens of the World Los Angeles ' charter schools. Charter School agrees and acknowledges that the Citizens of the World Charter Schools' governing board shall follow any and all laws, standards, and policies regarding ethics and conflicts of interest applicable to its role as sole statutory member of Citizens of the World Los Angeles and as a nonprofit corporation.

SOLE STATUTORY MEMBER

The sole statutory member of CWC Los Angeles is Citizens of the World Charter Schools, a California nonprofit public benefit corporation. The rights of Citizens of the World Charter Schools, in relation to CWC LA, as the sole statutory member, include, but are not limited to, the following: (1) the designation 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.

ROLES AND RESPONSIBILITIES

Our governance structure is intentionally 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 are involved in providing input and decision-making in Charter School governance: The Board of Directors, the School Leaders (Executive Director and Co-Principals), and the Principal's Councils (or an alternatively named body with the same functionality and purpose). The different responsibilities of each group are detailed here:

BOARD OF DIRECTORS

The CWC LA Board of Directors ("Board of Directors" or "Board"), 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 based on the thresholds of such defined in the organization's fiscal policies and the investments of funds consistent with the

organization's fiscal policies
- 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
- Regularly assess student achievement, staff performance, operations, and compliance
- Develop, review, or revise performance measures, including Charter School goals
- Participate in the dispute resolution and complaint procedures when necessary
- Appoint an administrative panel to act as a hearing body and serve as an appeal body for 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 and approve new Directors, subject to approval by the sole statutory member
- Create officers or committees, as needed

The Board recognizes that the Executive Director and Co-Principals are responsible for the day-to-day management of CWC 2.

EXECUTIVE DIRECTOR

Key responsibilities include:
- Financial management
- Operational management
- Oversight and monitoring of operations and instruction
- Facilities development
- Fundraising
- Relationship with authorizing agencies
- External communications

CO-PRINCIPALS

The Co-Principals shall be responsible for the day-to-day management of the operations of the Charter School and the instructional program and staff, with support, oversight and monitoring by the Executive Director. Both Co-Principals will be managed by and report to the CWC LA Executive Director, who will provide deep coaching and support to both Co-Principals. The Co-Principals will meet regularly (approximately weekly) to ensure that they are fully aligned regarding the key issues at the school site.

Key responsibilities include:
- Instructional leadership and planning
- Discipline
- Health and safety
- Professional development
- Staff management, evaluation, and development

- Academic goals and assessment
- School culture (student, staff, parent)
- School operations

BOARD OF DIRECTORS COMPOSITION AND MEMBER SELECTION

BOARD COMPOSITION

The Board of Directors, per the organization's bylaws, has between three (3) and nine (9) members. These members have a range of skills and expertise that they bring to the Board, including real estate, finance, fundraising, school leadership, instruction, strategic planning, legal and other skills. These skills help provide oversight of critical areas of need for the organization and also provide important perspectives during Board deliberations to ensure that a broad range of perspectives and best practices are taken into consideration. The Board has currently appointed several parent representatives to ensure that CWC 2 maintains the parent perspective when making decisions.

MEMBER SELECTION

The process of selecting members of the CWC Los Angeles Board of Directors is described in the Bylaws of the organization. The current number of Board members in the bylaws is between three (3) and nine (9) members. Board members serve a three-year term after an election by the Board.

Board members are selected, in consultation with the organization's sole statutory member, to provide specific expertise or perspectives to support the organization. As explained above, the Board has currently appointed several parent representatives to serve on the Board in order to provide a parent focus to the Board's work. When selecting Board members, the Board seeks a set of individuals who can bring significant expertise and for the parent representatives, those who can also bring a parent perspective voice to the Board. The Board engages in a rigorous analysis of the skills needed on the Board (such as finance, strategic planning, fundraising, legal, policy, instruction, compliance and other areas) when engaging in a search for new members. Several members of the Board (less than what would constitute a quorum at any given time) actively engage with candidates before bringing a final candidate to the Board for consideration and approval, subject to approval by the sole statutory member.

Please see the bylaws for additional information.

GOVERNANCE PROCEDURES AND OPERATIONS

CWC Los Angeles holds approximately one regular board meeting each month, rotating between school locations in the CWC Los Angeles region. All board meetings will be held in accordance with the Brown Act and stakeholders and the public are welcome and encouraged to participate. The Board receives annual training in the Brown Act. Agendas are posted on the CWC LA website and at the CWC 2 school site, and an email announcement is also sent out to CWC 2 parents and staff advertising each meeting. Activities of CWC 2 will be addressed separately, when necessary, and there will be regular opportunities via public comment for stakeholders and the public to participate in the governance of CWC 2. The calendar of regular Board meetings will be established by the Board by the end of each fiscal year for the subsequent year.

Board decisions are made at meetings when a quorum is present (defined as a majority of directors then in office). Meetings by teleconference are permissible as long as all members of the Board can hear one another and the requirements of the Brown Act are followed, including: a quorum of the Board must be located with the LAUSD jurisdictional boundaries; votes must be taken by roll call; meeting agendas are posted at all teleconference locations and each teleconference location is identified on the agenda; all teleconference locations must be accessible to the public; members of the public must be able to hear and be provided an opportunity to address the Board at each teleconference location; the agenda shall indicate that members of the public attending a meeting via teleconference do not need to give their name when entering the conference call.

Similar to above, please see the bylaws for additional information, and note that the provisions of this charter are subject to change should the bylaws be changed by the Board and shared with the District.

STAKEHOLDER INVOLVEMENT

The Board, Executive Director, and Co-Principals all actively work to promote the engagement of all stakeholders.

FAMILY COMMITTEES

The Family Committees ("FCs") are comprised of parents/guardians of enrolled students and consists of a number of committees that are led by one or more Chairs. The purpose of the FCs is to engage parents in issues affecting the Charter School and most of the issues discussed relate to specific grade levels. As a result, the FCs are structured around the TK-5 program and the 6-8 program and report to the respective Co-Principal for those grade levels. All parents are encouraged to participate in FC meetings and activities. The FCs are responsible for assisting the CWC 2 administration with the following:

- Fundraising (Pledge Drive, events, activities, 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)
- Other areas of responsibility, as determined by the co-Principals

Co-Principals invite members of the community to participate in the FCs. The FCs and Co-Principals may work together to form other Committees based on the needs of CWC 2. FC meetings are held ad hoc at a time and place to maximize parent participation. Meetings will provide language support and childcare whenever necessary and possible.

PRINCIPAL'S COUNCILS

The model of decision-making at CWC 2 is designed to be inclusive of all stakeholders and ensure full participation and representation of parents, teachers, staff and the community. Led by the Co-Principals, who also sit as members of a Principal's Council or appoint a designee to sit on the Council, the Principal's Councils (or similarly named bodies with the same duties and composition) are bodies comprised of at least eight (8) individuals, with equal representation of parents and CWC 2 staff, as follows:

- Committee Chairs, as described above in the Family Committees section (parent representatives)
- At least 2 teacher representatives
- At least 1 staff representative(s)
- Co-Principals or designees

In addition, the Co-Principals may invite other stakeholders to participate in the Principal's Councils at his/her discretion and with the intent of ensuring diverse and engaged Principal's Councils. The Principal's Councils meet regularly, although the frequency may vary. The Executive Director does not participate in Principal's Councils meetings or activities unless expressly asked to do so.

The purpose of the Principal's Councils is to provide advice and feedback to the Co-Principals around day-to-day activities of the Charter School, to provide grass-roots level feedback on issues in a timely manner, and to provide input into the LCAP and annual update. In order to tailor opportunities for input to each school's needs, there will be one Principal's Council for the TK-5 community and a second for the 6-8 community. Each Principal's Council reports to the Co-Principal for those associated grade levels. The Principal's Councils are structured in this manner in order to best meet parents' needs, which tend to focus on grade-level specific areas. The issues discussed with the Principal's Councils will also be addressed to the full parent, teacher or staff community, as appropriate.

The Co-Principals endeavor to ensure that the meetings are open to, and inclusive of, all segments of the school community.

For school-wide issues of consideration, such as the development of the budget or LCAP, the Principal's Councils will meet in a joint Council session so that the entire school's needs is considered. The Principal's Councils serve as the School Site Council for CWC 2. When business is conducted for School Site Council matters, the Principal's Councils must meet jointly. The Co-Principals closely collaborate around the running of the joint Council meetings, as well as the individual Principal's Council meetings.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

***"The qualifications to be met by individuals to be employed by the charter school."* (Ed. Code § 47605(b)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, 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 but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

EMPLOYEE POSITIONS AND QUALIFICATIONS

CWC 2 is committed to recruiting and hiring a community of professionals who are dedicated to the education of all students and the mission of the Charter School. Regardless of his/her role in the Charter School, every person hired by CWC 2 will actively help to promote the curricular philosophy, instructional program and the Charter School community's guiding principles.

The Executive Director is responsible for hiring the Co-Principals. The Co-Principals in turn are responsible for hiring all teaching, educational and administrative staff.

All employees will be compensated commensurate with their experience and job responsibilities, and will receive benefits as detailed in the Employee Handbook. 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 Charter School and students.

LIST OF POSITIONS

CWC 2 has the following staff positions, subject to student need and available budget, with job responsibilities and qualifications for key staff positions included below:

- Executive Director
- Co-Principals
- Assistant Principals
- Operations Coordinator/Office Coordinator
- Director of Special Education and Student Intervention

- Director of Student Culture
- Academic Coach
- Counselor
- Classroom Teachers
- Teaching Associates
- Elective Teachers and Teaching Associates
- Office Associate/support roles
- After School Program Teachers
- Community Coordinator
- Intervention and Special Education Teachers/Teaching Associates

EXECUTIVE DIRECTOR

The Executive Director is the head of the Charter 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, in order to secure the Charter School's long-term sustainability.

The ED reports to the Board of Directors and is responsible for the overall operations of the Charter School, collaborating with the Co-Principals, who are the instructional leaders of the Charter School.

Key responsibilities include:
Planning and Operations

- Collaborates with the Board of Directors to plan and publicize all Board meetings, prepares agendas, arranges logistics, and attends all regularly scheduled Board meetings
- Facilitates strategic planning with the Board of Directors
- Diagnoses the gaps between where the Charter School is, versus where it aspires to be, and ensures that appropriate strategies and practices are implemented to close these gaps
- Oversees Charter School compliance with all applicable laws, regulatory reporting, contractual obligations, and donor restrictions
- Recruits, develops, and retains high-performing individuals who are passionate about the Charter School and its mission
- Recruits the Co-Principals and collaborates with the Co-Principals to assist him/her in fulfilling the educational mission of the Charter School, including working collectively to resolve any personnel issues or other disputes that may arise
- Assists Co-Principals with data analysis and oversee all reporting related to student performance
- Prepares and updates as appropriate the Employee Handbook and Family Handbook and ensures that all parties receive and acknowledge receipt
- Establishes and oversees compliance with the Charter School's emergency and safety plans
- Ensures that an effective performance management system is in place for all staff under his/her direct supervision
- Oversees self-evaluation efforts of the Charter School, including parent surveys
- Supervises creation of Charter School computer systems, including classroom computers, data systems, records management and reporting, telecommunications, etc.
- Hires additional staff to support the Charter School, as needed, as the Charter School continues to grow

Fundraising and Financial Oversight

- Develops appropriate budget projections, in collaboration with any back office provider
- Ensures that the annual fundraising targets are met
- Develops and maintains relationships with philanthropic, business, and public sectors to increase awareness of the Charter School and increase its donor base within a competitive nonprofit (specifically charter school) funding environment
- Works with the Board on fundraising, including a capital campaign to secure and develop a permanent Charter School site
- Oversees and manages the operating budget, payroll, contracts and all other financial and accounting operations, supervising the efforts of back-office providers

Facilities

- Oversees Prop. 39 application process and related activities
- Pursues appropriate temporary facilities for the Charter School as needed
- Secures permanent site for Charter School
- Secures appropriate furnishing, materials, supplies, and equipment for Charter School operations

Outreach and Collaboration

- Develops and maintains effective relationships with LAUSD, and oversees all aspects of charter renewal, review and compliance
- Oversees the WASC accreditation process and any related activities
- Represents the Charter 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
- Conducts outreach and serves as a liaison with local leadership, Charter School faculty and staff, students, parents, community members, partner businesses and organizations, and current and prospective supporters
- Establishes and maintains partnerships with community service organizations, businesses and local councils and residents
- Assists Co-Principals, as requested, in coordinating parent involvement and volunteering

Communications

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

Qualifications include:

- Extensive experience (minimum of 7 – 10 years) in nonprofit management, private sector organizations, fundraising, budgeting, government relations, communications, and marketing.
- The ability to inspire excellence from a diverse staff and to leverage the talents of the Board of Directors.
- A confident decision□maker who possesses the ability to facilitate collaboration and teamwork.
- Excellent oral and written communication skills.
- The ability to multi-task and handle a diverse array of responsibilities, including attention to numerous details with the ability to shift to big picture, long-term thinking.

- An ability to communicate a genuine passion for advancing educational achievement in diverse communities and embody the mission and vision of CWC Los Angeles.
- Experience in educational leadership and, specifically, in the charter school movement are desired but not required.
- Knowledge of the California and LAUSD education, government, and nonprofit funding environment is valuable but not required.
- A Master's Degree in a relevant field is preferred but not required.

CO-PRINCIPALS

The Co-Principals of CWC 2 are the educational, instructional and operational leaders of CWC 2, and collaborate closely with the Executive Director on all Charter School issues. The Co-Principals require experienced and innovative educators with exemplary academic and professional credentials.

Nationally, it is a common model to have a Co-Principal responsible for different grade levels. CWC 2 has a Co-Principal model for several reasons. First, the Co-Principals would have expertise around instruction at different grade levels. Our TK-5th grade Co-Principal would have expertise in elementary grade levels and our 6th-8th grade Co-Principal would have expertise in secondary grade levels. This combination of expertise would help ensure that students, staff and families were having their needs met. A second reason for this model is that it would add additional capacity around the overall management of the school site. The Co-Principals segregate duties for certain responsibilities (e.g., classroom observations and professional development of staff), and they closely collaborate around other duties that span all grade levels (e.g., LCAP preparation).

The key responsibilities for each Co-Principal of CWC 2 will be the same but will focus on the grade levels that he or she leads: TK-5th grade for one Co-Principal and 6th-8th grade for the second Co-Principal. In particular, each Co-Principal will be the instructional leader for the grade levels that he or she leads. Both positions will require establishing and maintaining strong working relationships with parents and community members, in addition to teachers and students, with a particular focus on the grade levels that each Co-Principal leads. The Co-Principals to work with school leaders at other CWC school sites due to CWC 2's membership in the CWC LA region.

The supervision of staff will occur based on the grade level that staff member is supporting. All staff can be assigned to a different grade level he/she supports because the schools do not share a facility.

Key responsibilities include:
Academics and Instruction
Guides instructional staff to improve teaching and learning by providing teacher support and designing professional development. Ensures that all students are learning and that there are no gaps in student achievement among subgroups.

- Provides instructional leadership, coaching, and support to teachers who are working with a diverse student body.
- Ensures the use of a wide array of assessments that, together, reflect the educational philosophy of CWC Los Angeles that also prepare students to excel on standardized measures.
- Uses multiple sources of data to develop a plan for the ongoing improvement of student achievement.

Culture
Defines and builds a transformative Charter School culture consistent with CWC LA's principles; manages student discipline; and promotes social emotional learning and assessment as part of the Charter School's culture.

Staff
Recruits, hires, manages, and develops the Charter School's leadership, instructional team, operational, and support staff.

- Builds a culture of relentless self-improvement and adaptive leadership among the entire Charter School.
- Recruits and hires mission aligned, qualified instructional and operational staff.
- Manages the staff performance review and compensation review processes.
- Addresses staff concerns urgently and with mission-aligned, student-focused responses.
- Ensures on-going design and implementation of staff professional development

Community
Establishes and maintains strong relationships with the other Co-Principal, both Assistant Principals, teachers, students, parents, community members, and the staff of CWC Los Angeles.

- Ensures that all members of the Charter School community are engaged and valued.
- Communicates the Charter School's vision and goals in a way that ensures understanding and commitment from a racially, culturally, and socioeconomically diverse community of parents, students, faculty, staff, and board members.
- Oversees the development and implementation of varied forms of communication with families.
- Maintains positive relationships with LAUSD, CDE, and charter organizations, serving as an active leader in the charter community—learning from others and sharing CWC Los Angeles's best practices.

Operations, Finances, and Compliance
Ensures compliant, effective, and efficient Charter School-based operations that support an academically high-performing school environment.

- Manages and supports Charter School operations staff.
- Reports on activities, organizational development progress, and student achievement to various entities.
- Works with the Executive Director to draft and monitor the Charter School's budget and ensure daily financial and business activities are compliant with the Charter School's fiscal policies.
- Ensures alignment and/or progress toward alignment with organizational goals for diversity.

Qualifications include:

- A bachelor's degree (Master's or Doctorate preferred)
- Positive references
- A California teaching credential
- Administrative credential preferred but not required
- Minimum of three years teaching experience
- Leadership skills
- A comprehensive educational vision that is consistent with the mission of the Charter School
- Skill in hiring and supervising excellent teachers and staff
- A familiarity with charter schools and the target population
- Technological facility

- Management experience

ASSISTANT PRINCIPALS

CWC 2 has an Assistant Principal for grades TK-5 and for grades 6-8. The Assistant Principals are experienced and innovative educators with exemplary academic and professional credentials while also being people who are especially invigorated by a new charter school environment. Our Assistant Principals report directly to our Co-Principals to help facilitate, manage and develop ongoing and new aspects of our program while also supporting the smooth running of daily operations and our Charter School's facility.

Key responsibilities include:

Academics and Instruction

Guides instructional staff to improve teaching and learning by providing teacher support and designing professional development. Ensures that all students are learning and that there are no gaps in student achievement among subgroups.

- Manages some non-instructional staff that may include office manager, office assistant and other operations personnel
- May manage the Charter School's Teaching Associates and provide for them instructional leadership to help guide them in their work
- May oversee and implement compliant student support services including but not limited to Special Education, English Language Instruction programs, and other at risk services in the Charter School
- Works closely with the Co-Principals and leadership team to recruit, select, and on-board staff for the Charter School
- Ensures the use of a wide array of assessments that, together, reflect the educational philosophy of CWC 2 that also prepare students to excel on standardized measures
- Uses multiple sources of data to develop a plan for the ongoing improvement of student achievement
- Maintains frequent communication with students, students' families, colleagues, and other Charter School stakeholders

Culture

Defines and builds a transformative Charter School culture consistent with CWC 2's principles. May manage student discipline as a designee of one of the co-Principals. Promotes a social emotional learning and assessment as part of the Charter School's culture.

Staff

Helps recruit, hire, manage, and develop the Charter School's leadership, instructional team, operational, and support staff.

- Builds a culture of relentless self-improvement and adaptive leadership among the entire Charter School.
- Helps recruit and hire mission aligned, qualified instructional and operational staff.
- Addresses staff concerns urgently and with mission-aligned, student-focused responses.
- Ensures on-going design and implementation of staff professional development.

Community

Establishes and maintains strong relationships with both Co-Principals, the other Assistant Principal, teachers, students, parents, community members, and the staff of CWC Los Angeles.

- Ensures that all members of the Charter School community are engaged and valued.

- Communicates the Charter School's vision and goals in a way that ensures understanding and commitment from a racially, culturally, and socioeconomically diverse community of parents, students, faculty, staff, and board members.
- Maintains positive relationships with Los Angeles Unified School District (LAUSD) and charter organizations, serving as an active leader in the charter community—learning from others and sharing CWC Los Angeles's best practices.

Qualifications include:

- A bachelor's degree (Master's or Doctorate preferred)
- Positive references
- A California teaching credential
- Administrative credential preferred but not required
- Minimum of three years teaching experience
- Leadership skills
- A familiarity with charter schools and the target population
- Technological facility

OPERATIONS COORDINATOR/OFFICE COORDINATOR

The Operations/Office Coordinators handle non-academic operations at the Charter School, including the development and maintenance of systems to run major Charter School functions. The Operations/Office Coordinators collaborate closely with all other members of Charter School leadership. They will work closely with the Co-Principals, Assistant Principals and staff from CWC Los Angeles's Regional Support Office.

Key responsibilities include:

Office & Staff Management

- Ensures high-quality customer service to our students, families and teachers
- Oversees select Charter School operational systems, such as student meal services (ordering, serving, tracking, billing), student enrollment and attendance reporting, supplies procurement, facility maintenance/contract management, budget and reimbursement management, event-based activities (i.e., field trips, conference days), etc.
- Ensures data tracking on student information (Student Information System, lunch reporting, attendance)
- Manages and builds relationships with technicians, vendors, staff, etc.
- Serves as Co-Principal's thought partner for trouble shooting and implementing solutions to problems as they arise

Policies, Procedures & Reporting

- Liaises with CWC LA team to implement new policies and procedures at the Charter School level
- Project manages short- and long-term projects/initiatives
- Implements effective operational and communication-related policies/procedures
- Helps design policies for the Charter School

Communication & Outreach

- Creates a welcoming and responsive environment in the office, including answering phone calls, responding to electronic communication, maintaining files, and greeting students, staff, and visitors.
- Prepares correspondence, reports, bulletins, files, forms and memorandums
- Works extensively with Co-Principals and the CWC LA Regional Support Office team on

Charter School lottery and enrollment, including applications from prospective students, enrollment forms and registration

Finance & Procurement

- Help manages annual Charter School operations budget, including teacher and fieldtrip budgets
- Conducts accounts payable and receivable
- Orders and purchases supplies and vendor management

Qualifications include:

- Passion about CWC 2's mission and impact on its students and communities
- Enjoys working in a fast-paced, collaborative environment that promotes autonomy, flexibility and accountability
- Extreme attention to detail, a high level of organization and efficiency, and the ability to multitask
- Driven to achieve outcomes and demonstrate a history of exceeding goals
- Strong written and verbal communication skills
- Demonstrated technical skills with Microsoft Office (Word, Excel) and data management
- Spanish proficiency preferred but not required
- Master's degree preferred but not required

DIRECTOR OF SPECIAL EDUCATION AND STUDENT INTERVENTION

The Director of Special Education and Student Intervention is responsible for creating systems that provide additional support for students at the Charter School, especially in the areas of special education and English language development. The Director of Special Education and Student Intervention collaborates closely with all other members of Charter School leadership and serves as the liaison to outside parties.

Key responsibilities include:

- Oversees and implements a comprehensive Charter School-wide Special Education program, including monitoring and documenting student progress
- Monitors and implements compliance with student Individual Education Plans (IEPs), maintaining active and up-to-date records
- Supports and leads the convening of the Student Success Teams, providing clear agendas, goals and documentation of each meeting
- Conducts conferences with teachers, Charter School leaders, and other instructional personnel or external educational agencies, to aid in the development of robust, appropriate, educational programming and supports to students who are at-risk of failure, not meeting Charter School academic goals, and/or currently being supported by a formal IEP
- Assesses student progress and achievement using a variety of means to collect and report on academic data
- Uses data to tailor instruction to meet individual student academic and social needs
- Participates in professional development activities, both internal and external
- Participates as an active member of the community to provide stewardship of CWC 2 and its adherence to its mission and guiding principles
- Maintains a high-level of professionalism including meeting deadlines, and commitments to self, students, and the community

Qualifications include:

- A Bachelor's degree
- Master's degree preferred but not required
- A California teaching credential
- Teaching experience
- Ability to effectively manage and instruct both small and large groups of students
- An exhibited ability to work with children in a caring and respectful manner
- Belief that all students can learn and achieve at high levels
- Strong written and verbal communication skills
- Knowledge of and experience with Special Education services and IEP compliance procedures and requirements
- Spanish proficiency preferred but not required

DIRECTOR OF STUDENT CULTURE

The Director of Student Culture will be responsible for leading the Charter School-wide efforts to build and maintain a strong and positive school culture in alignment with CWC 2's mission and vision. He/she will be responsible for creating behavior systems for the Charter School and for modeling how to establish strong, mutually respectful relationships with students and families. He/she will support the staff in addressing behavior problems as they arise, ensuring that students maximize their level of engagement and contribute to the learning experience in the classroom.

Key Responsibilities Include:

- Acts as a resource to teachers and Teaching Associates in their instructional practice, especially as it relates to issues of student culture, relationships with students, classroom management, and school culture
- Manages Teaching Associates and/or PE teachers' development, lesson planning, and instruction
- Conducts Teaching Associate observations and provides feedback
- Facilitates Teaching Associate reflection and growth
- Conducts regular school culture walkthroughs to maintain a high bar of excellence
- Creates individual plans for students with behavior challenges, and partners with teachers to provide extra interventions
- Hire, evaluate, schedule and manage all Teaching Associates and other classified staff as assigned
- Provides professional development and support to Teaching Associates

Qualifications include:

- A bachelor's degree
- At least 3 years of experience working with youth
- Strong written and verbal communication skills

ACADEMIC COACH

The academic coach, having both content and instructional expertise, will work with classroom teachers to support student learning and teacher practice. The academic coach will focus on individual and group teacher professional learning that will expand and refine the understanding about researched-based effective instruction for teachers.

Key responsibilities include:

- Provides instructional leadership, coaching, and support to teachers who are working with a diverse student body
- Conducts teacher observations and/or walk-throughs and provides feedback

- Facilitates teacher reflection and growth
- Manages and distributes instructional resources to teachers and provides training on the use of those resources
- Works with teachers and campus administration to analyze student data, diagnose instructional needs and identify research-based instructional strategies to close achievement gaps
- Helps and coaches teachers in developing lessons and units of study that incorporate the multiple intelligences while running a workshop-based classroom
- Engages with teachers in analyzing ongoing assessment of student progress using a variety of means, and using assessment data to tailor instruction to individual student needs to increase student performance
- May lead and coordinate professional development activities, both internal and external
- Participates as an active member of the staff to provide stewardship of the Charter School and adherence to its mission and guiding principles

Qualifications include:

- A bachelor's degree
- A California teaching credential
- At least 3 years classroom teaching experience
- Demonstrated classroom and subject matter competence

COUNSELOR

Key Responsibilities include:

- Provides individual and group counseling sessions for students
- Develops and establishes a peer mediation program in collaboration with school faculty and administration
- Supports faculty in developing a coherent program to enhance students' social-emotional growth, both inside and outside of the classroom
- Plans and leads informational sessions for parents and faculty regarding social-emotional topics that impact children
- Supports students and parents in preparation for selecting and attending an appropriate high school option
- Develops and assists with implementation of IEPs and 504 plans
- Maintains student records and appropriate documentation of services provided
- Serves as an advisor to a cohort of students throughout the school year
- Collaborates with other advisors in developing the curriculum for the Advisory program

Qualifications include:

- Master's degree preferred but not required
- Excellent organizational, planning, and implementation skills
- Initiative, tenacity, flexibility, humility, strong work ethic, sense of humor, and a can-do attitude
- Ability to communicate and interact effectively with multiple constituents
- Excellent communications/interpersonal skills
- Experience working with diverse populations
- Fluency in a second language preferred (Spanish or Korean)

CLASSROOM TEACHERS

Key responsibilities include:

- Develops lessons and units of study that incorporate the multiple intelligences while running a workshop based classroom
- Engages in ongoing assessment of student progress using a variety of means, maintaining accurate records, and using assessment data to tailor instruction to individual student needs to increase student performance
- Participates in extensive professional development activities, both internal (led by the Co-Principals, lead teachers and visiting lecturers) and external (visiting similar schools, attending conferences, etc.)
- Maintains frequent communication with students, students' families, colleagues, and other Charter School stakeholders
- Participates as an active member of the staff to provide stewardship of the Charter School and adherence to its mission and guiding principles

Qualifications include:

- A bachelor's degree
- Demonstrated classroom and subject matter competence
- A California teaching credential or an intern certificate/credential for no more than three years while actively working toward completion of their state credential and demonstrated expertise

TEACHING ASSOCIATES

Key responsibilities include:

- Supports the classroom teacher's curricular and behavioral goals, and assists with planning and instruction
- In cooperation with the classroom teacher, develops and implements engaging lessons that incorporate the multiple intelligences while running a workshop-based classroom
- Promotes safe and supportive Charter School and classroom communities
- Engages in ongoing assessment of student progress using a variety of means, maintains accurate records, and uses assessment data to tailor instruction to individual student needs
- Participates in extensive professional development activities
- Maintains frequent communication with students, students' families, colleagues, and other Charter School stakeholders

Qualifications include:

- An AA degree or two years of college with a minimum of 60 semester units
- A California teaching credential or an intern certificate/credential desired but not required
- A commitment to the mission and culture of CWC 2
- An exhibited ability to work with children in a caring and respectful manner, adhering to a more "positive discipline" approach of interaction
- Fluency in a second language (ideally Spanish) preferred but not required

TEACHER CREDENTIALING

The Charter School actively recruits credentialed teachers. 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

CWC 2's Executive Director will bear responsibility for ensuring that teaching staff provides appropriate documentation of their credentials and will track renewals and other updates as needed.

FINANCIAL ADMINISTRATION

In order to run the administrative financial functions of the Charter School, CWC 2 has contracted with ExED, similar to the other schools in the CWC Los Angeles region, although this structure may change over the course of the charter term. ExED provides full service accounting services in accordance with generally accepted accounting principles ("GAAP") and school accounting standards, giving CWC 2 strong internal controls within the system. The Executive Director bears primary responsibility for the fiscal administration of the Charter School, overseeing the work of ExED.

STAFF EVALUATION

CWC 2 believes that all staff benefit from regular and constructive developmental coaching and feedback. In order to ensure the professional growth of all staff at CWC 2, regular performance reviews are part of the staff development model. The Executive Director and Co-Principals work with all staff to ensure that the development of their goals is appropriate to the description of their position and their role within the Charter School community. The CWC LA Board reviews the Executive Director and supervisors review other staff.

ELEMENT 6 – HEALTH & SAFETY

***"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237."* (Ed. Code § 47605(b)(5)(F).)**

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

GENERAL ASSURANCE

CWC 2 is committed to providing a safe, nurturing, healthy, and protective atmosphere in which every member of the community will grow and prosper.

CUSTODIAN OF RECORD

The Executive Director has designated two positions in the CWC Los Angeles Regional Support Office to serve as the Custodian of Records for CWC 2.

SCHOOL WILL ENSURE THAT ITS FACILITIES ARE SAFE

The Charter School maintains an up-to-date School Health and Safety Plan and it will be kept on file for review. The Charter School staff is trained on the safety procedures outlined in the plan. All companies and services we contract with are reputable and we obtain all the required documentation to ensure the safe provision of all auxiliary services. The Board reviews the Charter School's health and safety policy and ensures that appropriate updates are made, when necessary.

HEALTH SCREENINGS

CWC 2 provides 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 methods of type-2 diabetes
5. A description of the different types of diabetes screening tests available

MEDICATION IN SCHOOL

CWC 2 adheres to Education Code Section 49423 regarding administration of medication in school.

BLOOD BORNE PATHOGENS

CWC 2 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.

HEALTH AND WELLNESS

CWC 2 functions as a drug, alcohol, and tobacco free workplace. CWC 2 publishes wellness tips and policies to families in a variety of formats, such as the Family Handbook.

COMPLIANCE WITH FIRST AMENDMENT

In addition, CWC 2 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.

ELEMENT 7 – RACIAL & ETHNIC BALANCE

***"The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school District to which the charter petition is submitted."* (Ed. Code § 47605(b)(5)(G).)**

COURT-ORDERED INTEGRATION

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 District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW))*. The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

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. CWC 2 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 Charter School. As shared above, the demographics of CWC 2 largely do reflect the demographics of the neighborhoods being served by the Charter School. CWC 2 will maintain an accurate accounting of ethnic and racial balance of students enrolled in the Charter School and the Charter School's efforts to achieve racial and ethnic balance.

Our location offers various public transportation options. CWC 2 parents will be encouraged to carpool, walk, or take public transportation (except where individual circumstances do not permit). See Element 1 for a detailed discussion of the population we intend to serve.

OUTREACH PLAN

MEANS OF RECRUITING A DIVERSE STUDENT BODY TO CWC 2

CWC 2 builds upon the successful model of community partnerships and outreach that the school has developed in its initial term, when the Charter School successfully targeted and

enrolled a student population that reflects the community at large. In addition, CWC 2 provides an admission preference for students who qualify for free or reduced price lunch, enabling the Charter School to ensure a balance of student socioeconomic status.

However, we must still be intentional and proactive in our outreach so that our Charter School closely approximates the demographic of the local community. We will build on the organization's history in the Silver Lake community, which has consisted of working with leaders of local community organizations, preschool programs, religious organizations and neighborhood leaders who are committed to assisting us promote our school to area families, particularly those who are traditionally most in need.

Our website is a valuable source of information and outreach for our school. Activities will include, for example, participating in community events. Our staff and volunteers will continue to participate in 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 CWC 2's mission and operations.
C. Ensure placement of CWC 2 informational brochures and promotional fliers about school/community events in local preschools, religious facilities, libraries, businesses, and community organizations.
D. Form mutually-beneficial partnerships with organizations in our area to offer referrals and services to the children and families we serve.

CWC 2 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 two languages (Spanish, English) and will continue to evaluate additional translation needs.

In addition to utilizing the existing structures of organizations that serve the community, school staff and volunteers will publicize the Charter School to potential parents using the following means:

- INTERNET Our website will serve a central hub for Charter School information, along with email blasts and other virtual communities that will be contacted and/or created
- BRANDING The Charter School logo will be used to identify the Charter School and will use its reasonable best efforts to ensure that the logo is prominently displayed on all materials distributed in conjunction with the Charter 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, Charter School representatives will hold multilingual events at local parks and/or playgrounds. Charter School representatives will advertise these events via various avenues prior to each event, and then create a celebration-like atmosphere with food, decorations to draw attention, organized activities for kids, and

more. Charter School representatives will speak with potential parents about the Charter School, and will hand out Charter School brochures/registration information

- MEET AND GREETS/TOWN HALL MEETINGS: we intend to have larger events to have a dialogue with interested 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

Our staff will continually to monitor the community for new community organizations and businesses with which to form relationships, and serve as the lead in conducting outreach with new contacts and forming new partnerships. Our Co-Principals hold primary responsibility for planning orientation and outreach meetings and events with prospective families.

GEOGRAPHIC AREA TARGETED

Please see the geographic areas targeted in Element 1.

OUTREACH LANGUAGES

Outreach will be conducted primarily in English, Spanish and Korean, though we will continue to assess the need to provide outreach in additional languages. As noted previously, our target community is remarkably diverse and includes a multitude of nationalities.

ACHIEVING RACIAL AND ETHNIC BALANCE

As noted throughout this document, our mission is based in a concept of creating a truly diverse Charter 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. CWC 2 will continuously monitor our progress toward achieving diversity, including a racial and ethnic balance, over the course of the charter term.

A sample of the activities CWC 2 intends to conduct in the target area is detailed in below:

Date	Activity
Fall 2016	Outreach and information sessions held on campus with prospective parents to explain the vision and mission of CWC 2.
Ongoing Prior to 2017-18 school year	CWC 2 staff and parent volunteers distribute fliers to local organizations, day care centers, preschools, and other community centers in the targeted geography area.
Fall 2016 and ongoing Prior to 2017-18 school year	School tours provided on a frequent basis to prospective families who are interested in learning more about CWC 2.
Ongoing Prior to 2017-18 school year	CWC 2 sends fliers to other CWC Los Angeles schools to distribute to their parents to share with their network/community.
Ongoing Prior to 2017-18 school year	Presentations to community day care, preschool, and Head Start locations in the targeted geography for prospective parents.

Ongoing Prior to 2017-18 school year	Outreach/information sessions held at local parks in the targeted geography. CWC 2 staff will seek to make presentations in collaboration with our parent leaders and ensure that all appropriate language translation is provided.
Ongoing Prior to 2017-18 school year	CWC 2 staff and volunteers conduct outreach to community newspapers (circulated and online) and popular blogs.
Ongoing Prior to 2017-18 school year	Hold information sessions and other formal/informal gatherings with prospective parents. To the extent feasible, hold these meetings at the CWC 2 site.

ELEMENT 8 – ADMISSIONS REQUIREMENTS

***"Admission requirements, if applicable."* (Ed. Code § 47605(b)(5)(H).)**

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal 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. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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 any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

ADMISSION REQUIREMENTS

OVERVIEW

The Charter School shall admit all pupils who wish to attend the Charter School. No test or

assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

The Charter School shall require students who wish to attend the Charter School to complete a lottery interest form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student Enrollment Form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of Minimum Age Requirements

STUDENT RECRUITMENT

CWC 2 will actively recruit a socio-economically and ethnically diverse student population from the District and surrounding areas who are committed to the Charter 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 Co-Principals are free to devote themselves entirely to the education of a diverse student body, including significant numbers of at-risk children.

PUBLIC RANDOM DRAWING

PREFERENCES IN ADMISSION

Applications will be accepted during a publicly advertised open enrollment period each year from October through February or March unless notice is publicly provided to the community with a different timeline for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences shall be applied by grouping students who completed lottery interest forms into grade levels and preference categories in the following order:

1. Students residing with the Los Angeles Unified School District.
2. Siblings of students currently enrolled in the school. Siblings are defined as any two students who share a legal parent/guardian. (Legal documentation may be required.)
3. Children of the Founding Parents of CWC 2, consistent with LAUSD's Founding Parent/Founders Preference policy, and not to exceed 10% of the school's enrollment.
4. Students who qualify for free or reduced price lunch.

5. Students who are currently enrolled in, and students who reside in, the attendance area where the Charter School is located.[18]
6. Children of CWC 2 employees (excluding those in contract/temporary/substitute positions) and CWC LA Board of Directors members, not to exceed 10% of the total students admitted each year at CWC 2.

LOTTERY TIMELINES

The Charter School will designate an application window and deadline for consideration for the public random drawing in February or March unless notice is publicly provided to the community regarding a different timeframe. If at the end of the open application window, there are more applicants than capacity at any grade level at CWC 2, attendance, except for existing pupils, will be determined by public random drawing ("lottery").

Following the lottery, parents of students who are offered spots will be notified by U.S. mail, phone call, text and/or email by either a member of the Regional Support Office team who manages the lottery system, or by member(s) of CWC 2 responsible for managing outreach to families. Parents of students who are not offered spots also will receive notice by U.S. mail, text 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 from the lottery, 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 either electronically or via hard copy by the student's parent or guardian within the deadline given by the Charter School (at least two weeks from the lottery). The Co-Principals shall coordinate the process and Charter School staff will handle notifications and processing of enrollment materials. Independent observers will be welcomed at all lotteries.

LOCATION OF LOTTERY

The location of the lottery will be arranged to ensure maximum parent participation. Ideally the lottery would take place on Charter School grounds, although alternate sites may be used if the anticipated public participation is greater than the Charter School site could safely accommodate.

DATE AND TIME OF LOTTERY

The Charter School will designate an open enrollment period from the fall (approximately October) through the lottery date. The lottery date is designed to maximize applications and attendance and is set based on a variety of factors, including school vacation schedules, private school application deadlines and response timeframes, other charter school lotteries, logistics at the school site, and other factors. The lottery date is typically in late February or early March, and can vary slightly based on the factors named above. We typically will hold the lottery in the evening so that parents who work during the day are able to attend.

At the lottery, the Executive Director or designee will draw names for each grade in which there are more applicants than spaces available. The Co-Principal or designee will be present to

[18] The purpose of this preference is to meet SB 740 Charter School Facility Grant Program requirements. It will only be implemented in an academic year in which the Charter School leases private facilities that meet the Grant Program requirements.

ensure fair and accurate implementation of the lottery procedures. 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 Charter School documenting the fair execution of the lottery, such as documentation of the number of open seats and electronic records contained in CWC 2's lottery management system, which includes the information contained on the CWC 2 lottery form and information regarding steps in the lottery process.

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 Charter School's policies and procedures regarding enrollment will be clearly publicized in the application instructions, the CWC 2 Family Handbook, on our website, and the Charter School's bulletin board prior to the lottery. Information about the time and location of the lottery will be posted on the Charter School's website, will be posted at the Charter School site, included in public notices and flyers posted in the community and will be available by calling the Charter School. In order to document the fair execution of the lottery, the Regional Support Office and CWC 2 co-Principals will maintain all forms for all students who participated in the lottery for one year, as well as the documentation of the order of names selected.

WAIT LISTS

During the same public random drawing, once enrollment is reached, the remaining names 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.

Students who are not offered seats for the academic school year for which the lottery was held will remain on the waiting list until the end of that academic year 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, text and/or email by either a member of the Regional Support Office team who manages the lottery system, or by member(s) of CWC 2 responsible for managing outreach to families in the order they appear on the wait list and given at least three (3) days to respond to the request. In the event that families are unreachable by both phone and email, notification will be sent via certified mail, return receipt requested and families will be given no less than 2 business days from the date of the postmark to respond to accept the spot and request an enrollment packet.

PARENT COMMUNICATION

Lottery interest forms and enrollment forms will be available online at the Charter School's website or in the main office in several languages. Lottery interest forms may be completed via paper and handed into the office to a designated representative, or completed via an electronic system. Samples of our lottery interest and enrollment forms are included in our submission. An explanation of the application and enrollment process will be provided at outreach events, in written application materials, and on our website. Written materials regarding the application and enrollment process will be available on our website and in the

Charter School office in multiple languages, as necessary. Public notice will be posted at the Charter School site and website regarding the date, time, and location of the public drawing, encouraging people to attend.

CWC 2 will offer orientation meetings prior to the application deadline with the Co-Principal or designated Charter School representative in order to discuss with interested parents the Charter School philosophy, mission, and instructional practices.

ENROLLMENT RECORDS

Only uninterested parties who are employees of the Charter School or who have signed confidentiality waivers will handle enrollment data. The data will be kept on file at the Charter School, or in an electronic system maintained by the Charter School, in the event of the need for an audit.

ELEMENT 9 – FINANCIAL AUDITS

***"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."* (Ed. Code § 47605(b)(5)(I).)**

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

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 Executive Director is responsible for ensuring that 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 and any other reviewers of the audit, will review any audit exceptions, deficiencies, findings or material weaknesses to the Board of Directors. The Board will assign several members (less than quorum) to work with the Executive Director and the auditors to develop a comprehensive plan to resolve any noted

audit exceptions, deficiencies, findings or material weaknesses and to prevent future occurrence. This action plan will be presented to the full Board for deliberation and approval in a reasonable timeframe depending on the seriousness of the deficiency, finding or material weakness. The Board will receive an update and full resolution within several months of the initiation of this process. 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

The Board shall have a standing Audit Committee comprised of at least one Board Member and may include others who are not board members, so long as they have no material financial interest in any entity doing business with the organization. The Audit Committee shall not include any members of the staff, including the President and the Chief Financial Officer (whether or not such persons are unpaid volunteers). The Audit Committee shall be responsible for the preparation of the annual financial statements using generally accepted accounting principles, and the preparation of the annual audit of the corporation in accordance with California Education Code Section 41020 and Government Auditing Standards issued by the Controller General of the United States. In addition, the Audit Committee shall recommend the retention and termination of the independent auditor and may negotiate the independent auditor's compensation, on behalf of the Board.

Based on the recommendations of the Audit Committee, the Board of Directors will select an independent auditor and will oversee the annual audit. The Executive Director or designee (such as a back-office provider hired by CWC 2 and managed by the Executive Director) shall have responsibility for working with the auditor to complete the audit.

ELEMENT 10 – PUPIL SUSPENSION & EXPULSION

***"The procedures by which pupils can be suspended or expelled."* (Ed. Code § 47605(b)(5)(J).)**

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows 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 Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, 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?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted 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 Charter School's failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school District other than LAUSD, Charter School must notify the superintendent of the student's District of residence within 30 days of the expulsion. Additionally, upon request of the receiving school District, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

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

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

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, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

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 CWC 2's mission of developing good global citizens, CWC 2 will develop and maintain a comprehensive set of student discipline policies for actions by students that would violate California Education Code Section 48900. CWC 2 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 Charter 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 CWC 2 Family Handbook at the beginning of each school year. Each family will be required to acknowledge in writing that they have reviewed the policies in the Handbook.

SCHOOL CLIMATE AND SCHOOL DISCIPLINE SYSTEM

CWC 2 implements a school climate and discipline plan consistent with the District's *Discipline Foundation Policy* and *School Discipline Policy and School Climate Bill of Rights* resolution. This section describes how this plan is implemented.

CWC 2's ultimate priority is to maintain the safety of all members of our community, both emotionally and physically. This goes for when inside classrooms, around our building, outside on the play yard or at any Charter School function. All members of the community play a role in implementing this plan. For example, teachers take a proactive approach: teaching conflict resolution skills, setting clear expectations, reinforcing positive behavior and redirecting

misbehavior. In response to any sort of misbehavior that infringes on the safety of our community, we aim to have a discipline system that is focused on being rehabilitative rather than solely punitive.

SOCIAL EMOTIONAL DEVELOPMENT AND STUDENT DISCIPLINE OVERVIEW

CWC 2 is committed to the building of a safe and nurturing environment for every child. It is the development of this mutually respectful and caring community that we know to be the crucial foundation for developing connected, capable, and courageous people who believe they really count. We do this work not only to cultivate students who can succeed academically, but also to create a new generation of world citizens that have invaluable leadership, problem-solving, and peacemaking skills.

With our focus on the social emotional aspects of learning, CWC 2 encourages students to become aware of their role as essential members of our learning community. As part of this, CWC 2's approach to social-emotional learning and discipline are the crucial ingredients to the development of our larger positive culture. We proactively build this culture and engage students in this work as a key approach to working on students' misbehavior, discipline, and consequences.

With workshop-based classrooms and a positive approach to discipline, our goal is to encourage students to take charge of their lives and manage their own learning. As part of this, we expect that all students behave in a respectful way toward their teachers, all adults, their classmates, and the property of others. Additionally, students are treated and spoken to respectfully and with care. With a great focus on community, it is our goal that every student possesses a clear understanding of how their actions affect others. When a child acts in a thoughtless or harmful ways, the entire community suffers. While our larger goal is to discourage misbehavior pre-emptively, when misbehavior does occur, we use missteps as opportunities for learning and reflection. Our philosophy towards social-emotional education and discipline will focus on responses to misbehavior that are educational and logical while always maintaining the emotional and physical safety for our whole community. CWC 2 utilizes site selected tools and curricula to support social emotional development, such as mindfulness, Connected and Respected, Cool Tools, restorative justice, Responsive Classroom, among other programs/ models/frameworks/curricula.

Because of the above beliefs and philosophies, explicit time within CWC 2's weekly schedule is devoted to cultivating our school-wide social emotional development skills and positive culture by teaching a curriculum that develops these skills and qualities of character within our students. Students are explicitly taught conflict resolution skills/strategies and anti-bullying tools. Time is devoted to social emotional development for each student. Through a mixture of scaffolded activities, role-playing, direct instruction, and other authentic experiences, students will be given the opportunity to use and practice conflict resolution skills and strategies as they build community in their classroom and in the school. School and classroom practices like Class Meetings, Morning Meetings, Advisory (Grades 6-8) and grade level meetings are all important elements to the building of our positive culture at CWC 2.

Students are encouraged to request assistance in resolving conflicts when needed. All CWC 2 staff receive professional development related to conflict resolution, social emotional development, community-building, and classroom management. Additionally, through Back to School Night and other parent meetings, all families have the opportunity to learn and develop skills related to conflict resolution. Just as we ask students to deal with conflict in respectful ways, we ask the same of all community members as well.

TIERED BEHAVIOR INTERVENTION

When appropriate, CWC 2 attempts to provide learning opportunities for misbehavior rather than immediately suspending or expelling a student. If a student violates Charter School policies enumerated in the charter or Family Handbook that are not specified as grounds for mandatory suspension or expulsion, and the student is not a threat to safety of him/herself or others, CWC 2 will first consider the interventions listed below as positive behavior supports, including but not limited to:

- Positive behavior support plan with tiered interventions that occur during the school day
- Positive reinforcement
- Goal oriented behavior action plans and charts
- Working with a peer buddy to establish supportive partnerships
- Intensive role play with instruction embedded
- Time in a buddy classroom
- Development of a community repair plan (student redirected to accomplish a service project or goal at school that betters our community)
- Engaging the Student Success Team (SST) process

If necessary, CWC 2's progressive discipline plan will move to implement the following responses to student behavior:

- Warning
- Loss of Privileges
- Notices to parents by phone/letter
- Referral to the Co-Principal
- Request for Parent Conference
- SST Process

If these interventions are not appropriate given the nature of the offense or are unsuccessful, CWC 2 will consider:

- Suspension
- Expulsion

The Co-Principals bear primary responsibility for overseeing all student discipline. Staff is trained on a regular basis on these interventions and next steps, and how to effectively manage them within each classroom.

IN-SCHOOL SUSPENSION

CWC 2 offers in-school suspension as a means of reducing time missed from learning for behavioral issues. The same procedures for out-of-school suspension (written notice, parent conference, days of suspension, suspension appeals) and the same grounds/offenses for out-of-school suspension, which are described in this charter will apply to in-school suspension. At CWC 2, in-school suspension is supervised by an aide or a credentialed teacher. This supervisor is responsible for gathering assignments from the student's teachers of record and providing a small group environment with close supervision and assistance in completing the work. To the extent that some work cannot be duplicated in the smaller environment, students are given an

alternative assignment. If a student with an IEP participates in the in-school suspension program, CWC 2 provides any required special education instruction or related services. The maximum number of days for in-school suspensions will not exceed two days per incident and five days in one academic year.

GROUNDS FOR OUT-OF-SCHOOL SUSPENSION AND EXPULSION

DISCIPLINARY JURISDICTION

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: 1) while on Charter School grounds; 2) while going to or coming from Charter School; 3) during the lunch period, whether on or off the Charter School; or 4) during, going to, or coming from a Charter School-sponsored activity.

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 Co-Principal or designee must immediately suspend and recommend expulsion of any student at CWC 2 for:

- Possessing, selling, or otherwise furnishing a firearm or explosive device
- Brandishing a knife
- Unlawfully selling or otherwise furnishing 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 Co-Principal or designee may immediately suspend and recommend for expulsion a student at CWC 2 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 8, inclusive
- Unlawfully possessing, using, or being under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, or unlawfully possessing, using, selling or otherwise furnishing, or being under the influence of 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
- 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 8, 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 8, 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 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 Co-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.

OUT-OF-SCHOOL SUSPENSION PROCEDURES

RULES AND PROCEDURES

The Co-Principals or administrative designees (i.e., Assistant Principals) shall have the authority to suspend a student, according to the following procedures:

- CONFERENCE: Suspension shall be preceded by a conference by the Co-Principal or administrative designee with the student and, if necessary, the teacher, counselor, supervisor or school employee who witnessed the behavior(s) leading to suspension. The conference may be omitted if the Co-Principal, School Counselor or administrative 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 a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. In such cases, the conference shall be held within two (2) days, unless the pupil is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. At the conference the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

- NOTICE TO PARENTS/GUARDIANS: At the time of the suspension, a school employee (Co-Principal, Assistant Principal, teacher or operations staff member) shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice will also state the date and time when the student may return to Charter School. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian to respond to such request without delay. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to respond to such requests.

MAXIMUM DAYS

The length of suspension for all students may not exceed a period of five (5) consecutive days without first scheduling a second conference between the Co-Principal or designee and parents/guardians to discuss the progress of the suspension upon the completion of the 5th day

of suspension and whether the suspension is being extended pending an expulsion hearing. The maximum number of days a student may be suspended each year is twenty (20), unless the suspension is pending expulsion in which case the maximum number of days is cited below.

ACCESS TO EDUCATION

The co-Principal or administrative designee will make arrangements with parents/guardians to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For students who are suspended pending expulsion, independent study will be offered to provide an educational program to the student during this time to ensure the student has classroom work and regular contact with a certificated teacher. For students who do not voluntarily agree to this option, the Charter School will provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

IN-SCHOOL AND OUT-OF-SCHOOL SUSPENSION APPEALS

If a parent or guardian disagrees with a suspension, he/she must file a written objection to the co-Principal to the suspension within five (5) school days, explaining the reason for the disagreement. The Executive Director or administrative designee (e.g., another CWC administrator not involved in the suspension) will meet with the parent/guardian within five (5) school days of receipt of the written objection. Considering the information provided by the parent/guardian and any other relevant information, the Executive Director will have authority to determine whether to:

a. Uphold the suspension in all respects.
b. Modify the suspension imposed (e.g., reduce suspension duration, if possible).
c. Overturn the suspension and expunge the suspension from the student's records.

The Executive Director or administrative designee's decision shall be final. If no changes are made, the parent/guardian's written objection will be placed in the student's file along with the notice of suspension.

SUSPENSION PENDING EXPULSION

Upon a recommendation of Expulsion by the Co-Principal or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Co-Principal or designee based on whether:

1. The pupil's presence will be disruptive to the education process; or
2. The pupil poses a threat or danger to others.

Upon either determination, the pupil's suspension will be extended by a maximum of 40 days, pending the results of an expulsion hearing.

For students who are suspended pending expulsion, independent study will be offered to provide an educational program to the student during this time to ensure the student has classroom work and regular contact with a certificated teacher. For students who do not voluntarily agree to this option, the Charter School will provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

EXPULSION PROCEDURES

RULES AND PROCEDURES

As set forth above, students must be recommended for expulsion for all mandatory offenses. For non-mandatory offenses, it is within the Co-Principal or designee's discretion to recommend expulsion. The Co-Principal or administrative designee (i.e., Assistant Principal) may make a recommendation for expulsion when: 1) other means of correction are not feasible or have not been effective in the past; and/or 2) the student's presence causes a continuing danger to the safety of the student or others.

A student recommended for expulsion is entitled to a hearing to determine whether the student should be expelled. The student will be suspended during the expulsion process. The hearing shall be held in a timely manner, not to exceed thirty (30) school days after the date the Co-Principal or designee recommended expulsion because one of the acts listed under "Grounds for Suspension and Expulsion" has occurred. The Co-Principal or administrative designee will make a recommendation for expulsion within 5 school days of the incident. The hearing shall be held in closed session unless the parent/guardian makes a written request for a public hearing three (3) days prior to the hearing. Reasonable accommodations and language support will be available as required by law.

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the Co-Principal or designee. The Administrative Panel shall consist of at least three members (and not an even number of members) who are certificated employees and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Charter School's Board will appoint an impartial Administrative Panel. The Administrative Panel may expel any student found to have committed a mandatory expellable offense. For discretionary expellable offenses, the Administrative Panel must also find 1) other means of correction are not feasible or have not been effective in the past; and/or 2) the student's presence causes a continuing danger to the safety of the student or others.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination on appeal.

Written notice of the hearing shall be forwarded to the student and the student's parent/ guardian at least ten (10) days before the date of the hearing. The notice shall include:

- The date, time, and place of the hearing
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
- A copy of CWC 2's discipline guidelines and/or grounds for suspension and expulsion, which relate to the alleged violation
- The right to request at least one postponement of the expulsion hearing for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the Co-Principal or designee
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses

- Notification of the student's or parent/guardian obligation to provide information about the student's status at the Charter School to any other school District or school to which the student seeks enrollment
- Notification of reasonable accommodations or language support, as needed

RECORD OF HEARING

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

PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely on as connected to the matters being discussed. The decision to expel must be supported by substantial evidence that the student committed any of the acts that might warrant expulsion. Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to unreasonable risk of physical or psychological harm.

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

WRITTEN NOTICE TO EXPEL

The final decision by the Administrative Panel shall be made within seven (7) calendar days following the conclusion of the hearing. If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

The Co-Principal or designee shall send written notice of the Administrative Panel's decision to the student and their family within seven (7) calendar days following the conclusion of the hearing. This notice shall include the following:

- The specific offense committed by the student that warranted expulsion
- Findings of fact from the expulsion hearing
- The term of the expulsion, including the possible readmission date
- A rehabilitation plan and readmission procedures
- Notice of the student or parent/guardian's obligation to inform any new District/school in which the student seeks to enroll of the student's status with CWC 2 upon dis-enrolling
- The right to appeal the Administrative Panel's decision within ten (10) school days

APPEAL OF EXPULSION DECISION

Parents/Guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Co-Principal within ten (10) school days of the date of the written decision to expel. The student will be considered suspended until a Board meeting is convened within ten (10) school days of receipt of the written appeal. The parent(s)/guardian(s) must attend to present their appeal. Parents/guardians may request one continuance of up to

ten school days. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) and information from the original expulsion hearing. The Co-Principal or designee will send written notice to the student or parent/guardian of the Board's decision within seven (7) calendar days of the appeal hearing. The Charter School Board's decision to uphold the Administrative Panel's decision to expel shall be final. If the Board overturns the expulsion, the pupil shall immediately be returned to his/her educational program.

DISCIPLINARY RECORDS

CWC 2 shall maintain records of all student notices of suspension(s) and decisions regarding expulsion(s). Such records shall be made available to the District upon request.

ASSURANCES REGARDING LIST OF OFFENSES

In preparing the list of mandatory and discretionary expulsion and suspension offenses, CWC 2 has consulted a variety of sources in addition to applicable laws to ensure that our policies comply with "best practices" at similar schools, including non-charter schools within LAUSD. Our primary purpose 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 PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

CWC 2 may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by CWC 2 or the hearing officer (who is selected among the Administrative Panel members). Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil. In addition:

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying
- CWC 2 must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony
- At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room
- The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness
- The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand
- If one or both of the support persons is also a witness, CWC 2 must present evidence that the witness' presence is both desired by the witness and will be helpful to CWC 2. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding officer shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing during that testimony
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose

REHABILITATION, REINSTATEMENT AND READMISSION

Pupils who are expelled from CWC 2 shall be given a rehabilitation plan upon expulsion as developed by Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review, to ensure the student is complying with the rehabilitation plan as well as assessment at the time of review for readmission. The rehabilitation plan will include improved behavior, attendance, academic performance and benchmarks for return and shall include a date not later than one (1) year from the date of expulsion when the pupil may reapply CWC 2 for readmission. Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school District of residence. The Charter School shall work cooperatively with parents/guardians as requested, and in the manner requested, by parents/guardians or by the school District of residence to assist with locating alternative placements during expulsion. Within 5 school days of the expulsion, the Charter School shall have a voluntary post-expulsion meeting with parents/guardians in the manner requested to assist with locating alternative placements during expulsion, including in the County or school district of residence.

The readmission process will include a meeting with the Co-Principal or designee, to determine whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil continues to pose a danger to Charter School safety. The Co-Principal or designee shall make a recommendation the Governing Board for readmission unless there is a finding that the pupil has not met the conditions of the rehabilitation plan and/or continues to pose a danger to Charter School safety, in which case the co-Principal will make a recommendation against readmission. The Governing Board will make the final determination. These procedures shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is issued. CWC 2 is responsible for reinstating the student upon the conclusion of the expulsion period.

ELEMENT 11 – RETIREMENT PROGRAM

***"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."* (Ed. Code § 47605(b)(5)(K).)**

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, per applicable legal and retirement plan requirements.

CERTIFICATED STAFF MEMBERS

CWC 2 participates in the CalSTRS program. Certificated staff members who are eligible for CalSTRS benefits, based on the state's definition, are covered. CWC 2 works 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 CWC 2 are forwarded to the appropriate agency as required.

The CWC Los Angeles Regional Support Office (and any back-office service provider that is hired by the CWC Los Angeles region) is responsible for enrolling all eligible employees. The Executive Director is responsible for ensuring appropriate arrangements for coverage have been made. CWC 2 acknowledges that the Charter School must continue such participation for the duration of the Charter School's existence under the same County-District-School ("CDS") code.

OTHER RETIREMENT BENEFITS

Non-certificated employees will participate in the federal Social Security system in accordance with applicable law. In addition, CWC LA may offer a §403(b) Tax Sheltered Retirement Account Plan to employees. Regular (non-temporary/substitute) employees who qualify may also receive a capped matching contribution. The CWC LA Board of Directors has the authority to approve a different matching rate for a specific employee.

The CWC Los Angeles Regional Support Office (and any back-office service provider that is hired by the CWC Los Angeles region) would be responsible for enrolling all eligible employees. The Executive Director is responsible for ensuring appropriate arrangements for coverage have been made.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE

***"The public school attendance alternatives for pupils residing within the school District who choose not to attend charter schools."* (Ed. Code § 47605(b)(5)(L).)**

Pupils of Charter School do not have or gain any right to admission in a particular school of any school District, or program of any school District, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school District.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school District of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school District of residence, an eligible pupil may pursue an inter-District transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

SCHOOL CHOICE

No student will be required to attend CWC 2.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

***"The rights of an 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."* (Ed. Code § 47605(b)(5)(M).)**

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

***"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter."* (Ed. Code § 47605(b)(5)(N).)**

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter ("Dispute"), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated 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 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Citizens of the World 2
c/o Executive Director
5371 Wilshire Blvd., Suite 200
Los Angeles, CA 90036

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 as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

***"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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."* (Ed. Code § 47605(b)(5)(O).)**

REVOCATION OF THE CHARTER

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

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

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

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by EDUCATION CODE sections 47604.32, 47605, and 47607 as well as CALIFORNIA CODE OF REGULATIONS, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" posted on the California Department of Education

website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school District that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school District of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall 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 of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A <u>certified</u> packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to 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

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school District, 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 also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

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

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll records, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's District of residence.

FINANCIAL CLOSE-OUT

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

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter 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 Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

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

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

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. 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 identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

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

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 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.

CLOSURE AGENTS

In the event of Charter School closure, the Executive Director, or other individual selected by the Board, will serve as the closure agent for the Charter School.

ADDITIONAL PROVISIONS

FACILITIES

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District 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 District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District 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 District facilities with other District user groups, Charter School agrees that it will participate in and

observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

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

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

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

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

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

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

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

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

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

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. 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.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized

building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

INSURANCE

Insurance Requirements

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

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/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 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 Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect 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 Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility

for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $500,000 per occurrence and $500,000 general aggregate, with no self-insured retention.

5. Cyber liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

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

7. 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.

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

9. 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 Its Board of Education 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 Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

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

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

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

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter 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 Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, 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. 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 Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, 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.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School

shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its 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 the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School 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 Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

Internal Fiscal Controls

Charter School shall develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal

year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

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).

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.

2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.

3. 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.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. 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 does not anticipate providing transportation on a regular basis to and from school, except as required by law for students with disabilities in accordance with a student's IEP. When transportation is required, appropriate contracts and insurance requirements will be met.

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the school are to be provided. Ed. Code § 47605(g).

CWC 2 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 ExED.

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).

ADDRESS OR TARGET LOCATION FOR THE FACILITIES TO BE USED BY THE CHARTER SCHOOL

Current locations for CWC 2 are:

- 4345 Lockwood Ave.
  Los Angeles, CA 90029
- 1133 N Mariposa Ave.
  Los Angeles, CA 90029
- 1530 Wilton Place
  Los Angeles, CA 90028
- 221 S. Juanita Ave.
  Los Angeles, CA 90004

All alterations made to facilities occupied by students of CWC 2 will be made in accordance with all applicable codes, laws, and requirements. CWC 2 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.

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 implement a five-year charter term from July 1, 2017 to June 30, 2022.

ADDENDUM
District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions

ASSURANCES, AFFIRMATIONS AND DECLARATIONS

Citizens of the World 2 (also referred to herein as "CWC 2" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(d)(1).)

- Not charge tuition. (Ed. Code § 47605(d)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)

- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)

- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). (Ed. Code § 47605(d)(2)(B).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, 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. (Ed. Code § 47605(d)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(c)(2).)

NOTE: This Charter contains specific "District Required Language" (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

ELEMENT 1 – THE EDUCATIONAL PROGRAM

"A description of the educational program of the school, designed, among other things, 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 pupils to become self-motivated, competent, and lifelong learners." **(Ed. Code § 47605(b)(5)(A)(i).)**

"A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." **(Ed. Code § 47605(b)(5)(A)(ii).)**

"If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. 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." **(Ed. Code § 47605(b)(5)(A)(iii).)**

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update." (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by CALIFORNIA CODE OF REGULATIONS, title 5, section 11960.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

ENGLISH LEARNERS

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to Charter School's academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD's English Learner Master Plan *or* implement Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual EL program assessment. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

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 Education Improvement Act of 2004.

Special Education Program

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 LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon the District pertaining to special education. The MCD is a

consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen 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 Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- End of Year Suspension

  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data (**Including Charter Schools**)

  The usual file including District ID.

- Norm day
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS (**Including Charter Schools**)

- All Students enrolled as of December 1 of each school year

  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout (**Including Charter Schools**)

  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data (**Including Charter Schools**)

- Graduation roster from all LAUSD schools (**Including Charter Schools**) with 12th grade SWD

The MCD requires charter schools to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS in compliance with the requirements of the MCD and applicable timelines and upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, 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. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." **(Ed. Code § 47605(b)(5)(B).)**

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." **(Ed. Code § 47605(b)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. 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 Charter School.

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees or councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD's charter school policies, regarding ethics and conflicts of interest, and shall otherwise enter into all transactions and conduct business with all persons and entities, including related parties, at arm's length.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall 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 shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

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

Charter School shall adopt and implement specific and continuing procedures for notifying 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 Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of CALIFORNIA CODE OF REGULATIONS, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the school." **(Ed. Code § 47605(b)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, 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, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Deparment of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were

attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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 District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW))*. The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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 Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable

federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School 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, qualifications and 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 all parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher
- Notify each individual parent, in a timely manner, if and when the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Participate in any applicable federal program monitoring conducted by the California Department of Education

- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

ELEMENT 8 – ADMISSION REQUIREMENTS

***"Admission requirements, if applicable."* (Ed. Code § 47605(b)(5)(H).)**

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall 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. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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 any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

"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." **(Ed. Code § 47605(b)(5)(I).)**

The annual audit shall be conducted in compliance with Education Code section 47605(b)(5)(I) as it is amended from time to time.

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

k. Provisional Budget – Spring prior to operating fiscal year
l. Final Budget – July of the budget fiscal year
m. First Interim Projections – November of operating fiscal year
n. Second Interim Projections – February of operating fiscal year
o. Unaudited Actuals – July following the end of the fiscal year
p. Audited Actuals – December 15 following the end of the fiscal year
q. Classification Report – monthly according to Charter School's Calendar
r. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
s. Instructional Calendar – annually five weeks prior to first day of instruction
t. Other reports as requested by the District

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled." **(Ed. Code § 47605(b)(5)(J).)**

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows 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 Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

C. Was the misconduct caused by, or directly and substantially related to the student's disability?
D. Was the misconduct a direct result of the Charter School's failure to implement 504?

NOTIFICATION OF THE DISTRICT

Upon expelling <u>any</u> student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  C. Was the misconduct caused by, or directly and substantially related to the student's disability?
  D. Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

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

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

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, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

"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." **(Ed. Code § 47605(b)(5)(K).)**

[NOTE: No District Required Language is being provided for inclusion in this element.]

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." **(Ed. Code § 47605(b)(5)(L).)**

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

***"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."* (Ed. Code § 47605(b)(5)(M).)**

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

***"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter."* (Ed. Code § 47605(b)(5)(N).)**

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter ("Dispute"), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

5) Any Dispute shall be communicated 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 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

   All Written Notifications to the District and Charter School shall be addressed respectively as follows:

   Director
   Charter Schools Division
   Los Angeles Unified School District
   333 South Beaudry Avenue, 20th Floor
   Los Angeles, California 90017

Director/Principal
Charter School
[See Element 14]

6) 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.

7) 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.

8) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER

"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code." **(Ed. Code § 47605(b)(5)(O).)**

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act ("EERA"), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES

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

REVOCATION OF THE CHARTER

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

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

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

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by EDUCATION CODE sections 47604.32, 47605, and 47607 as well as CALIFORNIA CODE OF REGULATIONS, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

9. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

10. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

11. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

12. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

13. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

14. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

15. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

16. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

5. The effective date of the closure of Charter School

6. The name(s) and contact information for the person(s) handling inquiries regarding the closure

7. The students' school districts of residence

8. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

3. A description of the circumstances of the closure

4. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students,shall also include:

4. Information on how to enroll or transfer the student to an appropriate school

5. A certified packet of student information that includes closure notice, a copy of the student'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

6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

4. The effective date of the closure of Charter School

5. The name(s) and contact information for the person(s) handling inquiries regarding the closure

6. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

10. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

11. Charter School's process for transferring student records to receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

12. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, 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 also shall

indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

13. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

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

15. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

16. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

17. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

FINANCIAL CLOSE-OUT

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

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

4. 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.

5. 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.

6. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit.

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

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If 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 identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

5. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

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

8. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which CharterSchool will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

d. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

e. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

f. Make final federal tax payments (employee taxes, etc.)

g. File its final withholding tax return (Treasury Form 165).

h. File its final return with the IRS (Form 990 and Schedule).

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

District therefore reserves 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.

ADDITIONAL PROVISIONS

FACILITIES

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District 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 District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if

Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

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

In the event of an emergency, all District 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 District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

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

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

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

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
    (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
    (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than

Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

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

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

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

  - (iii) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District 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.

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

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

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. 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.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

5. 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 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 Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

6. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect 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.

7. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

8. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $500,000 per occurrence and $500,000 general aggregate, with no self-insured retention.

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

11. 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.

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

13. 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 Its Board of Education 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 Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

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

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

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

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter 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 Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, 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. 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 Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, 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

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its 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 the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School 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 Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

Internal Fiscal Controls

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

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)