



A Petition Submitted Respectfully to:  
Los Angeles Unified School District  
Innovation Charter Schools Division  
333 South Beaudry Avenue, 25 Floor  
Los Angeles, Ca 90017

Contact  
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LOS ANGELES UNIFIED SCHOOL DISTRICT  
Charter Schools Division

Letter of Intent to Apply for a Charter School

Name of proposed charter school	Felicity Charter School		
General location of proposed charter	Van Nuys		
Projected Grade Levels-Year 1	K-4	Projected Grade Levels-Year 5	K-6
Projected Enrollment-Year 1	140	Projected Enrollment-Year 5	445

Lead Petitioner Information:

Name	Nkeonye Nwankwo		
Address	13313 Oxnard Street, #126, Valley Glen, CA 91401		
Phone number(s)	(818) 755-0049	Fax	(818) 787-7118
E-mail address	dishupprograms@gmail.com		

Other members of the Charter Development team

Gaglio, Ryan	Greenland, Sonya
Holloway, Joseph Ph.D.	Ismerio, John
Sheff, Stephen Ph.D.	Teklu, Martha
Young, Kim	Williams, Badewa

Certification:

- I/we certify that we are interested in applying for a charter school within LAUSD boundaries.
- I/we have participated in the Orientation Meeting given by the LAUSD Charter Schools Division.
- I/we did not participate in the Orientation Meeting given by the LAUSD Charter Schools Division.

Nkeonye Nwankwo  
PRINT NAME

N. Nwankwo  
SIGNATURE

12/6/2011  
DATE

## Charter Development Team: Biography

### WILLIE BURTON

After working for the army and the government in electronic engineering, Willie Burton decided to go into the movie industry, starting with a course on Television Broadcasting offered at USC by CBS. After other trainings, he specialized in audio and started a career in motion picture as a sound mixer. Soon, he moved to a top production position. Burton has worked on over 100 movies and has received seven nominations and awards. Among them are Oscar nominations for "The Buddy Holly Story," "Green Mile," and "DreamGirls." He also he won The Bafta (British Academy Film And Television Award) for "WAR GAMES," and received an Oscar for Best Sound for the film, "BIRD," and in 2005, won The Cinema Audio Society Career award. In addition to sound technology, Burton is also a documentary producer. Among his productions are "From Baton Rouge to Hollywood: The Fred Williams Story" and a Project Grad documentary, "This is Me." Burton is a member of the board of Arts and Sciences, Motion Picture, and the Sound Brand. He will bring his broad film and board experience to Felicity Charter School.

### RYAN GAGLIO, J.D. Yale Law School

Mr. Gaglio, a former Associate in the Los Angeles office of Irell & Manella LLP is presently a tax attorney with Pivotal Group PC, Santa Monica. Mr. Gaglio prepared the documents for Felicity's incorporation and 501c3 application. He also incorporated Felicity, provided insight into the governance aspect of the petition Element Four, and conducted an orientation meeting for Felicity board members and planners. Mr. Gaglio is also a tax attorney advisor for Felicity.

### MS. VICTORIA GARCIA, BSC.

Ms. Garcia holds a Bachelor's Degree in Human Services from California State University, Dominguez Hills. She is the Regional Lead for Membership with Girl Scouts of Greater Los Angeles, North Region. She oversees the Membership and Volunteer Development teams that are supporting three service centers in the North Region (San Fernando, Santa Clarita, and Antelope Valleys). Professionally, Ms. Garcia has over twenty-five years of experience in the field of Volunteer Resource Management and community Cultivation. Her involvements include participation with the Panorama City Neighborhood Council, Hispanic Jewish Women's Task Force, Commision Femenil SFV, Hispanic Business Network, and Connect LA. She is a member and the treasurer of Directors of Volunteers in Agencies (DOVIA). Ms. Garcia helps with the Felicity community outreach program.

JOSEPH HOLLOWAY Ph.D., Professor of history and former interim chair, Pan African Studies Department, California State University, Northridge. Dr. Holloway, who lectures in history and culture, has contributed to the social science and cultural aspects of our petition. He also brings some governance insight through his experience of chairing a

department, chairing boards and board committees and attending board and faculty meetings.

JOHN ISMARIO MBA See Board

NKEONYE NWANKWO See Board

OGO OKOYE-JOHNSON Ph.D., Vice-Principal

Dr. Johnson is the Vice-Principal of Cleveland High School, Reseda, California and former Assistant Principal and Summer School Principal; William Howard Taft High School, Woodland Hills, California. She has credentials and certificates for Preschool-Adult, School Professional Clear Administrative credential, Ph.D. Urban Services / Urban Education – California, Professional Clear Single Subject-English Credential – California School Principal and English Certification. Dr. Ogo-Okoye has won several awards and recognitions including selection as a “VIP” Best of the Beach Teacher at Larkspur Middle School, Virginia Beach, Virginia.

Dishu Academic and Arts Connection was approved as a supplemental provider for “No Child Left Behind” in 2004 by California Department of Education, and in 2006 was approved for ASES by LAUSD in partnership with another organization. Nwankwo is a member of DOVIA (Directors of Volunteers in Agencies) and her organization, Dishu Academic and Arts Connection partners with the Volunteer Center of Los Angeles.

BADEWA WILLIAMS, M.A. Education Specialist Instruction and M.A. Educational Therapy

Ms. Williams has Clear Level II Credential and is a co-founder of Felicity Charter School. She retired as a teacher in 2008 from Van Nuys Street School, where she worked as a special education and resource teacher to pursue a private practice in educational therapy. During her tenure, she introduced and implemented many programs, projects, and intervention strategies. Among them are the implementations of instructional accommodations, and the executive functioning of learning. In addition, Williams initiated and held in-service training for general education teachers at the beginning of the school year on how to interpret and comply with the Individual Education Plan (IEP). Mrs. Williams contributed greatly to the special education aspects of Felicity petition and to the petition as a whole.

YOUNG KIM

Ms. Kim is a pianist, and an elementary school teacher who holds a multiple-subject credential. As a teacher, Ms. Kim has contributed to the program and curriculum aspects of Felicity’s petition. She also has the experience of using music as an educational tool and strategy.

#### BOARD OF DIRECTORS

MS. SONYA GREENLAND M.A. – Secretary and literacy adviser

teacher and reading specialist, Ms. Sonya Greenland earned a B.A. Degree in Social Work from Cal State University, Los Angeles and a Master's degree and Specialist Credential in reading from Cal State University, Northridge. She has an Elementary Education Credential and taught grades K-6 in various Los Angeles schools from the West side: Laurel and Castle Heights to the South side: 36th and Hill Crest to the East side: Hooper Avenue. She is currently retired from Los Angeles School District, but continues to work in educational institutions. Presently, she works as literacy and reading specialist and volunteer tutor for Life Long Learning Center in Los Angeles. The center provides tutorial services for K-16 students, parents, and adults in all subjects.

Ms. Greenland served on the board of the Venice Historical Society for twenty six years and is a currently board member of the Culture Education Project, an organization in Los Angeles that guides children nine to sixteen years of age to study different cultures and travel to different countries. Ms. Greenland contributed to the literacy aspect of Felicity's petition.

JOSEPH E. HOLLOWAY, Ph.D., History Professor – cultural adviser

Dr. Joseph Holloway is a professor of History, Pan African Studies Department, California State University, Northridge and a former interim chair of the department. He is a specialist in cross-cultural studies relating to Africa and Afro-America, a former Ford and Fulbright Scholar, and the author of nine books including *Liberian Diplomacy in Africa*, *Neither Black Nor White: The Saga of an American Family*, and *An Introduction to Classical African Civilizations*. He co-authored (with Winifred K. Vass) the book, *The African Heritage of American English* (Indiana University Press, 1993). Holloway has broad teaching, administrative and governance experience.

JOHN ISMARIO, MBA - treasurer

Mr. Ismario graduated from the University of California, Riverside, with a Bachelor of Business Administration in 1998. In 2000, he completed his M.B.A. degree in the field of financial management, from the National University. In September 2002, he launched his own accounting company which includes the IStax Accounting & Tax Solutions. His clients include contractors, retailers, and members of the entertainment business. He is also an auditor with the accounting firm, The MJF International APC.

Mr. Ismerio shared his knowledge and experience along side IRS taxation experts during the annual Univision 34, a Su Lado Income tax segment. He is an active member of the national society of accountants, National Society of Hispanic MBA's, and a board member of the association of Latino finance and accounting professionals.

NKEONYE NWANKWO Ph.D., University of California, Los Angeles (UCLA)

Dr. Nwankwo has a Master's degree in playwriting from Indiana University, and a Ph.D., in Theory, Criticism, and Dramatic Literature from UCLA. She is a lecturer at California State University, Northridge, where she teaches writing skills, Caribbean and African literature and theater. She is also a former journalist, and an award-winning playwright

and creative writer. In addition, she works with the entertainment industry as a writer, consultant and SAG actress.

Dr. Nwankwo, one of the founders of Felicity Charter School, takes pride in being an educator for K-16. Nwankwo is also the founder and director of Dishu Academic and Arts Connection (DAAC), a tutorial and arts program for youth (K-12) (see [www.dishuacademy.com](http://www.dishuacademy.com)). As an educator and artist, she has tutored and conducted numerous workshops for students in grades K-12. From her teaching and tutorial experience, she knows that all children are capable of attaining high performance and achievement if well taught and guided. It is this insight that motivated her to start Felicity Charter School.

DAAC was approved for supplemental education Services (No Child Left Behind) in 2004 and in 2006 was approved by Beyond the Bell for ASES (after school program) with another lead organization. DAAC has received different grants from the government, corporations, and foundations including Los Angeles County, Wells Fargo, Bank of America, Starbucks, and Northrop Grumman (annually). In addition, Dr. Nwankwo personally received six individual grants from the Los Angeles Department of Cultural Affairs as an artist in the community. Dr. Nwankwo received a joint award from Gwen Bolden Foundation, People Who Care, and Community Consortium for her services and commitment to the youth. In April 27, 2008, the City of Los Angeles and the 6<sup>th</sup>. Council District honored her for voluntary services for Volunteer Center of Los Angeles Celebrate LA Award. In 2009, she received the Polished Apple Award from Student Ambassador, California State University for teaching and commitment to students. Dr. Nwankwo is a member of a professional group, Directors of Volunteers in Agencies (DOVIA), and an advisory board member of Gwen Bolden Youth Foundation.

**OGO-OKOYE JOHNSON: PH.D., Urban Services / Urban Education**

Dr. Okoye-Johnson graduated from Old Dominion University, Norfolk Virginia, 1999. Vice-Principal, Cleveland High School, Reseda, California and former Assistant Principal and Summer School Principal; William Howard Taft High School, Woodland Hills, California. Her credits include credentials and certificates for Preschool-Adult School, Professional Clear Administrative Credential – California, Professional Clear Single Subject-English Credential – California School Principal and English Certification – Virginia. Dr. Okoye-Johnson has won several awards and recognitions, including selection as a “VIP” Best of the Beach Teacher at Larkspur Middle School, Virginia Beach, Virginia.

**STEPHEN SCHEFF, Ph.D – chair person**

Dr. Stephen Scheff has been teaching in secondary education for 32 years in a variety of educational settings. He has taught at Notre Dame H.S. in Harper Woods, MI, John F. Kennedy H.S. in Granada Hills, CA, and at Crescenta Valley H.S. in Glendale, CA. He is currently a teacher in the Los Angeles County court schools where he teaches S.A.T., CBEST, and GRE preparation. In addition, he is a lecturer at Cal State

University, Northridge where he teaches courses in psychotherapy and prepares students for teaching.

Dr. Stephen Scheff has served as a departmental chair, a mentor teacher, and a program coordinator. Also, he has co-written grants and professional papers, served on WASC committees, and currently, serves on the Site Council/Shared Decision Making, Professional Learning Community, and Directors' Strategic Learning committees. He is also the secretary for the Los Angeles County Education Association. Scheff will bring his diverse experience in instruction, administration, and grant writing to Felicity school and board.

MARTHA TEKLU M.A. and B.A. Anthropology, California State University, Los Angeles. Ms. Teklu has a teaching credential for Grades 8-12 and Junior College Credential for Anthropology. She has taught at Ralph Bunch Middle School, Compton, Bret Hart Middle School, Los Angeles and Martin Luther King Elementary School for eight years. In addition, she has worked professionally as a bookkeeper and social worker.

## CHARTER BRIEFING PAGE

Name of Organization Applying for Charter: Felicity Charter School (FCS)

Projected Grades Served-Year 1, K-4

Grades Served-Year 5, K-6

Projected Enrollment -Year 1, 140

Number of Students -Year 5, 445

Location Address or Target Neighborhood: Van Nuys

Facility Status/Location: We are anticipating to lease the former Mid Valley Youth Center, 7533 Van Nuys Boulevard, Van Nuys, CA 91405-1949.

Prop. 39 –Application Submitted? No

Does the location meet Board Policy? (Low API, Overcrowded) Yes

### MISSION

The mission of Felicity Charter School (FCS) is to provide underserved elementary students with authentic and rigorous educational experiences in order to enable them cultivate self-esteem and discipline, achieve academic success, and lead fulfilling lives.

### VISION

FCS will use a comprehensive educational approach to ensure that students are enabled to continue to further their education in order to reach their ambitions and goals. Felicity will use research-based instructional strategies, including constructivism, project-based learning, and differentiated instruction to appeal to every child; regular assessments to inform instruction and produce positive outcomes; and interventions that include tutorial services and homework assistance during and after school periods to ensure that all students succeed irrespective of their ethnic, social, and economic backgrounds.

BOARD OF DIRECTORS – See p. 8

### SOURCE/CORE OF MONEY

\$250,000 loan from Charter School Capital

A loan of \$15,000 for earlier planning and recruitment

In addition to federal and state charter funding revenues, FCS plans to apply for funding from the Public Charter Schools Grant Program, Walton Family Foundation, Corporations, foundations, and individuals.

### 3 – 6 TOP LEADERS/CHARTER DEVELOPMENT TEAM

Gaglio Ryan, incorporation and tax attorney  
John Ismario MBA (accounting, auditing, and tax)  
Ogo-Okoye Johnson Ph.D., Vice-Principal  
Stephen Schiff Ph.D., teacher and college lecturer  
Nkeonye Nwankwo Ph.D., lecturer, artist, and director of after school (tutorial/arts) program  
Badewa Williams M.A. former LAUSD resource teacher and Special ED specialist (2005-2008) and educational therapist (private practice)

Has your charter applied to any other jurisdiction for approval? No

Are there any sister charters? No

What innovative elements of your charter could be considered “best practices” and replicated by other schools?

Our innovative elements that could be considered “best practices” are providing students with strong backgrounds in all core subjects and in extra-curricular activities of their choice, as well as using tutors and coaches inside and outside the classroom. To achieve this, emphasis will be placed on the following:

#### 1. Literacy across the curriculum

The ability to read proficiently in language arts and in all subjects

Reading different books and materials including magazines and newspapers across the curriculum in preparation for secondary education, college, and future careers.

FCS blocks off 90 minutes for language arts five days a week. Different materials from other subjects, such as mathematics, science, and social studies will be integrated into language arts. Students are specifically trained to read, understand, and solve word problems. Underperforming students will be tutored both in class and during the after-school period.

Integrated tutorial and after-school program in collaboration with parents and communities

After-school activities will be integrated into the school’s curriculum as an extended program from the dismissal time, 3:30 p.m. till evening, 6:00 p.m. To achieve that,

Felicity staff, teachers, parents, and after-school providers will plan and coordinate after-school activities as a continuum of the school's day curriculum and activities

The after-school will serve as a safe haven for the students and will benefit parents who will not be around to take care of their children until after 6:00 p.m.

Tutoring will be stressed with the intention to provide students with a strong educational background and to bridge existing gaps in mastering grade level content standards. Emphasis will be on language arts, math and science. The tutors, who will receive similar professional development training as teachers, and will use the "Strategic Tutoring" methodology discussed in Element 1 to teach study skills and independency so that students can "learn how to learn."

## 2. Talent development and nourishment

FCS will recognize students' special talents, skills and interests, and will work with parents, guardians, and communities to enhance and nourish them without distracting from academic studies

If such students show early interest or precociousness in science and medicine, music, dance, drama and athletics and sports, FCS will provide them with tutors, artists, and coaches to train them

FCS will invite specialists and provide avenues for students to visit and interact with role models in those areas

### Supporters

Van Nuys Neighborhood Council.

Reference: Claudette Mc Ghee

Committee Chair, Youth, Education & Seniors Committee (Y.E.S.)

Cmcghee1@live.com

2. Directors of Volunteers in Agencies (DOVIA), an organization that offers professional growth, networking, and leadership opportunities for people in the field of volunteer engagement. Reference: Raquel Decipeda, Chair and Program Coordinator, Hands-On Volunteers, Volunteer Center of Los Angeles / ALSC  
rdecipeda@vcla.net W: www.vcla.net

### Charter School Visits

In Collaboration with Partners For Developing Futures, an organization that supports leaders of color in creating and running high-performing public charter schools that serve undeserved students, a Felicity representative visited six model Charter schools

in Los Angeles and New York and attended leadership and development workshops following the visits.

Schools Visited in Los Angeles, March 17-19<sup>th</sup>, 2011

1. Partners to Uplift Communities (PUC) over 10 years, K-12 – Lakeview Charter Academy
2. Camino Nuevo – 10 years, K-12
3. Synergy Academies – 6 years, K-8, growing to K-12

New York City: June 2- 4<sup>th</sup>, 2011

1. Summit Academy – 2<sup>nd</sup> year, middle school
2. La Cima – 3<sup>rd</sup> year, elementary school
3. Public PREP – 5<sup>th</sup> year, K-8, all girls

Reference: Ref Rodriguez, Ed.D.,  
President, CEO  
Partners For Developing Futures  
[www.partnersdevelopingfutures.org](http://www.partnersdevelopingfutures.org)  
Telephone: 1-877-516-8076  
Fax: (323) 739-3697

**Los Angeles Unified School District  
Innovation and Charter Schools Division**

**CHARTER SCHOOLS GUIDELINES CHECKLIST – INITIAL SCREENING**

Charter

School Name: Felicity Charter School

Date: February 18, 2012

Phone No.: (818) 755-0049 and 818-787-7118  
787-7118

Fax No: (818)

SUMMARY CONTENTS

* PAGE	ITEM	ADDRESS ED		ACCEPTAB LE		COMMENTS	AB 544 REFERENC
		YES	NO	YES	NO		
— Tab E— — Tab I	1. Approval Documentation <ul style="list-style-type: none"> <li>• Supporting signatures of:</li> <li>• conversion charter: 50% of permanent status teachers at the school site</li> <li>• start-up charter: one-half of parents who intend to enroll children <u>or</u></li> <li>• one -half of teachers who intend to be employed at the school during first year of operation</li> <li>• petition includes prominent statement of meaningful interest to start a charter (board resolution)</li> <li>• resume and questionnaire for all board members</li> </ul>						47605 (1) (2) 47605(3)

* PAGE	ITEM	ADDRESS ED		ACCEPTAB LE		COMMENTS	AB 544 REFERENC
		YES	NO	YES	NO		
P. 26 — — — — — — —	2. Assurances that school will: <ul style="list-style-type: none"> <li>• be non sectarian in programs, admission policies, employment practices and other operations</li> <li>• not charge tuition</li> <li>• not discriminate against any student on the basis of ethnicity, national origin, gender or physical or mental disability (religion, race</li> <li>• color, medical condition, sexual condition, sexual orientation)</li> <li>• not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements</li> <li>• not require any child to attend a charter school nor any employee to work at a charter school</li> <li>• if pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.</li> <li>• A charter school shall admit all students who wish to attend.</li> </ul>						47605 (d) (1) 47612 (a) (1) 47605 (e) (f)
_P. 30__	3. Description of which students will attend the school						47605 (d) (1) 47605 (d) (2) (A) (B)
p. 27__	4. Duration of initial charter petition: 5 years						47607 (a) (1)
p. 27__ —	5. Renewal process/timeline						47607 (a) (1) (2)
P. 106_ —	6. How the Board of Education and the charter school can monitor the progress in meeting student outcomes						47607 (a) (1) 47607 (b)
161_	7. Accepts and understands the grounds on which a charter may be revoked						47607 (b) (1-4) (c)
_164	8. Accepts and understands obligations to comply with specific sections of the Education Code: Sections 47611 (STRS) and 41365 (Revolving Loan Fund), and all laws establishing minimum age for public school attendance						47610

* PAGE	ITEM	ADDRESS ED		ACCEPTAB LE		COMMENTS	AB 544 REFERENC
		YES	NO	YES	NO		
167-8	9. How district/county facilities will be maintained, insured and used by the charter school, if applicable						47605 (g) 47614
169	10. How changes, additions or alterations to the facility will be accomplished and the district/county role in the process						47607 (a) (1)
168  167-8	11. How school personnel, district/county will be insured against liability claims resulting from school operations <ul style="list-style-type: none"> <li>• description of type/scope of legal services to be used</li> <li>• plans for insurance liability and legal issues to be dealt with collectively and individually</li> </ul>						47605 (g)
149-150	12. Agreement between the charter school and the sponsoring agency detailing process and responsibility for operations, i.e., accounting, budgeting, payroll, liability insurance, etc. and contracted services and supervisorial oversight						47605 (g) 47613.7
149-150	13. Agreement between the charter school and sponsoring agency detailing funding and services for special education students						47612 (a) (2)
149-150	14. Agreement between the charter school and sponsoring agency detailing operational funding levels						47613.5 (a)
149-150	15. Agreement between the charter school and sponsoring agency detailing processes for responding to inquiries						47604.3

OPERATIONAL CONTENTS

27-105____ 28-30	1. Description of the educational program of the school ( <i>Element 1</i> )						47605 (b) (5) (A)
37-39	<ul style="list-style-type: none"> <li>• an identification of those whom the school is attempting to educate</li> </ul>						47605 (h)
40-41____ 41-3	<ul style="list-style-type: none"> <li>• description of what it means to be an educated person in the 21<sup>st</sup> century</li> </ul>						
44-63	<ul style="list-style-type: none"> <li>• how learning best occurs</li> <li>• goals of the program</li> <li>• how the objective of enabling pupils to become self-motivated, competent, life-long learners will be met by the school</li> </ul>						
44-63	<ul style="list-style-type: none"> <li>• instructional framework, which includes instructional approaches, scope and sequence, addressing state standards, and evidence (research-based) that instructional program has been successful with similar student population.</li> </ul>						
88-105	<ul style="list-style-type: none"> <li>• specific goals for providing and ensuring equal access to academically low achieving students, gifted, low SES, ELLs, special education, and a goal for reclassification of ELLs.</li> </ul>						
85-88_ 56-77	<ul style="list-style-type: none"> <li>• attendance requirements including length of school day and year</li> </ul>						
56-77	<ul style="list-style-type: none"> <li>• instructional materials and the process by which curriculum, materials and instructional activities are to be selected</li> </ul>						
80	<ul style="list-style-type: none"> <li>• reference to NCLB as it relates to student achievement</li> </ul>						
46-56 80	<ul style="list-style-type: none"> <li>• instructional strategies</li> </ul>						
81-3 86	<ul style="list-style-type: none"> <li>• teacher recruitment</li> <li>• professional development</li> </ul>						
27-9 35	<ul style="list-style-type: none"> <li>• school calendar</li> <li>• daily schedule</li> <li>• mission/vision</li> </ul>						
ATTAC H. A,P. 170	<ul style="list-style-type: none"> <li>• demographics/academic achievement of surrounding schools</li> <li>• implementation plan</li> </ul>						
	<ul style="list-style-type: none"> <li>• High School only <ul style="list-style-type: none"> <li>- meet A-G requirements</li> <li>- transferability</li> <li>- WASC</li> </ul> </li> </ul>						

<p>106-115 106-113</p> <p>109-110</p> <p>117-8</p> <p>116</p> <p>116-7</p> <p>109-115</p>	<p>2. Measurable student outcomes to be achieved by students (<i>Element 2</i>)</p> <ul style="list-style-type: none"> <li>• extent to which all pupils demonstrate that they have attained skills, knowledge and attitudes specified as goals</li> <li>• frequency of when and how often pupil outcomes will be assessed including any assessments of innovative components</li> <li>• specific quantitative outcomes which students must demonstrate proficiency in and/or progress toward and time frames</li> <li>• identification of who will be accountable for student progress as it relates to student achievement</li> <li>• reference to NCLB</li> <li>• CAHSEE (HS only)</li> <li>• CELDT</li> <li>• API</li> <li>• AYP</li> <li>• CST</li> <li>• graduation rate (HS only)</li> </ul>						<p>47605 (b) (5) (B)</p>
<p>116 122 117-118 116-118</p> <p>119-120</p> <p>121</p> <p>116</p> <p>117</p> <p>116</p> <p>118</p> <p>121 121</p>	<p>3. Method by which pupil progress in meeting pupil outcomes is measured (<i>Element 3</i>)</p> <ul style="list-style-type: none"> <li>• use of standardized test scores in measuring pupil progress</li> <li>• use of variety of assessment tools</li> <li>• use of longitudinal, survey and other data in measuring pupil progress (in house assessments)</li> <li>• methods to ensure that all statewide standards are met and pupil assessments conducted</li> <li>• process school will use to ensure that students meet the statewide performance standards and evidence of improved pupil learning</li> <li>• process for conducting pupil assessments pursuant to EC60602.5</li> <li>• description of all assessment tools including in house assessments</li> <li>• identification of the grading policy</li> <li>• district required language for testing</li> </ul>						<p>47605 (b) (5) (C) 47605 (c)(1)</p>

<p>123-132</p> <p>129</p> <p>129</p> <p>129</p> <p>130</p> <p>131</p> <p>123-7</p> <p>125-132</p> <p>124-7</p> <p>131</p> <p>13</p>	<p>4. Governance structure of the school including the process which is to be followed to ensure parent involvement (<i>Element 4</i>)</p> <ul style="list-style-type: none"> <li>• process which ensures staff, students and other stakeholder involvement</li> <li>• methods by which schools consult with parents and teachers regarding school's educational programs</li> <li>• decision-making process, organizational chart, and relevant site committees</li> <li>• assurances that school will comply with all laws relating to public agencies in general, all federal laws and regulations and state codes— i.e., Brown Act</li> <li>• what, if any relationships district/county will maintain with the charter school and how it will be accomplished</li> <li>• process for amendments to charter</li> <li>• articles of incorporations and bylaws of nonprofit corporation</li> <li>• selection process of board members and relevant governance committees</li> <li>• audit and inspection of records</li> <li>• district required language for governance</li> </ul>						<p>47605 (b) (5) (D)</p> <p>47605 (c)(2)</p>
<p>133-140</p> <p>133</p> <p>133-138</p> <p>133-138</p> <p>138</p> <p>133-138</p> <p>139</p> <p>133</p> <p>140</p>	<p>5. Qualifications to be met by individuals to be employed by the school (<i>Element 5</i>)</p> <ul style="list-style-type: none"> <li>• process for staff selection</li> <li>• job descriptions for positions</li> <li>• credentials, requirements and qualifications of staff</li> <li>• employee compensation-general description</li> <li>• identification of the roles and functions of staff members</li> <li>• measures of assessment of performance</li> <li>• procedure to be used for adequate background checks</li> <li>• process for recruiting teachers</li> <li>• procedure for monitoring credentials</li> </ul>						<p>47605 (b) (5) (E)</p> <p>47605 (1)</p>

141-3	6. Procedures that the school will follow to ensure the health and safety of pupils and staff ( <i>Element 6</i> )						47605 (b) (5) (F) 47605( g)
142	<ul style="list-style-type: none"> <li>school will meet the requirement that each employee of the school furnish a criminal record summary as required in EC44237</li> </ul>						
141	<ul style="list-style-type: none"> <li>how the school will ensure that its facilities are safe</li> </ul>						
143	<ul style="list-style-type: none"> <li>how the school will ensure that its auxiliary services are safe (food services, transportation, custodial services, hazardous materials)</li> </ul>						
143	<ul style="list-style-type: none"> <li>role of staff as mandated or non-mandated child abuse reporters</li> </ul>						
143	<ul style="list-style-type: none"> <li>TB requirements</li> </ul>						
143	<ul style="list-style-type: none"> <li>employee fingerprints</li> </ul>						
143	<ul style="list-style-type: none"> <li>student immunization requirement</li> </ul>						
143	<ul style="list-style-type: none"> <li>address of the facilities to be used by the charter school</li> </ul>						
143	<ul style="list-style-type: none"> <li>compliance with state building code, federal ADA, etc.</li> </ul>						
141-142	<ul style="list-style-type: none"> <li>assurance of Certificate of Occupancy (45 days) prior to school opening</li> </ul>						
141-142	<ul style="list-style-type: none"> <li>contains district required language regarding health and safety procedures</li> </ul>						
144-146	7 Means by which school will achieve racial and ethnic balance among its pupils that reflects the general population residing within the district/county jurisdiction ( <i>Element 7</i> )						47605 (b) (5) (G)
142	<ul style="list-style-type: none"> <li>geographic areas that will be targeted in the outreach effort</li> </ul>						
145	<ul style="list-style-type: none"> <li>state languages to be utilized in the outreach</li> </ul>						
144,146	<ul style="list-style-type: none"> <li>district required language for this element</li> </ul>						
147-8	8. Admission requirements, if any ( <i>Element 8</i> )						47605 (b) (5) (H)
147	<ul style="list-style-type: none"> <li>admission assurances preferences</li> </ul>						
148	<ul style="list-style-type: none"> <li>lottery assurance and procedures</li> </ul>						
148	<ul style="list-style-type: none"> <li>waiting list preference (if applicable)</li> </ul>						
148	<ul style="list-style-type: none"> <li>states the charter school will admit all pupils who wish to attend</li> </ul>						
148	<ul style="list-style-type: none"> <li>efforts the school will employ to recruit academically low-achieving, special education, and economically disadvantaged students</li> </ul>						

149-150	9. Manner in which an annual independent financial audit will be conducted and exceptions/deficiencies resolved ( <i>Element 9</i> )					47605 (b) (5) (I)
151-153 151-2  151 152-3 152  151 153 153  151	10. Procedures by which students can be suspended or expelled ( <i>Element 10</i> ) <ul style="list-style-type: none"> <li>• procedure for involving parents, students and staff in designing and implementing a discipline policy</li> <li>• due process for students</li> <li>• appeals of disciplinary action</li> <li>• procedures for ensuring rights of students</li> <li>• list of suspension and expulsion offenses</li> <li>• suspension and expulsion procedure</li> <li>• general discipline approach</li> <li>• procedures for rehabilitation readmission and interim placement</li> <li>• district required language regarding special education students</li> </ul>					47605 (b) (5) (J)
154-155 154-155  154  154 154 154 154 154 154 154 154	11. Procedures for dealing with staff issues ( <i>Element 11</i> ) <ul style="list-style-type: none"> <li>• relationship between the teachers and the district/county bargaining unit</li> <li>• process by which salaries, benefits working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined</li> <li>• labor procedures which will be applied to employees</li> <li>• process for resolving complaints/grievances</li> <li>• process for ensuring due process</li> <li>• manner by which staff members will be covered by STRS, PERS, Social Security or Medicare</li> <li>• process for staff recruitment, selection, evaluation and termination</li> <li>• Procedure for processing and monitoring credentials if required</li> <li>• Reporting PERS/STRS contributions</li> </ul>					47605 (b) (5) (K) 47605 (1)

156	12. Public school attendance alternatives for pupils residing within the district/county who choose not to attend the charter school <i>(Element 12)</i>						47605 (b) (5) (L)
156	<ul style="list-style-type: none"> <li>inform parents or guardians of each pupil enrolled in the charter that pupil has no right to admission in a non-charter District school as a consequence of charter school enrollment</li> </ul>						
156	<ul style="list-style-type: none"> <li>not require any child to attend a charter school nor any employee to work at a charter school</li> </ul>						
156	<ul style="list-style-type: none"> <li>district required language regarding attendance alternatives</li> </ul>						
157	13. Description of the rights of any employee of the district/county upon leaving the district/county to work in a charter and rights of return to the district/county after employment in a charter school <i>(Element 13)</i>						47605 (b) (5) (M)
157	<ul style="list-style-type: none"> <li>what the employment status relative to the district/county of charter school employees is and what it will be in the event the charter school ceases or in the event employees seek employment in the district/county</li> </ul>						
158-9	14. Procedures to resolve disputes relating to provisions of the charter <i>(Element 14)</i> See LAUSD "District Required" Language						47605 (b)(5) (N)
158	<ul style="list-style-type: none"> <li>district required language regarding the dispute resolution procedures</li> </ul>						
160	15. Declaration of Exclusive Public School Employer <i>(Element 15)</i>						47605 (b)(5) (O)
161-9	16. Declaration whether or not 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 <i>(Element 16)</i>						47605( 6) A (ii) O
161	<ul style="list-style-type: none"> <li>district required language regarding Charter School renewal, revocation, and closing procedures.</li> </ul>						
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133-138	Other Items: 17. Description of the manner in which administrative services of the school are to be provided						47605(g)
138-9	<ul style="list-style-type: none"> <li>responsibility for evaluating employees</li> </ul>						
133-158	<ul style="list-style-type: none"> <li>criteria and procedures used in evaluation</li> </ul>						
133-138	<ul style="list-style-type: none"> <li>how hiring decisions are made</li> </ul>						
Tab D. — — —	18. Budget for the financial operation which is consistent with the requirements of any school district budget						47605(g)
	<ul style="list-style-type: none"> <li>proposed first year operational budget (including start-up costs)</li> <li>financial projections for first three years</li> <li>process for investment procedures and deposit of funds</li> <li>procedure for ensuring adequate cash flow</li> </ul>						
164	19. Liability of district/county to handle payments if charter school defaults						47604
141	<ul style="list-style-type: none"> <li>for schools organized pursuant to Non-Profit Benefit Corporation Law</li> <li>for schools not covered by Non-Profit Benefit Corporation Law</li> <li>AB 1994</li> <li>general assurances "District Required" language</li> </ul>						
161							
144	20. Court-ordered Integration Language						
	<ul style="list-style-type: none"> <li>action Plan for 70:30 or 30:70</li> </ul>						

## Affirmations and Assurances

Felicity Charter School shall:

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

ELEMENT ONE: 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)

"The address of Felicity Charter School (FCS) is 13313 Oxnard Street, Suite 126 Valley Glen, CA 91401.

The phone number of the FCS is (818) 787-7118.

The contact person for the Charter School is Nkeonye Nwankwo.

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

The grade configuration is K-4, 2012 and K-6 2013-2016.

The number of students in the first year will be 140.

The grade level(s) of the students the first year will be K-4.

The scheduled opening date of the FCS is September 4, 2012.

The admission requirements include enrollment and lottery.

The operational capacity will be 445.

The instructional calendar will correspond with that of LAUSD 180 instructional days.

The bell schedule for Felicity Charter School will be from 8:00 a.m. to 3:30 p.m.

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

#### Charter Petition Renewal Process/Timeline

According to California Education Code §47607(a)(1), upon charter approval, Felicity Charter School will start in September, 2012 and operate for five fiscal years.

Before the end of its five years of operation, Felicity will submit a renewal petition to LAUSD Charter School Innovation to continue its operation. Once the renewal petition is approved, Felicity will resume its functions on the sixth. fiscal year.

#### MISSION

The mission of Felicity Charter School (FCS) is to provide underserved elementary students with authentic and rigorous educational experiences in order to enable them cultivate self-esteem and discipline, achieve academic success, and lead fulfilling lives.

FCS will accomplish this by teaching students how to learn, think critically, and take ownership of their education and future.

Felicity will offer an innovative learning environment emphasizing a constructivist approach that builds on students' prior knowledge and allows them to develop constructs for learning at an early age. These lifelong skills will help students develop not only knowledge and competence, but also resiliency and discipline, both of which are necessary for success in the 21<sup>st</sup> century.

#### VISION

FCS will use a comprehensive educational approach to ensure that students are enabled to continue to further their education in order to reach their ambitions and goals. Felicity will use research-based instructional strategies, including constructivism, project-based learning, and differentiated instruction to appeal to every child; regular assessments to inform instruction and produce positive outcomes; and interventions that include tutorial services and homework assistance during and after school periods to ensure that all students succeed irrespective of their ethnic, social, and economic backgrounds.

#### OBJECTIVES

Providing a strong education for all students, ensuring that the students master all the core curriculum subjects.

Bridging achievement and social gaps

Stressing critical, creative and independent thinking

Using frequent assessments to inform instruction

Having families and communities as partners to maximize students' education and development

Monitoring and assessing teachers to ensure that their pedagogy is effective and that learning is taking place

Enabling and empowering all students to learn by "knowing" them well and giving them the tools that suit their backgrounds and learning styles best.

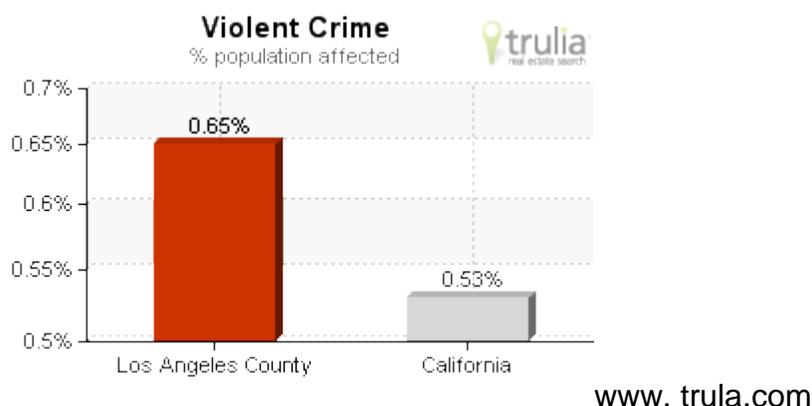
#### WHOM THE SCHOOL WILL SERVE

Felicity plans to serve students in grades K-6 in Van Nuys, an area of the San Fernando Valley and Los Angeles county. The school will open in the fall of 2012 with 140 students, grades K-4 and will add classes annually until it reaches a full capacity of 445 students.

FCS has chosen to include 6<sup>th</sup> grade students under the elementary umbrella to allow the students to be more developmentally mature and better academically prepared for the secondary education.

### Needs

Often children who come from impoverished or underserved areas do not have the opportunity or only possess limited access to high quality educational opportunities, nor do they have resources outside of school that can help them overcome challenging times their lives. Those without family support or otherwise usually find it on the streets or in gangs. There are more street gangs in San Fernando Valley than any part of Los Angeles; the majority (over 40) of these gangs are Hispanic. The Barrio Van Nuys is probably the most notorious and dangerous. ([www.streetgangs.com](http://www.streetgangs.com)). Without guidance and tools, students may end up dropping out of school.



The bar graph above shows Los Angeles County's crime rate index against the state of California. Compared to California's crime rate index of 97 total crime risk index, Van Nuys zip code 91407 is 129, and for California's murder rate index of 123, the 91406 zip code is 355, almost three times as much.

Van Nuys is a traditionally over populated area of the San Fernando Valley, which houses the largest number of young people in the county of Los Angeles. The Van Nuys intended site for the school is within the zip code, 91405, and according to statistics,<sup>1</sup> the area is the most populated part of Van Nuys, averaging 16,861 residents for every three miles. Of the 12 zip codes that make up the city of Van Nuys, the 91405 zip code

houses one of the poorest and least educated communities. Within three square miles, there are almost 17,000 housing units, with just over a 3% vacancy.

Many families in the zip code area are poor. Approximately 10,983 households earn less than \$15,000 per annum. Many of the neighborhood schools, Hazeltine, Van Nuys, Columbus and Valerio elementary schools have high populations of minority groups, students eligible for the free or reduced lunch program, and English learners. For example, Hazeltine Avenue Elementary school enrolls 89% Hispanics, 86% of the students are on reduced lunch, and 58% are English Language Learners.

[www.zip-codes.com](http://www.zip-codes.com)

Many of the students speak English as a second language and are linguistically challenged in schools.

FCS staff and teachers, parents, and community leaders will come together to plan and implement programs that will provide extended learning opportunities and will lead to high achievement and success among all students. A high quality, effective after-school program combined with a relevant and robust school curriculum will empower Felicity students to work towards their goals, overcome obstacles, and develop strengths associated with discipline and resilience.

FCS will use a comprehensive educational approach to ensure that students are enabled to continue to further their education in order to reach their ambitions and goals. As part of a constructivist approach to learning, teachers at Felicity will implement research-based instructional strategies, including project-based learning and differentiated instruction to appeal to every child; regular assessments to inform instruction and produce positive outcomes; and interventions that include tutorial services and homework assistance during and after school periods to ensure that all students succeed irrespective of their ethnic, social, and economic backgrounds.

FCS will provide a learning experience in core and extra curricular subject areas and in social activities to heighten literacy, promote good behavior and responsibility, and increase students' opportunities for future education and in life.

## ANTICIPATED STUDENT ENROLLMENT

	<b>Year 1</b> <b>2012-2013</b>	<b>Year 2</b> <b>2013-2014</b>	<b>Year 3</b> <b>2014-2015</b>	<b>Year 4</b> <b>2015-2016</b>	<b>Year 5</b> <b>2016-2017</b>
<b>Kindergarten</b>	<b>46</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>
<b>Grade 1</b>	<b>23</b>	<b>40</b>	<b>60</b>	<b>60</b>	<b>60</b>
<b>Grade 2</b>	<b>23</b>	<b>40</b>	<b>60</b>	<b>60</b>	<b>60</b>
<b>Grade 3</b>	<b>23</b>	<b>40</b>	<b>60</b>	<b>60</b>	<b>60</b>
<b>Grade 4</b>	<b>25</b>	<b>50</b>	<b>75</b>	<b>75</b>	<b>75</b>
<b>Grade 5</b>		<b>50</b>	<b>75</b>	<b>75</b>	<b>75</b>
<b>Grade 6</b>			<b>75</b>	<b>75</b>	<b>75</b>
<b>Total Enrollment</b>	<b>140</b>	<b>260</b>	<b>445</b>	<b>445</b>	<b>445</b>

## TARGET STUDENT POPULATION TO BE SERVED

FCS will likely be located in the densely populated area of Van Nuys, between Van Nuys Blvd. and Hazeltine Street, north of Sherman Way and south of Saticoy Streets (91405 zip code).

The table below highlights demographics and economics of the areas of Van Nuys and within the zip code 91405.

VAN NUYS	
Population Total	68,598
White Population	25,121
Black Population	3,105
Hispanic Population	30,166
Income	
Median Household Income	\$39,907
ZIP CODE 91405	
Population Total	53,524
Hispanic	30,166
White	25,121
Black	3,105
Asian	4058
Median Family Income	\$31,658
Median household income	\$29, 657
Families below poverty level	20.9
Educational Achievement	
High School Graduate	57%
Bachelor's degree	15.8%

There are very few LAUSD and elementary charter schools in the area. Currently, Hazeltine and Ararat schools are the only elementary school serving the immediate target area. Ararat seems to a special group. Based on discussions with community leaders and members, along with the Felicity Charter School Board's observations, we believe that other educational options/schools are needed. This need is supported by LAUSD's former plan to build a new elementary school in the neighborhood (Hart and

Vanowen). Unfortunately the plan did not come to fruition due to the budget crisis according to an LAUSD construction staff.

Felicity Charter School would bring to this area quality academic and after-school programs that may not be available to the majority of students in the 91405 zip code. As a smaller school, Felicity will provide students with an opportunity for a more personalized social learning environment. Its literacy programs and real time intervention through tutorials and other means will be designed to help students who enter the school underperforming. These programs will include summer classes conducted for six weeks in two sessions. Before school and Saturday learning sessions will be added as needed, and FCS will also partner with parents/guardians and community organizations to enhance academic achievement.

One of FCS's objectives is to bridge achievement and social gaps; therefore school success is not limited to API results. FCS is interested in promoting the growth and achievement of students of all racial, economic and educational backgrounds. The school will achieve this goal through its use of a California standards-based curriculum, along with researched-based instructional strategies, including Constructivism, RSM, and Strategic Tutoring. Together, the curriculum and instructional strategies delivered by highly-trained and qualified teachers, will target different categories of students, enhance learning, and improving individual student performance. Furthermore, FCS will implement and build upon a strong literacy program that will enable students to read across the curriculum, encouraging them to value education and hopefully increasing their chances of going to college, acquiring skills and securing careers. By its third year of operation, 50% of FCS' disadvantaged students will score the same API as that of the average disadvantaged student across the district, and by the end of five years, the school will post an API that is equivalent to or greater than that of the average disadvantaged student all over the city.

## DEMOGRAPHIC INFORMATION

## DEMOGRAPHIC INFORMATION FOR PROSPECTIVE SITE

LAUSD SCHOOLS	# of Students	Multi-Tracked School?	Program Improvement ?	Met School wide Growth Target?	Met all Subgroup Growth Targets?	API Score	API State Ranking	Similar Schools Rank	% of Students Eligible for Free/ Reduced Lunch	% of Special Ed Students	% of ELL Students	Major Ethnicity #1	Major Ethnicity #2
Hazeltine	760	Yes	Yes	Yes	Yes	771	5	7	100	16	53	Hispanic 90	Wh
Van Nuys	525	Yes	Yes PI 3	Yes	Yes	750	5	7	100	19	50	Hispanic 94	Bla
Valerio	1,005	No	Yes PI 5	Yes	Yes	765	5	7	100	14	60	Hispanic 88	Wh
Cohasset	635	No	Yes PI 4	Yes	Yes	762	5	7	100		60	Hispanic 95	Wh
Columbus	545	No	No	Yes	Yes	784	6	8	100	7	57	Hispanic 90.7	Bla
CHARTER SCHOOLS													
Ararat	212	No	Yes	N/A	N/A	801	N/A	N/A	74	0	0	0	10
Montague	1,102	Yes	No	Yes	Yes	795	6	9	100	8	59	Hispanic 83	Wh

### EDUCATIONAL PHILOSOPHY

The name, Felicity, is chosen to exemplify happy students embracing learning and the thrill of accomplishment in all facets. Felicity is a word derived from the Latin word, "felix," happy, or "felicitas," good luck. The name is a motto, a symbol of what the school represents and a value it aspires to instill in its students. Children are happiest when play is synchronized with learning. This is what FCS intends to do - use play, humor, drama, and a variety of project based activities to deliver instruction. Students are also happy when they are fully engaged and when they participate in their areas of interests. Felicity will determine the students' strengths and likes and will nourish and enhance their talents and strengths.

FCS's unifying theme is happy to learn and happy to work; no child is left behind. The theme is further summed up in three pillars:

Joy of learning  
Joy of working  
Strength and resiliency

In a sponsored survey of children's happiness and welfare in 21 industrialized countries by UNICEF, United States and British children were ranked numbers 20 and 21 respectively, meaning that children in these two countries are the unhappiest. The report was based on "Young Voices Poll," a survey in which 15, 200 children between the ages of 19 and 17 years children were directly interviewed by one of the largest polling companies in the world, GfK Group. According to the same report,

Unhappy children do not thrive, emotionally or intellectually, find it difficult to contribute to a society they believe has given them nothing and risk spiraling towards self-destructive or anti-social behavior. It is particularly poignant, then, to note that nearly a quarter of all children polled believe they have a right to be loved. Though not enshrined in any Convention or Charter, their naming this as a significant right is a reminder that if children are unloved, then all other rights are as dust.

[www.eupedia.com](http://www.eupedia.com) [www.eupedia.com](http://www.eupedia.com)

Similarly, the founder of an American foundation, Goldie Hawn, noted that American children are very unhappy; hence, started her foundation with the objective of providing happiness for children. Today, she promotes a program, MindUp Program for intervention. The program, developed by a research-focused organization, Collaborative for Academic, Social, and Emotional Learning (CASEL) is meant to "establish social and emotional learning as an important component of education.

[www.thehawnfoundation.org](http://www.thehawnfoundation.org)

FCS is reviewing MindUp for adoption consideration. Meanwhile, FCS is using the RISC Model and other strategies to address similar problems.

FCS will integrate its philosophy into its mission and vision to create an environment that provides enriched learning experiences while meeting the basic emotional needs of students. FCS will utilize well-researched instructional strategies, supplementary texts, materials, and technologies that facilitate learning, minimize individual achievement gaps, and broaden students' academic and educational experiences and discoveries. FCS has researched and identified current and successful educational strategies used by similar schools. Three methodologies around which the program will

be designed are Constructivism, Reinventing School Model (RSM) and Strategic Tutoring. Other strategies that FCS use to adopt includes differentiated instruction.

### Constructivism

Constructivism is the major model that will be used. The strategy and the other models are combined to target and fulfill the needs of all categories of students. With the exception of constructivism, all the outlined instructional models and methodologies will be utilized when needed. The constructivist philosophy will permeate instruction to enhance the student's learning gained through prior knowledge and reinforce their present and future education. The philosophy allows the student to make sense of his or her world and take ownership of learning.

Constructivism at its core is a hands-on approach to learning. The constructivism theory implies that people "learn how to learn" as they are engaged in learning activities. Learning consists of constructing meaning and systems of meaning. The students will be involved in practical experiences and activities so that they will be better able to give meaning to other situations that fit a similar pattern. Learning takes place in a contextual arena. At FCS, the student learns in relationship to what else they know, what they believe, and the emotions attached to why they believe in a certain way.

It is believed that learning is a social process that is fueled by human connections and language. Students will not be taught skills in isolation but within the context of larger ideas in which knowledge will be formulated, articulated and evaluated. This is the Reinventing Schools Model; it is based on a shared vision for student learning. The students are the navigators and the instructors are the facilitators.

It is the philosophy that learning is not instantaneous. Learning at FCS is taught spirally. The ideas and theories of what is learned are revisited continually so that there will be no gaps or fictitious information in the student's learning (strategic tutoring).

Constructivism is aligned with FCS' philosophy of producing children who learn and work joyously and successfully; instruction is project-based, collaborative, engaging, and challenging, the attributes that make learning exciting and sustaining. All the aforementioned strategies and how they are implemented in the teaching of core curriculum and other courses are further discussed under Instructional and Curriculum Framework.

Other elements that drive instruction and learning are preparing students for the 21<sup>st</sup>. century, identifying how learning best occurs, and applying FCS' program to enable students to become self-motivated, competent, and lifelong learners.

### AN EDUCATED PERSON IN THE 21<sup>ST</sup> CENTURY

The following list outlines how students will be educated to succeed in the 21<sup>st</sup> century.

- For the 21<sup>st</sup>. century, FCS students will be trained to be active citizens and community members and to be involved in matters that affect them and their neighborhoods.
- Education in the 21<sup>st</sup> century must be parallel and integrated with the society in which the students exist. Felicity students should know the names of their community's mayors, federal and state senators and congress people as well as their council people, police chief and other pillars of society. Students will be encouraged to become civic minded and participate in activities such as the boys and girl scouts. Parents and community members will also be solicited to volunteer and be involved in schools, thereby supplementing the essential resources and services needed by FCS students.
- Students will be encouraged to read a variety of books in different subjects.
- Education is a continuum and its main purpose should be to prepare the youth for future responsibilities and success in life. Felicity believes that literature can provide students access to a variety of opportunities that they may not otherwise have. The school will provide access to a variety of types and genres of reading materials for students.
- FCS students will know how to interact and co-exist with different pupils in an integrated classroom that include students with physical, mental, and emotional or developmental disabilities.
- The 21<sup>st</sup> classroom should be inclusive. The students should learn tolerance, patience, and acceptance, and should also learn how to be helpful to individuals that need assistance. Students should be taught as members of a team who are there to support and help their peers.
- FCS students will be instilled with business acumen beginning in kindergarten, and will be prepared with an education that is informed by both theoretical learning and practical applications.
- A 21<sup>st</sup> century education should include smaller class size classrooms, smaller schools, and small learning communities for close interactions and personal attention. Youth should be perceived as human capital that will in the future contribute to the collective needs of a nation. Therefore, teachers must acquire an array of teaching strategies through training and professional development in order to engage every child and bring out his or her best potential. Business and money management will be taught at different levels of education and learning should be correlated with practical experience.

- FCS students will learn to manage information by integrating technology in their studies and in their everyday lives in order to think creatively and communicate and solve problems more efficiently.
- The 21<sup>st</sup> century is an information age. It is not just the use of computers and software; it is a new form of schooling. Therefore, classroom education, in combination with technology has to be aligned with learning outside the classroom. Technology should be used for exploration, research connections, and interactions. The students should derive meanings through their discoveries and make their own conclusions through reasoning.
- FCS students will have a clear understanding of how mathematics, science, technology, arts, culture, and humanity relate to one another and how they relate to life.
- A 21<sup>st</sup> century education should also should focus on interdisciplinary subjects that center on a variety of themes, concepts, subjects such as math, science, and technological applications. Basic education in writing, reading, and arithmetic are necessary as well as creativity and competency in general.
- Technology and other strategies will be used to inspire and facilitate learning to ensure that the students develop critical thinking, problem-solving, and decision-making skills, and are able to evaluate, assess, and record outcomes.
- FCS students will be equipped with the tools to minimize conflicts through leadership training, discipline, and behavior modification.
- A 21<sup>st</sup> century education should address today's crumbling moral and ethical foundation. FCS will work with parents to integrate character education in everyday life. Moral character lessons should confront the realities of the 21<sup>st</sup> century. The students should acquire the inner strength, resiliency, and the necessary moral fabric and discipline to resist peer influences, crimes, gang affiliations, drugs, alcohol, and other destructive habits and activities.
- FCS students will engage in hands-on environmental activities, and will go on nature walks, and field trips to observe and acquire first-hand knowledge about their environment.
- With the on-going explosive climate changes, such as pollution, and toxicity, students educated in the 21<sup>st</sup> century should learn about the eco system, pollution, and greenhouse effects, not just to acquire knowledge (as in the past), but to gain awareness and to play active roles in the preservation of the environment.

## HOW LEARNING BEST OCCURS

Although FCS will be creative and innovative in its programs, it will make extensive use of best practices in education and successfully researched strategies. Felicity will utilize the findings from the U.S. Department of Education, Office of Innovation and Improvement 2007, "K-8 Charter Schools Closing the Gap: Innovation in Education" that highlighted eight highly successful charter schools. Among these common practices include: being mission-driven; working with a clear and tangible set of goals; teaching for mastery, with tests aiming for in-depth understanding; and holding the school accountable for successes and failures.

FCS will use the Constructivist strategy as its major instructional tool. According to the Constructivist theory, learning is an active process of creating meaning from different experiences. In other words, students will learn best by trying to make sense of something on their own with the teacher as a facilitator to guide them along the way. Since all sensory input is organized by the person receiving the stimuli, it cannot always be directly transferred from the teacher to the student. This means that a teacher cannot "pour" information into a student's brain and always expect them to process it and apply it correctly later. While using the Constructivist strategy, teachers will also use other methodologies and the best in teaching practices to ensure the best learning outcome for every student.

Different students have different learning styles; some have dominant styles and for some, the way they acquire knowledge could depend on circumstances or situations. Therefore, lessons should be planned and delivered in a variety of styles, such as whole class, mini-lessons, individualized instruction, and small group tutoring. Individual learning styles can also be used to determine the subjects that are most favorable to students.

Learning best occurs:

- when students can develop critical, analytical and creative, thinking, along with problem solving skills and task proficiency. Students also acquire and retain knowledge best when they:
  - Learn in a relaxed and safe environment
  - Enjoy the process of learning and feel motivated and fulfilled
  - Acquire study and organizational skills and feel free to explore their talents
  - Connect cognition to their experiences and to their social and cultural backgrounds and environment
  - Work collaboratively in group projects
  - Receive instruction from a teacher who has a solid grasp of subject matter and can make learning relevant to academic, personal experience, and career goals.
  - Are assessed to determine outcome and initiate remediation.

- Receive extended time and opportunities to master content knowledge and skills.

Parents and community contribute to student learning and success; therefore, FCS will partner with parents and community volunteers to help students achieve educational excellence. Parents will also be members of an advisory committee where they can participate in decision-making.

In a research study conducted in 2008 by EdSource to identify specific school practices most strongly associated with higher levels of student achievement as measured by the school's Academic Performance Index (API) in California elementary grades, the practices found to be most strongly associated with high performance are:

Prioritizing Improving Student Achievement  
Implementing a Coherent, Standards-Based Curriculum and Instructional Program  
Using Assessment Data to Improve Student Achievement and Instruction  
Ensuring Availability of Instructional Resources

Similarly, in 2010, EdSource identified that learning best occurs when school instruction is "future oriented." FCS will establish both its present and future expectations for the school and its students from the early stage of instruction.

#### HOW THE GOALS OF THE PROGRAM ENABLE STUDENTS TO BECOME SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

The main difference between high ability achievers and high ability underachievers is that the achievers have learned the attitudes and strategies that enable them to be successful in a school setting (Joanne Rand Whitmore, 1980).

Learning is a collaborative experience between teachers, students, parents and the community. Students are motivated when they are actively engaged in learning and when they feel that they belong. Acting as a facilitator, the teacher creates a classroom environment that is stimulating and creative, and employs different strategies to engage and involve students. In their pamphlet, "Essential Learning Skills in the Education of Citizens," authors Patrick, John, J. Remy and Richard, C present four criteria for the selection of instructional objectives, subject matter, and teaching procedures in basic education. They include:

- Emphasis on skills for daily living
- Relevance to students' personal experiences
- Continuity of curriculum throughout grade levels, and
- Practical application of skills

One of the instructional programs, strategies, and practices that FCS will use in the classroom is Constructivism. This strategy is innovative and motivational because it involves all the students and it prepares them to become independent and lifelong

learners. FCS is also adopting Strategic Tutoring as one of its instructional strategies for both the classroom and after-school program to target every student and provide one-on-one instruction whenever necessary to ensure that students become independent, self-motivated, competent, and lifelong learners.

In a recent CNN program on education (May, 2010), it was highlighted that one major reason that Asian students are very successful is their emphasis on tutorials. Hong Kong was featured as a country that uses tutorials extensively to keep students competitive and to succeed both in school and in their future ambitions. To this end, students will be provided more time to learn and to be tutored through extended opportunities for learning, until 6:00 p.m. daily. The API will be expected to increase by 5-10 points annually until students reach a minimum overall goal of 800. Students will be taught study skills during class time and in the after school program to enable them learn independently.

The goals of the program enable students to become self-motivated, competent, and lifelong learners:

- when they are constantly defined and redefined, articulated, and continuously pursued. As such, FCS will constantly, set high expectations for academic achievement and student behavior and will implement a rigorous standards-based high quality educational program that:
- Provides opportunities for individual development, growth, strength and resiliency
- Provides a strong educational foundation for all students and promote literacy across the curriculum, ensuring that students master all the core curricular subjects, especially language arts and math. Felicity will provide ninety minutes of classes in language skills and math five times a week; research has shown that literacy and math intensity contribute to the greatest success in schools
- Prepares students for college education and future undertakings
- Provides critical, creative, and independent thinking by continuing to focus on literacy in content areas across the board, exposing students to different resources and by teaching technology and life skills. In addition, students will be motivated to brainstorm, create new ideas, experiment, and solve problems independently and collaboratively
- Uses frequent assessments to inform instruction by using information and data gathered from assessments to improve learning, identify the students in need of individual or extra help and to deliver that assistance effectively

- Implements periodic standards-aligned evaluations to ensure mastery of the California State standards
- Make families and communities partners by communicating and working collaboratively with parents.

#### A TYPICAL DAY AT FELICITY CHARTER SCHOOL

It's 7:30 a.m., and students start the day with a nutritious meal consisting of milk, cereal, eggs, bread, and fruit or juice. They hear first and second bell and arrive at the playground at 8:00, where the principal and teachers are waiting for them. They go over the ethical and behavior codes that are prepared by parents, teachers, and students. Later, they listen quietly as the principal or a selected teacher goes over the common activities for the day. They then sing the FCS anthem song and march in line with their teachers to their classrooms.

Between 8:15-8:30a.m., the students go over "Character Counts," read character posters on the walls, and discuss their challenges and behaviors the previous day. From 8:30-10:00 a.m., the students are taking Language Arts and ELD. For example, fourth grades might be engaged in Constructivist Writer's workshop. They are writing paragraphs starting with brainstorming – listing, clustering, and mapping, depending on their learning style. As they brainstorm, the teacher goes around assisted by the aid and a tutor. Later, students split in groups to write and work on the draft, followed by peer editing. Finally, students read their paragraphs aloud and hand them to the teacher to grade.

The teacher and students may work for forty-five minutes, using assigned textbooks and materials. This is followed by independent assignments and applications when the students break into small groups and work with tutors, volunteers, and peers as well as the class teacher. They use techniques from Strategic Tutoring to develop their own strategies of solving problems and getting their answers. At the end, the students share some of their work with the teachers and their peers. The teacher posts some poetry, stories, or illustrations on the board and collects some of the written work for grading.

At 10:25 a.m. students take bathroom breaks, drink water, and play in a supervised atmosphere. Following the break, they return to a project-based science class where they learn science through inquiry. They have brought to class different seed plants and are now exploring how the seeds develop into raw food. Following the discussion and a story read by the teacher about how seeds grow into plants and sometimes adapt, students split in collaborative groups to draw or use cardboard to illustrate different stages. They stop at 11:25 to continue another time.

11:30-12:10pm: The science class and project is followed by physical and health education. The first class begins with 10 minutes of stretching and breathing exercises,

followed by aerobics or another standards-aligned form of exercise selected by the teacher and the students. Following the exercise, a link is made between health and nutrition.

It's 12:10 and time for lunch and socialization. Today's meal consists of pasta with meatballs, green beans, salad and fresh fruit. Students are well supervised during their lunch and on the playground. Conflict resolution strategies are used to avoid or resolve any conflict as the students play and socialize. The lunch is preceded with 20 minutes of sustained silent reading, and students enjoy their favorite books and quiet time.

It's time for math review, and the class is set up in constructivist style. While a review of addition and subtraction of money is conducted for some students, the emphasis is on word problems. Students' understandings are assessed with puzzles and flashcards. Later, they circulate in a classroom transformed into a market, working in collaborative groups. This is a ninety-minute block class, so after forty-five minutes of projects, the students work with teachers, tutors, and volunteers using their math workbook on problem solving, especially relating to money. They use techniques of Strategic Tutoring to develop their own strategies for comprehending concepts and theories, solving problems and arriving at their answers.

The class moves to the computer room at 2:20 p.m. to conclude with visual arts class. The topic today is Monochromatic Landscape. The teacher writes vocabulary words associated with the art, such as monochromatic, shades, tints, texture, highlights, source, mood, etc. Students are encouraged to tap into their prior knowledge of vocabulary by first attempting to define some of the words such as shades, source, and mood in a literary context and then in the context of visual arts. After a demonstration, the students will paint or draw their own landscapes, exploring different colors. Before the class ends, the teacher guides the students to discuss their work. Later the students return to their classroom, and some of those who completed the project display their works on a classroom bulletin board. Those who have not finished could continue during the after-school program.

Arts project idea from <https://rlynrainbowdragon.tripod.com>

## STANDARDS AND CURRICULUM

FCS will align any supplemental resources to California State standards. The standards will be used as the foundation for high expectations, rigorous instructional programs, and activities and assessments. The standards will also guide the school in helping students to become academically successful, and they will serve as a means to synchronize the students' prior experience with the classroom instruction. Refer to Appendix A for a scope of sequence of standards skills by grade level.

FCS will use standards to explicitly express the clear target for learning, using differing methods of instruction, manipulatives, games, rhymes, and various art forms. For

example, one of the listening and speaking standards for grade three states that students will listen critically and respond appropriately to oral communication. FCS will choose to deliver instruction for this standard in a variety of ways, as best suits the students. Students may simply retell a story, or they may recreate an original dramatization, incorporating the story read and any other prior knowledge about the subject matter. Instruction will be tailored to meet the students' needs, even though the expectations or knowledge gained will remain the same for all students.

Similarly, FCS students will be instructed by different learning methods in order to address the individual pupil's learning style or background. An example is the way the FCS will teach multiplication. Some students are logical thinkers and prefer to learn by rote methods so they will be encouraged to memorize the multiplication tables using the rote method. There are other students who need a more tactical or hands on approach. These students would then be given manipulatives. The musically motivated child might learn more comprehensively by singing rhymes about the multiplication tables. Irrespective of the strategy used to teach the times tables, all the students are assessed by their knowledge of the multiplication and will be expected to acquire the appropriate knowledge.

## INSTRUCTIONAL FRAMEWORK AND CURRICULUM

### Curriculum

FCS will use a site-based program to deliver a rigorous, relevant curriculum aligned with the California content standards. It will design its curriculum so that it meets the various academic and the social needs of the students. Living in a minority and economically disadvantaged area, the students need an education that promotes literacy across the curriculum and provides individual learning and attention. To this end, teachers will map the curriculum across subject areas to identify content standards that can be reinforced with literacy.

Curriculum content will be comprehensive, dynamic, manageable, coherent, and organized for rigorous expectations of what students are expected to learn. The curriculum will have consistency, continuity, and flexibility. Concepts and skills will be woven throughout all grade levels. Teachers will be knowledgeable about students' needs and about research-based best practices and strategies, such as strategic tutoring.

Teachers will use effective, efficient, and engaging instructional time for maximum 'time on task' and students will have equal access to non-biased and equitable resources, which include textbooks, equipment, and guidance services. Accommodations will be made for special education through instructional strategies, speech and language support, adapted and regular physical education, occupational therapy, and technology.

The Instructional framework takes into account the school environment, cultural influences, and students' learning styles. FCS will incorporate a comprehensive program that is inclusive of each student's culture and diversity. Instruction will be engaging and teachers will encourage learning that builds on prior knowledge, prior experience, and conceptual modeling. Instructors will use strategies that help students organize and interpret new learning, such as KWL charts, thinking maps, prompts, realia, etc.

Appropriate instructional strategies:

- Will be based on students' strengths
- Will provide the necessary research based best practice tools
- Will guide students in the rigorous process of inquiry
- Will provide both the teacher and the students the opportunity to interact and be immersed in the true process of discovery learning
- Will allow students to utilize critical perspectives, analyze and discover concepts, synthesize and attain skills, and retain content knowledge
- Will enable the students to cultivate study skills and become independent learners
- Will encourage expanded experiences and tutoring

FCS will utilize different instructional strategies and methodologies to raise performance levels and achievements. The major one is Constructivist Model. Others are Strategic Tutoring and RISC Schools Model (Reinventing School Coalition Model) FCS will strategically train the teaching staff on how to use the RISC Schools Model (RSM) and Strategic Tutoring so that they can be inter-exchanged and utilized singularly to target individual students and to address different needs and situations. In addition, Felicity teachers will use differentiated instruction to ensure that student individual needs are met.

All the aforementioned teaching and learning strategies are aimed to synchronize students' prior knowledge with the knowledge of how students learn best, keeping in mind that they do not all learn in the same way and that their ways or styles of learning are not always the same across the same disciplines and curriculum.

### Constructivist Model

Jean Piaget, who is most associated with constructivism, explained the manner in which knowledge is assimilated. His theory is articulated in two major parts in terms of "ages and stages" and describes how children develop cognitive abilities and what they can understand or not understand at their different ages of development. His theory of cognitive development advocates that in order to acquire information, humans must "construct" their own knowledge and that knowledge can be constructed through experience. His theory is supported by social constructivism which does not only acknowledge the uniqueness and complexity of the learner, but actually encourages and utilizes rewards as integral part of the learning process (Wertsch 1997).

Constructivism advocates that students take responsibility for their learning through active involvement in the learning process and by constructing their own understanding (Von Glasersfeld 1989). The teaching methodology entails learning as a hands-on approach. Learners are encouraged to learn by experimenting and making inferences and discoveries before arriving at conclusions. According to constructivists, new information is learned by building upon the knowledge and experience which one already possesses. When errors occur, the teacher catches and corrects them. Therefore, the teacher's role is to observe, assess, and guide the students through engagement and questions (DeVries et al., 2002). Essential to constructivist learning is its approach to assessment. Holt and Willard-Holt (2000) emphasize the concept of dynamic assessment, as a two-way process involving interaction between both the instructor and the learner. Linking assessment with learning, the teacher or assessor dialogues with the student to determine the achievement of the learner, the quality of the learning experience, current level of performance, and ways in which the performance could be improved.

The following procedures for teachers are suggested by Yager (1991) and will be adopted by FCS:

- Seek out and use student questions and ideas to guide lessons and whole instructional units
- Accept and encourage student initiation of ideas
- Promote student leadership, collaboration, location of information, and take actions as a result of the learning process
- Use student thinking, experiences and interests to drive lessons
- Encourage the use of alternative sources for information both from written materials and experts
- Encourage students to suggest causes for event and situations and encourage them to predict consequence
- Seek out student ideas before presenting teacher ideas or before studying ideas from textbooks or other sources
- Encourage students to challenge each other's conceptualizations and ideas
- Encourage adequate time for reflection and analysis
- Respect and use all ideas that students generate
- Encourage self-analysis, collection of real evidence to support ideas, and reformulation of ideas in light of new knowledge,
- Use student identification of problems with local interest and impact as organizers for the course
- Use local resources (human and material) as original sources of information that can be used in problem resolution
- Involve students in seeking information that can be applied in solving real-life problems

- Extend learning beyond the class period, classroom and the school
- Focus on the impact of science on each individual student
- Refrain from viewing science content as something that merely exists for students to master on tests
- Emphasize career awareness--especially as related to science and technology.

An example of an approach that is aligned with constructivism is the Writer's Workshop, which focuses on English writing skills and writing across the curriculum. Students will set up writing workshops in their classrooms and teachers will work with them on specific writing crafts, including grammar, essays, and creative writing applications. This approach motivates students to practice their writing skills independently and collaboratively. Students explore and practice how to express concepts in science, mathematics, social studies, and other subjects in literary forms, poetry, short stories, and expository writing. They also learn how to use journals to reinforce concepts.

The teachers can also guide specific instructions by asking questions and using students' responses to drive the lesson. For example, the teacher can discuss essay writing, using a familiar knowledge such as the body structure.

The teacher could ask students to observe one another and discuss basic human physical structure, such as head, neck, body, shoulders, and arms, body or abdomen to legs and feet. The teacher could ask, "what if the legs and feet are put on the head or what if the head is resting on the feet." Based on students' descriptions and answers, they will arrive at the importance of structure and how it applies to essays.

In yet another writing session, the teacher can introduce the importance of using supporting details to develop an essay. Still using the body as an analogy, the students will be asked to focus on different parts of the body and describe in detail, the features and their functions. A good illustration will be the face, which contains the eyes, nose, mouth, and is essential for seeing, breathing and eating.

The teacher can conclude the lesson with hands-on-activity that is based on individual's learning style. For example, the teacher can put the students in small groups. Some groups can write outlines for a five-paragraph essay and other groups can have the option to use clustering, mapping, or any visual representation.

Once the students grasp the concept of an essay structure using the human physiology as an example and constructing outlines based on their learning styles, the teacher can then proceed to teach the actual writing of a five-paragraph essay.

Evidence has shown that Constructivism has accounted for great success in academic performance. In one study, Hmelo-Silver, et al. provided the evidence from a study by Geier on the effectiveness of inquiry-based science for African American middle school students (comparing standardized tests). The results showed that the improvement was

14% for the first cohort of students and 13% for the second cohort, indicating that the inquiry-based teaching methods greatly reduced the achievement gap for African-American students. If the methods reduced the achievement gap for African Americans, it is likely to benefit many minority low performing students of other ethnicities.

When Guthrie et al (2004) compared three instructional methods for third-grade reading: a traditional approach, a strategies instruction only approach, and an approach with strategies instruction and constructivist motivation techniques including student choices, collaboration, and hands-on activities, it was discovered that the constructivist approach, called CORI (Concept-Oriented Reading Instruction), resulted in better student reading comprehension, cognitive strategies, and motivation.

In her 2005 article, "The Effects of a Constructivist Teaching Approach to Student Academic Achievement, Self-Concept, and Learning Strategies"<sup>2</sup>, Jong Suk Kim found that using constructivist teaching methods for 6th graders accounted for better student achievement than traditional teaching methods. This study also revealed that students preferred constructivist methods over traditional ones. In their initial test of student performance immediately following the lessons, they found no significant difference between traditional and constructivist methods. However, in the follow-up assessment 15 days later, it was discovered that students who learned through constructivist methods showed better retention of knowledge than those who learned through traditional methods. A similar result was obtained in a study in which Dogru and Kalender compared science classrooms, using traditional teacher-centered approaches to those using student-centered, constructivist methods. Please see the section entitled "Learning Environment" for more on constructivism.

### RISC Model

The RISC (Re-inventing School Coalition) Educational Model is based on the research of Robert J. Marzano's *What Works in Schools* (2003), and other associates, including the model's co-founder, Richard DeLorenzo, former superintendent for the Chugach School District in Alaska. Founded on the belief that learning is a family affair, the RISC Schools Model (RSM) brings together all stakeholders as a learning community to create and then continuously refine a system that improves the educational experience of each individual student, allowing students to reach their full potential through standards and assessments that are authentic, challenging, fair, and consistent. RSM causes systemic and sustainable changes to the educational process resulting in learning communities. Three main categories of what work in schools include:

- Instructional strategies

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<sup>2</sup> Kim Jong Yae Suk (2005) *The Effects of a Constructivist Teaching Approach to Student Academic Achievement, Self-Concept, and Learning Strategies*, 6, 7-19, February 2008, Eric Database.

- Classroom management
- Classroom curriculum design

Marzano advocates for instruction and assignments that are organized around a goal and in which students learn at their own pace. In fact, the basic principle of RISC is for schools to do away with traditional grades, so that students can master their lessons before moving to the next stage or grade. Recommendations are also made for interventions that call for Response to Intervention (RTI) and Special/Emotional Learning (SEL). These involve the use of a variety of strategies and interventions in the regular classroom to ensure academic success for individual students. According to the authors of the RSM model on Social and emotional learning (SEL),

The list of issues facing today's educators and students is daunting. But genuinely effective schools – those that prepare students not only to pass tests at school but also to pass the tests of life – are finding that social-emotional competence and academic achievement are interwoven and that integrated, coordinated instruction in both areas maximize students' potential to succeed in school and throughout their lives.

(Zins and Elias, Social and Emotional Learning, 1995).

Re-Inventing Schools Coalition (RISC) is very effective and responds to one of America's educational challenges, "providing educational excellence for all students." When in 2001, the RISC Model was applied to one of the lowest performing school districts in Alaska, the Chugach School District, the district succeeded and won the prestigious National Malcolm Baldrige Quality Award, one of the first two school districts to win the honor. As a result, there was an influx of demand for the RISC Model. Today, the Chugach School District has formed a nonprofit organization called, "Reinventing Schools Coalition" (RISC, 1995) to assist other school districts and organizations to improve learning outcome for all children.

Many aspects of the RISC philosophy and strategies are in alignment with a constructivist educational framework that teaches and encourages students "to learn how to learn." RISC focuses on learning that trains students to take responsibility for their own learning and teachers to transform from teaching to guiding. RISC goes further by requiring students to track their own learning by keeping and monitoring their grades through "documentation on a learning capacity matrix," a practice that Felicity hopes to adopt.

Felicity will also adopt the social and emotional learning strategies to influence cognitive development and behavior in many of its at-risk students with social and emotional problems. Efforts will be made to socialize those students by giving them the tools and skills to interact and develop good relationships with their classmates and fellow

students. Their efforts will be monitored, reinforced, and rewarded. Such training will also be applied to the character development and conflict resolution lessons.

## STRATEGIC TUTORING

FCS is a tutorial-inspired charter school. The tutoring concept is advocated by one of FCS' founders who operated a tutorial and after-school program for over ten years. Based on this founder's experience, FCS will adopt a researched based method, called Strategic Tutoring, for both the classroom and after-school instruction. The strategy involves a tutoring process that empowers the student to "learn not only how to complete and understand assignments but also how to master the strategies required to complete similar tasks independently in the future," according to the authors of the strategies, Donald D. Deshler, Jean B. Schumaker and Michael F. Hock. The findings have been written in a book, called Strategic Tutoring.

Strategic Tutoring is a process in which a tutor assists a student to understand and complete an assignment. After learning from the tutor, the student will independently develop effective strategies for the processing and learning of different lessons and subjects.

Strategic Tutoring was developed through the University of Kansas Center for Research and Learning as a research-based validated tutoring process. The methods apply to all levels of students including students with disabilities and English learners. Above all, it is applicable to all subjects. Strategic Tutoring is also a program of choice for FCS because it enables students to acquire study skills and empowers them to teach themselves to learn how to learn. Since many FCS students belong to a low socio-economic group, and outside tutoring is not always affordable to them, FCS will use Strategic Tutoring to insure that when students go home or leave the program, they can take with them the skills and strategies they need for their homework, independent studies, and for life.

At FCS, strategic tutoring will be employed both in the classroom and during the after-school program. For example, after teaching a difficult lesson in any field, the teacher can use strategic tutoring for application and revision. An example will be in math problems where the teacher can pose some questions and have students solve them in their groups, using the teacher's aide, tutors, and peers as guides and teaching fellow associates. The students will devise their own methodology for solving problems and will discuss and share those methods with others. Once the methodology is acquired, students can learn at their own pace.

In a 2003 slide presentation, Donald D. Deshler defined Strategic Tutoring as "one-on-one instruction with a highly skilled tutor who assesses, constructs, weaves, and plans for transfer, using strategies to learn how to learn while helping youth complete class assignments." Strategic Tutoring also stresses the learning behavior that is useful in completing various learning tasks, such as vocabulary building, reading a novel, completing book reports, math problems and studying for tests. For example, in reading a short story, a student uses a method, called MAP (Make, Add and Put) to make mental pictures for the setting, character, and action encountered in the story, and

proceeds to add details to create the big picture. This strategy helps in retaining and remembering the information in the story.

The authors identify four powerful and proven instructional methods from their 25 years of research in the teaching of strategies to students who are academically dependent. The method includes four instructional phases:

<p><b>ASSESSING</b> This is the self assessment phase. With the help of a tutor, a student determines the nature of an assignment and determines the strategy to use to solve the problems. The strategies adopted are frequently reviewed and assessed.</p>	<p><b>CONSTRUCTNG.</b> Based on the result from assessing, decisions are made by both the tutor and student on the next step, changing some of the strategies and incorporating new ones, or building new ones altogether. They can also choose to experiment and create their own strategies. The tutor can introduce a new strategy and provide guidance. As the new strategy is being used for an assignment, the tutor will stop and go through the method again systematically to ensure that the student has learned it. It is vital that the student is involved in the construction of the new strategy.</p>	<p><b>TEACHING</b> 1. Modeling 2. Checking 3. Supporting In the teaching phase, the tutor begins to instruct, <u>modeling</u> the new strategy, <u>checks</u> to ensure the tutor understands it, and <u>supports</u> the child in the learning and using of the strategy to complete an assignment.</p>	<p><b>TRANSFERRING</b> Having learned the strategy, the tutor discusses how the strategy can be transferred to other studies and when and how to use them. Once the student can use the strategy independently, he or she uses the strategy while the tutor monitors.</p>
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Hock, Deshler, and Schumaker (2000), have proven that Strategic Tutoring meets “both the short term (assignment help) and long-term needs of students deemed to be at risk for academic failure.” Research has shown that the students in strategic tutoring have shown improvement in their “achievement test scores in reading comprehension, written expression, and basic math skills.” The research also notes that in a four-month

instructional period, on average, the students increased in their achievement scores by 10 points. On the other hand, a comparison group of students who did not use the strategic tutoring method, gained only by 3.5 points during the same period. In one of his articles, Hock cited incidences that demonstrated the effectiveness of Strategic Tutoring. It was found that the tutored students in Algebra 1 and biology classes improved their semester grades from Fs and Ds to Cs and Bs. In the study of students who were regular attendees of an after-school program, it was discovered that even the students with the least gain improved from 60% to 87% on Math quizzes and tests, and quarterly grades improved from the D-range to the B plus range (Hock, Pulvers, Deshler, and Schumaker, in press). Most of the students who also showed improvement in the strategy acquisition continued to perform well several weeks after receiving strategic instruction. Another study matches at-risk youth in foster care with a foster comparison group of youth of similar academic performance and found that the model foster group performed higher than the comparison group.

The use of Strategic Tutoring during classroom instruction will be used mainly for remedial and reinforcement purposes, and will be facilitated by teachers, teacher aides, tutors, parents and volunteers. If financial and human resources are limited, the in-class Strategic Tutoring will be applied only to language skills and mathematics at the beginning of the school year and will be extended to science, and social studies later. These strategies will be applied to all after school and summer session tutorials.

Constructivism, Strategic Tutoring, and RISC are dynamic models that are similar in many ways. They all use inquiry- and project-based learning, collaboration, and differentiated and reciprocal teaching as well as embedded assessments that inform future instruction. Analyzing the assessment data, teachers can plan and modify lessons for students to collectively and individually master specific content standards. The three strategies and methods of learning complement and reinforce each other, for they all encourage students to be skillful and to become independent learners. They are also very suitable for FCS' Socioeconomically and academically disadvantaged students as well as students with learning disabilities.

### Tutoring

FCS will integrate tutorials into its curriculum and instructional programs to ensure that the students are tutored, as indicated above, whether in a formal classroom setting or in the after school program, or through casual interactions with teachers, fellow students or parents. One of the common problems in the learning history of ethnic minority and ESL students is that the students are not usually in the same academic achievement level as many of their counterparts in ethnic majority schools. Based on the demographics of neighboring schools, the student population will be Latino with a high percentage of students eligible for free and reduced lunch. Given these disparities, FCS will consider a form of tutoring for all students. This method will not only allow the less capable students to make gains in their learning but allow the average student to be provided with advanced instruction by:

- Bridging the gaps between a student's capability and performance
- Increasing competency and mastery of academic skills
- Motivating students and increasing enthusiasm for school
- Boosting pride, self-esteem, and confidence
- Promoting collaboration with parents and community
- Encouraging collaborative learning and peer coaching

As described earlier in the petition, in-class tutoring will take place during class hours, especially during applications of the lessons taught. FCS has blocked out 90-minute periods for math and language arts. Those subjects will receive priority for the in-class tutoring. The tutorial program will be designed for all students, but emphasis will be placed on the pupils who are performing at lower levels. Those students will be tutored in small groups and will also receive one-on-one attention. Tutorials will be led by experienced tutors or the teachers' aides who will be employed full time by FCS. They will act as the link between classroom instruction and after school tutorial, for they will be expected to work with the pupils in their classrooms.

Operating as teaching assistants, the tutors will ensure that all the students comprehend the class lessons. Tutorials will also take place during extended hours - after school, summer sessions, and before school and Saturdays by appointment or arrangement with tutors.

FCS will organize after school academic and enrichment program for all its students, working with volunteers, parents, and community members. All the students who attend the after school program will be expected to participate in all sections of the program. The after school tutorial will take place between 3:45 p.m. to 6:00 p.m. and will focus on the core subjects. The after-school tutorial will commence at the beginning of the year with an alignment of the educational program and a mapping of students with highest needs and that are at risk of failing. The mapping and alignment to the tutorials with the lowest performing students will be determined before school starts through a "placement" test that will allow the teachers to know where the students place in the core subjects, especially in language arts and math skills. Students will be placed in the tutorials according to their performing levels. Priority will be given to those students at risk of falling behind. NCLB Highly Qualified tutors will address student questions and concerns as they do their homework.

As part of the after school and tutorial program, there will also be an enrichment component. The enrichment will include the arts, physical exercise, games, or projects and computer oriented activities in science, social science, math, and other areas. An example of the enrichment integration and the tutorials is the use of the Readers' Theater to enhance reading and fluency. Because enrichment is very important to all students, the enrichment program is expected to alternate between those students in a Homework Club and those in tutorials. Some enrichment programs like arts and

physical activities will be tailored to individual students' interests and talents. For example, gifted students in sports or any aspect of the arts will be given more time and opportunities to practice them; the practice will include additional time to practice their sport during the after school tutorial hours. For students that are gifted in sports but are behind in their academic work, a special emphasis will be paid to the academic aspect of the sports gifted student. All the FCS students will participate in academic tutoring/homework club, as well as an enrichment program regardless of their academic status and talents. Felicity will engage parents and other school personnel to volunteer as sports and academic coaches. The school will also reach out to its partners, such as Volunteers of America and Dishu to provide support for the after schools program.

Just like teachers, tutors will receive internal and external staff training in tutoring and after-school programs' activities. They will be trained on effective strategies for tutoring such as Strategic Tutoring, Constructivism, cognitive oriented instruction, small group and one-on-one tutoring, peer tutoring, and computer assisted instruction. Los Angeles County of Education (LACOE), LAUSD, Resource, Aspire, and other organizations conduct several after school workshops annually; tutors will be expected to attend some of them.

Moreover, FCS has forged relationships with colleges and volunteer organizations for tutoring services and will continue to expand its connections. FCS will also elicit the help of parents and community members for assistance in tutoring. After school providers will be recruited from LAUSD ASES program and youth sports programs. Grants will also be sought from the government agencies, foundations, corporations, and other funding sources.

Initially, in-school tutoring will commence the first year of operations as part of the initial budget scenario. Instructional aides will be hired and expected to commence in-class, day school tutoring the first day of school. Aides will be hired to provide at minimum, one hour of tutoring and homework assistance each week during the first year of operations. Part of their assignment will also include the recruitment of capable college and parent volunteers. Other development activities for the after school tutors program will be part of the Administrator's duties.

In our second year of operations, we will apply for the ASES grant to provide a wide-range of tutorial and enrichment options for all students.

In addition to Constructivism and Strategic Tutoring, differentiated Instruction will be utilized to target and assist all categories of students.

#### Differentiated Instruction

Different fields of research - brain-based research, research on learning styles, Multiple Intelligences, and authentic assessment - have all stressed the differences in children and the importance of understanding how a child learns so as to tailor instruction to

different kinds of students and maximize their learning outcomes. Building on the model of differentiated instruction, a teacher can use a variety of strategies to provide a learning environment that will incorporate individual student's learning patterns and maximize the potential for student success. The teacher is flexible and is willing to explore different teaching and learning strategies and make adjustments when and where needed. With differentiated instruction, the teacher is able to provide motivating, challenging, and meaningful experiences for all students, including low achieving, gifted and special education students.

## TEXTBOOKS AND INSTRUCTIONAL RESOURCES

FCS will recommend to its Board the purchase of non-biased core curricular instructional textbooks and materials in language arts, mathematics, science and social studies that are clear, and accessible, and will link research-based best practices in instruction to standards. Although the final selections and recommendations will be made by a panel of teachers, administrators, and board members prior to the opening of the school, FCS is strongly considering the following texts.

### Mathematics

#### Singapore Mathematics

The Singapore approach to math stresses mastery of basic skills and essential ideas, such as place value and part-whole relationships. This K-6 curriculum is aligned with California math content standards. Because Singapore's method is highly visual and explores fewer topics in greater depth, students are excited to use it. Singapore Math is also in alignment with Felicity adopted Constructivist's strategy in the sense that "The students are provided with the necessary learning experiences beginning with the concrete and pictorial stages, followed by the abstract stage to enable them to learn mathematics meaningfully (SingaporeMath.com)." With examples and the discussion of the different ways the problems can be solved, students take charge of the problem solution. Singapore math consists of textbooks, workbooks, assessments, and hands-on manipulatives.

Please refer to Appendix 2 for the sample lesson plans for examples of Singapore Math lessons and others.

### Language Arts

#### Saxon (SRA/McGraw Hill)

Saxon K-3 and 4-6 are being considered because

Concepts are introduced incrementally, ensuring long-term success

Easy-to-use lesson scripts increase teacher effectiveness and the clearly outlined remediation strategies and activities address different categories of students

It is aligned with the California State standards

It consists of

High-frequency words

Phonics and phonemic awareness  
 Spelling, alphabetizing, and handwriting  
 Fluency instruction and fluency readers

Saxon places strong emphasis on study skills, and review, which makes it easier for tutors and parents to use in coaching students. Saxon also deepens students' understanding, strengthens their abilities to apply concepts consistently. Above all, more students will be able to study and do their homework independently.

Science

FOSS: K-6 Components

Felicity will use FOSS K-6 Components, a complete, modular program consisting of 26 modules. Among these include a Teacher guide, Equipment kit, Teacher preparation video, and FOSS Science Stories. In addition, there is an interactive site related to the content of any FOSS module where students and families can find instructional games and interactive simulations. The lessons are engaging, and its hands-on investigative approach is similar to the constructive strategy used by FCS. Moreover, the Teacher Guide is very comprehensive, making it easier for all teachers to use a more uniform approach. In order to promote reading across the curriculum, FOSS will likely be supplemented with books and leveled reading materials on scientific topics and standards.

Social Studies

Houghton Mifflin Social Studies

The Mifflin Social Studies is aligned to the California State standards. It focuses on the topics of grade specific history and social studies standards, and it has multiple resources that meet the needs of diverse learners. FCS is considering the text because of its powerful, built-in reading and vocabulary instruction that emphasize content area reading and thereby reinforces literacy across the curriculum.

**SCOPE AND SEQUENCE OF SKILLS**

The scope and sequence for kindergarten through sixth grade are based on the California content standards and FCS selected textbooks. See Appendix A for the scope and sequence of skills to be taught across the grade levels and the different subjects that FCS plans to teach. The chart below identifies grade level content strands that will be covered.

Grade Area Content Levels and Strands

	Language Arts	Mathematics	Science	Social Studies	Visual and Performing Arts	Physical Education
K	*Concepts about print	*Writing and counting	*Earth, Life, Physical, and	*Citizenship	*Music, Dance, Theater, Fine Arts	*Movement Concepts

	<ul style="list-style-type: none"> <li>*Phonemic awareness</li> <li>*Decoding</li> <li>*Word Recognition</li> <li>*Reading</li> <li>*Comprehension</li> <li>*Vocabulary</li> <li>*Penmanship</li> <li>*Writing process</li> <li>*English Language Conventions</li> <li>*Recitation of poems, rhymes, songs</li> <li>*Listening</li> <li>*Speaking</li> </ul>	<ul style="list-style-type: none"> <li>numbers 0-100</li> <li>*Count by 1s, 2s, 5s and 10s</li> <li>*Count Number of objects (up to 30)</li> <li>*Simple addition and subtraction</li> <li>*Recognizing patterns</li> <li>*Identifying shapes</li> <li>*Problem solving</li> <li>*Sort and Classify</li> </ul>	<ul style="list-style-type: none"> <li>Experimentation</li> <li>*Matter</li> <li>*Plants and Animals</li> <li>*Earth</li> <li>*Weather</li> <li>*Scientific observation</li> <li>*The world around us</li> </ul>	<ul style="list-style-type: none"> <li>*Geography</li> <li>*History</li> <li>*Rules(government)</li> <li>*Map Skills</li> <li>*Neighborhood</li> </ul>	<ul style="list-style-type: none"> <li>*Artistic Perception,</li> <li>*Creative Expression, Historical context, Aesthetic valuing, connections, relationships, applications</li> <li>*Singing</li> <li>*Making sounds with rhythm</li> <li>*Listen to various music.</li> <li>*Attend musical performances.</li> <li>*Creative Dance</li> <li>*Attend Dance Performances.</li> <li>*Role playing</li> <li>*Watch Performances.</li> <li>*Exploration with various medium--such as tempura paints, crayons, markers, clay, pencils, and observe and discuss artwork in museums, libraries, and the parks.</li> </ul>	<ul style="list-style-type: none"> <li>*Body Management</li> <li>*Locomotor Management</li> <li>*Manipulative Skills</li> <li>*Fitness concepts</li> <li>*Aerobic Capacity</li> </ul>
Grade 1	*Concepts about print	*Numbers to 100	*Earth, Life, Physical, and Experimentat	*Citizenship *Direct	Music –	*Motor Skills

	<ul style="list-style-type: none"> <li>*Phonemic awareness</li> <li>*Decoding and word recognition</li> <li>*Reading</li> <li>*Comprehension</li> <li>*Writing process</li> <li>*English Language Conventions</li> <li>*Listening</li> <li>*Speaking</li> </ul>	<ul style="list-style-type: none"> <li>*Simple addition, subtraction</li> <li>*Estimation strategies</li> <li>*Problem solving with operational symbols</li> <li>*Measurement</li> <li>*Geometric Figures</li> <li>*Simple Graphs</li> <li>*Sorting</li> </ul>	<ul style="list-style-type: none"> <li>ion</li> <li>*Solid, Liquid, Gas</li> <li>*Earth</li> <li>* Weather</li> <li>*Animals and plants</li> <li>*Scientific observation</li> </ul>	<ul style="list-style-type: none"> <li>Democracy rules</li> <li>*Concept of exchange</li> <li>*Use of money</li> </ul>	<ul style="list-style-type: none"> <li>*Terminology</li> <li>Theatre – *observation of formal and informal works of theatre, film/video, and electronic media</li> <li>*Response;</li> <li>Dance</li> <li>*Perceive and Respond using the elements of dance.</li> <li>Visual Arts - *Perception</li> <li>*critique</li> </ul>	<ul style="list-style-type: none"> <li>*Movement patterns</li> <li>*Assessment</li> <li>*Health</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>*Vocabulary</li> <li>*Decoding and word recognition</li> <li>*Reading</li> <li>*Comprehension</li> <li>*Literary Response and Analysis</li> <li>*Writing</li> <li>*Informational Skills</li> <li>*Revision</li> <li>*English Language conventions</li> <li>*Listening *speaking</li> </ul>	<ul style="list-style-type: none"> <li>*Value in whole numbers to 1,000</li> <li>*Addition and subtraction of two and three digit numbers</li> <li>*Simple multiplication, division problems</li> <li>*Fractions and Decimals</li> <li>*Problem solving with \$, addition, and subtraction</li> <li>*Estimation</li> </ul>	<ul style="list-style-type: none"> <li>*Earth, Life, Physical, and Experimentation</li> <li>*Motion of Objects</li> <li>*Plants and Animals:</li> <li>*Life Cycles</li> <li>*Earth</li> <li>*investigation and Experiment---</li> <li>Scientific progress</li> <li>Multi-disciplinary</li> </ul>	<ul style="list-style-type: none"> <li>*Long ago vs. Today</li> <li>*Map Skills</li> <li>*Government institution in U.S.</li> <li>*Importance of action and character</li> </ul>	<ul style="list-style-type: none"> <li>Music –</li> <li>*Terminology</li> <li>Theatre – *observation of formal and informal works of theatre, film/video, and electronic media</li> <li>*Response;</li> <li>Dance</li> <li>*Perceive and Respond using the elements of dance.</li> <li>Visual Arts - *Perception</li> <li>*critique</li> </ul>	<ul style="list-style-type: none"> <li>*Motor Skills</li> <li>*Movement patterns</li> <li>*Assessment</li> <li>*Health</li> </ul>

		<p>Strategies</p> <p>*Measurement involving nonstandard and standard unit</p> <p>*simple geometric shapes</p> <p>*Data Graphing</p> <p>*Pattern</p>	<p>science projects</p>			
Grade 3	<p>*Decoding and word recognition</p> <p>*Fluency</p> <p>*Reading</p> <p>*Informational Skills</p> <p>*Comprehension</p> <p>*Literary Response and Analysis</p> <p>*Vocabulary</p> <p>*Word Analysis</p> <p>*Research</p> <p>*Writing Process</p> <p>*English Language conventions</p> <p>*Listening and Speaking</p>	<p>*Count, read, and write whole numbers to 10,000</p> <p>*Multidigit x one digit</p> <p>Multidigit/one digit</p> <p>*Algebra: simple functional relationship</p> <p>*Polygons</p> <p>*Probability</p> <p>*Word problems</p> <p>*Problem solving</p>	<p>*Earth, Life, Physical, and Experimentation</p> <p>*Scientific Method</p> <p>*Energy</p> <p>*Changes in matter</p> <p>*Light</p> <p>*Adaptations</p> <p>*Solar System</p>	<p>*Physical and human geography</p> <p>*Public rule of citizenship</p> <p>*Economy</p> <p>*Systems of Government</p> <p>*Tracing of community</p>	<p>Music –</p> <p>*Terminology</p> <p>Theatre –</p> <p>*observation of formal and informal works of theatre, film/video, and electronic media</p> <p>*Response;</p> <p>Dance</p> <p>*Perceive and Respond using the elements of dance.</p> <p>Visual Arts -</p> <p>*Perception</p> <p>*critique</p>	<p>Motor Skills</p> <p>*Movement patterns</p> <p>*Assessment</p> <p>*Health</p>
Grade 4	<p>*Word analysis, fluency, and vocabulary development</p>	<p>*Read and write numbers to millions</p>	<p>*Earth, Life, Physical, and Experimentation</p>	<p>*Native Americans</p> <p>*Early CA</p>	<p>Music –</p>	<p>Motor Skills</p>

	<ul style="list-style-type: none"> <li>*Reading</li> <li>*Comprehension</li> <li>*Literary Response and Analysis</li> <li>*Writing process</li> <li>*English Language conventions</li> <li>*Listening and Speaking</li> </ul>	<ul style="list-style-type: none"> <li>*Order and compare whole number and decimals to two decimal places</li> <li>*Addition and subtraction of simple decimals</li> <li>*Multi-digit x 2 digit</li> <li>*Multi-digit/ 1 digit</li> <li>*Factorization</li> <li>*Algebraic Expressions</li> <li>*Equations</li> <li>*Perimeter, area</li> <li>*Coordinate Grids</li> <li>*Plane and Solid Geometric Objects</li> </ul>	<ul style="list-style-type: none"> <li>*Electricity and Magnetisms</li> <li>*Energy</li> <li>*Matter</li> <li>*Adaptation</li> <li>*Rocks and Minerals</li> <li>*Weathering</li> <li>*Erosion</li> <li>*Scientific Method</li> </ul>	<ul style="list-style-type: none"> <li>history</li> <li>*California Missions</li> <li>*Geography</li> <li>*Structures of Government in U.S.</li> <li>Constitutions</li> </ul>	<ul style="list-style-type: none"> <li>*Terminology</li> <li>Theatre – <ul style="list-style-type: none"> <li>*observation of formal and informal works of theatre, film/video, and electronic media</li> </ul> </li> <li>*Response;</li> <li>Dance <ul style="list-style-type: none"> <li>*Perceive and Respond using the elements of dance.</li> </ul> </li> <li>Visual Arts - <ul style="list-style-type: none"> <li>*Perception</li> </ul> </li> <li>*critique</li> </ul>	<ul style="list-style-type: none"> <li>*Movement patterns</li> <li>*Assessment</li> <li>*Health</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>*Word analysis, Fluency and vocabulary development</li> <li>*Reading</li> <li>*Comprehension</li> <li>*Literary Response and</li> </ul>	<ul style="list-style-type: none"> <li>*Estimation</li> <li>*Rounding</li> <li>*% as hundred</li> <li>*Prime Factorization</li> <li>*Addition,</li> </ul>	<ul style="list-style-type: none"> <li>*Earth, Life, Physical, and Experimentation</li> <li>*Elements</li> <li>*Plants and Animals</li> </ul>	<ul style="list-style-type: none"> <li>*Early American Exploration</li> <li>*Colonial Era</li> <li>*Native Americans</li> <li>*Causes and consequences</li> </ul>	<ul style="list-style-type: none"> <li>Music –</li> <li>*Terminology</li> <li>Theatre – <ul style="list-style-type: none"> <li>*observation of formal and informal works of theatre, film/video, and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Motor Skills</li> <li>*Movement patterns</li> <li>*Assessment</li> <li>*Health</li> </ul>

	<p>Analysis</p> <p>*Writing process</p> <p>*English Language conventions</p> <p>*Listening and Speaking</p>	<p>subtraction, multiplication, and division of fractions and decimals</p> <p>*Variables</p> <p>*Simple expressions</p> <p>*Volume/area</p> <p>*Plane/solid geometric figures</p> <p>*Data</p> <p>*Problem Solving</p>	<p>*Water</p> <p>*Weather</p> <p>*Solar System</p> <p>*Scientific Method</p>	<p>of American Revolution</p> <p>*Events of US constitution</p> <p>*Immigration history</p> <p>*50States/Capitals</p>	<p>electronic media</p> <p>*Response;</p> <p>Dance</p> <p>*Perceive and Respond using the elements of dance.</p> <p>Visual Arts -</p> <p>*Perception</p> <p>*critique</p>	
Grade 6	<p>*Word analysis, Fluency, and vocabulary development</p> <p>*Reading</p> <p>*Comprehension</p> <p>*Literary Response and analysis</p> <p>*Literary Criticism</p> <p>*writing Process</p> <p>*English Language Conventions</p> <p>*Listening</p> <p>*Speaking</p>	<p>*Compare and order addition and subtraction of fractions, decimals, and mixed numbers</p> <p>*Algebraic expressions</p> <p>*Linear Equations</p> <p>*Ratio</p> <p>*Proportions</p> <p>*Measurement of plane and solid shapes</p> <p>*Properties of 2 dimensional</p>	<p>*Earth, Life, Physical, Experimentation</p> <p>*Plate Tectonics and Earth's structure</p> <p>*Thermal Energy</p> <p>*Energy in the Earth System</p> <p>*Ecology</p> <p>*Scientific Method</p>	<p>*World History and Geography: Ancient Civilizations of Paleolithic Era</p> <p>Agricultural Revolution</p> <p>Mesopotamia</p> <p>Egypt</p> <p>Kush</p> <p>Hebrew</p> <p>Greece</p> <p>India</p> <p>China</p> <p>Rome</p>	<p>Music –</p> <p>*Terminology</p> <p>Theatre –</p> <p>*observation of formal and informal works of theatre, film/video, and electronic media</p> <p>*Response;</p> <p>Dance</p> <p>*Perceive and Respond using the elements of dance.</p> <p>Visual Arts -</p> <p>*Perception</p> <p>*critique</p>	<p>Motor Skills</p> <p>*Movement patterns</p> <p>*Assessment</p> <p>*Health</p>

		figures				
		*Statistics				
		*Problems solving				

Content Instruction Assessments

FCS will frequently examine standards-aligned instruction and curriculum, scope and sequence, and benchmark data. Using formative and summative assessments, FCS will determine if:

- Students are meeting instructional goals established in the standards- curriculum and program and therefore mastering state standards
- The standards adopted texts and materials are effective
- The research-based strategies employed by FCS motivate students and prepare them for lifelong learning

FCS will use the responses to the above and the data gathered to:

- Inform instruction by refining the School’s curricula and programs
- Make adjustments to the School’s instructional approach, textbooks and teaching materials
- Provide more needed professional development for teachers
- Provide more training for parents
- Encourage more collaboration with families and community
- Make intervention decisions *to improve* learning and achievement
- Implement remediation
- Help individual students and classrooms to improve academic outcomes

INSTRUCTIONAL PROGRAM AND FOCUS

FCS will focus on California State Standards-based core subjects, language arts, mathematics, science, and social sciences. Other lessons such as Spanish, arts physical education, character development will also be stressed. In addition, technology will be taught and applied across the curriculum. However, extra emphasis will be placed on literacy beyond the teaching of language arts and tutoring to enable students to acquire tools for competency, and lifelong learning.

Literacy

FCS students will be trained on the basic components of literacy for the future. The literacy education will be relevant in the understanding and appreciation of the

structures and meaning of language. This includes oral language skills, phonological awareness and phonics skills, and concepts of print. Several groups including The National Reading Panel (2000) have identified that phonological awareness, phonics skills, oral language skills, and concepts of print are linked to the development of reading skills and as a result advise that literacy education include more advanced vocabulary, comprehension, reading and writing across the curriculum. In emphasizing literacy, FCS will pay attention to educating students who will have interest in reading a variety of books and decoding. Students should be able to read and understand theories and concepts in mathematics, science, and social sciences. They should also read and comprehend literature on different cultural, social, economic, and political issues, as well the information age and the media.

FCS will apply literacy skills across the curriculum by stressing instruction in content-based reading and writing as indicated below. The students will have access to classroom libraries. Periodic trips will be taken to the library. The older students will be required to read in all genres and present a number of book summaries using various presentation methods. The students will engage in strategies across the curriculum to develop competency in word analysis, vocabulary, literacy, response and analysis, reading comprehension, writing, listening, speaking and other related literacy skills (The Reading/Language Arts Framework for California Public Schools). In her presentation at a 1999 Claremont Reading Conference, "Literacy Strategies Improve Content Area Learning," Linda McCorkel Clinard described how literacy can be applied to the different areas of language arts and identified the appropriate skills for Grades 4-8. The skills are also dictated by California Assembly Bill 1086,199. They are:

- Word attack skills
- Spelling and vocabulary
- Comprehension skills
- Research on how reading skills are acquired
- Strategic Reading strategies across curriculum (text-handling)
- Independent, self-selected reading
- Integration of listening, speaking, reading, and writing
- Intervention for, and integration of, low performing readers
- Effective ELL (English Language Learner) reading instruction
- Planning and delivery of appropriate reading instruction based on assessment and evaluation (L. Clinard, UCI Dept. of Education (11/99))

The above are also included in the California Reading and Writing Content standards for Kindergarten through 12<sup>th</sup> and will be pursued vigorously by FCS. With its Socioeconomically disadvantaged and Spanish speaking population, FCS recognizes that content literacy across the curriculum is a ticket out of poverty.

Integrating The Balanced Literacy Framework, FCS will place emphasis on literacy to foster the development of language skills and strengthen students' educational foundations. The approach will also be used:

- To cultivate reading, writing, listening, thinking and speaking skills
- To train students who can read and write effectively
- To transform readers and writers who enjoy and value literacy
- To train students who can read across the curriculum
- To produce students who can apply literacy to their daily lives and future aspirations and careers

### Language Arts

Students will be expected to learn reading and fluency skills and writing and they will be aware of how reading and writing complement one another. Following the recommendations from the National Reading Panel, lessons will include print awareness, phonemic awareness, and alphabetic principle and phonics instruction as well as blending, fluency, comprehension and vocabulary strategies. Also effective are learning motivation, project and self-directed learning, and tutorials that are embedded in context. Teachers will implement multiple reading strategies, writing across the curriculum, self-selected literacy materials, and will model reading and discussions.

Teachers will also incorporate "essential concepts" by referring to the list of standards in the textbooks. For example, FCS is considering the Saxon textbook, which addresses the standards. Saxon Phonetics and Spelling K-3:

- Use concepts that are introduced incrementally for long-term success
- Provides easy-to-use lesson scripts that increase teacher effectiveness
- Outlines remediation strategies and activities

Using the texts, FCS students will practice and deepen their understanding of:

- High-frequency words
- Phonics and phonemic awareness
- Spelling, alphabetizing, and handwriting
- Fluency instruction and fluency reading

Vital to literacy are writing skills, critical and creative thinking, and good knowledge of technology and its applications. Using the writers' workshop methodologies of constructivism as described earlier, students will explore and write different forms of essays, engage in creative and expository writing, and keep journals. Literacy skills will be reinforced across the curriculum. For example, problem solving in math is more problematic for students who are not proficient in reading and comprehension. The same applies to the understanding and analyses of concepts in science and other

subjects. The teachers will be encouraged to integrate aspects of those subjects into the teaching of literacy or language skills.

FCS teachers will make use of the following strategies to support students at their level of reading:

### Semantic Maps

These are used to outline and organize story ideas during brainstorming and can aid students in getting started and organizing their writing contents. Research supports the idea that a student's ability to plan can be improved with strategic instruction (Baker et al., 2004). Using semantic maps, students will cluster idea and these ideas can be formatted into an outline, which can eventually be edited to a finished product. In addition to semantic maps, teachers will sue process writing to teach students how to develop their writing ideas through planning, drafting, and revising (Wiebe Berry, 2006).

### Graphic Organizers

Another best practice strategy is using graphic organizers which are "visual and spatial displays, designed to facilitate the teaching and learning of textual material" (Kim et al, 2004, p. 105). Visual displays enhance the reading comprehension of students. Students will have to construct graphic organizers, facilitate their learning by displaying key terms and concepts, and form their reading texts on the graphic organizers. They can outline information on the graphic organizer by identifying the main ideas and supporting details that are in a written text (Kim et al., 2004). Students can have a free choice on their interested reading text. It will also aid them in becoming more comfortable with reading. Added to this, activating prior knowledge and summarizing are best practice strategies students will use in identifying and writing down the main ideas that integrate all the details in written text into a coherent whole (Vaugh et al., 2003; Moats, 2002).

### Listening

Teachers will practice active listening. When teachers become active listeners, they can be better facilitators. Students are able to do the talking instead of the teacher. This allows students to be more willing to participate and share ideas and they are not hindered by the feeling of being evaluated. Teachers can ask clarification questions during this process and not judge if students are correct or wrong. This strategy allows students to take ownership of their ideas and subject matters and start to make sense. Therefore, students become reflective thinkers, understand tasks, and have the ability to describe, evaluate, and share their ideas. Teachers can then use the information of students' perspectives to decide or plan follow-up lessons.

Meaning-Based is a reading comprehension strategy that enables a student to apply and integrate oral and written language to become an active participant who is able to comprehend an author's message (Crowe, 2003). A Meaning-Based strategy that can be incorporated is Communicative Reading Strategies (CSR). CSR has been used

successfully with children who have reading comprehension difficulties in the fourth grade and those who lack reading comprehension skills to monitor what they read to ensure construction of meaning from written text by incorporating contextual based questioning strategies, visual and verbal cues, explanations, and comments.

FCS teachers will incorporate think-aloud strategies while working with students on reading comprehension. This strategy helps students in identifying inconsistencies in text, detecting errors, recalling details from passage, and answering comprehension questions.

In addition to the regular English class, FCS will also have a reading lab where remedial students including those with reading disabilities or requiring assistive technology will be directed for extra training on foundational language and prescriptive reading tutorials. Students will be assisted by trained specialists on a variety of techniques and software to remediate grade level deficiencies and for specific lessons. The software also allows students needing remediation to concentrate in reading speed, fluency and comprehension skills.

FCS will devote an average of 45 minutes to reading labs. During a session, students will be in small groups and some will receive individualized attention. Students will be assessed using the standardized tests of the target grade level skills and periodically using other criteria.

A session is conducted as follows:

- 2-minute acquaintance with the lab and system or review of the previous lesson.
- 2-minute free write for informal observation of skills.
- 8 minutes of a phonics lesson and 5 spelling word base of a particular phonics rule plus 2 sight words.
- 8 minutes for discussion of the subject to connect the student with the literature, to present new vocabulary, and to identify the skill with the material or story parts.
- 10 minutes of assisted reading.
- 7 minutes for questions and answers and follow up assignment.
- 10 minutes for teacher corrections while some individual students practice with computer learning programs.

Felicity will encourage creativity in the choice of materials and teaching methodologies. For example, teachers will be persuaded to use the arts as a teaching tool across the curriculum. Reading scripts (plays) and acting will play vital roles in English lessons, as reading plays can enhance articulation and fluency, and acting can improve self-expression and confidence.

### ELA Assessment

ELA assessment is described in detail in element three. Students will participate in a variety of written and oral assessments throughout the year. The Saxon text will be used heavily for assessments of phonics, literacy skills, and writing conventions. FCS will implement writing rubrics for writer's workshop and will conduct regular spelling quizzes. Students will also keep a portfolio of work to document their growth and progress over time. FCS is planning to implement NWEA's Measures of Academic Progress, which provides diagnostic and benchmark assessments on grade level ELA standards. This assessment will be used as a diagnostic and performance measurement tool to help teachers provide interventions and/or more challenging assignments.

### Mathematics

In mathematics, emphasis will be placed on the application of math instruction to practical life so that students can navigate their lives in the modern world. In teaching mathematical concepts, the teachers should tap or link into the students' prior experience. Knowing that children bring with them an array of self-generated algorithms and problem solving skills, integrating the students' knowledge and skills with mathematical instruction will enable the teacher to assist them in constructing and evaluating mathematical proofs. Both the teachers and parents/guardians will collaborate in teaching the students concrete representations of figures, objects, and math connections to real life and in the use of technology, scientific tools such as the calculator, microscope, and manipulatives such as tangrams and fractional pieces.

Research on best practices in education has shown that effective math instruction must include a combination of instructional methods, tools, and strategies. The skills can be effectively taught by whole group instruction, mini-lessons, and through a process of inquiry learning and "discovery learning." In the classroom, the students will be presented with a concept question and asked to find multiple ways of solving a real life mathematical problem.

The Constructivist approach is well suited for mathematical instruction. With constructivism, students can "actively construct their individual mathematical worlds by reorganizing their experiences in an attempt to resolve their problems" (Cobb, Yackel, and Wood, 1991). The students can create their math classroom, using objects and manipulatives to provide a nourishing environment where they can explore, conduct experiments and engage in collaborative efforts to seek answers. Using scaffolding, the teacher can provide just enough support needed to help the student to solve problems and achieve success. To be very effective, the teacher will conduct both formal and informal assessments and will make maximum efforts to understand the ways the students think and how they approach mathematical concepts and problems. Once understood, the teacher will determine how to render needed support or intervention.

There are times when traditional instructional strategies will be appropriate. For example while children can approach mathematics in different ways, using

manipulatives, regalia, etc., it is also important for them to understand and memorize formulas and computation skills to help them in solving both arithmetic and algebraic problems and to prepare them for advanced problem solving. Students can learn a lot about multiplication, shapes, and distances from constructing or visiting a garden. Likewise, they can learn more about buying and selling, decimals and percentages, addition and subtraction and math problems by creating a store and buying, selling and giving out change. In addition, the selected text, Singapore Math has inspiring, motivational and practical approaches to learning different aspects of mathematics. Just as in language arts, Felicity teachers will help students to grasp concepts and abstractions, such as algebra and concrete experiences better through the utilization of the arts. For example, students can use visual arts to illustrate word problems by drawing and using images to understand situations and activities that represent real life.

### Mathematics Assessment

FCS will primarily use Singapore Math assessments to determine student mastery of mathematics standards. Singapore Math provides at the beginning of each grade level placement tests that show learning outcomes from the previous grade level and help inform teachers about where the students should be placed along the skills continuum. An example of a placement test is included in the Lesson Plan Appendix. Singapore also provides both formative and summative assessments, such as class work, homework, quizzes, constructed response tests and activities. Teachers may also use informal assessments, such as observations, skills inventories, and performance tasks. FCS also plans to use the MAP as a diagnostic and performance measurement tool.

### Science

FCS plans to use the Full Option Science Series (FOSS) as the primary science curriculum. FOSS kits are specifically designed to align with California content standards in science and can provide a set of thorough and systematic foundational activities for the science curriculum. The curriculum also takes into account the needs of English Language Learners and other student needs. The materials integrate reading, writing, and mathematics into science, and provide a variety of assessment tools to accurately measure student learning. The table below shows the FOSS units by grade level.

Grade	Physical Science	Life Science	Earth Science
K	Wood and Paper	Animals Two by Two Trees	Wood and Paper Trees
1	Solids and Liquids Air and Weather	Plants and Animals	Air and Weather

2	Balance and Motion	Insects and Plants	Pebbles, Sand, and Silt
3	Matter and Energy	Structures of Life	Sun, Moon, and Stars
4	Magnetism and Electricity	Environments	Solid Earth
5	Mixtures and Solutions	Living Systems	Water Planet

In teaching science, it is important for teachers to link students' prior knowledge and experience to basic science concepts. FCS will utilize different constructivist methods, especially the "Inquiry" approach to teaching science to relate and connect to the physical world. Since science is a student-centered and activity-based subject, teachers will create an interactive environment in which students will learn and practice science using their senses - seeing, hearing, touching, smelling, and tasting. Teachers will also exploit the techniques and procedures used by research scientists, to design situations whereby students can recognize problems, ask questions, and use investigational strategies to seek answers or explanations for their findings. Since solving problems is a major activity and tenet of constructivism, students will use a variety of constructivist resources and strategies similar to "discovery" and "project-based" approaches to seek solutions and answers. An example would be engaging all the elementary students to seek a solution to nutritional problems facing our children by encouraging them to explore the roots of the problem, make their own conclusions, and develop ideas for solutions. Their solutions could lead to growing actual food in family and school gardens and a gardening project whereby students would grow their food and observe the different stages and processes of growing, harvesting, and eating healthy foods. They would also learn the different aspects of science like soil and soil composition, seeds and germination, parts of a plant, etc.

teaching should not be constrained to the classroom and school compound. Students need to broaden their experiences by interacting and being involved with the actual world, going out to observe the objects or organisms around them, and by going on field trips to places like the Natural Museum and The Museum of Science. On these out of school trips, the students will utilize a notebook to enhance their note taking skills, gather samples and draw illustrations. When they return from the trips, they will recount their experiences and interpret their observations. Working in collaborative groups they can experiment, create, or replicate some objects from their observations.

#### Science Assessment

Teachers will use both informal and formal assessment strategies to provide real-time, ongoing information about students' understanding of science standards. Assessments will be designed to capture not only factual knowledge, but also process skills. Some of the assessments will include projects, presentations, diagrams, illustrations, paper and pencil tests, and rubrics.

### Social Studies

Social Studies is an important subject and FCS will give it the same attention given to the other core subjects. Like science, social studies instruction should be linked to real life practices such as good citizenry, voting, and participation in democratic processes. The teaching of the subject is well suited to constructivist ideas. Using "inquiry" as in science, and factual information, students can pose the questions of "what," "how" and "why" to create and construct knowledge.

For example, a fifth grade class studying Martin Luther King, Jr. can be taught to fulfill an important object of the Standards, linking the past to the present. With that purpose in mind, the teacher can introduce the history of Martin Luther King, Jr. and after briefing them on the biography, the students ask questions and explore. The questions and exploration will lead to the:

- The connection between Martin Luther's King's history to civil rights and justice
- Association with other leaders like Mahatma Ghandi, Cesar Chavez, etc.
- His relevance to other cultures
- His contributions to racial equality and justice
- His relevance in today's America – the progress made in the integration of all races and in racial equality

The class can be enhanced with videos, podcasts and toolkits. The students will engage in essential social studies skills and strategies by engaging in research, discussions forums, visual projects, and literary presentations.

Social Studies should also be connected to values. According to an author on values, Dr. Bob Kizlik,

Social studies should be part of the curriculum for the purpose of helping students understand human interactions that occurred in the past, are occurring now, and that are likely to occur in the future. The reason for these understandings is to help students develop and nurture values that will make it more likely that they will be able to determine for any situation what the right thing is and do it, especially when doing the right thing is hard to do. It is about decency, respect, and honor. This is not a difficult idea to understand, but it can take a lifetime to appreciate.

(Teaching and Values, ADPRIMA, 2010)

A constructivist approach to teaching about social studies example, such as early immigration to America, involves student reflection on their individual knowledge or experiences to enhance their understanding of what America was like when their ancestors came to this country. Students can choose to use or combine different art forms to bring history to life. Working in collaborative groups, they can create visual art, plays or stories, songs, or other representations to demonstrate their knowledge of this social studies standard.

FCS will use the website, “Our Courts, Games and Lesson Plans,” as part of its social studies program. The site, which is created by a former member of the Supreme Court, Justice O'Connor, consists of a civics project designed to encourage active participants in American democracy.

#### Social Studies Assessment

In addition to using the Harcourt designed end of unit assessments, FCS teachers will use a variety of informal and formal assessment strategies. These many include projects and presentations, concept maps, play writing, performance tasks, skills checklists, teacher observations, and more. The varied and frequent assessment will provide information about student learning and help build student metacognition.

#### Spanish

Spanish is important for literacy and foreign language studies, but it is also an essential language in Los Angeles where it is spoken by about 50% of the population. FCS' students will be prepared for life challenges and opportunities including the ability to secure bi-lingual employment in the future. Parents will be encouraged to expose their children to Spanish speakers. FCS will set up conversational classes between Spanish speakers and FCS non-Spanish speakers for the purpose of teaching each other Spanish and English respectively. With limited class time and resources, FCS may hold an additional Spanish session on Saturdays in collaboration with parents and community members.

#### Technology Integration

For today's students who are “tech savvy,” using digital technology to design, and execute challenging and interactive lessons and activities is very motivating, exciting, and at the same time sustaining. The use of computer technology:

- Will enhance the learning process through project-based learning and problem-solving skills as students work individually and in teams
- Will engage and sustain students
- Will connect students locally, nationally, and internationally

Students will be encouraged to use computers across the curriculum for hands-on learning and collaborative and independent projects. Such practices will offer more challenges and excitement than text-dominated curriculum. Technology will also be used to support extra-curricular goals.

Technology will be integrated in the classroom through the use of computers, visual and audio media, software, and instructional programs. Students will be taught basic computer skills with productivity software (MS Office Suite), how to use the Internet for research, and how to type work on a computer.

Assistive technology is a tool that can enable students to access and interact with the curriculum and develop independent knowledge and skills (Rapp, 2003). An assistive technology device that will benefit students is the computer (Werbach, 2002). By applying the concept of self-correcting used by the computer with the grammar and spell check, students will develop independent self check skills. The Internet offers an array of technology-enhanced websites with scaffolds such as TELE-Web (Englart et al., 2007). "TELE-Web helps students fulfill the requirement of a well-organized text by providing a cognitive anchor on which students can generate papers that contain global or discourse-level structural elements" (p. 12). With parental permission, teachers will allow students to use the Internet as a tool that will enable them to produce a writing piece that contains the structural elements of written essay, which includes introduction, body, and conclusion.

### Physical Education

Physical education should include a wellness and nutrition program that emphasizes a healthy lifestyle. FCS will make its students well aware of the goals and values of physical education in order for them to internalize those values and practice them for life. Students will be taught that exercise:

- Improves overall health
- Prevents or reduces cardiovascular risk, obesity, and some of its detrimental effects such as type 2 diabetes, mellitus, hypertension, depression, and other illnesses
- Reduces stress, improves mood and concentration, and reinforces positive behavior
- Can enhance academic performance by improving circulation and the flow of blood to the brain

Nutrition should be an aspect of physical education and students should know the values of eating well. Nutrition should be practiced both in the classroom, school dining room, and at home. Students will be made aware of the nutritional contents of what they consume during breakfast and lunch in school. Parents will also be educated on nutrition during parent meetings. In joint ventures, students and parents

can create nutrition charts and projects. They will also engage in physical activities and in healthy lifestyles inside and outside the school, such as gardening projects.

FCS teachers will teach gardening and will provide grade appropriate, garden-based activities such as gardening, nutrition, cooking, waste management, and agricultural systems which will be integrated into core subject areas including math, science, history-social science, and English Language Arts.

The garden project will enable students to grow their own plants in a transportable container and be able to take the project home and work with their parents to provide an outdoor laboratory in which to observe the structure of plants and animals, explore relationships within and between ecosystems, and witness the cycles of natural systems.

(Linking School Gardens to California Education Standards, California Department of Education, 2002)

Most importantly, the garden experience transforms parents and students from observers to participants in one of life's important cycles as they plant, organically fertilize and control pests, harvest, prepare, cook, and eat the produce. (Linking School Gardens to California Education Standards, California Department of Education, 2002).

### Visual and Performing Arts

- Visual arts, music, drama, and dance will be taught as important components of the core curriculum. Students will participate in arts for personal expression, relaxation and enjoyment.
- FCS cannot afford to hire specialized arts teachers in its early years, but will:
  - Offer staff development in the teaching of basic arts and in arts integration
  - Encourage co-teaching whereby teachers who specialized in some arts subjects can teach other classes
  - Contract with artists and recruit volunteers
  - Include arts in its after school program

Arts can also be used as teaching strategies across the curriculum as described earlier. In her book, *Teaching Basics Through the Arts*, Mona Brookes documented the benefits of arts in different subject areas as reported by teachers. According to her research on visual arts, teachers observed:

- Differences in the speed of learning and retention results when students drew the content of science, geography, and social studies lessons.

- Increase in reading motivation when students drew characters and subjects from their books
- Increase in reading when students drew the content of science, geography and social studies lessons
- Break through conceptual blocks when teachers used abstract design lessons to teach math concepts
- Increase in attention span, focusing and concentration when students with attention problems learned to draw

Brooke also reported that after a year of using her designed art program, school districts reported “as much as 20 percent increases in reading, writing, and math scores.” In general, utilizing different aspects of arts for instruction can enhance and reinforce creative thinking, decision-making, problem solving, individual responsibility, and the development of good image and self-esteem. Above all, arts as a teaching tool will fulfill FCS’s goal of creating happy students that like to learn and like to work hard.

### Culture

FCS is a school of many cultures. While culture will be part of social studies, FCS will integrate the cultural practices of its students in its lesson plans. In addition, FCS will celebrate the cultural heritages of the students in the school at different times of the year. In addition, a day will be set aside for an international festival to celebrate the different cultures of the world.

### Character Development

FCS plans to implement Character Counts as its character development program. The six character pillars: trustworthiness, respect, responsibility, fairness, caring, and citizenship and how they will be practiced will be discussed with students so as to instill awareness of good and appropriate behaviors. In addition, materials on “Character Counts” along with banners and posters will be openly displayed in the classrooms and other areas of the school. These six (6) core ethical values in developing good character are described as follows:

Trustworthiness - Be honest; don’t deceive, cheat or steal; be reliable, do what you say you’ll do; have the courage to do the right thing; build a good reputation; be loyal, stand by your family, friends and country

Respect - Treat others with respect; follow the Golden Rule; be tolerant of differences; use good manners, no bad language; be considerate of the feelings of others; don’t threaten, hit or hurt anyone; deal peacefully with anger, insults and disagreements

Responsibility - Do what you are supposed to do; persevere- keep on trying; always do your best; use self-control; be self-disciplined; think before you act - consider the consequences; be accountable for your choices

Fairness - Play by the rules; take turns and share; be open-minded; listen to others; don't take advantage of others; don't blame others carelessly

Caring - Be kind; be compassionate and show you care; express gratitude; forgive others; help people in need

Citizenship - Do your share to make your school and community better; cooperate; get involved in community affairs; stay informed; vote; be a good neighbor; obey laws and rules; respect authority; protect the environment

Character Counts will be integrated throughout the curriculum. It will be incorporated in the teacher lesson plans, subject content, school assemblies, teacher modeling, etc. As an example, in Language Arts, student reflection is a critical part of encouraging deep understanding of what it means to demonstrate good character. Students may choose a quotation or phrase that they found particularly meaningful and write an essay on how that quotation applied to their lives and/or the world around them. The essay assignment will provide insight into how students connect core values to situations in their own lives, especially through their most difficult experiences.

The program includes but is not limited to the following:

- The teacher as a caregiver, model, and mentor
- The classroom as a democratic community
- Activities that promote values and ethics
- Activities that encourage moral reflection
- Discussion of issues and answers, problems and solutions
- Conflict resolution and students as mediators
- Parent and community involvement
- Learning to serve and serving to learn

Evidence is mounting that Character Counts improves not only student behavior, but also academic performance. Program participation is meant to promote self-control and self-confidence.

Through the development of character, students will learn how to become active participants in their communities, to understand their rights and to enthusiastically fulfill their responsibilities as members of society. The classroom and school are model communities where students learn the skills and practices they need to live as productive citizens of the greater community (Likona, T., *Educating for Character*, New York, 1991) and students will learn to take full responsibility for their own learning (Nelson, 2000; Kohn, 1993).

In practice, for some students the goal in character development will be to translate negative risk behaviors into positive action strategies. The aim is that strength, courage,

health and knowledge will emerge for all students by their teachers, staff and peers. Therefore, students will learn that there are logical consequences for good and bad decisions. Discipline will be grounded in the notion of personal responsibility and restitution. For instance, a child who has injured another child will have to apologize, call his/her own parent to let them know what he/she has done, and assist with the child that has been injured or otherwise spend time helping the other child. Parents and Felicity CS will work together as a team and as a united front to insure success for students.

Also, parents and guardians will be encouraged to work cooperatively with FCS to promote the values of character education. The students may set up a grandparent day where the senior citizens bring a book or something they treasure to share with the students; students and community members may plant a community garden or paint a mural together highlighting some parts of the community. In addition, character education should be linked to life and to behavior modification. Civic lessons and community duties will be integrated into the character education and social science courses. Parents will be advised to encourage their children to perform voluntary duties in the community.

### Behavior Management

Conflicts can be diminished with behavior management. FCS plans to be proactive in managing and handling conflicts. In the light of the growing tension between African Americans and Hispanics, and the increase in white supremacy activities, FCS students will be exposed to all cultures and will be taught multicultural understanding and tolerance through ethical codes and moral values. Above all, FCS will collaborate with parents and community leaders to teach students non-violent behaviors and conflict resolution skills. Arguments and disagreements in the classroom, bullying and fights on the playground, and any kind of violence would be addressed at all times. Students will be taught social skills and how to be good listeners.

In addition, conflict resolution can be explored through literature, magazines and comic books and cartoons or through stories and incidences from television and movies. Working in groups, the students can use drama to create and resolve conflicts. The students will also be provided with the mental and social skills to deal with problems and conflicts. For example, the teacher and the students can observe the causes of conflicts in the classroom and in school and list them on the board for discussion and collaborative suggestions and solutions.

Character development and behavior management is not just for the classroom. All members of the school community including all stakeholders, faculty, administrators, support staff, students, and parents should work together in teaching responsibility, enforcing positive behavior, using strategies and examples. FCS will provide community and staff development workshops for the training of stakeholders, the school administrators, staff, and teachers on a weekly basis for teachers and on a quarterly basis for all other stakeholders.

## LEARNING ENVIRONMENT

The learning environment at FCS will be a reflection of cultural influences, diversity and students' learning styles. Classroom rules will be reinforced by some of the practices included in Character Counts program. The environment will:

- Be safe, healthy, and organized; fair policies and rules with adult modeling of healthy behavior will be enforced.
- Be enhanced by the implementation of positive behavior support.
- Be engaging and interactive.
- Promote appropriate adult/student relationships.

FCS will create a classroom learning environment that combines traditional practices along with the practices that are embedded in its adopted instructional strategies, especially Constructivism, which has its own learning environment prescriptions.

### The Constructivist Classroom

Constructivism is student centered learning based on the theory that people construct their own understanding of the world by experiencing things and reflecting on the experiences. While it advocates that learners construct knowledge that promotes active learning, it does not suggest any particular pedagogy. To construct their knowledge, students have to engage in experience-based activities, using manipulatives and objects. The teacher's role is to provide tools that encourage problem-solving and inquiry-based learning activities so that students can work collaboratively in groups of four or five to formulate and test their ideas, ask questions, experiment and solve problems using concrete objects or real data to make inferences and draw their own conclusions. The teacher must link the students to their prior knowledge and experience in guiding activities so that the students can address the knowledge and then build on it. The teachers also encourage students to assess how the activity is helping them gain knowledge and understanding. By questioning themselves and assessing their strategies, students learn how to learn and how to acquire the tools to be independent and life-long learners. In a constructivist classroom environment,

- Learning is continuously involving, improving, and optimized
- Learning is constructive, active, reflective, collaborative, inquiry or Problem-based
- A safe environment that stimulates Interest and motivate students is established
- Students have to make choices
- Students are allowed to explore and experiment with ideas
- Students collaborate and learn from peers
- Students use manipulative materials and real world materials
- Students receive individual attention and engage in activities that sustain them

With the Constructivist educational philosophy that learning is a social process that occurs when people are engaged in social activities, FCS teachers and students will create a dynamic classroom that incorporates a room arrangement with graphic representations and objects so that the students can interact by working in groups and by using the objects that are present in their environment. Such an environment will pay attention to the use of space, which will be created for:

- Small and large group interaction and collaboration
- Quiet space for listening, reading, writing and independent learning
- Math center for practical application of lessons
- Science center for experimentation

### School and Classroom Size

As a school set up in a low income and minority neighborhood, FCS will use smaller classrooms to reach and educate its students more effectively, starting with a class of 23 students for K-3 and 25 students for grades 4 to 6 as a result of the California state budget constraints. However, if the budget improves or if sufficient funds are raised, K-3 classrooms will be limited to 18 students and grades 4-6 classrooms will be capped at 20 students per grade.

FCS' major instructional strategies, Constructivism and Strategic Tutoring are suited to smaller classrooms since they require significant amount of project activities, collaboration, and independent learning. All stakeholders will:

- Interact and get to know each other well through casual conversations, formal and informal assessments, and observations
- Interact and collaborate more effectively by effectively by using methods modeled in workshops
- Collaborate and cooperate with more informed understandings
- Maximize time and enhance learning
- Provide more opportunities for one-on-one
- Allow teachers and parents to collaborate better
- Maximize time and enhance learning
- Provide more opportunities for one-on-one communication attention

### Smaller Schools

In addition to smaller classrooms, FCS will establish a smaller school to serve its population better. FCS will function as a small community center in collaboration with parents, community members, and a variety of organizations. FCS population will not exceed 445 students at full capacity. A smaller school, especially for elementary schools is more conducive for learning. According to a researched article in ERIC, by Bruce Barker, large schools are more likely to experience a decline in test scores, and an increase in violence (Wynne, 1978). On the other hand, small schools:

- Are easier to administer and supervise
- The teachers, students, and stakeholders can interact and exchange ideas easily
- The students and teachers have better personal relationships
- Curriculum and instruction are more effective (Beckner, 1983; Dunne, 1977).

The exterior of FCS is also important and should be pleasing to the students, parents and the community that FCS serves. Where possible, FCS and the stakeholders should make joint decisions on the structure of the building, color, and décor.

### HIGHLY QUALIFIED STAFF

The school leaders will develop a clear and coherent plan, which includes:

- Engaging teachers and staff in setting up measurable objectives for the school and for all grades
- Guiding staff development trainings and activities
- Encouraging cooperative learning with content specific strategies
- Understanding content and pedagogical approaches
- Assuring that all aspects of the school system are working together
- Assuring that all stakeholders are working together

FCS' academic administrators will be accountable for the hiring of highly qualified educators and will hire teachers who possess multiple subject credentials. FCS will comply with NCLB and California State guidelines for hiring qualified and effective teachers. According to guidelines, the teachers will

1. Have at least a bachelor's degree from an accredited institution of higher education,
2. Hold full state certification, and
3. Demonstrate subject-matter competence for each NCLB core academic subject they teach.

For elementary education, the teachers are required to fulfill the requirements below:

<b>ELEMENTARY LEVEL</b>
-------------------------

- |  |
|--|
| <ol style="list-style-type: none"> <li>1. Hold at least a bachelor's degree from an accredited institution of higher education.</li> <li>2. Hold the appropriate California certification for the assignment or be enrolled in a CTC approved intern program for no more than three years.</li> <li>3. Demonstrate subject-matter competence by:</li> <li>4. Exam option: Pass a CTC-approved multiple subject matter exam-currently, the California Subjects</li> </ol> |
|--|

## Examination for Teachers (CSET) Multiple Subject.

### Assessing Teachers

Researchers have discovered that there is no relationship between teacher qualifications and the quality of instruction and that the "attributes typically used to regulate teacher quality," have little or no bearing on instruction quality (MCREL). To ensure teachers deliver high quality instruction, sustain standards and academic excellence, FCS will conduct a thorough interview of all teacher candidates by a panel of educators, business or organization leaders, and parents and community members and will give priority to experienced teachers or teachers who worked in successful elementary schools. Once hired, FCS will train the teachers and will monitor and assess them to ensure that they function competently and consistently. The assessments will be based on how they:

- Prepare for their lessons and the quality of their lesson plans
- Teach, communicate, and interact with their students
- Align curriculum and instruction with the standards
- Succeed in raising scores and maintaining academic achievement
- Employ remediation and interventions to improve learning outcome
- Collaborate and interact with peers, parents and community members

They will also be assessed for attendance and promptness for school and meetings. When teachers struggle, FCS will intervene by offering training workshops and support.

### PROFESSIONAL AND STAFF DEVELOPMENT

FCS is committed to providing professional development for teachers to ensure high quality instruction and learning. FCS' leaders will study and implement the recommendations from the authors of the book, *Continuing to Learn: A Guidebook for Professional Development and Designing Professional Development for Teachers of Science and Mathematics*. The book is a highly referenced resource for planning and improving professional practice and student achievement. According to the former president of National Science Teachers Association, Harold Pratt,

*In the 21st century when STEM education has become vital for our students and our nation and the importance of quality professional development has increased at least tenfold, this*

*seminal work should be required reading for every education leader. It is both practical and scholarly in guiding a school toward a culture of continuous learning and improvement.*

For on-going professional and school development, FCS administrators will train teachers in different aspects of language arts, mathematics, science, social science, and arts pedagogy in order to provide criteria for standards and for professional development that is focused on effective classroom learning and teaching. FCS will invite professionals and coaches in different subject areas to its site for staff training (tentative schedule is outlined below). In addition, teachers who are more specialized in certain subjects like math, science, and the arts will coach other teachers and will rotate classes from time to time. Teachers will be required to attend outside training conducted by different professional organizations, such as the National Science Teachers Association, Edsource and UCLA CRESST (assessments), school districts, county, state, and federal governments, and they will also be encouraged to conduct individual research on best practices in teaching. Team teaching will be encouraged so that teachers can collaborate by planning and using the same or very similar lesson plans. Professional development will take place before the opening of the school and monthly when the school is in session.

Prior to the opening of FCS, administrative directors and teachers will study the different books or writings for the school's adopted strategies and where possible, pay local site visits to the schools where the methods are practiced. The examples of such books are *Guide to Reinventing Schools*, edited by Rick Schrieber, *Strategic Tutoring* by Donald D. Deshler, Jean B. Schumaker and Michael F. Hock, and Constructivist books on the teaching of different subjects. Professional coaches for the adopted instructional strategies, Constructivism, RISC Model, and Strategic Tutoring will be invited to conduct workshops on the strategies and methodologies and to recommend books and materials for teachers.

In addition, FCS will invite specialized coaches for technology. Administrators and teachers will also be trained in the use of the adopted Student Information System.

Professional development workshops will be held for about three weeks in August prior to the beginning of the school session and weekly after early dismissal days. In addition, an allowance will be made for teachers and administrators to attend some of the workshops organized by state, County Office of Education, LAUSD, and other organizations. FCS' schedule for those events will depend on the days that they are held.

### August Workshops

Discussions and on-going PD training will be on:

- Felicity’s mission, vision, goals, and philosophy
- Curricula and State Academic Standards
- Scope and sequence of skills
- Textbooks, teaching materials, and technology
- High expectations for academic achievement
- High expectations for behavior
- Effective instructional strategies, methodologies
- Instructional delivery- best general teaching practices and best practices in exemplary charter schools
- Classroom management and discipline
- Differentiated teaching to address different student populations and learning styles
- Identification of students with disabilities and familiarity with the IEP
- Teaching of core and non core subjects
- Lesson planning and “direct teaching.”
- Homework assignments and supervisions
- Evaluation and assessments
- Interventions and tutoring
- Parent/guardian, community and stakeholders involvement

### Weekly Meetings

Staff development will take place weekly for two hours on early dismissal days. During these meetings, teachers will refresh their pedagogy in the areas of curriculum and standards, effective instructional strategies, the use of computers, new teaching materials and software, tests, quizzes, assessments, etc. Teachers will also discuss their teaching experiences, their efficacies and success, and will share useful information and best practices with others. For example,

- What are the practices of the teachers of the highest performing students?
- What are the classroom practices of the teachers of the best-behaved students?
- What are the practices of the teachers of the most improved classes?

There will also be occasional visits to public and charter model schools for observations.

### PARENTAL AND COMMUNITY INVOLVEMENT

FCS is committed to the holistic development of the child and will involve different stakeholders to accomplish that philosophy.

#### Parent/Guardian Involvement

Parents and guardians will be encouraged to volunteer. According to research from the Journal of Educational Psychology (2006):

“An examination of longitudinal data from kindergarten to 5th grade on both family involvement in school and children's literacy performance for ethnic families, increased school involvement predicted improved child literacy. In addition, an achievement gap in average literacy performance between children of more and less educated mothers was low if family involvement levels were low, but the gap became nonexistent if family involvement levels were high.”

Parents will be encouraged to assist their children with projects, take non-school hour field trips and help with homework. While most homework will be done at school, students will take home some assignments to be completed with parental assistance and guidance. From one of the founder's experience as an operator of an after-school tutorial and arts program for grades K-12, non-English speaking parents have great capacity to assist their children. Many of them have adequate knowledge of elementary math and are able to help in that subject. They also listen to their children read and are able to help them with simple sounds. In addition, they help in science and social science projects and computer research, like any other parent.

The relationship between FCS and parents/guardians will be reciprocal. As well as helping their children with homework and school projects, parents and guardians will be encouraged to get involved as significant contributors, participants, and audience in the affairs of FCS. Parents will be given the opportunity at the beginning of the year during the Parent/Student orientation to gain a better understanding of the school system by being taught how to communicate with the school personnel, analyze state standards, read and understand their children's report cards, and handouts. They will also be provided with the skills to navigate and access community resources and assets and utilize those resources, such as free after-school programs, Park and Recreation centers, libraries, healthcare and nutrition. They will also be empowered to advocate for themselves, their fellow parents, their children, and their communities. A parent center with a part-time paid parent leader will be established for parents, guardians, and adult community members after the second year of operations. The parents and community members will constitute different councils, hold meetings, and make recommendations to FCS.

Parents will be encouraged to be active in FCS affairs and activities and to volunteer for a minimum of two hours per month. They will also be asked to attend their children's back to school nights and FCS events and to accompany students to field trips. The two-hour monthly volunteer duty can be spent in the classroom, tutoring or supervising.

#### Community Members and Organizations

Vital to FCS' existence are the community and outside agencies and organizations. FCS will collaborate with community organizations in a process of creating a caring, stimulating, and safe environment for learning; a community in which individuality is

valued, diversity respected, and fairness fostered. FCS will retain support networks that include social workers, medical professionals, family guidance counselors, and family support groups as partners. Others are vocational rehabilitation agencies, mental health services, and community and employment agencies. Community members will be encouraged to serve on the Board of Directors or Advisory Board members beginning in year two. Presently, FCS has the support of Van Nuys Neighboring Council, and some of the Van Nuys parents assisted in the petition drive for meaningful students' enrollment.

## ACADEMIC CALENDAR

SCHOOL DAYS AND HOLIDAYS	DATES
First day of instruction	Tuesday September 4, 2012
Veteran's Day	November 11, 2012
Thanksgiving Break	November 21-25, 2012
M.L. King Jr. Day	January 16, 2013
President's Day	February 18, 2013
Spring Recess	March 25-April 1, 2013
Memorial Day	May 27, 2013
Last Day of Instruction	May 24, 2013
<u>Staff Development</u> .	August 23, 24, 25, 26, 27 September 19 and 20, October 24 and 25, and monthly on release days.
Release Days	1:30 p.m. every Tuesday

DAILY SCHEDULE

Periods	Monday	Tuesday	Wednesday	Thursday	Friday	Minutes
8-8:10	Opening Assembly	Opening Assembly	Opening Assembly	Opening Assembly	Opening Assembly	10
8:10-8:15	Transition	Transition	Transition	Transition	Transition	5
8:15-8:30	Character Education	Character Education	Character Education	Character Education	Character Education	15
8:30-10:00	Math	Math	Math	Math	Math	90
10:00-10:20	Recess	Recess	Recess	Recess	Recess	20
10:20-10:25	Transition	Transition	Transition	Transition	Transition	5
10:25-11:25	Science	History	Science	Geography	Science	60
11:25-11:30	Transition	Transition	Transition	Transition	Transition	5
11:30-12:10	Physical & Health Education	Physical & Health Education	Physical & Health Education	Physical & Health Education	Physical & Health Education	40
12:10-12:40	Lunch	Lunch	Lunch	Lunch	Lunch	30
12:40-12:45	Transition	Transition	Transition	Transition	Transition	5
12:45-1:00	SSR	SSR	SSR	SSR	SSR	15
1:00-2:30	Language Arts and ELD	1:00-1:30 SPANISH 1:30 Dismissal	Language Arts and ELD	Language Arts and ELD Language Arts and ELD	Language Arts and ELD	72 (average day) Spanish 6 (average day)
		Shortened Schedule 1:30-2:00 Parent Conf.				
2:30-3:20	Arts-Visual Arts	2:05-3:30 Staff Meeting/ Planning & Staff Development	Arts-Performing Arts	Arts-Performing Arts	Arts-Performing Arts	40 (average day)
3:20-3:30	Bell and Assembly		Bell and Assembly	Bell and Assembly		10

### **KINDERGARTEN DAILY SCHEDULE**

<b>8:00- 8:30</b>	<b>Outdoor independent play</b>
<b>8:30-10:00</b>	<b>Reading instruction</b>
<b>10:00-10:15</b>	<b>Recess</b>
<b>10:15-11:00</b>	<b>Math and math readiness</b>
<b>11:00-11:15</b>	<b>Silent Reading</b>
<b>11:20-11:50</b>	<b>Lunch</b>
<b>11:50-12:20</b>	<b>Recess</b>
<b>12:20-12:40</b>	<b>Story time</b>
<b>12:40-1:00</b>	<b>Science/ health</b>
<b>1:00-1:40</b>	<b>P.E., Art, Music</b>
<b>1:40- 2:10</b>	<b>Social Science</b>
<b>2:10-3:00</b>	<b>Learning Centers and journal writing</b>
<b>3:00-3:25</b>	<b>Recess</b>
<b>3:30</b>	<b>Dismissal</b>

There will be for an after-school program from 3:30-6:00 p.m. (150 minutes) that is not included in the instructional hours. The after school-tutorial, homework, and enrichment program will offer an opportunity for supplementary studies, remediation, and arts enrichment. There may also be before school and Saturday remedial classes if needed. Most of the staff needed for the after-school 3:30-6:00 p.m. will be volunteers.

### **INSTRUCTIONAL MINUTES**

<b>Grade Level – Type of School Day</b>	<b>Daily Instructional Minutes</b>
<b>Kindergarten(Prof. Dev. Day)</b>	<b>367</b>

<b>Kindergarten</b>	<b>377 minutes</b>
<b>Kindergarten(Shortened Day)</b>	<b>367</b>
<b>Gr. 1- 6 (Prof. Dev. Day)</b>	<b>402 minutes</b>
<b>Gr. 1- 6 (Minimum Day)</b>	<b>412</b>
<b>Gr. 1- 6 (Shortened Day)</b>	<b>402</b>

The school will offer 67,860 average minimum minutes for kindergarten-6<sup>th</sup>. grade annually.

**BELL SCHEDULE**

8-8:10	Opening Assembly
8:15-8:30	Instruction Begins
10:00-10:20	Recess
11:25-11:30	Transition
12:10-12:40	Lunch
12:40-12:45	Transition
3:20-3:30	Bell and Assembly
M/W/TH/F 3:30	School Ends
Tuesday, 1:20	School Ends

**MEETING THE NEEDS OF ALL STUDENTS**

**ENGLISH LANGUAGE LEARNERS**

FCS will meet all federal and state requirements for serving English Language Learners, including initial and annual identification and assessment of primary and secondary language fluency in listening, speaking, reading, and writing. Students whose primary language is not English (based on the Home Language Survey that all families complete), will undergo further testing including the California English Language Development Test (CELDT) to determine their English proficiency level and to create a special program for them. Based on their individual scores on the CELDT, students may be classified as English Language Learners (ELL) for the purpose of providing English Language Development (ELD) program.

Felicity Charter Schools will use annual CELDT data and CST data, teacher observations and optional parent input to identify English Language Learners (ELL), determine their English Language Development (ELD) levels and reclassify ELL students as English proficient when appropriate. Felicity CS will also monitor the progress of students reclassified as RFEP to ensure that they maintain English proficiency, will retest any students who appear to not maintain proficiency and may reclassify these students as ELLs once again if indicated by the school’s criteria. ELL students will be further classified by the California English Language Development Standards levels:

ELD 1: Beginning: The student will respond in English using gestures, simple words and phrases to demonstrate understanding while working with familiar situations and texts.

ELD 2: Early Intermediate: The student will respond in English using expanded vocabulary in phrases and simple sentences to demonstrate understanding of story details and basic situations with increasing independence.

ELD 3: Intermediate: The student will respond in English using expanded vocabulary and descriptive words for social and academic purposes with increased complexity and independence but with some inconsistencies.

ELD 4: Early Advanced: The student will respond in English using complex vocabulary with greater accuracy; the student will also demonstrate detailed understanding of social and academic language and concepts with increased independence.

ELD 5: Advanced: The student is required to respond in English using extended vocabulary in social and academic discourse to negotiate meaning and apply knowledge across the content areas.

Following the identification, parents will be informed of CELDT results as well as the placement of their children in the ELD program. FCS will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Following the determination, FCS will plan effective strategies and interventions that will be used to improve English knowledge. The planned instruction will take into consideration students' backgrounds and prior experiences and build on them. Instructional conversation is also an effective way of providing oral language practice and comprehension for ELLs. Researchers found that using both the literature log and the instructional conversation increased comprehension for ELLs (Saunders and Goldenberg).

Oral language will be part of our monthly evaluation of students. This assessment will be particularly critical to assessing the development of our ELLs in early language acquisition stages, since poor oral comprehension and communication can limit reading comprehension and writing abilities.

In science and social studies, we intend to focus on hands-on and project-based curriculum in order to build our students' curiosity about these subjects. We will then provide leveled readers so that they can build academic vocabulary at their current reading level. Academic vocabulary is much more difficult for ELL students to acquire than spoken vocabulary. We believe that curious students who are able to access texts at their instructional level will make significant gains in their science and social studies knowledge.

In addition, FCS will reinforce the English instruction on a daily and on-going basis with some of the six strategies from a resource titled, *“Accelerating Academic Language Development: Six Key Strategies for Teachers of English Learners,”* by the New Teacher Center (NTC) at the University of California, Santa Cruz. The six strategies are:

- Vocabulary and language development - The teachers’ use of key conceptual vocabulary words to introduce new concepts. For example, the term algorithm will be introduced and used to start a sequence of lessons on larger math concepts.
- Guided Interaction - Students work in groups to understand a lesson by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.
- Metacognition and authentic assessment - The teacher models and explicitly teaches thinking skills (metacognition), a critical skill for learning a second language, which is also used by adept readers of any language. Teachers use a variety of authentic assessments to evaluate and monitor students’ knowledge and understanding of different levels of English language skills
- Meaning-based context and universal themes - The teacher will connect to students’ backgrounds and prior experience to motivate and inspire students and to make lessons culturally relevant. The teacher may ask questions such as what kind of foods a student eats and connect to the universal theme of food and consumption to make instruction relevant.
- Modeling, graphic organizers, and visuals - Students will more easily access, recognize and retain information when lessons are presented with a variety of visual aids, including pictures, diagrams, and charts.

To help students achieve English proficiency, FCS will use multiple instructional strategies such as modeled reading and writing, shared reading and writing, guided reading and writing, and independent reading and writing. These strategies listed below are ELD standards aligned with planned delivery methods and/or strategies:

Listening & Speaking Substrand	Standard - Beginning ELD Level	Strategies	Tutoring Strategy
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Comprehension	Answer simple questions with one-to-two word responses. Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g. matching objects, pointing to an answer, drawing pictures) Begin to speak with a few words or sentences by using a few standard English grammatical forms and sounds (e.g. single words or phrases) Use common social greetings and simple repetitive phrases independently (e.g. Thank you, You're welcome). Ask and answer questions by using phrases and simple sentences. Retell stories by using appropriate gestures, expressions and illustrative objects.	Shared Reading Discussions Guided Reading Discussions	Pull out, in-class for low-achieving or ELL students and continue after school
Organization and Delivery of Oral Communication	Begin to be understood when speaking, but usage of standard English grammatical forms and sounds (e.g. plurals, simple past tense, pronouns [he or she]) may be inconsistent. Orally communicated basic personal; needs and desires (e.g. May I got to the bathroom?)	Guided Reading Shared Reading	Pull out, in-class for low-achieving or ELL students and continue after school
Listening & Speaking Sub-strand	Standard -Advanced ELD Level	Strategies	Pull out, in-class for low-achieving or ELL students and continue after school
Comprehension	Demonstrate understanding of most idiomatic expressions (e.g. Give me a hand) by responding to such expressions and using them appropriately.	Discussion Guided Reading Shared inquiry	Pull out, in-class for low-achieving or ELL students and continue after school
Organization and Delivery of Oral Communication	Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.	Discussion Guided Reading Literature Circles Read aloud / DRTA Shared inquiry	Pull out, in-class for low-achieving or ELL students and continue after school
Reading	Standard -Beginning ELD Level	Strategies	Pull out, in-class for low-achieving or ELL students and continue after school
Phonemic Awareness and Decoding and Word Recognition	Recognize and produce the English phonemes that are like the phonemes students hear and produce in their primary language. Recognize and produce English phonemes that are unlike the phonemes students hear and produce in their primary language.	Mini-lesson Word work	Pull out, in-class for low-achieving or ELL students and continue after school

Phonemic Awareness, Decoding and Word Recognition, Concepts About Print	Produce most English phonemes while beginning to read aloud	Read aloud Shared Reading	Pull out, in-class for low achieving or ELL students and continue after school.
Vocabulary and Concept Development	Produce simple vocabulary (e.g., single words or very short phrases) to communicate basic needs in social and academic settings (e.g., location, greetings, classroom objects). Demonstrate comprehension of simple vocabulary with an appropriate action. Retell stories by using simple words, phrases and sentences. Recognize simple affixes (e.g., educate, education), prefixes (e.g. dislike, preheat), synonyms (e.g., big, large), and antonyms (e.g. hot, cold). Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words. Recognize the difference between the use of the first-and-third person points of view in phrases or simple sentences.	Mini-lessons Word work Literacy centers Shared reading Guided reading Read aloud	Pull out, in-class for low achieving or ELL students and continue after school.

Felicity CS will use a systematic process to monitor ELLs' progress toward English proficiency on an ongoing basis. Teachers will assess student progress, both formally and informally, throughout the year. Assessment data will be used to determine individual proficiency levels and to modify instruction to meet students' needs. Teachers will compile student work samples and assessments and evaluate progress using ELD portfolios on a regular basis, usually quarterly. Teachers will regularly examine student progress toward ELD standards being taught in order to tailor instruction to ensure that students will make gains according to the English learner levels. For example, teachers will review ELD portfolios quarterly to determine focus ELD standards for the following quarter.

Felicity CS will provide ELL students full access to the curriculum so that they understand content being taught. Research-based strategies (Rubenstein-Avila, 2006) to provide full access will include:

- Provision of reading material at or near students' English reading levels
- Provision of supplemental reading material in students' native language, to support content provided in English
- Use of multiple learning modalities
- Use of mixed language cooperative groupings
- Explicit instruction of key vocabulary and cognates
- Scaffolding, such as anticipatory pre-reading of text
- Frequent use of graphic organizers
- SDAIE (Specially Designed Academic Instruction in English) methods, including

using clear, slow speech, using simpler vocabulary to explain grade level content, and using visual and kinesthetic instructional modes

## STRATEGIES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS (LOW SES)

According to research, approximately 69% of all African American students and 64% of all Hispanic students are socioeconomically disadvantaged (Arnold DH. 1997). Socioeconomically disadvantaged students are determined by participation in free and reduced lunch. Generally, low SES students are identified by:

- family income and occupational status
- parental education
- neighborhood

In serving the low SES population, FCS will have high expectations and rigorous instruction and will continue, as with any other students to:

- Use differentiated teaching for individuals or groups of students during regular instruction
- Use different instructional strategies
- Use frequent assessments to inform future instruction
- Use interventional strategies that include the use of individualized lesson plans and programs, tutorial, and extended days and summer sessions.
- Encourage parents and community members' involvement in the child's education
- Encourage parents to expose their children to a variety of experiences outside the school.

In their article, "*The Early Education of Socioeconomically Disadvantaged Children*," the authors, Arnold, David H. and Doctoroff, Greta, L indicated that low SES students suffer from health, cognitive, and socio-emotional effects, which could start prior to birth until adulthood. To mitigate the negative effects of low SES, FCS will offer a multitude of supports to students. FCS will meet the social needs of students and consider the financial burdens the schools can place on families in regards to uniforms, school supplies, field trips, etc. We will work with families to accommodate these needs.

FCS will also integrate the students' culture in instructional context and will use manipulatives, games, music, songs, poems, story telling, visual arts, and group interactions. In addition, opportunities will be created for field trips to expose students to activities, events, and displays they may not otherwise have access to.

## STRATEGIES FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

FCS will identify the students who are academically low achieving early in the academic year when all students are given diagnostic tests. A similar test will be administered two weeks after the teachers have gone over the diagnostic tests with the students. Based on results of the two tests, the low achieving students will be monitored and given proper attention. If the students perform very poorly on standardized tests, and the teacher-made assessments, an intense intervention will commence. The academically low achieving students will be identified as those who

- Score 70% or less in the diagnostic tests
- Score below proficiency levels, 70% or less in standardized tests especially in language arts and mathematics as well as in teacher-made assessments.
- Perform one or more grade below their levels in core subjects.

FCS will document the areas of strengths and weaknesses of the under performing students and then proceed with an individualized lesson plan or ILP (as described below), working with a committee of teachers, coaches and parents. Parents will also be informed to implement some changes at home. The plan will be a long-term plan to ensure that a strong foundation is built.

An individual ILP will be developed by the teacher and the student in collaboration with parents other teachers and school administrators. It will be comprised of:

- Diagnostic assessment information
- Learning goals and targets
- Achievement progressions within different contexts for learning
- Behavior targets where relevant

With the ILP, the students:

- Will take ownership of their own learning
- Record their goals of what they want to achieve
- Record the progress that they make
- Review the plans from time to time and mark out what they have learned
- Reflect on the learning experience
- Engage in self-assessment
- Plan the next steps in learning

There will be constant and consistent support and communication aid between the learners, the teachers, and others involved in the learning process including the peers. The teacher's roles will include:

- Creating a conducive atmosphere whereby learners can engage and contribute to their own learning plans
- Encouraging students to ask questions about what they learn

- Using instructional approaches that make learning skills explicit and relevant
- Providing constructive feedback and support for the students
- Encouraging the students to become independent
- Using tasks that encourage questions and critical thinking
- Using questions to promote thinking
- Encouraging group collaborations and peer and reciprocal coaching
- Monitoring learning and providing assessment and feedback opportunities
- Incorporating assessment into teaching and learning

Following the ILP for low-achieving students, teachers will decide on the best strategies to use for the students. Researchers (2002, McREL) have identified six general classroom strategies that are most effective in raising the achievement of low achieving students. These are:

- Whole-class instruction
- Cognitively oriented instruction
- Small-group instruction
- Tutoring
- Peer Tutoring
- Computer-assisted instruction

#### Whole-class instruction

The teacher delivers a lesson to a classroom of students all at one time, using constructivist or behaviorist interventions or any strategy that will yield the best outcome.

#### Cognitively oriented instruction

The teacher will use metacognitive or teaching steps to reading, writing, math or any other course. The teaching will be accompanied with continuous planning, monitoring, and evaluation. For example, the teacher will introduce students to metacognitive strategies which they will continue to use till life. For example, in reading, Wilhelm advised that the teacher

- Decide on a strategy to model.
- Choose a short text or section of text.
- Read the text ahead of time and mark locations where you will stop and model the strategy.
- State the purpose by naming the strategy and explaining what the focus of the think-alouds will be.
- Read the text aloud to students and think aloud at the designated points.

- If utilizing a read-aloud, continue in the same way. If conducting a shared reading experience, have students help pinpoint the words and phrases that help identify thinking by underlining or using self-stick notes.
- Reinforce the think-alouds with follow-up lessons in the same text or with others (Wilhelm, 2001).

The reading will be followed by evaluations in which both the teacher and the students reflect on their strategies and determine if they were effective and how they can be reinforced or improved.

### Small Group Instruction

The teacher divides the classroom into small (mixed- or like-ability) groups of students for instruction using differentiation, or cooperative learning. The teacher will assess the outcome and decide which grouping, mixed or alike ability is more effective. This applies to all instruction areas.

### Tutoring and Peer Tutoring

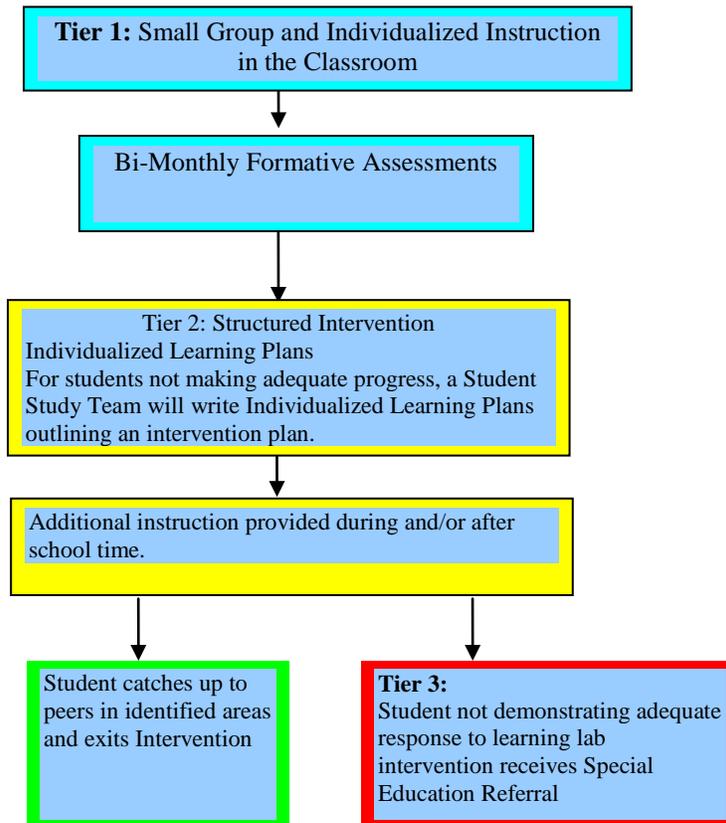
FCS will apply different tutoring strategies along with its own instructional embedded strategies in Constructivism, Strategic Tutoring and RSM Model. Recognizing that individuals are different, FCS will take into consideration, the backgrounds of its under-performing students and will use culturally appropriate instruction to reach every pupil. Tutorials will take place in the classroom and outside the classroom.

### Computer-assisted instruction

Knowing the power of technology to motivate and sustain interest, FCS will consider software packages that are most effective for at-risk or low achieving students for skill practice in math and other subjects. Software, such as Study Island, can be used for low-achieving as well as high achieving students.

### Reassessment

Low achieving students will continuously be monitored and assessed and tracked for longitudinal growth and achievements. If some of the students continue to perform poorly despite interventions, they will be reassessed, using formal and informal test results including the teachers' observation, as indicated in flowchart of activities below. If it is suspected that the students have some disabilities that interfere with learning, then those students will be sent for evaluation and placement. If those students will thrive better under special education, a different intervention strategy that includes the IEP will be introduced.



Specifically, to begin the intervention cycle, we look at interim assessment data for students achieving far below their peers or not making enough progress in the classroom to catch up to their peers. A Student Study Team (SST) will write an Individualized Learning Plan for these students that details classroom modifications, in school and after school intervention programs. Students performing below grade level are reassessed in eight weeks to see if meaningful progress has been made. If so, interventions can be either stopped or modified as needed. If not, the Student Study Team will revisit and possibly revise the Individualized Learning Plan, and a second round of interventions begins. If the second round of interventions fail to help catch up the student, they may enter into the Special Education assessment process.

The process of looking at interim assessment data and formulating a proper ILP takes practice and will be the focus of both in formal professional development and ongoing

collaborative discussions. Our teachers will spend a significant amount of time analyzing overall class performance to identify key instructional areas of focus for the whole class and for individual or small groups of students. Equally important is the deep knowledge that a teacher builds over time of the specific types of problems that students may have and the best ways to overcome these problems. Teachers will focus on more effective diagnosis of students' problems and development of effective scaffolding for these students while building the Individualized Learning Plans.

### STRATEGIES FOR GIFTED AND TALENTED EDUCATION (GATE)

The gifted and talented education in the context of this passage will be defined as students that possess exceptional abilities or potential for high performance in different areas. Such students are found across the population and come from all socio-economic and ethnic, cultural populations. The gifts can be in one or in combined areas:

- Intellectual ability and academic aptitude
- Creative thinking
- Creativity in any or combination of the arts, visual, performance arts, music, or dance
- Leadership qualities

The gifted students will be identified if they are one or more levels above their grade ranking, scoring at or above the 90<sup>th</sup> percentile on the CST, GATE and most other assessment tests. FCS will also use the LAUSD guideline for its GATE program.

*Major Categories of Identification.* Gifted/Talented students exhibit excellence or the capacity for excellence far beyond that of their chronological peers. Students whose abilities fall into one or more of the categories below may be considered for participation in the Gifted/Talented Programs.

#### Intellectual Ability

Students whose general intellectual development is markedly advanced in relation to their chronological peers.

#### High Achievement

Students who consistently function for two consecutive years at highly advanced levels in English-Language Arts/reading/EL\* (elementary) or English/EL\* (secondary), and mathematics.

#### Specific Academic Ability

Students who consistently function for three consecutive years at highly advanced levels in either English-Language Arts/reading/EL\* (elementary), English/EL\* (secondary), or mathematics.

### Ability in the Performing or Visual Arts

Students who originate, perform, produce, or respond at exceptionally high levels in either dance, music (voice), drama, or in drawing or painting.

### Creative Ability

Students who characteristically perceive significant similarities or differences within the environment, challenge assumptions, and produce unique alternative solutions.

### Leadership Ability

Students who show confidence and knowledge; influence others effectively; have problem-solving and decision making skills; express ideas in oral or written form clearly; show sense of purpose and direction.

### \*English Learners (EL)

*Process for Identification.* Identification is accomplished through an assessment process consisting of the following components:

- (1) search and referral,
- (2) screening,
- (3) committee review, and
- (4) Administrative verification.

Here are the initial steps:

- The school develops an initial list of potential candidates through the process of search and referral.
- The school administrator or designee screens students by collecting data from existing sources, such as, the cumulative record and progress report card.
- The school Screening Committee (may be the Student Success Team) makes a recommendation for consideration of eligibility of students.
- When appropriate, an intellectual assessment or an evaluation of academic abilities, or audition in the performing arts, or a demonstration in the visual arts may be required.
- A designated District staff member reviews all screening and assessment materials and determines the eligibility of students.

A Parent Consent for Assessment must be signed and returned to the school.

*Guidelines for Recommendation.* The following are the criteria for each category (this criteria may be adjusted to reflect changes in the criteria adopted by the LAUSD:

### Intellectual Ability:

Students who consistently exhibit the capacity for excellence at remarkably high levels of accomplishment far beyond their chronological peers.

- One semester of observation by the staff in the school of current enrollment and supportive descriptions of behavior by parent and teacher; and
- Evidence of intellectual ability which may include but is not limited to:
  - (1) advanced abstract reasoning ability,
  - (2) superior vocabulary,
  - (3) rapid acquisition of a second language,
  - (4) advanced academic ability, i.e., two years above grade level in English-Language Arts/reading, and math
  - (5) problem-solving skills,
  - (6) accelerated rate of learning new tasks,
  - (7) honors or recognition for outstanding accomplishments; or
- \*Scaled scores of 425 or above in English-Language Arts, grades 2-11 or scaled scores of 450 or above in math, grades 2-7 or scaled scores of 450 or above for grades 8 and above in math content courses on State-adopted criterion-referenced tests of academic content standards, such as, the California Standards Test (CST); or
- Percentile score of 78 (77 on APRENDA-3) or above in reading or math indicated on current and previous group or individual achievement tests; or
- A pattern of advanced academic achievement or an indication of the potential for such advanced academic performance; and must include
- Superior cognitive abilities indicated on standardized administration of an intelligence test given by a LAUSD school psychologist.  
(Teacher observations, review of student's cumulative record, and sample of student work must provide support for a recommendation of assessment.)

NOTE:

--District criterion for participation in the highly gifted program is the score 99.9 percentile on a standardized administration of an intelligence test given by a LAUSD school psychologist.

--Test results from private sources may be used to supplement the evaluation but may not be used instead of the test results from public sources. According to County Counsel, selecting students solely on the basis of private test results would constitute denial of equal protection under the law for those who cannot afford or obtain private testing.

High Achievement Ability

(General academic ability), Grade 3 or above -- Two current consecutive years of advanced achievement in English-Language Arts/reading/EL (elementary), or English/EL (secondary) and mathematics. At least one of the required years must be documented by performance on a standardized test, i.e., California Standards Test (CST), CAT-6, or APRENDA-3. One score within the two required years may be documented by grades as follows:

Criterion 1

CRITERION SCORES FOR 2007 AND 2008

Scaled scores of 425 or above in English-Language Arts and scaled scores of 450 or above in math from grades 2-7 or scaled scores of 450 or above in math content courses for grades 8 and above on the California Standards Test (CST); or

A percentile score of 78 (77 on APRENDA-3) or above on standardized individual or group achievement tests obtained in the previous two consecutive years in both reading and math; or

Criterion 2

A combination within the previous two most current consecutive years as follows: One year of scaled scores as described in Criterion 1 above on the California Standards Test (CST) and one year of percentile scores of 78 (77 on APRENDA-3) or above in reading and math or one year of grades of 4 (advanced) in achievement in the second and third reporting periods; and

Criterion 3

Review of student's cumulative record and sample of student work must support the recommendations from teachers or other District professionals verifying the degree of achievement.

SPECIFIC ACADEMIC ABILITY (First semester of fourth grade and above only) --

Three current consecutive years of advanced achievement in English-Language Arts/reading/EL (elementary), English/EL (secondary) or mathematics. Students in Grades 9-12 may also be referred in either science or social science.

Criterion 1

CRITERION SCORES FOR 2006

Scaled scores of 392 or above in English-Language Arts and/or scaled scores of 401 or above in math from grades 2-7 or scaled scores of 415 or above in math content courses for grades 8 and above on the California Standards Test (CST); and

CRITERION SCORES FOR 2007 AND 2008

Scaled scores of 425 or above in English-Language Arts and/or scaled scores of 450 or above in math from grades 2-7 or scaled scores of 450 or above in math content courses for grades 8 and above on the California Standards Test (CST); and/or

Criterion 2

Percentile scores of 78 (77 on APRENDA-3) or above on the CAT-6 in the specific subject area or as many as two years of grades as follows:

Elementary (Grades 1-5)--grades of 4 (advanced) in achievement in the second and third reporting periods; or  
Secondary (Grades 6-12)--a GPA of 3.5 or above. (Note: a 3.0 is required in Honors or Advanced Placement courses or accelerated classes); and

### Criterion 3

A review of student's cumulative record and sample student work must support the following:

- Recommendations from teachers or other District professionals verifying the degree of achievement; or
- An analysis of student products illustrating outstanding ability in the specific area.

### ABILITY IN THE PERFORMING ARTS

- Documentation of outstanding ability or the potential for such ability as evidenced by parent and student questionnaires; and
- Recommendation(s) by teacher(s) verifying the degree of excellence; and
- Demonstration of talent at a District wide audition.

### ABILITY IN THE VISUAL ARTS

- Documentation of outstanding ability or the potential for such ability as evidenced by parent and student questionnaires; and
- Recommendation(s) by teacher(s) verifying the degree of excellence; and
- Portfolio Assessment at a District wide demonstration.

### CREATIVE ABILITY

- Results of 78% or above on a standardized rating assessment scale for Creative Ability (referring school must request Rating Scale form from Gifted/Talented Programs office);
- Portfolio assessment;
- Documentation of outstanding ability or the potential for such ability as evidenced by community recognition, and teacher evaluation; and
- Teacher observations, review of student's cumulative record, and sample of student work must provide support for a recommendation of assessment.

### LEADERSHIP ABILITY

- Results of 78% or above on a standardized rating assessment scale for Leadership Ability (referring school must request Rating Scale form from Gifted/Talented Programs office);
- Portfolio assessment;
- Documentation of outstanding ability or the potential for such ability as evidenced by community recognition, and teacher evaluation; and
- Teacher observations, review of student’s cumulative record, and sample of student work must provide support for a recommendation of assessment.

FCS will incorporate the best practice of differentiated instructional strategies, a process to teaching and learning for all students of differing abilities in the same classroom, and especially with students identified as gifted and talented. The intent of differentiating instruction will be to maximize each student’s growth and individual success by meeting each student where he or she is, and assisting in the learning process (NCAC Effective Classroom Practices). Teachers will create classroom environments that will be a source of empowerment for students with flexible grouping, and classroom management strategies. Flexible grouping will be a dynamic process that will change based on content, project, context, and on-going evaluations. Emphasis will be placed on critical and creative thinking, and a balance between teacher-assigned and student-centered tasks. The students who need special attention can be referred for Individual Lesson Plan.

“LAUSD-Specific Language”  
SPECIAL EDUCATION PROGRAM

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

Prior to Los Angeles Unified School District (“LAUSD”) Governing Board approval, Felicity Charter School will either execute a Memorandum of Understanding (“MOU”) by and between the Los Angeles Unified School District (“LAUSD”) and Felicity Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special education 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 § 56195.1(a) and intends to continue

operating as a single-District SELPA as in the current structure but will now create two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Felicity Charter schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Felicity Charter school 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.

### **Compliance with Child Find Activities for Conversion Schools**

District-authorized conversion charter schools must conduct Child Find activities for students residing in its pre-charter attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion charter schools must distribute the District's brochure, "Are you Puzzled by Your Child's Special Needs," prominently display the Parent Resource Network poster and use other District materials to address the search and serve requirement of the law, (e.g., "The IEP and You").

"LAUSD-Specific Language"

### **\*Modified Consent Decree Requirements**

All charter school chartered by LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen 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 Modified Consent Decree, data requests from charter schools that are not connected to the District's current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:

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

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

## ELEMENT 2 – MEASURABLE STUDENT OUTCOMES

This section satisfies Education Code Section 47605(b)(5)(B) which requires:

*Measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for the 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, Education Code Section 47605(b)(5)(B).*

## SPECIFIC SKILLS AND MEASURABLE OUTCOMES

Felicity will implement a comprehensive standards-based assessment program. Student progress and achievement will be assessed through a variety of measures, including formative, summative, and standardized assessments.

The goals of Felicity Charter School reflect the high expectations that the school has for its students. FCS will regularly monitor its progress towards meeting these ambitious standards for student and school performance. Each of the following goals is measurable, feasible, and ambitious in what it plans to accomplish.

### Academic Goals/Exit Outcomes

1. Students at Felicity Charter School will meet or exceed state standards for mastery in English Language Arts.
  - a. At least 50% of students that have been enrolled for at least two years at Felicity will be Proficient or Advanced on the English Language Arts (ELA) portion of the California Standards Test (CST).
  - b. Felicity will increase the number of students scoring Proficient or Advanced on the ELA CST by an average of 4% per year until reaching 70%.

Upon completion of grade 2, students will meet or exceed the following exit outcomes as measured by the publisher assessments and MAP benchmarks:

- Read and comprehend both fiction and nonfiction appropriately designed for grade level
- Accurately decode orthographically regular, multi-syllable words and nonsense words
- Use knowledge of print-sound mapping to sound out unknown words
- Accurately read many irregularly spelled words and know spelling patterns such as diphthongs, special vowel spellings, and common words endings
- Read aloud with fluency and comprehension any text that is appropriately designed for their level
- Read voluntarily for interest and own purposes through the use of higher order thinking questioning (e.g. how, why, and “what if” questions)
- Interpret information from diagrams, charts and graphs
- Recall details of text and facts
- Read and comprehend grade level nonfiction materials
- Discuss similarities in characters and events across stories (e.g. good vs. evil in fairy tales)
- Connect and compare information across texts
- Write a variety of compositions, including stories, letters, reports, narratives

Upon completion of grade 6, students will meet or exceed the following exit outcomes as measured by the CST and MAP benchmarks:

- Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation and expression
- Use word origins to determine the meaning of unknown words, know abstract derived roots and affixes from Greek and Latin
- Analyze text that is organized in sequential or chronological order
- Understand main ideas and concepts present in texts, identifying and assessing evidence that supports the main ideas
- Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge
- Distinguish facts and support inferences and opinions in text, as well as identify and analyze different genres of text (poetry, drama, fiction, nonfiction)
- Identify the conflict, resolution of a plot; contrast the actions, motives and appearances of characters in a work of fiction, and discuss the importance of the conflicts to the plot or theme
- Create multi-paragraph essays and writer responses to literature and persuasive letter compositions
- Create documents using electronic media
- Edit and revise essays to improve the meaning and focus of writing, and use standards for oral and written English language conventions
- Deliver focused coherent presentations that convey ideas clearly and relate to the backgrounds and interests of the audience
- Ask questions or draw conclusions based on an oral report, present oral presentations, clarify ideas and engage the audience
- Identify and analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmissions of culture
- Use speaking strategies to deliver narrative presentations, deliver informative presentations about an important idea, issue or event, and deliver oral responses to literature

2. Students at Felicity Charter School will meet or exceed state standards for mastery in Mathematics.
  - a. At least 50% of students that have been enrolled for at least two years at Felicity will be Proficient or Advanced on the Mathematics portion of the California Standards Test (CST).

- b. Felicity will increase the number of students scoring Proficient or Advanced on the Mathematics CST by an average of 4% per year until reaching 70%.

Upon completion of grade 2, students will meet or exceed the following exit outcomes in mathematics as measured by the publisher assessments and MAP benchmarks:

- Understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000
- Numbers up to 100 (First Grade)
- Numbers up to 30 (Kindergarten)
- Estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers
- One and two-digit numbers (First Grade)
- Model and solve simple problems involving multiplication and division  
Addition and subtraction (First Grade)
- Addition and subtraction with concrete objects (Kindergarten)
- Use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places
- Model, represent, and interpret number relationships to create and solve problems involving addition and subtraction (First and Second Grade)
- Understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured
- Use non-standard units (Kindergarten and First Grade)
- Identify and describe the attributes of common figures in the plane and of common objects in space.
- Identify and describe the attributes of common figures in the plane (Kindergarten and First Grade)
- Collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations
- Demonstrate an understanding of patterns and how patterns grow and describe them in general ways (Kindergarten, First, and Second Grade)
- Make decisions about how to set up a problem (Kindergarten, First, and Second Grade)
- Solve problems and justify their reasoning (Kindergarten, First, and Second Grade)

Math Standards to be added to element 2 exit outcome (bulleted list)

- Understand ratio concepts and use ratio reasoning to solve problems
- Apply and extend previous understandings of multiplication and division to divide fractions by fractions
- Compute fluently with multi-digit numbers and find common factors and multiples

- Apply and extend previous understandings of number to the system of rational numbers
- Apply and extend understanding of arithmetic to algebraic expressions
- Reason about and solve on-variable equations and inequalities
- Represent and analyze quantitative relationships between dependent and independent variables

Solve real world math problems involving area, surface area and volume

- Summarize and describe distributions
- Understand statistical variability

Upon completion of grade 6, students will meet or exceed the following exit outcomes in mathematics as measured by the CST and MAP benchmarks:

- Use a variety of strategies for estimating and computing with very large and very small numbers
- Use a variety of strategies that incorporate decomposing numbers and our place value system for estimating and computing with multi-digit numbers (fourth grade)
- Use a variety of strategies that incorporate decomposing numbers and our place value system for estimating and computing sums and differences involving multi-digit numbers up to 10,000 (third grade)
- Understand the relationship between decimals, fractions, and percents and perform computations involving all three representations of rational numbers
- Use various models for interpreting fractions and computing sums and differences (fourth grade)
- Use physical models to estimate and compute sums and differences with common fractions (third grade)
- Represent the decimal fractions equivalent to common unit fractions (third grade)
- Use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the result
- Solve simple expressions and equations with unknowns by substitution (fourth grade)
- Understand and compute the volumes and areas of simple objects
- Understand and compute the area and perimeter of plane shapes (fourth grade)
- Use physical models and manipulatives to calculate the area and perimeter of plane shapes (third grade)
- Identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures (third, fourth, and fifth grade)
- Display, analyze, compare, and interpret different data sets, including data

- sets of different sizes
  - Generate survey questions and collect, organize, and display the data using line plots, bar graphs, and tables
  - Make decisions about how to approach problem
  - Use strategies, skills, and concepts in finding solutions
  - Move beyond a particular problem by generalizing to other situations
3. Students at Felicity Charter School will meet or exceed state standards for mastery in Social Sciences.
- a. At least 50% of students that have been enrolled for at least two years at Felicity will be Proficient or Advanced on the Social Sciences portion of the California Standards Test (CST).
  - b. Felicity will increase the number of students scoring Proficient or Advanced on the Social Sciences CST by an average of 4% per year until reaching 70%.

Upon completion of grade 2, students will meet or exceed the following exit outcomes in social sciences as measured by publisher assessments and MAP benchmarks:

- Understand how people lived and worked long ago
- Recognize national and state symbols and icons
- Understand the characteristics of people, places, and environments
- Describe physical and/or human characteristics of places
- Understand the significance of holidays
- Understand basic economic concepts
- Differentiate between historical and modern-day events
- Develop map skills
- Know the rules which guide our actions, and how people make a difference in society

Upon completion of grade 6, students will meet or exceed the following exit outcomes in social sciences as measured by the CST, publisher and MAP benchmarks:

- Understand physical and cultural geography and the use of geographical terms and tools (maps, graphs, charts, etc.)
- Describe and understand Native American history
- Understand a sequence of historical events
- Understand the rules and laws of local and national government
- Demonstrate an understanding of basic economics
- Understand the history and development of the state of California and how its statehood impacted the Union
- Describe and comprehend early exploration
- Describe and comprehend Colonial America and the impact it had on the

- development of the nation
  - Explain the causes and consequences of the American Revolution
  - Describe the people and events associated with the U.S. Constitution and the American Republic
  - Describe the effects of colonization, immigration, and settlement on the development of the country
  - Know the location of the fifty states and their capitals
  - Understand how people lived and worked long ago
  - Recognize national and state symbols and icons
  - Understand the characteristics of people, places, and environments
  - Describe physical and/or human characteristics of places
  - Understand the significance of holidays
  - Understand basic economic concepts
  - Differentiate between historical and modern-day events
  - Develop map skills
  - Know the rules which guide our actions, and how people make a difference in society
  - Understand the impact of the actions of individuals in history
  - Describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
  - Analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.
  - Analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews, Ancient Greece, early India, early China, and during the development of Rome
4. Students at Felicity Charter School will meet or exceed state standards for mastery in Science.
- a. At least 50% of students that have been enrolled for at least two years at Felicity will be Proficient or Advanced on the Science portion of the California Standards Test (CST).
  - b. Felicity will increase the number of students scoring Proficient or Advanced on the Science CST by an average of 4% per year until reaching 70%.

Upon completion of grade 2, students will meet or exceed the following exit outcomes in science as measured by publisher assessments and MAP benchmarks:

- Make careful and detailed observations about objects and phenomena under investigation
- Measure length, weight, temperature, and liquid volume with appropriate tools and

express those measurements in standard metric system units.

- Compare and sort common objects by their physical attributes and interactions with other objects or phenomena
- Record and be able to communicate observations orally and through pictures, numbers, bar graphs or written statements.
- Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.
- Make predictions based on observed patterns and not random guessing
- Use tools such as hand lenses to aid detailed observations and descriptions of physical attributes and phenomena
- Understand the science behind plate tectonics, structure layers of the Earth, as well as the ways in which the Earth's landscape is shaped and reshaped
- Comprehend earthquakes, volcanic eruptions, landslides, floods change human and wildlife habitats
- Understand thermal energy, the effects of fuel consumption, and transfer of energy through conduction, convection and radiation
- Understand how solar energy heats the Earth's surface and provides power
- Know that organisms in ecosystems exchange energy and nutrients among themselves and with the environment
- Understand that sources of energy and materials differ in amount, distribution, usefulness, and the time required for their formation

Upon completion of grade 6, students will meet or exceed the following exit outcomes in science as measured by the CST, publisher assessments, and MAP benchmarks:

- Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.
- Identify the dependent and controlled variables in an investigation.
- Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.
- Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.
- Formulate and justify predictions based on cause-and-effect relationships. Collect and use numerical data in making observations, describing and comparing objects, events, and measurements.
- Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.

- Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.
  - Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.
  - Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.
5. 60% of students who are continuously enrolled at Felicity will progress 1 ELD level per year.
  6. 75% of students will be redesignated as Fluent English Proficient by the end of the fifth grade in year five of the charter petition.

By the time students are redesignated as Fluent English Proficient, they will demonstrate understanding and appropriate use of the English language using grade-level appropriate reading, writing, speaking and listening skills and academic and social settings.

7. Felicity primary growth measures will be assessed yearly to determine the rate of its academic progress. The goal of Felicity Charter School is to achieve an API score of 750 by the end of two years. This goal is based on academic data of surrounding and comparison schools. By the end of year five of operation, the goal is to achieve an API score of 780-800.
8. Felicity Charter School will meet or exceed the AYP targets per NCLB.

### Organizational Goals

1. Felicity Charter School will maintain organizational strength by demonstrating fiduciary and financial responsibility for public and private funds.
  - a. Felicity will create an established annual budget.
  - b. Felicity will operate within its established budget.
  - c. Felicity will maintain accurate financial records and submit required financial documents in a timely manner.
  - d. Felicity will perform an annual audit indicating sound financial practices and future outlook.
2. Felicity Charter School will demonstrate full enrollment and strong student retention and attendance.
  - a. Felicity will maintain an average daily attendance rate of 95%.
  - b. Felicity will retain at least 90% of its students each year.

### Non-Academic Goals

1. Parents and/or guardians of students at Felicity Charter School will be satisfied with the academic rigor, structure, and communication of the school.
  - a. 75% or more of parents will demonstrate satisfaction on these metrics through an annual survey, with 70% or more families responding.
2. Felicity Charter School will maintain an effective and accountable Board of Directors.
  - a. The Board of Directors will hold regular, listed meetings that are in compliance with the Brown Act and any other applicable laws.
  - b. The Board of Directors will operate under its bylaws and established written policies, including but not limited to conflict of interest.
  - c. The Board of Directors will provide financial oversight of the school in a governance role.

After Felicity Charter School has been in operation for four years, the School will meet in addition to all required benchmarks, regulations and District requirements, any one of the conditions below as listed in Education Code Section 47607(b) to qualify for the renewal of its charter:

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.
2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
3. Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
4. The academic performance of students attending this charter school will be at least equal to the academic performance of the LAUSD schools in the area containing similar student populations.

#### Accountability for Results

The Principal of FCS will have primary responsibility and accountability to the school community for implementing the guiding principles, curriculum, instruction ensuring that each and every student gets what they need to achieve their individual and school performance goals.

The Principal will be accountable for demonstrating progress towards and meeting Adequate Yearly Progress goals as required by *No Child Left Behind*. The board of Directors of Felicity Charter School will be responsible for providing operational and management services, monitoring academic progress, documenting and publishing results to the parents, school community and the community of Los Angeles.

Felicity will provide regular communication about the school and student performance through a school newsletter. This will keep students, families and the community aware

of school events, performance, and successes. In addition, the Board of Directors of Felicity Charter School will monitor, document, analyze and publish implementation results and student outcome results. The School will contract with a third party evaluator to document and evaluate the implementation of the School model and results. Ongoing evaluation will serve to document exemplary teaching practices, provide longitudinal data for continuous improvement and inform parents and the community on the degree to which Felicity Charter School is achieving its stated goals for individual students and the school.

### **ELEMENT 3 – METHODS TO MEASURE PUPIL OUTCOMES**

**“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Education Code Section 47605 (b)(5)(C)**

“LAUSD-Specific Language”

#### Testing

Felicity Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does

not test (i.e., STAR, CELDT, CAHSEE) with the District, Felicity Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.

The current tests that Felicity Charter School will administer include:

- California Standards Test (CST)
- California English Language Development Test (CELDT)
- California Alternative Performance Assessment (CAPA) and/or California Modified Assessment (CMA) if and when appropriate
- Physical Fitness Testing (PFT)

#### Methods of Assessments and Tools of Assessments

FCS' goal is to prepare students to achieve and lead in future education. We recognize that students we will actively recruit will be, on average, more than one grade level behind. This will require specific structures to ensure that we are moving students towards greater proficiency and providing the foundational knowledge necessary to foster their continued success. FCS is committed to meeting statewide performance standards to ensure that students are continually tested and assessed for achievements and progress. FCS will use formal and informal assessments to measure students' progress, and test results will be used to reinforce professional development, strengthen instructions, and improve learning outcomes. State assessments that provide student-level data include the California Standards Test and the California English Language Development Test. All FCS students will participate in all required standardized tests including the California Writing Standards Test for the 4<sup>th</sup> grade, the California Science Standards Test, and the California Physical Fitness Test for the 5<sup>th</sup> grade.

#### Seven Characteristics of Curriculum and Assessment Plan

There are seven characteristics of curriculum and assessment plan that FCS will clearly articulate as the responsibility for teaching and assessing standards for student learning. They are:

- Explicit – expresses clear targets for learning
- Coherent – organizes content for rigorous expectations by which students are promoted
- Dynamic – supports rich interactions among standards, learner strengths, and needs effective instruction and multidimensional assessment
- Practical – provides a clear, well organized, user friendly format
- Comprehensive – incorporates all subjects
- Coherent – uses consistent organizational approaches and language across grade levels
- Manageable – represents what all students can learn, and what each student is expected to learn (Carr & Harris, 2001).

With these characteristics in mind, FCS will administer assessments as a regular part of instruction. The school will teach what it assesses and assess what it teachers.

Students will be assessed and monitored weekly, monthly and quarterly in all core subjects and in selected course areas. In addition, informal assessments will occur on a daily basis to provide teachers with a snapshot of student’s understanding and progress in a particular subject area. The assessments will measure formative and summative progress. Some will be textbook driven and some will be teacher developed. Assessments will be aligned to grade-level and content-specific instruction and will be used to evaluate students’ skill levels in different areas. The results will be used to assess the overall students’ achievement, inform instruction, and determine the types of intervention to apply for those who are performing below standards core subjects. The results will also serve as indicators for future performance in standardized tests and other examinations and assessments.

The table below identifies a timeline for student assessments throughout the year.

<b>Assessment</b>	<b>Use of Data</b>	<b>When it is administered</b>
<b>ELA and Math CST</b>	Provide intervention and/or remediation to students who are underperforming and/or not mastering grade level math and ELA standards Provide professional development support and training to teachers	Second grade and up, each spring
<b>CA Writing Assessment</b>	Provide appropriate levels of support for students who are underperforming or not mastering grade level writing standards Provide support for teachers	Fourth graders only, each spring
<b>CST Science Test</b>	Provide intervention and/or remediation to students who are underperforming and/or not mastering grade level Science standards Provide professional development support and training to teachers	Fifth graders only, each spring
<b>CELDT</b>	Determine proficiency of ELLs and reclassify or support through ELD instruction as appropriate	Upon entry to Felicity and annually thereafter
<b>Physical Fitness Testing</b>	Provide support to students who don’t meet all or any of seven key elements on exam	Fifth graders only, each spring
<b>DIBELS</b>	Determine baseline for battery of literacy skills Data will be used to group students for targeted small group instruction Identify school-wide weaknesses in literacy program (in conjunction with results of other assessments)	Upon entry to Felicity and at three times a year thereafter (grades 1-3)

<b>Publisher and teacher created performance evaluations and tests (Harcourt, Saxon, Singapore Math)</b>	ELA, science, math, and history social science – measure progress in core content areas between annual state standardized tests  Data will allow school to revise instructional practices throughout the year to better target student need	At the end of each unit of study
<b>MAP</b>	Diagnostic used to determine student grade level and mastery of standards in ELA, Math, social studies and science	September, November, ongoing as needed
<b>Tutorials</b>	Used to check for understanding on a daily basis and make immediate instructional adjustments in order to remediate any deficits prior to more formal assessments	Daily/as-needed
<b>Teacher Observation</b>	Used to check for understanding on a daily basis	Daily
<b>Portfolio</b>	Used to track ongoing student progress in all subjects and to track grade-level mastery of standards	Student samples collected from the beginning of the year; celebration at the end of the year

(CAPA or CMA California Modified Assessment Test will only be given to severely disabled students who are not capable of taking the standardized tests).

What follows is a description of some of the aforementioned assessments.

DIBELS: All students will be required to take diagnostic tests or Dynamic Indicators of Basic Early Literacy (DIBELS) for grades 1-3 upon enrollment and each trimester thereafter. DIBELS will be used to monitor students' growth in reading fluency and will be administered to selective students three times a year until desired fluency level is attained. The tests results will further be used to track longitudinal growth in FCS students.

NWEA Measure of Academic Progress: FCS plans to implement the Northwest Evaluation Association's comprehensive Measures of Academic Progress (MAP) with all students beginning in kindergarten. These assessments are aligned to the California content standards and are available in all core academic content areas. They provide both formative and summative information about a student's progress in mastering grade level standards.

Literacy and Life preparation Assessment: FCS places emphasis on literacy in the context of how students are well prepared for life. Therefore, students will be assessed on reading and writing, the acquisition of study skills, analytical, critical, and creative thinking, independent studies, collaborative projects, social interactions, conflict

resolution skills, and in other skills that require perseverance and resiliency to succeed in life. Three examples of such skills are discipline, study skills, and independent learning. Teachers will collaboratively develop by grade level a holistic rubric to measure these skills and will include this rubric in quarterly report cards and portfolios.

Teacher Observations: The teacher will maintain a Student Assessment Profile (SAP), a compilation of assessment information for each student, containing information that tracks students' performance and progress over time. Records of observations will be maintained to develop an understanding of students' needs, and track their progress towards meeting selected standards, and interventions. Teachers will observe student work samples and work habits in the classroom to note their strengths and needs. Some of the courses and activities that are most suitable for observational evaluation are physical education, character education and the arts. Teachers can also score their students based on participation, in class discussions and activities, creativity, leadership, and collaborations with peers.

#### Portfolio Assessment

An authentic portfolio, a collection of artifacts that document a student's work conducted in the classroom will be used as a supplementary assessment to determine the individual student's actual achievements and progress and their areas of strengths and needs. Included in the portfolio will be appropriate tasks created by teachers to evaluate how the students learn and master classroom work, along with the criteria to score the work. Tasks will include tests, quizzes, writing prompts and independent and group assignments.

Teachers and students will also work together to determine the items of work and projects that can be used for the portfolio. Selections can be from written exercises including essays, grammar, spellings, journal entries, and creative work. Others can include all or some of the following:

1. Videotapes of student performances
2. Audiotapes of presentations
3. Charts, graph
4. Group Power Point presentations
5. Group reports
6. Tests and quizzes
7. Notes on books read
8. Questionnaire results
9. Peer reviews

FCS will also have an end of the year celebration, in which students can exhibit some visual arts projects, recite poetry, and participate in performing arts as a culminating event and as part of portfolio assessment.

Just as the students will collaborate in the planning of the portfolio, they will also participate in the evaluation of the selections. They can evaluate their work, assess their own learning, and offer suggestions for advancement or remediation. By assessing their portfolios and progress, students will improve their analytical and critical thinking. The portfolios will be shared with parents quarterly and at the end of the year.

### Report Cards

Report cards will be issued quarterly to students and parents with narrative information on academic progress in all subject areas. Building on ideas from the RISC model, progress reports will not use letter grades but will indicate student progress toward grade level standards using a four point rubric as well as specific achievement data from summative content area assessments. Where students' performance is far above or far below grade level, additional data will be provided to clarify students' progress to more individual learning goals (per the ILPs). Progress reports will indicate any specific actions recommended to students and parents to improve achievement. Teachers will discuss results with parents/guardians in student and parent conferences and work with them to create intervention strategies when necessary.

### Use and Reporting of Data

The assessment results derived from both the formal and informal assessments will be used to guide instruction and better inform teaching. While FCS is against accelerated or social promotion, it will not rely on retention as a solution for dealing with low achievements. Following assessments, the data collected will be used to determine the problems and needs of different students. For example, a 2<sup>nd</sup>. grade student who is reading at a 1st grade level may need practice in fluency, intensive decoding strategy, and one-on-one attention. A student who is reading below level or not reading at all will need intensive decoding instruction One-to-one tutoring with the class teacher and tutors. To solve these problems and needs,

- FCS will refine its scope and sequence of the curriculum and instructional strategies
- Set up Professional development for teachers
- Plan interventions for students.

FCS will institute changes that are used for socioeconomically disadvantaged students and students achieving below grade level. They include rigorous curriculum, staff development, intensified learning, and reteaching of concepts and skills. Others are:

- Whole-class instruction
- Cognitively oriented instruction
- Small-group instruction
- Tutoring
- Computer-assisted instruction

In addition,

- FCS will refine its scope and sequence of the curriculum and instructional strategies
- Set up Professional development for teachers
- Plan interventions for students.

### FELICITY'S GRADING POLICY

Percentage	Letter Grade	Rubic Score	Meaning
A+	98-100	4	4 is advanced mastery. The students in this category demonstrate consistently advanced levels in mastery of the content standards..
A	93-97	4	
A-	90-92	4	
B+	88-89	3	3 demonstrates proficiency with the content standard.
B	83-87	3	
B-	80-82	3	
C+	78-79	2	2 indicates demonstration of consistency with the content standards.
C	73-77	2	
C-	70-72	2	
NI	Below 70	1	A student below 70% is not demonstrating a basic level of mastery with the content standards and must improve to earn a credit.

#### \*District Required Language Student Information System

Felicity will use an electronic student information system (SIS) for attendance tracking and reporting purposes.

#### Reporting of Data

In addition to reporting to the District with the Annual Self Study described in Element 2, Felicity will also upload all data requested by the California Department of Education (CDE) to complete a School Accountability Report Card (SARC).

The Board of Directors will also issue an annual report that shall include demographic data, academic achievement data, financial reports, and a summary of other significant developments and accomplishments over the course of each academic year. The annual report will be a public document and will be delivered to the District, the LACOE, CDE, and any other parties who requests it.

#### Parents

As partners, parents will be well informed and consulted about FCS educational program on a regular basis. Data from evaluations and assessments as in Element II

and III will be provided to parents during formal parent-teacher conferences. Following the conferences, teachers and parents will discuss how to continue to work together to enhance the students and to provide needed remedies for those in need of improvement.

#### **ELEMENT 4 – FELICITY GOVERNANCE STRUCTURE**

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

Felicity Charter School and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

Members of the Felicity Charter School's executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, non-profit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

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

“LAUSD-Specific Language”

**\*LAUSD Charter Policy**

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

Governance

The governance structure permits maximum participation by all stakeholders including parents and community members.

The Board of Directors

The Board is responsible for the governance of FCS including the approval of the strategic, policy, and financial decisions. The Board will supervise the leadership of the school and will delegate all day-to-day school management decisions such as hiring teachers and school staff, school management, and compliance to school policy to the Executive Director. In concert with Executive Director, the Board will pursue the mission and vision delineated in this petition with the ultimate objective of enhancing learning and improving access to quality education for all children of all racial and economic backgrounds. The Board will formulate or approve all FCS major strategic and policy decisions including curriculum development as well as alignment of the curriculum with the state standards, assessment and outcome accountability, financial sustainability, hiring of the school's Executive Director, and the recruitment of the principal and key staff members. The Board will also provide oversight on admission, ensuring educational equity, quality health, and safety issues, and the use and maintenance of facility. Other responsibilities include:

- Approving budgets and supervising FCS ongoing financial health
- Analysis of actual budgeted reports
- The review of annual audits, including any need for operational changes due to the results of an audit
- Engaging in fundraising, marketing, and FCS image
- Ensuring operation of the school in accordance with the law
- Complying with District policies and State and Federal law
- Together with other key stakeholders, setting the strategic plan and vision for the school
- Amending bylaws
- Managing legal issues
- Advocacy and legislation
- Community Engagement

The Board will be governed by at least seven and no more than thirteen directors. All directors shall have identical rights. The Executive Director of FCS will be an advisory, non-voting member of the Board (*ex officio*). As a separately incorporated Los Angeles Unified School District (LAUSD) approved charter, LAUSD may choose a representative to sit on the Board as a non-voting representative.

Additional directors will be recruited based on the necessity for experts who can make a vital difference in the growth and welfare of the school. The FCS Governance Committee will present and nominate potential Board Members, directors, and officers for election by the Board. The list will be presented at the annual meeting of the Board although additional directors may also be added between annual meetings, whenever there is vacancy. In such case, the position will be filled by two-thirds (2/3) vote of the seated Directors. The elected candidate shall serve the unexpired term of the predecessor.

The Executive Director or any officer or director may resign at any time by filing a written resignation with the chairman of the Board (if there is such a position) or else with the Board. The Board may also remove the Executive Director or any officer or director with or without cause by two-thirds (2/3) vote of the Board then in office at any regular or special meeting. In that case, a statement of the reason or reasons should have been mailed by registered mail to the Executive Director, officer or director proposed for removal at least thirty (30) days before the Board takes final action. The notice will state the time, when, and the place where the Board is to take action on the removal. The Executive Director, officer or director to be removed shall be given an opportunity to be heard and the matter will be considered by the Board at the time the meeting takes place. In the case of any subordinate officer appointed by another officer of the corporation or the Executive Director, such appointing officer or the Executive Director shall also have the power of removal of such appointed subordinate officer without any action by the Board.

Additional Board of Directors (the "Board") will be recruited by FCS' Recruitment and Search Committee based on the appropriateness of their qualifications, experience, and commitment to FCS mission, goals, and philosophy. Diversity is also an important consideration. It is important to have members that reflect different populations, and different areas of expertise and experience – educators, business owners, economists, attorneys, parents, and community members. Initially, the members are interviewed to ensure that they can perform the job descriptions described below and are fully devoted to FCS and its students. When the charter petition is approved, the present Founding Board members will transition formally as the school's governing Board.

#### Officers

The officers of this corporation shall be a president, one or more vice presidents, a secretary, and a chief financial officer. The corporation may also have, at the discretion of the Board, a chairman of the Board, one or more assistant secretaries, one or more

assistant treasurers, and such other officers as may be elected or appointed by the Board. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as the president or chairman of the Board.

#### Appointment of Officers

The officers of the corporation shall be chosen annually by the Board, and each shall hold office until he or she shall resign, or be removed, or disqualified to serve, or when his or her successor is elected and qualified.

#### Subordinate Officers

The Board may appoint and may empower any officer or the Executive Director to appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the Board may from time to time determine.

#### Chairman of the Board

The chairman of the Board, if there is such an officer, shall preside at all meetings of the Board and exercise and perform such other powers and duties as may from time to time be assigned by the Board.

#### President

The president is the chief executive officer of the corporation and has, subject to the control of the Board, general supervision, direction, and control of the business and affairs of the corporation. The president has the general management powers and duties usually vested in the office of president of a corporation, as well as such other powers and duties as may be prescribed from time to time by the Board.

#### Vice President

In the absence or disability of the president, vice president (or if more than one (1) vice president is appointed, in order of their rank as fixed by the Board or if not ranked, the vice president designated by the Board) shall perform all the duties of the president and when so acting, shall have all the powers of, and be subjected to all of the restrictions upon the President. The vice presidents shall have such other powers and perform such other duties as the Board may prescribe from time to time.

#### Secretary

The secretary shall keep or cause to be kept, at the principal office of the corporation of the State of California, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses. The secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument. The secretary also shall keep or cause to be kept at the principal office, or at such other

place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding; whether regular or special; if special and authorized, the notice thereof given; the names of those present and absent; and the proceedings thereof. The secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given; shall keep the seal of the corporation in safe custody; shall see that all reports, statements, and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the treasurer that shall have such other powers to perform such other duties as may be prescribed from time to time by the Board.

#### Chief Financial Officer (Treasurer)

The chief financial officer shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any director. The chief financial officer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation in such depositories as may be designated by the Board. The chief financial officer shall disburse or cause to be disbursed the funds of the corporation as shall be ordered by the Board, shall render or cause to be rendered to the President and the directors, upon request, an account of all transactions as chief financial officer. The chief financial officer shall present or cause to be presented an operating statement and report, since the last preceding board meeting, to the Board at all regular meetings. The chief financial officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board. The chief financial officer may also hold the title of Treasurer and/or be referred to as Treasurer.

#### Board Committees

The Board may appoint an executive committee and one or more other committees each consisting of two (2) or more directors to serve at the pleasure of the Board, and delegate to such committee any of the authority of the Board, except with respect to:

- The filling of vacancies on the Board or on any committee which has the authority of the Board;
- The fixing of compensation of the directors for serving on the Board or on any committee;
- The amendment or repeal of bylaws or the adoption of new bylaws;
- The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repeatable;
- The appointment of other committees having the authority of the Board;

- The expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected; or
- The approval of any self-dealing transaction as such are defined in Section 5233(a) of the California Nonprofit Public Benefit Corporation Law, except as permitted under Section 4.24 of this Article.

Any such executive committee must be created, and the members thereof appointed by resolution adopted by a majority of the number of directors then in office, and any such committee may be designated as an executive committee or by such other name as the Board shall specify. The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee. The Board shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. In the absence of any such prescription, such committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the Board, such committee, or these bylaws shall otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of this Article IV applicable to meetings and actions of the Board. Minutes shall be kept of each meeting of each committee.

The chairman of the Board (if there is such a position) or the president, subject to the limitations imposed by the Board, or the Board, may create other committees, either standing or special, to serve the Board which do not have the powers of the Board. The president, with the approval of the Board, shall appoint members to serve on such committees, and shall designate the committee chairman. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.

Meetings of a committee may be called by the chairman of the Board (if there is such a position), the president, the chairman of a committee, or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee shall keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote.

Any member of a committee may resign at any time by giving written notice to the chairman of the committee or to the president. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The chairman may, with prior approval of the Board, remove any appointed member of a committee. The President, with the Board's

approval, shall appoint a member to fill a vacancy in any committee or any position created by an increase in the membership for the unexpired portion of the term.

### Services and Conflict of Interest

No more than forty-nine percent (49%) of the persons serving on the Board of Directors may be "interested persons." An interested person is (a) any person compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

Directors will serve staggered terms of three (3) years from the date of their appointments, or until their successors are elected to replace them. Directors are subject to reelection for as many terms as they wish as long as they are confirmed by a majority of the Board then in office at the time of the expiration of their term. The directors being considered for re-election at any meeting of the Board will recuse themselves from this discussion and vote. Directors and other members will serve staggered terms to avoid a vacuum and to discourage the exit of several members at one time. Each director will

- Be bound by the FCS Code of Conduct, Conflict of Interest and Confidentiality policy statements developed by the Board
- Be expected to avoid any and all conflicts of interest, and in the event of any such question (suggestion), recuse themselves from voting on any items presenting a potential conflict of interest that would prohibit them from judging the situation objectively
- Receive no payment of honoraria, excepting reimbursement for expenses incurred in performance of voluntary FCS activities in accordance with School policies
- Not have direct financial or interest in any of the FCS property or assets

### Meetings

- The Board will meet once a month for a year or for at least ten months out of the year. The governing bylaws will be subject to modification or amendment by the Board of Directors.
- Prior to each monthly meeting, Board agendas are delivered to every director, the Executive Director and the designated non-voting LAUSD representative.
- All meetings of the Board and Board committees shall be called, notices will be posted, and meetings will be held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act").
- Board meeting notices, agendas, and records of governing Board actions shall be posted in open and accessible public areas of the school such as in front of the school office. Notices will also be posted on FCS internet site.

- FCS shall keep adequate and correct records of account and minutes of the proceedings of its Board.

### Minutes

Minutes will be taken in every meeting and the record will be maintained and be made publicly available. As required by the Brown Act, FCS' board meetings' agendas will be posted and the meetings themselves will be open to the public.

### The Advisory Committee

Members of the Advisory Committee are selected by the executive director to serve as an advisory capacity and as a support base to the executive director and FCS. The Advisory Committee makes recommendations to the executive director and generates sources for FCS. Advisory Committee members serve one-year terms. Advisory Committee members will be expected to actively support the school and the board by helping to develop policies and by solving school problems based on their insight and direct interaction with parents, teachers, and students. In addition, the Advisory Committee will be part of FCS management, assisting with personnel policies, professional development, fiscal management, academic achievement, facilities acquisition and improvement, and fundraising. The Committee will be made up of FCS principal, teachers, parents, community leaders, students, and representatives from many of the agencies and organizations that have interest in the school. The Advisory Committee will have seven (7) to eleven (11) members and will meet monthly.

### Parent Advisory Committee

FCS is committed to working and collaborating with parents as partners and stakeholders. Parents will be involved with the Board and Board committees and in decision making. Central to the management of FCS is the Parent Advisory Committee (PAC). The PAC will hold meetings once a month. Acting as a support group for FCS, they will assist with planning and implementing the curriculum and the extra curriculum and school activities. Parents will not be compelled to assist in the classroom, but will be encouraged to do so. Their assistance with the after school and tutoring program and field trips will also be solicited. They will help with outreach programs, recruiting, fundraising, and budgeting. In addition, they will help in the education of other parents and will advocate for parents.

In addition to the Advisory and Parents' committees, FCS will work with a network of committees that are headed by teachers such as academic, personnel, curriculum, growth, development outreach, and fundraising committees and will retain a support network as partners. The network will include social workers, medical professionals, family guidance counselors, and family support groups. Others are vocational rehabilitation agencies, mental health services, community agencies, employment agencies, and local businesses.

Felicity Charter School will comply with the Brown Act.

#### Compliance

FCS will comply with the Brown Act and Government Code 1090, regarding conflict of interest and “open meeting laws”. FCS will comply with all laws, including federal laws and regulations and state codes as they pertain to charter schools.

FCS will hold trainings on the Brown Act before the school opens in September 2012 and every year after to comply with all laws relating to public agencies in general, all federal laws and regulations and state codes.

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

FCS and/or its non-profit corporation will be solely responsible for the debts and obligations of the FCS.

#### Meetings

The Board’s bylaws require meetings every month, with an annual meeting each year. However, it is the prerogative of the Board to meet as they see necessary. In the early stages of development, the Board realizes how important it is to create dialogue and the necessary actions needed to create a successful school. Public meetings will be held, therefore, once each month and all Board committees may meet in the interim and may make recommendations to Board Committees and subsequently to the Board. All Board and Board committees will abide by the laws pertaining to open public meetings.

Felicity Charter School will Comply with the Brown Act

Meetings of the Board of Directors will be held at such times and places to best accommodate the public. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief description of each item of business to be acted upon or discussed at the meeting. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after a 24 hour notice is given to each Director and to the public through the posting of an agenda. Agendas will always be posted in areas that are convenient for viewing for staff, students, parents and the general public. Meeting minutes of these meetings will be recorded and filed in the administration office and accessible for viewing or reproducing for the general public upon request.

#### Grievance Procedure for Parents and Students

FCS will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any

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

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

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

“LAUSD-Specific Language”

Responding to Inquiries

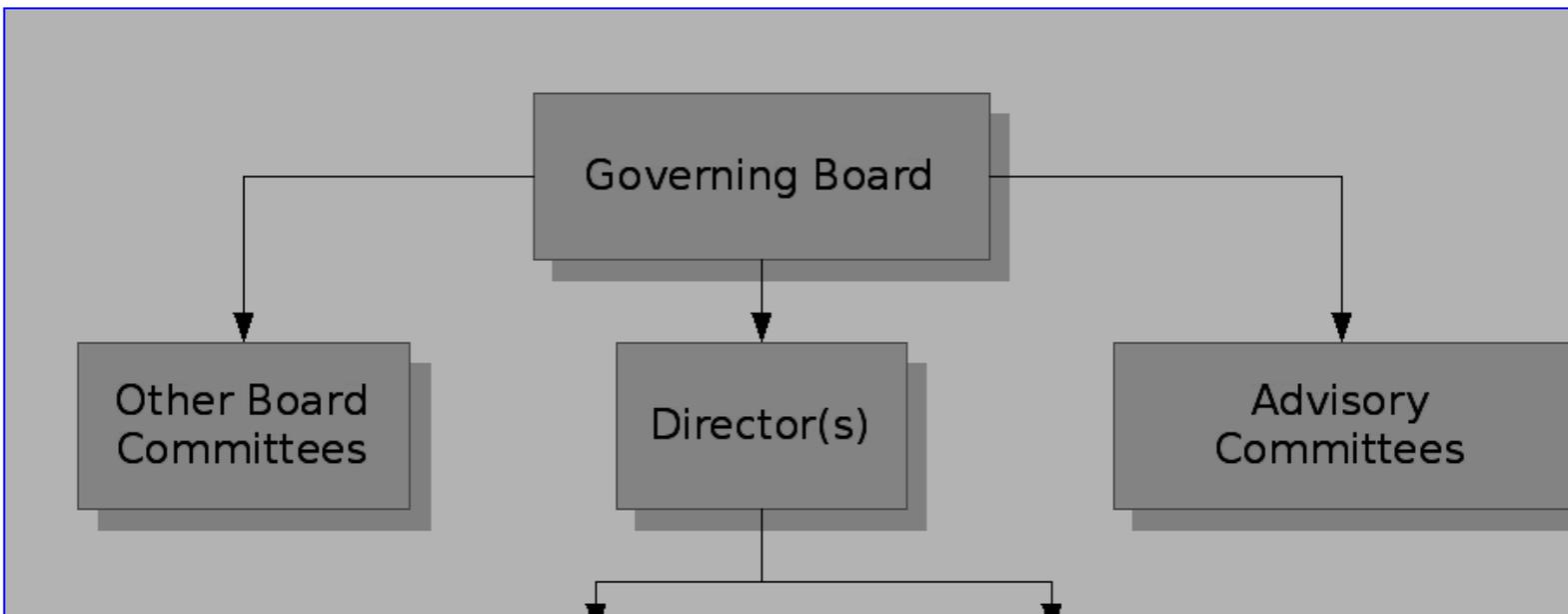
FCS shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. FCS acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office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

“LAUSD-Specific Language”

Notifications

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

FCS Organizational Chart



The directors are the executor director, the principal and the business officer. The executive director will recommend the principal and the business manager to the governing board for approval and hiring.

The teachers including the head teacher will be recommended by the principal to the executive director and the board for hire.

#### ADMINISTRATIVE STAFF

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

#### **ELEMENT FIVE – EMPLOYEE QUALIFICATIONS**

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

Felicity Charter School believes that all persons are entitled to equal employment opportunity. The Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the

employer-employee relationship, including recruitment, hiring, up- grading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

### Staff Recruitment Announcement

Felicity will advertise in newspapers and on the Internet through popular charter school job recruitment sites, such as Edjoin, RISE, and Teach for America. In addition, Felicity will use referrals, internal and external resume registries, and will participate in college and university job fairs and make or send announcements to community meetings, such as the Neighborhood Councils and Parents' associations.

### Requirements for School Employees:

All Felicity employees must

- Attend professional meetings and work with the principal to introduce resources and best practices to Felicity
- Report progress and success of the school to the Board of Directors
- Coordinate after-school program\*
- Ensure\_ that the school's policies and activities are transparent

\*In its early stage, the FCS Executive Director will work part-time as a liason between the faculty and the board and as the coordinator for the after-school program.

### Executive Director

The position of Executive Director is selected by the Board of Directors. Upon successful screening of candidates by a hiring committee, the Board of Directors will interview the top candidates. Upon formally meeting with the Board, the candidates for Executive Director are narrowed down even further and after a majority vote, the Executive Director is selected.

### Roles and Responsibilities of the Executive Director

The Executive Director will manage the school with primary responsibility for fulfilling the mission of FCS, overseeing the day-to-day operations of the school, and implementing strategic initiatives. His/her direct responsibilities include:

#### Planning:

- Overall goals and objectives, near and long term
- Educational objectives and measurement tools
- Financial planning and budgeting
- Recruit board members as board terms expire
- Marketing strategies
- Developing a technology plan

### Fund Development

- Setting and meeting fund raising goals and strategies
- Strategic fundraising with institutions concerned with education
- Supporting the Board's fundraising efforts

### Leadership

- Lead and communicate FCS' vision
- Build partnerships with community organizations that can support FCS
- Mentor school principal
- Advocate on behalf of charter schools
- Design strategies to increase community awareness and make strong impressions of the school
- Provide leadership to parents who want to further their education and support their children

### Qualifications include:

- Strong management and strategic planning skills
- Experiences with budgets and financial planning
- Experience in an urban educational setting
- Strong interpersonal skills, including the ability to interact effectively with staff members, board members, parents, district personnel, vendors and community stakeholders;
- Proficiency in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, email, the Internet and digital media;
- Ability to analyze student data, on a school wide and disaggregated level;
- Advanced degree, preferably in education or business;
- In-depth understanding and commitment to school's vision.

### The Principal

The principal is responsible for the academic growth and development of FCS and the daily operation of the school. He/She will articulate and advance the vision, philosophy, mission and goal of FCS. The person will possess excellent writing and communication skills. He or she will work with the executive director in the management and administration of FCS and in the hiring of the teachers and needed staff. The hiring of the principal, teachers and senior staff will be approved by the Board. He/she will cooperate with parents, community, a variety of committees, and stakeholders. He/she should have excellent knowledge of curriculum design and state standards as well as instructional programs and the best practices in education. He/she should be able to work with teachers in adopting the curriculum and in evaluating and assessing teachers and pedagogical methodologies used. The person must be able to plan and execute professional development for teachers and staff and should remain acquainted with teaching and classroom practices. Other duties include:

- Overseeing the school's educational progress and the general educational outcomes such as the API and AYP growth
- Ensuring equitable treatment for students and making accommodations for students with disabilities and students who speak English as a second language
- Maintaining good relations with LAUSD, parents, community, and the outside organizations and agencies that work with FCS.
- Preparing and sending periodic progress reports to the executive director and the board.
- Evaluating and assessing the teachers and staff.

The qualifications of the principal include:

- Master's degree;
- Five years experience as principal or vice-principal of an elementary school;
- In-depth knowledge of school's pedagogy and curricular methods;
- Understanding of charter school laws;
- Organizational management with human and financial resources, including: employees and volunteers, parents, compliance procedures;
- Professional development leadership experience;
- Proficiency in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, email, the Internet and digital media;
- Ability to analyze student data, on a school wide and disaggregated level; and
- In-depth understanding and commitment to school's vision.

### Classroom Teachers

FCS will conform to the legal requirement that all charter school teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. FCS will also comply with NCLB requirements for teachers and paraprofessionals.

All teachers will meet the *California Education Code*, Section 47605(l) requirements for employment, and core teachers will hold multiple-subject credentials. Core teachers should possess extensive knowledge of the core subjects of English, Math, Science and Social Studies and are responsible for creating a learning environment and maintaining an atmosphere that is conducive to progress and development. Additional roles of a teacher include:

- Plan lessons that are in alignment with state standards, making use of instructional materials such as audio/visual aids, and computer software;
- Provide academic and behavioral intervention;

- Supervise and discipline students according to the school's policies and procedures;
- Be team players and be able to collaborate with fellow teachers;
- Collaborate with parents, schedule conferences, and send and discuss report cards;
- Conduct periodic and annual evaluations and assessments; and
- Set up interventions and action plans.

The qualifications for the position of teacher include:

- Hold a valid Commission on Teacher Credentialing Certificate (in subject area);
- One to two years of prior teaching experience as a full-time teacher;
- Highly Qualified as defined by No Child Left Behind;
- Strong classroom management skills;
- Authorization to teach English Learners;
- Proficiency in computer hardware and software use, including word processing, spreadsheets, multimedia presentations, email, the Internet, digital media;
- Hold a Bachelor's degree from a four year college or university; and
- In-depth understanding of and commitment to the School's vision and mission

### Instructional Aides

Instructional aides will be selected by the Principal and/or personnel committee on an application and interview basis in consultation with parents and other staff members. Felicity Charter School hopes to employ one NCLB qualified instructional aide per classroom to provide between 90-120 minutes of assistance daily to each classroom teachers. Aides will assist with the differentiation of instruction by working with individual students and small groups, will provide strategic tutoring to students, by assessing students on particular skill and content standards and by preteaching and reteaching as appropriate. Aides will also provide primary language support in the student's native language and assist in communication with their families.

Instructional aide responsibilities include, but are not limited to:

- Providing instructional support to students by working with them individually and in small groups;
- Assist with ongoing assessment of student mastery of skill and content standards under the supervision of the classroom teacher;
- Help the teacher differentiate instruction by providing re-teaching, scaffolding support and additional challenges for students working above grade level;
- Supervise students during independent activities;
- Accompany students to special classes and areas throughout the building; and
- Supervise students at lunch and at recess.

The job qualifications of an instructional aide include:

- Previous classroom experience or relevant experience with ages of children served;
- Associate's degree, two years of college or passage of NCLB competency exam (if facilitating academic instruction);
- Fluency in English and Spanish (or other language spoken by students) preferred; and
- Meeting other requirements of No Child Left Behind.

### Office Business Manager

The office manager should have experience handling money and working with schools. The person must have strong written and verbal communication skills and knowledge of computer technology. He or she must embrace the vision and mission of FCS and should be able to coordinate projects and activities that relate to FCS including:

- Maintaining files and database;
- Working with the FCS contracted financial company, documenting budget activities and keeping receipts;
- Maintaining calendars;
- Scheduling workshops, meetings, conference calls;
- Maintaining correspondence and engaging in direct communications with stakeholders and clients as directed by the executive director and the principal;
- Directing the junior staff and coordinating their activities; and
- Working with the teachers and maintaining students' documents and assessment data.

The qualifications for the position of office business manager include:

- Ability to manage/monitor school front office operations
- Experience with financial management and budget oversight, preferably in a school setting;
- Ability to manage financial transactions (public and private sources) and communicate with public agencies re: funding;
- Experience with vendor management and negotiations;
- Willingness to work with other support staff to meet short deadlines;
- Organizational skills, interpersonal skills, and attention to detail;
- Knowledge of charter schools and public school funding; and
- Associate's Degree required, Bachelor's preferred.

### Part-time receptionist

The part-time receptionist is responsible for handling/coordinating the everyday operations of the office and reports to the business manager. Receptionist duties include but are not limited to:

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

The qualifications for the position of receptionist include:

- Associate's degree or high school diploma with A-B average grade;
- Previous experience in administration;
- Organizational and secretarial skills;
- Be able to coordinate school activities;
- Proficiency in modern technology, Microsoft applications and data entry;
- Possess good communication skills and proficiency in English language skills; and
- Commitment to the vision of the school.

### Salaries and Benefits

Employee salaries and benefits will be competitive with what is offered by LAUSD. However, individual salaries will be determined by qualification, skills and experience as assessed by the executive director and the principal of FCS. All salaries will be reviewed and approved by The Board of Directors.

### Evaluations

Employee supervisors will be responsible for providing feedback on performance. They will not wait until major evaluations but will maintain an ongoing dialogue about how the employee performs his or her work. For example, the principals will visit classrooms regularly, for both quick "snapshot" visits and longer stays to keep in touch with teacher performance.

Major evaluations will occur twice a year and will address all aspects of each employee's job description. Performance measures, both quantitative and qualitative, will be used to evaluate all school personnel.

The Principal will be evaluated by the Executive Director on:

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

Teacher evaluations are described in element one. Classified and other personnel will be evaluated by the Principal based upon completion of assigned job duties and regular, punctual attendance.

If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in the Due Process and Process for Resolving Complaints/Grievances. If requested, assistance will be provided to employees in due process.

All staff members have the right to due process at all times.

Unsatisfactory performance evaluations may result in termination. The Executive Director will make the determination to terminate an employee.

### Due Process

All staff members will have due process rights that include:

- Right to just cause discipline and dismissal.
- Right to mediation and a fair hearing if necessary.
- Right to appeal before a Free State arbitrator (offered to small school districts).
- Right to binding arbitration conducted by a paid arbitrator.

### Grievance Procedure

If an employee has a grievance, the first step in attempting to resolve the dispute is to engage in a good faith effort with the administrative staff. The good faith effort will include problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up. A written summary of the good faith effort will be included in the personnel file.

The Board of Directors of Felicity Charter School will be ultimately responsible for ensuring all due process rights to employees of the school. The Executive Director will perform the first line of defense against potential due process violations by using just cause discipline and dismissal, including thorough and consistent documentation,

intervention and/or support (when appropriate) and discipline with respect to employee conduct of concern.

If the good faith effort is unsuccessful, the employee should submit a written complaint to the Felicity Board of Directors. The Board of Directors will schedule a hearing at a mutually convenient time and place for discussion of the complaint with all parties involved, but in no event later than 35 days after receipt of the written complaint and after notification to the employee. Board members who are interested parties will excuse themselves from grievance proceedings if such members have a conflict of interest in the subject of the proceedings.

A decision as established by a majority vote of the members of the Felicity Board of Directors hearing the grievance will be rendered within ten working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within ten working days of the last committee hearing, or as soon thereafter as is practical. Any additional proceedings will be completed as soon as practical. The decision of the Felicity Board of Directors will be final. If the attempt to resolve the grievance through the hearing process is not successful, professional mediation or legal intervention may be necessary.

If the grievance is a complaint of discrimination, action will take place within 24 hours. An investigation of the complaint will ensue to determine as many facts about the issue as possible.

#### Corrective Action

If it is determined that an employee has engaged in unprofessional behavior including, but not limited to, harassment, use or possession of alcohol or a controlled substance, excessive tardiness and/or absenteeism, or non-performance of job duties, corrective action will include a verbal warning, written warnings, and finally:

- One-day suspension without pay.
- Five-day suspension without pay.
- Dismissal.

#### Teachers' Records

FCS will maintain current copies of all teacher credentials and make them readily available for inspection.

#### **ELEMENT 6 – HEALTH AND SAFETY**

***“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 § 44237.”***

***Ed. Code § 47605 (b)(5)(F)***

“LAUSD-Specific Language”

Insurance Requirements

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

It shall be the Charter School’s responsibility, not the District’s, to monitor its vendors, Contractors, partners or sponsors for compliance with the insurance requirements. The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

“LAUSD-Specific Language”

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.*

“LAUSD-Specific Language”

Evidence of Insurance

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

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

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

Should the Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

“LAUSD-Specific Language”

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, the Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. The Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the Charter School, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

Felicity Charter School will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the school. Felicity Charter School will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

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

The Charter School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. All employees will submit to periodic Mantoux tuberculosis (TB) and to provide records documenting all required immunizations. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students.

#### **ELEMENT 7 – RACIAL AND ETHNIC BALANCE**

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

Felicity Charter School will actively seek to achieve a racial and ethnic balance among its pupils that reflects the general population residing within the district/county jurisdiction. Outreach activities will be conducted in and around the attendance areas of Hazeltine Elementary where Latino and African American students predominate as well as in the neighborhoods in the Van Nuys area of the San Fernando Valley. FCS will conduct orientation meetings prior to the opening of each school year to inform interested parents and students on what the school has to offer. Outreach meetings will be held in several locations of the target area in order to ensure all students in the area have an opportunity to attend the school. Open houses and school tours will be conducted on a regular basis during the school year as well.

Felicity Charter School has already identified for recruitment efforts many local organizations, such as neighborhood churches, preschools, community groups, park and recreation departments, playgrounds, and small businesses, each of which will be approached to gain informal feedback and interest in the school's mission. The school plans to recruit a local parent who is representative of the community to spread the word to other families who cannot be reached through traditional channels. In addition, Board members will contact people (friends and colleagues) who are familiar with or who have working relationships with community groups.

The Felicity school will develop promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) that are easily transmittable to all of the various racial and ethnic groups represented in the district. Promotional and informational materials will be distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic and interest groups represented in the district. Materials in Spanish and English will be distributed in order to reach the limited English proficient populations that exist in the area.

Felicity Charter School will provide information and outreach materials to several private schools and community centers, including the Mid-Valley YMCA, St. Elisabeth Catholic School, ABC Little School, the Crossroads School, and more.

#### Court-ordered Integration

##### "LAUSD-Specific Language"

Felicity Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD's ethnic goal of 70:30 or 30:70 ratio.

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

“LAUSD-Specific Language”

No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students

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

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

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

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

“LAUSD-Specific Language”

Federal Compliance

As a recipient of federal funds, including federal Title I, Part A funds, Felicity Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. Felicity Charter School understands that it is a local educational

agency [LEA] for purposes of federal compliance and reporting purposes. Felicity 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, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement.

The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I school wide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

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

**ELEMENT 8: “ADMISSION REQUIREMENTS”**

**Admission Requirements, If applicable.”**

**Ed. Code § 47605 (b)(5)(H)**

To satisfy the requirements of Education Code Section 47605 (b)(5)(H), FCS will set up and publicize its admission policy and requirements. As outlined in Education Code §

47605 (d)(2)(A) and will admit all interested students in an open enrollment until it reaches its capacity.

### Timeline

#### Open Enrollment:

MAY 19, 2011 until seats are filled.

Every Saturday of the week, starting from 10 a.m. – 3:00 p.m.,

Monday and Wednesday: 11 a.m. to 3 p.m., and

Tuesday and Thursday: 3 p.m.- 7:00 p.m.

Recruitment of students will be carried out in different locations in the targeted areas of Van Nuys and San Fernando Valley. Information will be in both English and Spanish, and FCS will ensure that Spanish translators are present during recruitment events. FCS will admit students from any residential area, however, priority will be given to the residents of FCS community, siblings of the students, children of FCS faculty and staff and the children of the staff that are employed around the school's location

Prior to enrollment, FCS will hold a meeting to provide information on school policies including

- Admission and attendance regulations
- Graduation requirements
- Behavior code including suspension and expulsion regulations
- Student dress code
- Parents' involvement and expectations

Parents will also be provided with enrollment application forms to complete and sign. To finalize the process, parents will present proofs of immunization, complete Emergency Medical Information Form and Home Language Survey. If demand for admission to a particular grade exceeds available slots in that grade, the students will be admitted by lottery, which will be drawn publicly. The lottery will be in accordance with California State Education Code 47605 (d) (2), which stipulates that a public random drawing or lottery shall be used when admissions requests exceed the available space during each enrollment period.

#### Lottery

Saturday, June 24, 2: 10 a.m. to 5 p.m.

- The lottery will take place in a large public space
- It will be conducted by an uninterested party
- It will be conducted in English and Spanish

The names of the students picked will be numerically ranked according to the order in which they are chosen. If students indicated that they have siblings, the siblings will be ranked next to them. If there are no vacancies for all the siblings' appropriate grade levels, they will be placed on the waiting list and will receive priority over the students

who do not have brothers or sisters in the list. After the siblings, the next priority will be given to the students who reside in LAUSD district and then to other California residents.

After the lottery, all the students that are not admitted will be placed on a waiting list and will be given priority when openings are available. The students who applied late will be placed on the last part of the list. The students who are not accommodated for the current year will be given priority during the next enrollment cycle.

Parents are not mandated to be present during the lottery drawing. Following the drawing, families whose students are selected will be notified by mail and sent acceptance letters. The letters must be returned to the school within two weeks of the lottery in order to secure the admission.

#### The Waiting List

Throughout the year, following the lottery, there will be a waiting list for interested students who are yet to be admitted. Whenever there is a vacancy, the family at the top of the waiting list will be contacted by telephone for their children's admission. They will be expected to respond within 48 hours. If they fail to respond, the next parents on the list will be contacted until all vacancies are filled.

#### McKinney-Vento Homeless Assistance Act

##### **McKinney-Vento Homeless Assistance Act**

Felicity Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student's IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

#### **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)***

“LAUSD-Specific Language”

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

Balance Reserves

Additionally, the charter will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.

“LAUSD-Specific Language”

Special Education Revenue Adjustment/Payment for Services

In the event that the Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

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

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

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may

include, but is not limited to, the following areas:

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

Felicity 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.

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

#### **ELEMENT 10 – STUDENT EXPULSIONS**

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

Behavior Management

Conflicts can be diminished with behavior management. FCS plans to be proactive in managing and handling conflicts. In the light of the growing tension between African

Americans and Hispanics, and the increase in white supremacy activities, FCS students will be exposed to all cultures and will be taught multicultural understanding and tolerance through ethical codes and moral values. Above all, FCS will collaborate with parents and community leaders to teach students non-violent behaviors and conflict resolution skills. Arguments and disagreements in the classroom, bullying and fights on the playground, and any kind of violence would be addressed at all times. Students would be taught social skills and how to be good listeners.

Conflict resolution skills will be incorporated into the curriculum, using the Pillars of Character program. In addition, conflict resolution can be explored through literature, magazines and comic books and cartoons or through stories and incidences from television and movies. Working in groups, the students can use drama to create and resolve conflicts. The students will also be provided with the mental and social skills to deal with problems and conflicts. For example, the teacher and the students can observe the causes of conflicts in the classroom and in school and list them on the board for discussions and collaborative suggestions and solutions.

Character development and behavior management is not just for the classroom. All members of the school community including all stakeholders, faculty, administrators, support staff, students, and parents should work together in teaching responsibility, enforcing positive behavior, using strategies and examples. FCS will provide community and staff development workshops for the training of stakeholders, the school administrators, staff, and teachers on a weekly basis for teachers and on a quarterly basis for all other stakeholders.

In addition, FCS will enforce dress code – students will dress in uniform daily. A program will be created by volunteer parents and community for those families who cannot afford uniforms. FCS will not provide uniforms to students.

#### “LAUSD-Specific Language”

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

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

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

Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools will also ensure staff is knowledgeable about and complies with the District’s Discipline

Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education.

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

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

- pupil's last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student's current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process and options for enrollment; and
- if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability; B) Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?

### **Outcome Data**

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

### **Rehabilitation Plans**

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1)

year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

### **Readmission.**

The Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Charter School's governing board shall readmit the pupil, unless the Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period.

### **Special Education Students**

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

### **Gun Free Schools Act**

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

### **Offences Liable for Expulsions**

Students may be expelled from Felicity Charter School for Committing the following: serious physical injury, knife possession or other dangerous object of no reasonable use to the pupil, unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, robbery or extortion. Assault or battery upon any school employee. At the time of suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person.

## **ELEMENT 11 – RETIREMENT PROGRAMS**

***“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)***

### Benefits

All employees will earn paid legal holidays not less than currently offered by LAUSD for a work year of comparable length.

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security will be provided by Felicity Charter School. Other related benefits, including vision and dental will also be provided to all full-time employees at the cost of the school. Employees on charter school leave from LAUSD will give up district-offered coverage during the term of their employment with Felicity.

### Retirement

The School will participate in STRS. Felicity does not choose to participate in the Public Employees Retirements System (PERS).

Social Security payments will be contributed for all non-certificated employees in accordance with Federal and State laws. Felicity will explore other retirement plan options for all employees including a 403(b), 401(k) and 457 Plan. The Felicity Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

### Credential Monitoring

All teachers will be highly qualified as defined by No Child Left Behind. Appropriate records of credentials held by Felicity teachers and supporting documentation will be maintained by the school administration and will be made available for the District's review upon request. Credentials will be monitored annually by the Principal, in compliance with state and federal law. The Principal is responsible for monitoring credential compliance.

### Work Matters

Work calendars, hours per week, and vacation time will be determined by individual employment work agreements. Administrators and office staff will work a calendar year of 12 months, with a standard week of approximately 40 hours. These staff may possibly work extra time for special events, school meetings, etc. Teachers will typically work a calendar year of 10 months and up to 1 additional month to provide extended instruction time, with a standard week of approximately 38.5 hours, including instructional hours, meetings and professional development (including staff development days and supplemental instruction). Teacher will likely work longer hour weeks for evening parent conferences, for school meetings, events, preparation of instruction and professional development.

### Time Off

Felicity Charter School will comply with all the regulations pursuant to California Labor Code 233.

Full-time employees working year round (12 months a year) in excess of 36 hours per week may accrue and take paid vacation time. Part time employees will receive pro-

rated paid vacation, proportionate to the number of hours/week worked. Full-time employees will accrue 15 days of paid vacation per year, which cannot be carried over from year to year. Vacation is accrued on a monthly basis (*i.e.*, a full-time employee accrues one and one quarter vacation day per month).

### Sick Days

Full-time employees and teachers working in excess of 36 hours per week may take paid sick leave. Full-time employees and teachers working in excess of 36 hours per week accrue a total of 10 days of paid sick leave per year. Sick leave is accrued on a monthly basis (an employee accrues one sick day per month). Eligible employees may not carry over unused sick leave from one school year to the next. Sick leave will not accrue during any unpaid leave of absence.

### Bereavement

Eligible full-time employees and teachers may take up to five (5) days paid leave per rolling 12-month period for the death of a parent, parent-in-law (including parent of a domestic partner), spouse, domestic partner, child (including stepchild or child of domestic partner), or sibling. Paid Bereavement Leave is available only to a full-time employee or teacher who has been working at Felicity Charter School for twelve (12) consecutive months. Upon request, and at the school's sole discretion, those employees not eligible for paid Bereavement Leave may take up to five (5) days unpaid leave per rolling 12-month period as bereavement leave.

FCS retains the right to modify any of the preceding 'work related matters' policies as it deems appropriate.

Employees will be expected to engage in professional behavior with fellow employees, students, parents, and others with whom interaction is made on behalf of or while representing FCS. Unprofessional behavior includes unlawful harassment including, but not limited to jokes, threats, put-downs, decorations, and innuendoes related to gender, isex, race, ethnicity, religion, age, disability, and sexual orientation. Employees are expected to refrain from such activity and to report alleged improprieties in accordance with state and federal laws.

## **ELEMENT 12 –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 Felicity Charter School may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

**ELEMENT 13 – EMPLOYEE RIGHTS**

***“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any***

***rights of return to the school district after employment at a charter school.” Ed. Code § 47605 (b)(5)(M)***

Leave and return rights for union-represented employees who accept employment with FCS will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.

**ELEMENT 14 – Dispute Resolution**

***“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 Felicity Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Felicity 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 Felicity Charter School shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or other- wise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Felicity Charter School: c/o School Director  
To Director of Charter Schools:

Director of Charter Schools  
Los Angeles Unified School District  
333 South Beaudry Avenue, 25th Floor  
Los Angeles, California 90017

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the per- son to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorney's fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

**ELEMENT 15 – EMPLOYER STATUS AND COLLECTIVE BARGAINING**

***“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code).” Ed. Code § 47605 (b) (5) (O)***

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

## **ELEMENT 16 – PROCEDURES TO BE USED IF THE CHARTER SCHOOL CLOSES**

***“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

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

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

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

\*“LAUSD-Specific Language”

### Closure Action

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

“LAUSD-Specific Language”

### Closure Procedures

The procedures for charter school closure are guided by California Education Code

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

#### *Documentation of Closure Action*

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

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the Charter School will be issued by the Charter School within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity
3. The county office of education.

Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the [Charter School] by registered mail within 72 hours of the decision to Closure Action. The Charter School shall provide a copy of this correspondence to the ICSD.

4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the Charter School by registered mail within 72 hours of the decision to Closure Action. The Charter School shall provide a copy of this correspondence to the ICSD.

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

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

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

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

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

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

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

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

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

#### *School and Student Records Retention and Transfer*

The Felicity Charter School shall observe the following in the transfer and maintenance of school and student records:

1. The Felicity Charter School will provide the District with original cumulative files pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. Felicity Charter School will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full

name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.

4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.

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

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

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

#### *Financial Close-Out*

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

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

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

This audit may serve as the school's annual audit. The financial closeout audit of the Charter School will be paid for by the Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by the Charter School will be the responsibility of the Charter School and not LAUSD. The Charter School understands and acknowledges that the Charter School will cover the outstanding debts or liabilities of the Charter School. Any unused monies at the time of the audit will be returned to the

appropriate funding source.

Felicity Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which the Charter School participates, and other categorical funds will be returned to the source of funds.

The Felicity Charter School shall ensure the completion and filing of any annual reports required. This includes:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unedited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

#### *Disposition of Liabilities and Assets*

The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

- a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.
- b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Charter School Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

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

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

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

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

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

“LAUSD-Specific Language”

**FACILITIES**

Proposed Charter School Location \_\_\_\_\_ Van Nuys

Names of District school sites near proposed location: Hazeltine Elementary,  
Proposed Charter School to be located within the boundaries of LAUSD. Yes

“LAUSD-Specific Language”

**District-Owned Facilities:**

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

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

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

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

- Use The Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, (“FEE”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing. Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
  
- Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.
  - (i) Pro Rata Share. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  
  - (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 the Charter School's legal or equitable interest created by the use agreement.
  
- Maintenance & Operations Services. In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by the Charter School.
  - (i) Co-Location. If the Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and the 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 Felicity Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Felicity Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
  
- Real Property Insurance. Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility If the Charter School is co-locating or sharing the LAUSD facility with another user.

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

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

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

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