



OUR COMMUNITY SCHOOL

**Charter Renewal Petition
and Request for Material Revision
to Add Grades 7 & 8**

2010 – 2015

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Our Community School Charter Petition

INTRODUCTION

In its first five years of existence, Our Community School (OCS), a K to 6th charter school in the San Fernando Valley, has proven itself to be a school of excellence with great value to the local community. The school has demonstrated strong academic achievement through rapidly rising test scores each year of operation. It has established itself as a community partner with local organizations such as CSUN, the Mitchell Family Center, the neighborhood council and other charter schools. It has grown roots within the local community by participating annually in the Granada Hills Holiday Parade, the local Chamber of Commerce and attracting local businesses as sponsors and board members. OCS has provided parents with a school of choice with innovative programs and strong parent participation. It has provided a reciprocal relationship where teachers have an opportunity to be empowered to shape the school curriculum and community, and in turn be influenced by the community. It has provided students a unique opportunity to learn and grow within a democratic, caring school community that supports them in academic achievement and in becoming ethical, informed and empowered citizens. In March 2009, Our Community School was named the California Charter School of the Year by the California Charter School Association. It received this honor for its excellence in narrowing the achievement gap by showing student improvement across demographic sub-groups and through its ability to realize its vision of creating a democratic school community in which all stakeholders (students, teachers, parents and community members) were valued and contributing members.

At this moment of charter renewal, we are celebrating our great achievements and looking toward our next five years of even greater success and leadership in the educational community of Los Angeles. We are particularly proud of our accomplishments in general academic achievement, narrowing of the achievement gap, student ethical development, student empowerment, community partnership building, and parent involvement.

1. GENERAL ACADEMIC ACHIEVEMENT

Strong academic achievement is an important value at OCS. We believe our students must have academic skill and content knowledge to be successful in higher education and in their adult lives. We are very proud of the steady academic gains we have achieved each year of our charter.

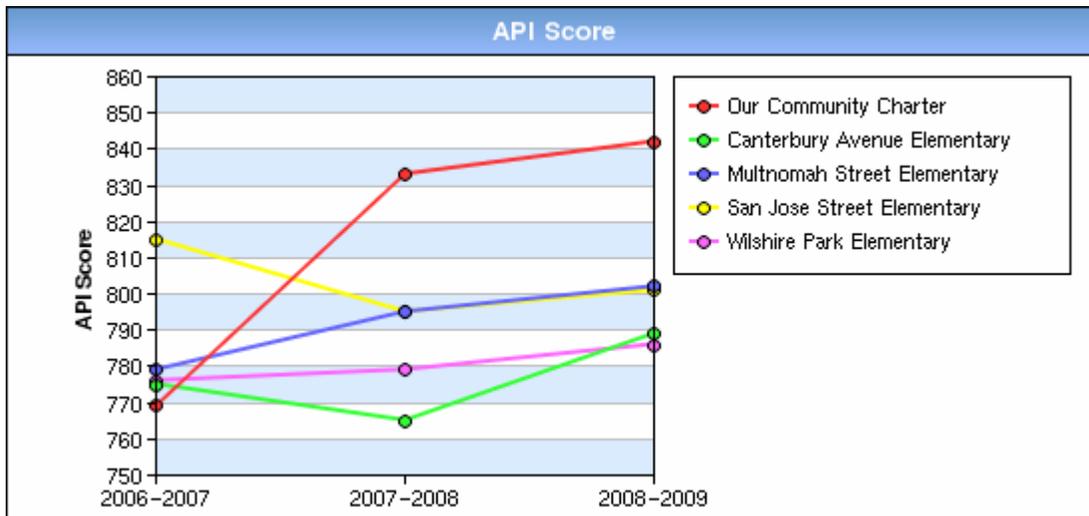
In each year of its operation, OCS students have shown academic growth and achievement as measured by the API and AYP scores.

Year	API	Met AYP
2006	716	Yes
2007	769	Yes
2008	833	Yes
2009	842	Yes

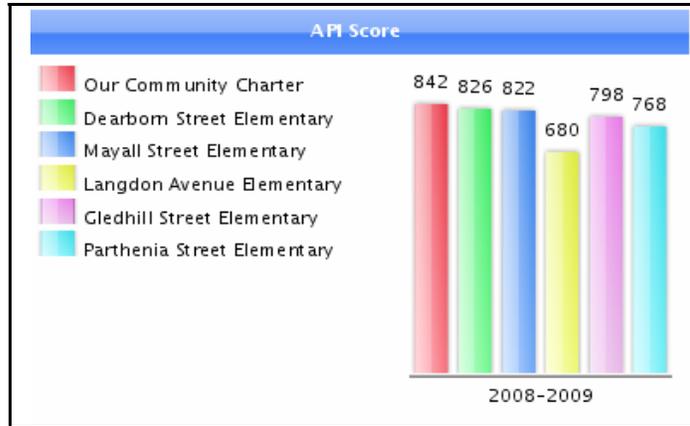
Similar Schools Ranking

In 2008, OCS's Similar School Ranking was a 10/10.

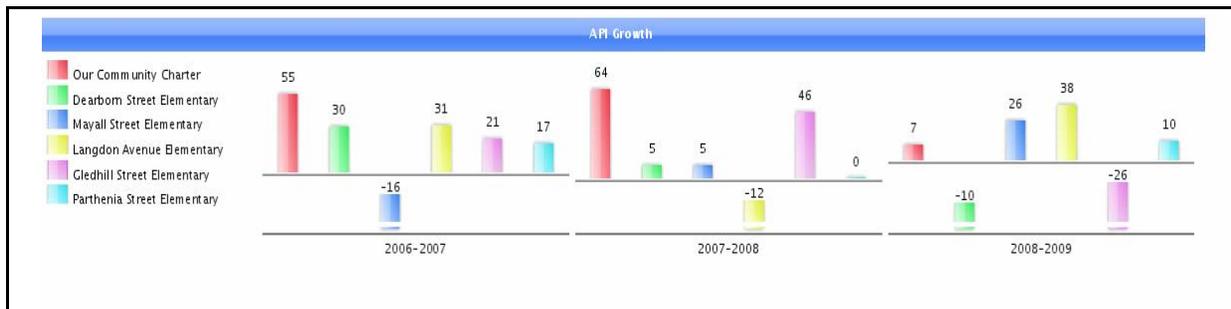
For 2009, OCS is continuing to show stronger API scores than the four other LAUSD elementary schools on our California State Similar Schools list: Canterbury, Multnomah, San Jose Street and Wilshire Park.



OCS draws students from all over the San Fernando Valley - students attend from over 20 different home schools. The top five schools that we compete with in the local area are Dearborn, Gledhill, Langdon, Mayall and Parthenia. In the 2009 year, OCS had a higher API score than each of these four LAUSD elementary schools.



In 06-07 and 07-08, OCS showed substantially greater growth than these same five schools. Although we did not increase as much last year, we have still shown three years of continual improvement.

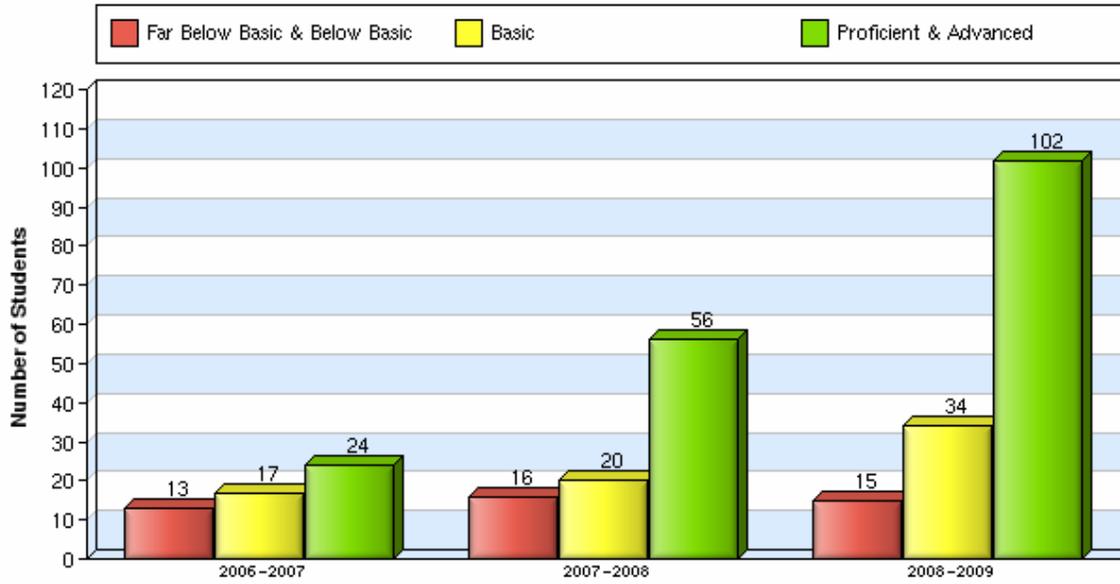


OCS has exceeded the California state goal of an API score of 800 for two years in a row.

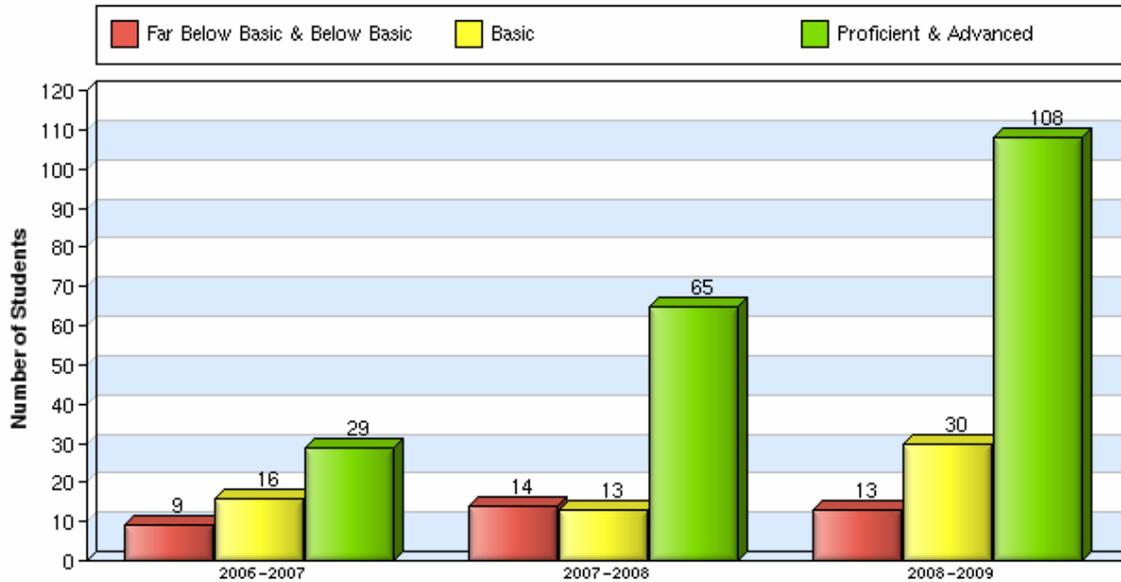


OCS has increased the number of students scoring at Proficient and Advanced and decreased the number of students scoring at Below Basic and Far Below Basic on the CSTs.

English Language Arts Proficiency Levels Bar Graph



Mathematics Proficiency Levels Bar Graph



The OCS in-house Benchmark Assessments of 08-09 reveal that we have made strong progress in our goal of every student achieving proficiency.

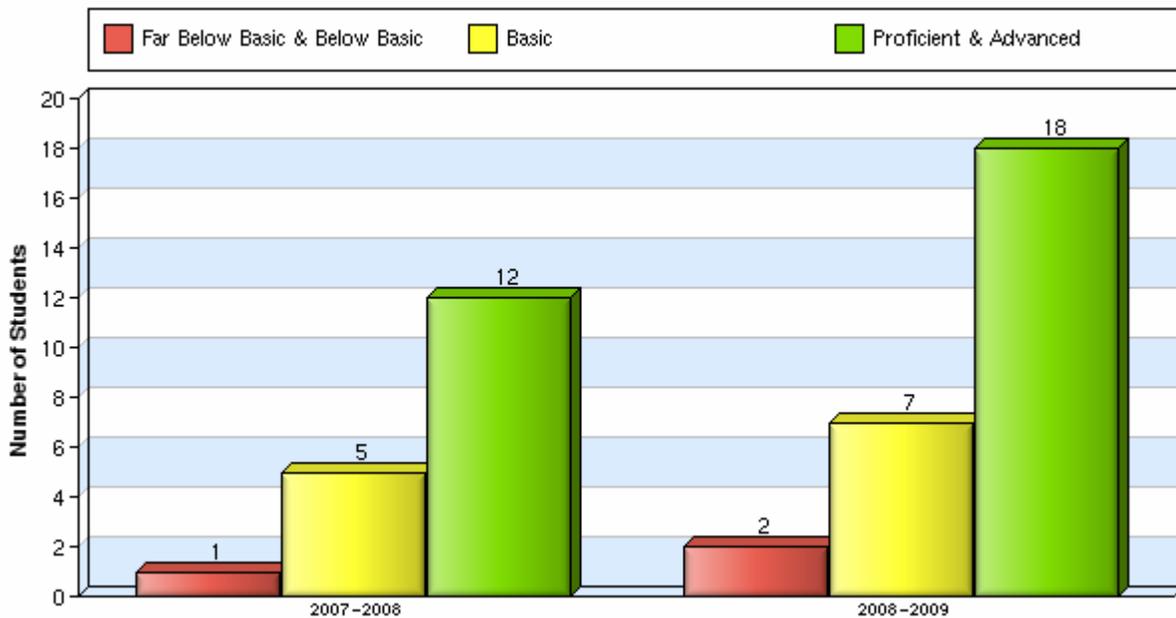
Mathematics

All Students (K-6)	08-09 Benchmark Assessments Average	08-09 Benchmark Assessments Trimester 1	08-09 Benchmark Assessments Trimester 2	08-09 Benchmark Assessments Trimester 3
Average Proficiency level (1-5)	4.17	4.23	4.15	4.14
Percentage of students at proficient or above	75.25%	76.96%	75.29%	73.50

Language Arts

All Students (K-6)	08-09 Benchmark Assessments Average	08-09 Benchmark Assessments Trimester 1	08-09 Benchmark Assessments Trimester 2	08-09 Benchmark Assessments Trimester 3
Average Proficiency Level (1-5)	3.83	3.67	3.70	4.11
Percentage of students at proficient or above	67.98%	64.28%	67.23%	72.43%

In science, OCS students have also been showing strong academic achievement as measured by the **CTS 5th Grade Science Assessment:**



2. ACHIEVEMENT GAP REDUCTION

OCS believes that every child has the ability to be academically successful. Our school motto is “Every Child is Honored at OCS,” which to us means that all students have potential that we must nurture and support. We are proud that we have reduced the achievement gap at OCS and we continue to look for ways to improve student achievement for all of our students.

English Learners

For our English Learners, we clearly have more work still to do to help them achieve at equal levels to our English-only students. However, our English Learners are achieving at a higher level than the LAUSD average (ELA LAUSD 27%, OCS 36%; Math LAUSD 36.3%, OCS 48%). Additionally we saw a 10-point increase in our English Learners’ math achievement from 08 to 09. We believe this is because of our adoption of the Singapore Math program, which was designed for English language learners. For the 09-10 school year, our CELDT scores are showing that 43% of our students will be redesignated this year. Although these scores are not official yet, it is a big step forward in our redesignation rate. We have started a new professional development training in working with English Learners, and we will measure the effectiveness of this as well as consider additional curriculum changes to support these students. Our small group of English Learners speak 10 different languages (Russian, Tagalog, Italian, Bengali, Hungarian, Armenian, French, Polish, German, Korean and Spanish). This reflects the diversity we have throughout the school but also provides us with an additional challenge, as we do not have staff fluent in all of these languages to help translate for parents or provide student support in their native language. We are discussing and exploring further professional development to help us with this challenge. Currently school informational materials are printed in English and Spanish. We plan to print materials in Korean also.

Socio-economically Disadvantaged

Although we are not yet at our goal of helping these students to achieve at a level equal to our school average, we are proud of helping them all to achieve the percent proficient target for AYP this year. They did score significantly higher than the district average (ELA LAUSD 35.7%, OCS 48.5%; Math LAUSD 41.9%, OCS 55.2%). We have a confidential student aid fund in place that helps to support the students whose families are in crisis. We also provide Free and Reduced breakfast and lunch so that all of our students get two healthy meals per day at school. School fundraising ensures that all our students have equal access to school events and fieldtrips regardless of parent income.

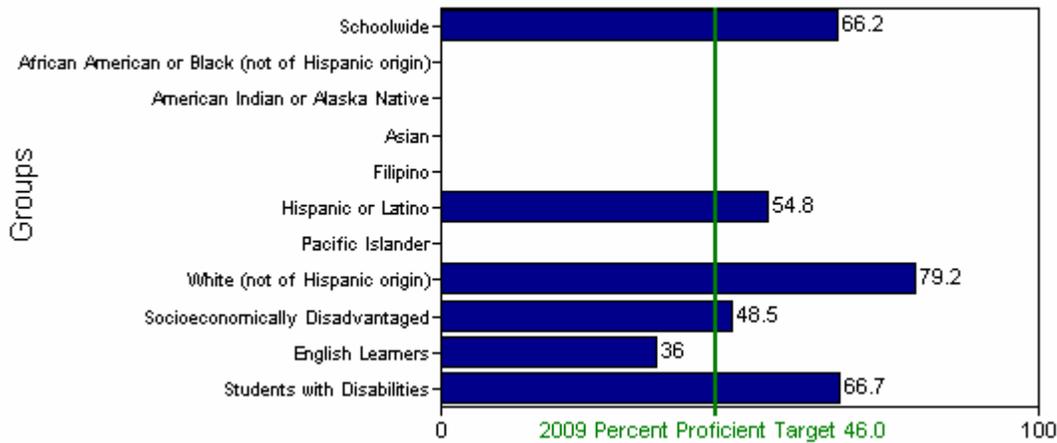
Students with Disabilities

We are proud that our students with disabilities are achieving at an equal level to other students at OCS. Our partnership with LAUSD to provide FAPE for students at OCS has helped us to achieve this. We also recognize that we are not currently serving any moderate to severe special education students, which of course would impact our test scores more significantly. OCS teachers have been trained in the *All Kinds of Minds Schools Attuned* program, which has enabled teachers to be very successful at making accommodations in the class and to be strong in supporting all students in feeling confident and valued in the classroom.

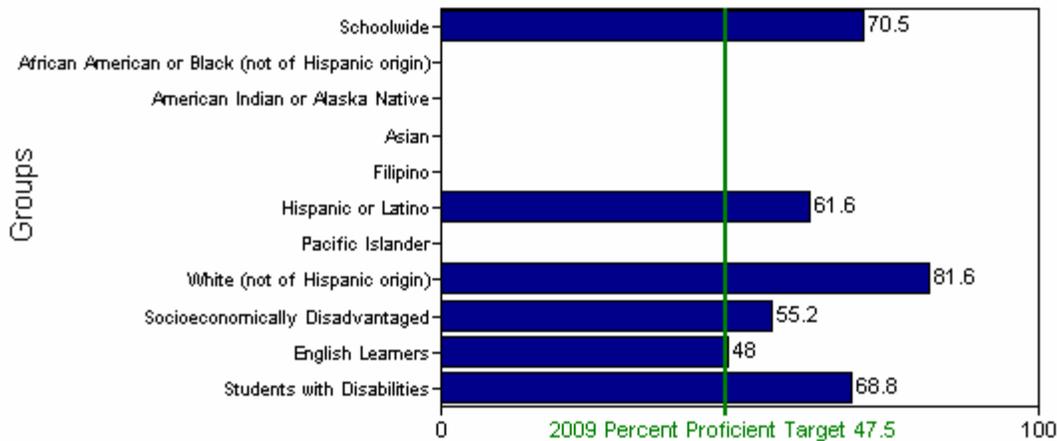
Hispanic or Latino

We are pleased that this sub-group has scored within 11 points of the school-wide average. However, we were surprised that this score dropped from last year. In the 07-08 CST scores this sub-group scored with 3 points of the school-wide average. In the 08-09 school year we added additional classrooms in grades two to four, so we had quite a few new students in these grade levels who had only been at OCS for one year. In the previous school year, we had almost no new students, which meant that everyone who tested had been at OCS for at least two years. Our analysis of the school data shows that over 50% of our students who scored at Below Basic or Far Below Basic were new to our school last year.

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient



3. STUDENT ETHICAL DEVELOPMENT

OCS believes that a strong student is also someone who makes ethical choices in life. We believe it is part of a school's responsibility to partner with parents to teach ethical behavior as well as academics.

Responsive Classrooms

OCS has trained its teachers and administrators over the last two years in Responsive Classroom strategies. This class management program is based on research in moral and ethical development, such as Ruth Sidney Charney's *Teaching Children to Care*. The implementation of this program has led to a schoolwide culture of respect and kindness. In the USC Parent Satisfaction Survey conducted by OCS in 2008, 98% of parents expressed that OCS teaches their child to respect other members of the school community (see Appendix H for full survey results).

Attendance Data

OCS students are responsible about their attendance. Our parents frequently tell us that students want to come to school even when they are feeling ill. On March 18, 2009 the OCS Student Council reported to the LAUSD Charter Schools Division Supervisors that the best way to improve OCS would be to increase the length of the school day, because students explained that the only way to improve their school experience would be for there to be more of it. In the USC Parent Satisfaction Survey conducted by OCS in 2008 we found that 95% of parents expressed that their child enjoys going to school (see Appendix H for full survey results). This love of school is also expressed in our attendance rates. We have an ADA of 96%, over 2 % higher than the LAUSD ADA percentage for 2008. OCS uses the district's SIS system for attendance reporting. We are upgrading this year to the ISIS system in collaboration with the district.

Suspension and Expulsion Data

OCS has a strong positive culture of classroom behavioral norms. We also work closely with parents when students make poor choices in school to provide a team effort to help students make better choices in the future. This leads to low levels of suspension and expulsion. Our Community School last year reported 0 expulsions and 1.7% suspensions. LAUSD reported .01% expulsions and 7% suspensions.¹

Service Learning

OCS students understand that everyone in a community has to help each other because that is a part of their daily experience at the school. Students of all grade levels participate in school-level service learning. Through running important school services such as the lost and found, recycling, school message services, a nutrition station, and the school newspaper, as well as classroom clean up responsibilities for the campus students learn that everyone in the community must help to take of each other. In the spring of 2009 OCS won a City Council Recycling Excellence Award for the third grade's recycling awareness program. We also received a gardening grant that enabled parents of the K-1 families to install 15 raised bed planters, which the K-1 students then used for vegetable gardening last spring.

4. STUDENT EMPOWERMENT

Student Council

OCS students have a Student Council that meets weekly. Representatives from all grade levels attend the meeting although it is organized and run by the 6th grade. In the Student Council the students of the school engage in discussion and problem solving about issues such as developing consistent handball rules, choosing school spirit days and planning a school field-day event. Through Student Council students get to develop the ability to articulate their ideas to others, to participate in a representational democracy and to learn about being responsible to bring information and reports back and forth between the council and their classmates.

Democratic Classrooms

At OCS, teachers look for ways to empower students. Instead of solving conflict between students we teach students to speak to each other directly and calmly. Instead of all class choices being made by the teacher, at OCS important class decisions like what the rules will be for the year, choosing a class pet and running the morning meeting are done by the students with the teachers' guidance. Students also explain and share their academic progress with their parents every year at the spring Student-Led Conferences in which they reflect on their learning, identifying successes, challenges and future academic goals. Students have a meaningful say in their educational environment, and through this experience they become more engaged and invested in their own education.

Student-Led Assemblies

All OCS classes experience public speaking regularly in the bi-weekly whole-school assemblies. At these events classes share about what they are learning through presentations in the form of speeches, skits, songs, PowerPoint presentations, and many other methods. Students of all ages learn to speak articulately and with confidence to the entire school population. Every year at the last-day-of-school celebration two students from each class Kinder to 6th speak about the highlights of their school year, and the attending adults (500 or more) express amazement at the poise and confidence of even the youngest OCS students at this event.



¹ <http://dq.cde.ca.gov/dataquest/Expulsion/ExpReports>

5. COMMUNITY PARTNERSHIPS AND PARTICIPATION

Our Community School embodies its name. We believe that the school is strengthened through engagement with the community and that the school also strengthens the community it resides within through participating in community events. OCS seeks out partnerships to improve the educational program and to better support the families at the school.

House of Blues

Since our first year of operation, OCS has had a partnership with the International House of Blues Foundation. This organization has granted to OCS 30 guitars and 30 conga drums and it offers the 5th and 6th grade an opportunity to perform at the L.A. House of Blues in Hollywood every year. In exchange OCS provides a music instructor to teach the students how to play the instruments. Each year OCS has the highest level of student participation for any school participating in the program (100% of our 5th and 6th grade participate, while most other programs serve only a self-selecting sub group of their total population.). Each year OCS also has the greatest numbers of parents who attend the performance at the House of Blues; for OCS is it a celebratory event for the whole school.

PTSA

OCS has established an active PTSA that provides fundraisers, community outreach, a student aid fund, and community building events. Our PTSA has won division awards for participation rates and accounting practices. The PTSA has doubled its budget almost each year of operation and regularly funds the House of Blues music instruction, provides teachers with a classroom supply budget and helps fund the 6th grade fieldtrip to Arizona so that all students can attend. The president of the OCS PTSA is a non-voting member of the OCS board and meets monthly in a leadership team with the principal and the chair of the board to unite the stakeholder groups of the school in a unified effort of student achievement.

CSUN – Kinesiology

OCS has established a partnership with this branch of the California State University at Northridge (CSUN) community in order to improve our own weakness in P.E. Our students have not scored well in the California Fitness Challenge over the past few years. With an interest in correcting this and helping our students to be healthier in a year of state budget cuts, we developed this partnership. CSUN professors Dr. Stillwell and Dr. Sweeting are providing regular professional development with OCS teachers and teaching assistants in how to run effective, engaging and appropriate physical education classes. In addition they bring CSUN students to the OCS campus to teach PE lessons and to accomplish their fieldwork.

CSUN Mitchell Family Center

This center provides family counseling on a sliding scale to children and parents in need. OCS established a partnership with them in 2006. Sometimes Mitchell Family Center counselors come to OCS and provide one-on-one counseling to students who are experiencing traumatic life events and/or have ongoing emotional issues that need support. OCS also refers families to the Mitchell

Center for additional counseling, and the Mitchell Center has also provided parent education events at the school to further support family and child mental and emotional health.

Educational Credentialing Programs

OCS regularly hosts student teachers from California State University at Northridge, National University and Antioch University.

LACOE BTSA

OCS has developed a BTSA (Beginning Teacher Support & Assessment) program to support our teachers in completing requirements for their clear credentials through LA County Office of Education and a partnership with area charter school such as NEW Academy, P.U.C. and Multicultural Learning Center.

American History Project

OCS is partnering with four other LA charter schools led by New Heights in a federal grant supporting the development of units of study based on American History. Teachers will participate in staff development in learning history and in unit design based on Understanding By Design backwards-planning strategies.

UCLA-School Management Program

After contracting with the UCLA-SMP program for its first three years of operation, OCS is now a partner with SMP in training teachers in the Critical Friends Group (CFG) protocols. We have been featured in SMP newsletters and publications. UCLA has video recorded the OCS teachers running CFG protocols in order to instruct others in how to do them. Last March at the CCSA Conference in Long Beach five OCS teachers partnered with UCLA professors to teach about the values and use of CFG in schools.

Granada Hills Holiday Parade

OCS is a school with great community spirit and a great sense of humor. Nothing can express this better than our annual participation in the Granada Hills Holiday parade. Every year parents from the school design a float, and students and their families help to build and decorate it as well as create their own costumes. For three years in a row OCS has won trophies for our parade presentation. This event is a great community builder among OCS families, and it also increases the school's visibility in the local community.

Rotary, Kiwanis and Chamber of Commerce

OCS has an active membership in these local community groups. They have become sponsors of OCS fundraising events. Members of their organizations have joined our Board and become class volunteers. We have learned about local resources through their presentations and built community partnership in our area through our participation with them.

Neighborhood Council Partnerships

OCS has developed a strong partnership with our local neighborhood council through working with them to prevent cell phone tower construction nearby the school's campus and through sponsoring a 5K event in the neighborhood, which the neighborhood council supported. OCS parents regularly attend the neighborhood council meetings in order to be involved in local government and to engage the local community near our school.

Zoom Data School Pilot

OCS is a strong believer in data-driven instruction and we volunteered to be one of the first 30 schools to pilot the CCSA data analysis system called "Zoom." We are now in our third year of using Zoom to analyze and collect our student achievement data. It has been a very helpful tool in our educational program. We also provided a service for other schools through our feedback and leadership in the early stages of the pilot project.

6. PARENT INVOLVEMENT

OCS was founded by parents and educators in 2005. One of its core values is that parents should be engaged stakeholders in their child's education. We know that student achievement is positively influenced by parent involvement. We also know that our school is enriched by the experience, wisdom, and partnership of our parent community.

Great Schools Parent Survey

Parents who rate OCS on the website Greatschool.net consistently give it a 4 out of 5 stars in every category (principal leadership, teacher quality, extracurricular activities, parent involvement and student discipline). Although this is not a scientific survey, it is a source that many parents use when considering a school, and those who do fill out the survey are doing it voluntarily for an impartial third party.

USC Parent Survey

In a survey conducted by University of Southern California in 2008, our parents responded positively to many questions regarding parent involvement (see survey in Appendix H).

Survey Prompt	Agree and Strongly Agree
I am welcome in my child’s classroom.	95%
My child’s school communicates its mission to parents, students and teachers.	97%
My child’s school asks parents for input in important school decision-making.	97%
My family is part of the school community.	93%
The administration communicates with me about important school policies and events.	97%
The administration helps parents understand how resources are allocated.	90%

Parent Participation in Student Conferences

Our parents consistently participate in family-teacher conferences at a rate of 95% or higher.

Parent Volunteers

Although we do not require parents to volunteer, OCS has always had a strong volunteer program. Parents do things such as teach art workshops, run a spring fair event, chaperone on fieldtrips and host teacher appreciation day. This year we have a parent volunteer coordinator who is tracking parent volunteer hours, which will give us data for the first time on how many hours parents actually put in and what percentage of parents volunteer.

Stakeholder Involvement in School Governance

From its inception, OCS has had parent participation on its Board of Directors. The current board has four current OCS parents as members. The Community Committees, which function as sub-committees of the board, regularly have between two to six parents on each of the six committees (Governance, Finance, Facilities, Program, Wellness, and Development). There is a teacher on the OCS board, and most committees have at least one teacher or staff representative if not more. All board agendas and minutes are shared with the parent community and school employees through posting on the website, letters and community meetings.

GOALS

Our Community School has accomplished a great deal in its first five years, and we are looking forward to continuing to thrive in the years to come. One of our main goals in this next five years is to expand our program to a K-8. Therefore, this petition contains a material amendment to expand to grades 7 and 8. Our goals based on our analysis of our strengths and weaknesses in the next five years are as follows:

Find a long-term facility or facilities for our students including expansion into seventh and eighth grades.

This has been achieved through an agreement to utilize our current facility to house 7th and 8th grade.

Improve the academic achievement of our English Language Learners and enroll more ELL students.

We currently do some advertising in Spanish. We would like to advertise in Korean as well and translate more of our website into Spanish.

We have had some professional development in working with English Language Learners. We will continue to have staff training in the needs and programs best suited to this population. We are also exploring buying some supplemental curriculum materials to further support these students.

Develop and implement a middle school program.

This renewal petition contains a material revision to add the 7th and 8th grade program that has been developed.

The OCS Board has formed a Task Force to work on implementation of the middle school. This Task Force includes Dr. David Marsh (USC Professor of Education), an LAUSD middle school Special Education teacher, an LAUSD middle school math teacher, Humanities teacher at another charter middle school, and OCS teachers.

We will launch 7th grade in 2011. The middle school will be housed at our current site on Nordhoff.

Improve our Physical Education program.

We have formed a partnership with the Kinesiology Department at CSUN, and they are providing free professional development to OCS teachers this year in Physical Education.

We are hosting student teachers from the CSUN Kinesiology department, who will give OCS teachers new ideas and model approaches for P.E.

We will apply for the Carol White P.E. grant from the federal government this spring. We applied last year and didn't get it, but we will use the feedback provided to improve our application.

The Wellness Committee of the board has made this a main focus of their work this year and they are seeking out parent volunteers to augment the program as well as working to raise funds to buy additional P.E. equipment.

Continue our strong academic success and share our best practices with other schools.

We are proud of our academic achievement and we want to continue to grow and develop in this area. This takes constant review of the achievement data and refining instructional practices accordingly. It also requires ongoing professional development for teachers to maximize their potential as educators. We are committed to doing both of these as a regular part of our work with faculty.

We will submit an application for the charter school dissemination grant next year in order to develop a program to share our work with others.

We regularly present at the CCSA Conference (this year we are presenting about Board Development and using Assessment Data to drive instruction; last year we presented about using Critical Friends Group protocols to develop a strong professional learning community).

The program committee of the OCS board is researching becoming a center of activity for the National School Reform Faculty, which would enable us to train teachers in how to create and sustain Critical Friends Groups at their schools.

AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, **Christine Ferris**, hereby certify that the information submitted in this petition for a California public charter school named **Our Community School**, and located within the boundaries of the **Los Angeles Unified School District** is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of Our Community School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]

- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

Shall admit all students who wish to attend Our Community School . However, if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.

Except as provided in paragraph [2], admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state, except that any existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.

- In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Our Community 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 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 to achieve and maintain the LAUSD's ethnic goal which is with a 70:30 or 30:70 ratio.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the Charter School will be NCLB compliant and hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

- Shall at all times maintain all necessary and appropriate insurance coverage.
- OCSC will not enroll pupils over 19 years of age unless continuously enrolled in a public school, the student is not over the age of 22 years and making satisfactory progress toward high school diploma requirements.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to Our Community School including but not limited to:
 - **Our Community School** shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - **Our Community School** shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - **Our Community School** shall comply with any jurisdictional limitations to locations of its facilities.
 - **Our Community School** shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - **Our Community School** shall comply with the No Child Left Behind Act.
 - **Our Community School** shall comply with the Public Records Act.
 - **Our Community School** shall comply with the Family Educational Rights and Privacy Act.
 - **Our Community School** shall comply with the Ralph M. Brown Act.
 - **Our Community School** shall meet or exceed the legally required minimum of school days.

Christine Ferris Lead Petitioner

Our Community School Petition

ELEMENT 1: EDUCATIONAL PROGRAM

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

California Education Code § 47605(b)(5)(A)

The address of the Charter School is _16514 Nordhoff Street North Hills,CA 91343_.
The phone number of the Charter School is (818)920-5285___.
The contact person for the Charter School is Chris Ferris___.

The number of rooms at the Charter School is_____.
The grade configuration is ___K-8_____.
The number of students in the first year will be____326_____.
The grade level(s) of the students the first year will be___K-6_____.
The opening date of the Charter School for renewal is___July 2010_____.
The admission requirements include: being a resident of the state of California

The operational capacity will be 326 for grades K-6 and 100 students in grades 7 and 8 housed in a separate facility_____.
The instructional calendar will be: August to June
The bell schedule for the Charter School will be:
If space is available, traveling students will have the option to attend.

A: TARGET STUDENT POPULATION

Our Community School (OCS) is currently situated at 16514 Nordhoff Street, in North Hills, California. The site is located in the San Fernando Valley, within the borders of the Los Angeles Unified School District. The facility has 12 classrooms, offices, multi-purpose room, staff resource room, conference room and full kitchen. OCS is and will be autonomous and responsible for all things pertaining to the daily operation and governance of the school, including its on-site administration, professional development, curriculum and methodology development, and delivery of instruction to an ethnically and economically diverse student population. This petition includes an amendment OCS to expand to grades 7 and 8 and to enroll up to 426 students in its program as the charter operator has adequate facilities to house all students.

We will offer a single track, traditional calendar school, and currently serve 276 students in kindergarten through 6th grade.

Enrollment of Students

Our Community School’s current enrollment FOR 09-10 is 276 students, grades K-6.

Kindergarten	(2 classes of 22)	44
First Grade	(2 classes of 22)	44
Second Grade	(2 classes of 23)	46
Third Grade	(2 classes of 23)	46
Fourth Grade	(2 classes of 23)	46
Fifth Grade	(1 class of 25)	25
Sixth Grade	(1 class of 25)	25

276

We are on track to grow by 50 more students over the next two years for a total of 325. Our final anticipated enrollment for the K-6 program by grade level is as follows:

Kindergarten	(2 classes of 22)	44
First Grade	(2 classes of 22)	44
Second Grade	(2 classes of 22)	44
Third Grade	(2 classes of 22)	44
Fourth Grade	(2 classes of 25)	50
Fifth Grade	(2 classes of 25)	50
Sixth Grade	(2 classes of 25)	50

—
326 for the 2010-11 year

The enrollment will grow in the following manner with the addition of grades 7 and 8 beginning in 2011.

	2010-11	2011-12	2012-13	2013-14	2014-15
Kindergarten	44	44	44	44	44
First grade	44	44	44	44	44
Second grade	44	44	44	44	44
Third grade	44	44	44	44	44
Fourth grade	50	50	50	50	50
Fifth Grade	50	50	50	50	50
Sixth grade	50	50	50	50	50
Seventh grade		50	50	50	50
Eight grade			50	50	50
Total	326	376	426	426	426

Below is a chart that compares OCS’s current enrollment profile with demographic statistics about the San Fernando Valley and North Hills according to the California State University at Northridge (CSUN) Valley Economic Research Center. OCS’s student population is within 10% points of each subgroup. We conduct a comprehensive outreach program to attract a diverse population of students, including a direct mail campaign, website presence, and speaking at local Head Start meetings. Over their school years, students learn to care for and rely on classmates of many diverse backgrounds while drawing from the unique attributes of those other personalities and cultures.

Ethnicity	San Fernando Valley	North Hills 91343	OCS by percentage	OCS by number of students (out of 275)
Latino	38.6%	53.7%	42%	114
White	44.2%	29.3%	42%	114
Asian	9.5%	11%	6%	19
African American	3.6%	4.2%	9%	25

The percentage of OCS students who receive free or reduced lunches is generally between 40% and 50%. We serve approximately 12% English Language learners who speak 10 different languages. OCS has 9% of students who are participating in special education. Below are two charts of OCS’s demographic and achievement data compared to five nearby LAUSD schools. OCS is very demographically similar to Dearborn. See Appendix I for Surrounding Schools Data page.

Surrounding Schools Achievement Data

School	# of students	Multi track?	PI	Met Schoolwide growth target	Met Subgroup growth target	API	08 state ranking	08 similar school rank
Our Community School	276	No	No	Yes	No	842	8	10
Dearborn elementary	327	No	No	Yes	No	826	8	5
Gledhill elementary	505	No	No	No	No	798	8	10
Langdon elementary	579	Yes	Yes	Yes	Yes	680	1	3
Mayall elementary	302	No	Yes	Yes	Yes	822	6	9
Parthenia elementary	456	No	Yes	Yes	Yes	768	5	8
Lawrence Middle School	1,717	No	Yes	Yes	No	780	6	5
Chime Middle School	204	No	No	Yes	Yes	777	5	1
Sepulveda M.S.	1,824	No	Yes	Yes	No	701	3	7
Holmes Middle School	1,413	No	Yes	Yes	Yes	831	7	9

Surrounding Schools Demographic Data

School	% ELL	% Free and reduced lunch	% Special Ed	% Hispanic	% White	% African American	% Filipino
Our Community School	21%	40%	9%	50%	34%	6%	5%
Dearborn elementary	11%	41%	15%	44%	34%	9%	6%
Gledhill elementary	35%	77%	15%	68%	12%	5%	9%
Langdon elementary	74%	100%	15%	95%	1%	3%	1%
Mayall elementary	29%	72%	23%	61%	21%	6%	6%
Parthenia elementary	47%	91%	9%	83%	1%	4%	6%
Lawrence Middle School	16%	57%	12%	51%	20%	7%	7%
Chime Middle School	2%	27%	15%	29%	47%	10%	4%
Sepulveda Middle School	33%	84%	12%	82%	4%	4%	5%
Holmes Middle School	11%	60%	12%	58%	21%	6%	6%

OCS has shown equal or better academic achievement than local area LAUSD schools and has an enrolled student population that matches the local area’s demographics and is close to LAUSD schools in the area.

B: OUR COMMUNITY SCHOOL’S MISSION AND VISION

1. Mission

OCS is a tuition-free, public charter school where staff members, students and families collaborate in the ongoing process of education. Our diverse and caring community balances academics with creativity, thereby fostering independent thinkers, problem solvers, and leaders. We nurture multiple aspects of a child's development: physical, emotional, intellectual, artistic, and social. We empower students to become informed and ethical members of our democratic society.

Teaching Philosophy

- We are dedicated to teaching the whole child: the physical, social, emotional, creative and intellectual.
- We are committed to fostering in our children conflict resolution skills, problem solving skills, a sense of empowerment, empathy for others, creativity, service to others, personal responsibility, and respect for diversity.
- We are committed to developing active, informed and ethical members of a democratic society.
- We believe that our children possess intrinsic motivation, and we are dedicated to helping them become self-regulating, life-long learners.
- As our children are more than a set of test scores, we are committed to teaching to, and meeting, each child's individual needs.
- We are dedicated to the development of critical thinking skills in both our teachers and students.
- We are committed to a strong academic program that challenges the mind by balancing critical thinking across academic areas, with creative, hands-on learning experiences
- We are dedicated to an integrated curriculum that includes the arts.
- We are dedicated to concrete learning experiences and the idea of "learning by doing."
- We are dedicated to helping students develop strong academic skills that can be measured on standardized tests and through performance-based assessments.

Community Orientation

- We are dedicated to a safe and sustainable environment where our children are respected.
- We are committed to creating and maintaining a diverse student body where both individual and group needs are honored.
- We are committed to developing productive members of a democratic society.
- We are committed to providing physical, emotional and intellectual safety for every member of the community.
- We are committed to fostering a partnership between families, teachers, staff administration, and students.

We are dedicated to cultivating leadership in our students, in our parents, and in the community.

2. What it Means to be an Educated Person in the 21st Century

Our Community School recognizes that we exist in a rapidly changing world. People need to be able to be flexible, creative and resourceful in response to the changing demands of society. People need to know how to discern what is a reliable source of information and to filter out unreliable sources. They need to adapt to changing technology and changing demands of the work force. They need to be able to work well with others and to respond to challenges with creativity and the ability to communicate effectively. At OCS, our Expected Schoolwide Learning Results were created in order to actualize our mission statement into measurable student outcomes. As an educated person of the 21st Century an OCS graduate will be an informed, empowered, and ethical member of our democratic society.

Informed

- Is academically proficient in all content areas
- Is knowledgeable about diverse cultures, current events and the arts
- Has traveled to important scientific and cultural sites in Los Angeles
- Reads at grade level or above
- Practices critical thinking skills

Empowered

- Is able to speak effectively to peers and adults
- Is able to explain their thinking process
- Is able to set their own goals and realistically self-evaluate their progress
- Has experienced making a difference in his/her community by participating in service learning projects and student government
- Has had the opportunity to pursue or share a passion of his/hers with schoolmates
- Is proficient in the use of the writing process
- Practices creativity

Ethical

- Shows empathy
- Has the skills to be an effective group member and leader
- Has an awareness of his/her responsibility to and for others
- Is tolerant and respectful of diversity in all forms

3. HOW LEARNING BEST OCCURS

At Our Community School, we believe that learning best occurs in a school that reflects the Expected Schoolwide Learning Results for its students in its instructional program. Therefore, we have used the same framework of creating an instructional program that is Informed, Empowered and Ethical to create a school environment where learning can best occur. The following explains how our school practices each of these important values.

INFORMED

Research Based Curriculum

OCS strives to continually update its instructional practices through being informed about the latest research in curriculum and instruction. The school maintains memberships in professional associations such as Association of Supervision and Curriculum Development (ASCD), the National Council of Teachers of Mathematics (NCTM), the Coalition of Essential Schools, the International Reading Association (IRA) in order to maintain awareness of current research-based practices. Teachers are encouraged to go to conferences and workshops to learn more about instructional practices. OCS teachers have participated in the UCLA Reading and Writing project, Singapore Mathematics training, and a conference on Brain Research and Instructional practices within the last year. Each time we select new curricula, OCS faculty and the principal study current research and standards-based options to find the best methods to teach the students at OCS. Last year, OCS was one of a small number of schools in California to adopt the Singapore Math Primary CA Standards Based edition as a whole school math program. At OCS, we don't choose curricula because of its familiarity or ease, we choose the best methods available for our students' learning. We use research such as the 2007 TIMSS study of international mathematical progress and the "Summary of the U.S. National Reading Panel Report; Teaching Children to Read," published by the International Reading Association to guide our choices.

Data-Driven Instruction

OCS uses DataDirector to analyze student assessments in order to continually refine and refocus instruction based on evidence of student learning. Teachers work in grade level teams to develop appropriate assessments and to accurately score student work. They examine the results of school assessments and CSTs in order to make instructional decisions about what to re-teach, which students need small group instruction or interventions and what areas they need to teach in a different way. Data-driven instruction grounds teaching practices in the reality of student learning.

Intellectual Rigor

High expectations and intellectual rigor have been one of the main reasons behind OCS's continually rising CST scores and API score. Teachers set increasingly high expectations on students and focus instruction on academic excellence. Students are offered challenging work that requires critical thinking and the ability to articulate one's ideas. When students are struggling, OCS teachers do not lower their expectations, instead they find creative new ways to teach, they work with colleagues

to develop intervention plans for specific students, they work with parents and the student to develop accountability and to better know their student. The curriculum at OCS requires complex critical thinking and a high competency of academic skill. Our school does not offer students “busywork,” excessive drill and practice, or the chance to opt out of academic tasks that seem challenging.

Strong Parent-School Communication

Parents are our partners in educating students. Keeping parents well informed of their child’s progress and development is key to engaging them as stakeholders in their child’s education. OCS sends home student Benchmark Assessment Reports three times a year and Progress Reports twice a year. We hold two formal parent-student-teacher conferences annually, plus additional conferences when needed. Parents attend three to six parent education events a year. Teachers send home classroom newsletters twice a month, and the principal sends home weekly newsletters about school curriculum and activities. The 2002 book *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement* by editors Henderson and Mapp collects and explains expansive evidence of how parental involvement supports student achievement. The first step of involvement is information.

EMPOWERED

Student Self-Evaluation

In an International Reading Association study called “Project CRISS” researchers looked at how student self-reflection improves reading comprehension. Their premise holds across content areas. Students who are able to use meta-cognition to realize when they are understanding something well and when they are not and need to go back and reread, re-learn or re-calculate become more competent learners. We work with students regularly to help them determine what they know and are able to do and what they need to still work on. Students are taught to use rubrics to self-evaluate their written work and other project-based tasks. They participate annually in presenting their own self-evaluation of their learning for the year in our spring Student-Led Conferences.

Stakeholder Involvement at all levels

In *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*, editors Henderson and Mapp 2002, the evidence suggests that parental involvement needs to be more than superficial to help maintain real change for students. Schools in which parents have a real say in determining school policy, culture, and goals act more in harmony with parents’ values, and once the parents and the school are working together the students flourish. At OCS parents are involved in all levels of the school. We have parent staff members (including the principal and assistant principal), parent board members, parent volunteers in the classroom, parent PTSA members and parent volunteers in out of school activities. Parents come to several meetings throughout the school year, and the administration and Board is accessible and welcoming to parent input and concerns. The level of parent involvement in OCS is quite striking, not only do parents support the school; they are an integral part of its structure.

Professional Learning Community

The teachers at OCS are also empowered stakeholders in the process of education. The school practices shared decision-making, and the faculty has decision-making power about curriculum, instruction and assessment practices. They work with the principal to study and implement best practices. They have a teacher member on the Board of Directors, and they serve on board committees. Most importantly for instructional quality, OCS has a monthly all-faculty Critical Friends Group meeting in lieu of staff meeting. At this meeting teachers focus in on how to teach well. This type of dedicated time for teachers to collaborate on developing their teaching and lesson planning abilities has been shown to be a strongly effective method of school reform.²

Service Learning Curriculum

Engaging students in service learning has been a regular practice of OCS since its first year of operation and will become a strong part of our middle school program. Research has shown that involvement in civics and community service increases students' commitment to school and makes them more likely to graduate high school.³ Student involvement in real-world service learning -- such as helping to solve problems at recess in the student council, developing an award winning recycling program, and managing the school lost and found -- give students a sense of ownership and meaning within their school experience. Students feel empowered because they are doing important work the school community needs accomplished.

ETHICAL

Equity

OCS is dedicated to providing equal access and the opportunity for success to students of all backgrounds and ability levels. This dedication to educational equity is reflected in 1) our school's strong progress in narrowing the achievement gap, 2) our ongoing professional development and data-driven instructional practices where teachers are always asking themselves what else we can do to support student success, and 4) our admission and recruiting practices in which we try to maintain a diverse student population. The respect and high level of expectation for all students is maintained by teachers and administration. We provide most school communication in Spanish and English, and we have on staff people who can translate verbal conversations in Spanish, Korean and Tagalog. OCS maintains a continuum of educational services to help students with many different needs from gifted to learning disabled. Our school motto of "Every student is honored at OCS" is a true reflection of our commitment to equity.

Culture of Respect and Care

Teaching, modeling, and practicing ethical behavior is an important part of the OCS curriculum. Using the Responsive Classrooms model, which is based on decades of research in ethical human development, we spend the first six weeks of school teaching and modeling respectful behavior in the class and school playgrounds. Students learn through direct instruction how to behave appropriately in school and how to effectively handle conflicts when they arise. Students build a sense of community and trust as they learn to work and play together in a constructive and positive atmosphere. A recent visitor to OCS, who was not an educator or a parent, expressed it well when he said, “The students at OCS are so respectful and kind and yet also so relaxed and comfortable.” OCS students are behaving well, not through coercion or reward systems, but because they have developed an intrinsic motivation to do what is right.

Transparent and Accessible School Governance and Fiscal Policy

In order to become a school that expects ethical behavior of our students we must also model ethical behavior in all our practices. As a state-funded organization this means we need to have transparent and accessible governance with stakeholder involvement and clear fiscal policies that prevent fraud and abuse. The OCS Board has established very clear practices and procedures. Minutes of Board meetings are shared with the parent community, our LAUSD charter division representative, and the school employees, and are available on the school website. Our fiscal policy is coherent and strictly adhered to. We have not had a finding in a single audit. We have legal and sound handbooks explaining our fiscal policies, our employment policies, and our student and parental responsibilities. We have established ourselves with the IRS as a 501C-3 organization, and we have registered with the California State Treasury Department.

Within Our Community School’s environment, the curriculum and instruction is richly informed through research and student assessment data. Teachers are empowered stakeholders who hold high academic standards for all students, and collaborate to continually improve their instructional practices. Parents are informed and valued stakeholders in the school governance and in school policy. Students are engaged and empowered to find their educational experience rewarding and challenging within a respectful and caring atmosphere. There is a clear and visible commitment to high ethical standards and high expectations for student achievement throughout the school community. It is our belief that here at Our Community School is where and how learning best occurs.

² *Tipping Point: From Feckless Reform to Substantive Instructional Improvement*, by Mike Schmoker. *Phi Delta Kappan*, February, 2004. and *Looking at Student Work for Teacher Learning, Teacher Community and School Reform* by Judith Warren Little, Maryl Gearhart, Marnie Curry, and Judith Kafka *Phi Delta Kappan*, November, 2003.

³ Child Trends *The School Environment and Adolescent Well-Being: Beyond Academics* by Marin and Brown November 2008.

4. Goals for Pupils to Become Self-motivated, Competent Life-long Learners

See Expected Schoolwide Learning Results as defined above in section B-2.

C: Attendance Requirements, Daily Schedule and Calendar

Our Community School’s Board of Directors annually adopts a school calendar with 178 days and no more than four minimum days, which provides more instructional minutes than required by the State of California through the use of an extended-day schedule. We will have full-day kindergarten providing 59,630 minutes much more than the 36,000 instructional minutes mandated in Ed Code 46201. We provide 59,630 minutes for our first to third grade students and provide 60,520 grades 4-6 and 62,834 grades 7-8. A calendar and bell schedules will be submitted annually, at least two weeks prior to the opening of school. Below are sample schedules and a calendar for 2010-11. OCS operates on an August to June Calendar summarized below. (see appendix)

Kindergarten	Morning Meeting	Writer’s Workshop	Reader’s Workshop	Math, Social Studies, Art	Physical Education
First Grade	8:00- 8:45	8:45 – 9:30	10:00 – 11:45	12:30- 2:30	2:30 – 2:50

2 nd grade	3 rd grade	4 th grade	5 th grade	6 th grade
8:30-9:00 Morning Meeting	8:30-9:00 Morning Meeting	8:30-9:00 Morning Meeting /Warm Up	8:30-9:00 Morning meeting	8:30-9:10 Morning meeting
9:00-10:00 Math	9:00-10:00 Math	9:00-10:00 Math-	9:00-10:00 Math	9:10-10:05 Language Arts
10:00-10:30 Recess	10:00-10:30 Recess	Recess	10:00-10:30 Recess	10:00-10:30 Recess
10:30-11:00 Read Aloud /PLC/ Grammar	10:30-10:45 ROL/PLC	10:30-11:30 Writers’ Workshop-	10:30-11:30 Language Arts	10:30-11:30 Math
11:00-12:10 Language Arts	10:45-11:00 Grammar	11:30-12:15 Readers’ Workshop/ Music (Tues)	11:30-12:00 Science	11:30-12:00 Social Studies
12:15-1:00 Lunch	11:00-11:40 Reading	12:15-1:00 Lunch	Lunch 12:15-1:00	Lunch 12:15-1:00
1:00 – 1:20 Quiet Time	11:40-12:15 Writer’s WS	1:00-1:25 Read Aloud	1:00-1:20 Read Aloud	1:00-1:20 Read Aloud/Listening
1:20 – 2:00 Writing	12:15-1:00 Lunch	1:25-2:40 Social Studies or	1:20-2:00 Social Studies	1:20-2:40 Science/Music/P.E.

Workshop		Science	or Music	
2:00-2:30 Social Studies/ Science	1:00-1:15 Quiet Time	2:45-2:50 Clean up/Class Jobs	2:00-2:30 Workshop	2:40-2:55 Clean up
2:30-2:40	1:15-2:00 Science/Social Studies	Dismissal 2:50	2:30-2:50 Clean Up/Closing	Dismissal 2:55
Dismissal 2:50	2:00-2:50 P.E./Spelling		Dismissal 2:50	
	Dismissal 2:50			

Total Instructional Minutes

		K – 3rd grade	Grades 4 - 6	Grades 7 & 8
Minutes per day:		335 minutes	340 minutes	353 minutes
Minutes per month:	August = 6 days	2,010	2,040	2,118
	September = 20 days	6,700	6,800	7,060
	October = 20 days	6,700	6,800	7,060
	November = 19 days	6,365	6,460	6,707
	December = 12 days	4,020	4,080	4,236
	January = 19 days	6,365	6,460	6,707
	February = 19 days	6,365	6,460	6,707
	March = 22 days	7,370	7,480	7,766
	April = 14 days	4,690	4,760	4,942

	May = 20 days	6,700	6,800	7,060
	June = 7 days	2,345	2,380	2,471
Total # of days for the school year:		178	178	178
Total minutes per year:		59,630	60,520	62,834

Middle School Bell Schedule

School will start for all 7th and 8th grade pupils at 8:45am and will dismiss at 3:30 pm daily. The students will participate in four 55-minute core class periods daily; core classes include: math, language arts, social studies, and science instruction. Students will also participate in daily 45 minute periods that will consist of P.E., offering 400 minutes of physical education every 10 days, and elective courses. Electives include, but are not limited to, Foreign Language, Fine Arts, Government, etc. Students will also have a daily 30-minute period of Morning Advisory in which they will be able to work with their classroom teacher on Community-based or Community Service Learning projects. A fifteen (15) minute nutrition break will be offered daily as well a 30-minute lunch period. All middle school teachers will be credentialed in a manner in which they are highly qualified NCLB compliant. The four core teachers will work closely together and know the 100 students well. All four teachers will have an advisory class. Elective teachers and the P.E. teacher will be shared with the elementary school. The P.E teacher will be credentialed. There will be before and after school care including intervention services for all students. Passing times are kept to a minimum because all the classrooms will be right next to each other and so students will not have to travel far to reach their next class.

Times	7th Grade A	7 th Grade B	8 th Grade A	8 th Grade B
8:40-9:15	Advisory	Advisory	Advisory	Advisory
9:15-9:30	Nutrition	Nutrition	Nutrition	Nutrition
9:30-10:25	Humanities: World History and Literature	7 th grade Math	Humanities: America's Story	Physical Science
10:28-11:27	Humanities: cont.	Life Science	Humanities cont.	Pre-Algebra
11:30 – 12:15	P.E./Health	P.E./Health	Elective (Fine Arts/Foreign Lang.	Elective (Fine Arts/Foreign Lang)
12:15-12:45	Lunch	Lunch	Lunch	Lunch
12:45-1:40	7 th grade Math	Humanities: World History and Literature	Physical Science	Humanities: America's Story
1:43-2:42	Life Science	Humanities: cont.	Algebra	Humanities cont.
2:45 –3:30	Elective(Fine Arts/Foreign Lang)	Elective(Fine Arts/Foreign Lang)	P.E./Health	P.E./Health

OUR COMMUNITY SCHOOL 2010-2011 Calendar (see appendix)

School Hours: 8:30 a.m. – 2:50 p.m.

August 24	1 st Day of School
September 6	Labor Day – NO SCHOOL
September 20	Yom Kippur Observed - NO SCHOOL
October 12, 13 &14	Family Conferences – Dismissal @ 1 pm each day
November 11	Veteran’s Day Observed – NO SCHOOL
November 24	Early Dismissal – 1:00 p.m.*
November 25 & 26	Thanksgiving – NO SCHOOL
December 16	Last Day before Winter Break – Full Day – Dismissal 2:50 pm*
Dec. 17 – Jan. 2	Winter Break – NO SCHOOL
January 3	First Day Back to School after Winter Break
January 14	Pupil-Free Day – NO SCHOOL
January 17	Martin Luther King Jr.’s Birthday Observed – NO SCHOOL
February 21	President’s Day Observed – NO SCHOOL
March 4	Pupil-Free Day – NO SCHOOL – Staff Development
April 13	Student-Led Conferences – NO SCHOOL
April 18 – 25	Spring Break – NO SCHOOL
April 26	First Day Back to School after Spring Break
May 9 – 20	State-Mandated Testing
May 27	Pupil-Free Day – NO SCHOOL
May 30	Memorial Day - NO SCHOOL
June 9	Last Day of School Year – Full Day – Dismissal 2:50 pm*

* No AfterCare Program available this day.

A. FRAMEWORK FOR CURRICULUM AND INSTRUCTIONAL DESIGN

Integrated Curriculum

Our Community Schools' educational philosophy is that integrated curriculum enables students to understand concepts at a deeper level and to connect learning across content areas. We see our students being more engaged and more apt to use critical thinking skills when content learning is integrated with classroom projects, service learning or the arts. Other educators have found similar evidence:

- “Studies of project-based interdisciplinary programs show that students go far beyond the minimum effort, make connections among different subject areas to answer open-ended questions, retain what they have learned, apply learning to real-life problems, have fewer discipline problems, and have lower absenteeism.⁴
- The final report on the Michigan project “Making Connections” {an integrated curriculum used in 60 schools in that state between 1998 to 2002} provides a good sense of the effectiveness of their program.... “Making Connections increased student interest by 45%, student learning by 38 %, increased the career focus of students by 33 % and all schools reported improvement in attendance and discipline.”⁵

OCS teachers have engaged in professional development in designing integrated units of study using the Understanding by Design (UBD) framework. We will continue to have teachers involved in additional training in using UBD to design American History units through a federally funded grant called the Teaching American History Grant in partnership with New Heights Charter School. This training will provide staff development over the next 3 years.

For each of the following curriculum sections, OCS will explain its curriculum and instructional practices, addressing the state standards, and also explain how the subject area is connected to integrated curriculum. We do not insist, nor do we believe, that all content can be integrated. Therefore, teachers create integrated units and then weave them in with state-standards-aligned textbook materials to ensure full coverage of the California Content Standards in all subject areas.

ENGLISH LANGUAGE ARTS

At OCS, we strongly believe that a standards-based, balanced literacy approach best serves the needs of the emerging reader and writer. Using books by known experts in balanced literacy such as Patricia Cunningham⁶, Gail E. Thompkins,⁷ and Diane Snowball⁸, we will seek to educate children in a meaningful language-rich environment. Children will be assessed frequently throughout the school year using reading assessments such as Reading Results or DIBELS. Students who are shown to be struggling will then be monitored more closely and provided with intervention. The five main elements to the OCS English Language Arts program are:

- 1) Reading Development
- 2) Literature-Based Reading Comprehension Development
- 3) Vocabulary Development within a Meaningful Context
- 4) Writing Development
- 5) Development of Listening and Speaking Skills

1) Reading Development

The reading instruction program at OCS educates students to be highly capable readers with the ability to apply their comprehension and analytical skills in becoming fully functioning citizens in our democracy. Their high levels of comprehension in all genres of text will build the foundation for academic success. In alignment with the State Board of Education's Framework for Reading Instruction, OCS will provide students with direct reading/language arts skills instruction that will result in their ability to gather and critically evaluate information using varied reference sources, as well as understand and analyze fiction.

Decoding Instruction for OCS's Youngest Students

OCS uses the SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) program, a decoding curriculum that teaches the prerequisites for developing reading fluency and comprehension. Reading experts Snow, Burns, and Griffin say that beginning readers need four things: "explicit instruction and practice that leads to an appreciation that spoken words are made up of smaller units of sounds; familiarity with spelling-sound correspondences and common spelling conventions and their use in identifying printed words; 'sight' recognition of frequent words; and independent reading, including reading aloud."⁹ According to the National Reading Panel, "Instruction that taught phoneme manipulation with letters helped normally developing readers and at-risk readers acquire phonemic awareness better than phonemic awareness instruction without letters. When children were taught phonemic awareness in small groups, their learning was greater than when they were taught individually or in classrooms."¹⁰ A systematic phonics approach is key.

⁴ Curtis 2002, September. *Educational Leadership*. , 60 [1] pp 50- 53

⁵ Drake & Burns. (2004) *Meeting Standards Through Integrated Curriculum*. ASCD VA. and Wiggins & McTighe (2001) *Understanding By Design*. Prentice-Hall NJ. P 108

⁶ Cunningham, P. (2004) "Phonics They Use," Allyn & Bacon., and (2002) "Classrooms That Work: They Can All Read and Write," Allyn & Bacon. are examples of Patricia Cunningham texts provided to teachers.

⁷ Thompkins, G. ."Literacy for the 21st Century: A Balanced Approach." (1996) Prentice Hall.

⁸ Snowball, D. (1999) "Spelling K-8 Planning and Teaching " Stenhouse Publishers.

⁹ Snow, Catherine E., M. Susan Burns, and Peg Griffen, eds. *Preventing Reading Difficulties in Young Children*. Washington, DC: The National Academies Press, 1998.

¹⁰ National Reading Panel. (2000). *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. Reports of the Subgroups*. Bethesda, MD: National Institute of Child Health and Human Development

The National Reading Panel says, “Findings provide solid support for the conclusion that systematic phonics instruction makes a bigger contribution to children’s growth in reading than alternative programs providing unsystematic or no phonics instruction.”¹¹ SIPPS was developed by educators and reading experts John Shefelbine and Karen K. Newman to meet the researched need for systematic small group instruction in phonics. We continue to use SIPPS in our after-school tutoring program for students who need reading intervention in upper grades.

Comprehension and Fluency Instruction

OCS uses a state standards-aligned, text-based reading/language arts program called Pegasus II in grades 1 to 6. This program was developed by Dr. Carol Santa, the International Reading Association’s past president. The Pegasus II program is based on the research into how best to teach reading comprehension by Project CRISS (Creating Independence through Student-owned Strategies).¹² It uses classic children’s literature such as *Where the Wild Things Are*, *Sarah*, *In the Year of the Boar*, *Jackie Robinson*, and *Sarah, Plain and Tall* to help teach students effective comprehension strategies using stories they love.

In Grades 6 to 8, we will continue to use quality literature-based comprehension instruction in language arts. Students will be taught deeper comprehension strategies through continued use of Project CRISS and a study skill program such as Cornell Notes. Teachers will select grade-appropriate core literature that relates to the OCS mission of enabling students to be informed, ethical and empowered members of a democratic community. Also we will seek out books that deal with social issues or books that relate to integrated curriculum units tied to Social Studies or Science themes.

2) Literature Based Reading Comprehension Development

Beginning in kindergarten, students listen to stories and create storyboards to demonstrate their comprehension. As students advance in reading levels, they both listen to and read a variety of texts, and learn to use reading comprehension strategies (predicting, connecting, questioning, monitoring, clarifying, summarizing, inferring and visualizing) in concert to create meaning from what they read. These integral strategies are posted on classroom walls for teacher reference during reading instruction to help students with metacognition (the ability to understand the thinking process). Teachers use strategies such as think-alouds, wherein they use reading strategies, model them aloud, and then have students practice them during read-alouds, shared reading, guided reading, reciprocal reading and independent reading. Guided reading groups use books organized by reading levels to facilitate targeted instruction based on the needs of the individual students. Read alouds are frequently connected to integrated curriculum units as they are taught in the classroom.

English Language Learners and students who are struggling are provided access to reading materials through use of leveled libraries with high-interest books at all levels, reading conferences with teachers, one-on-one reading tutoring; books on tape and listening centers; and partner reading. Since students develop more quickly as fluent readers and writers if they have had numerous opportunities to listen to fluent readers, OCS students listen to fluent readers frequently through shared reading, read-alouds, books on tape, and listening centers.

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¹¹National Reading Panel,

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The middle school language arts curriculum will be taught within a humanities core block, which integrates reading, writing, speaking, and listening with the study of history. Using primary documents, historical fiction, interactive simulations, and drama, students will explore ancient and medieval civilizations, as well as 18th and 19th U.S. history. Students also will explore contemporary issues through current events and children's literature that addresses themes of social justice and human choice. Students will be expected to make connections between modern and historical circumstances. The Humanities curriculum will integrate history and literature and use the tools of anthropology, sociology, art, music, geography, philosophy and law to help students understand history. By reading both historical non-fiction and fiction that parallel the topics and periods studied, students will make significant connections as they ask meaningful questions about history, literature, and humanity. In humanities, they will learn how to ask effective questions and to evaluate primary and secondary sources; how to detect point of view; how to use evidence to support an argument; how to find, define, and research a fruitful question; how to write an analytical essay with a thesis statement using evidence and sources to support their claims.

In grades 6-8, students will use the Cornell Notes or another study skill format to take notes as they read science and social studies text. This note-taking format serves as a valuable college preparatory skill in and of itself; additionally it is used to further develop the comprehension of informational text. Socratic seminars use questioning strategies that allow students to analyze historical or literary works. Students will write essays in response to a historical/contemporary problem or theme or create dramatic reenactments of historical or literary elements.

In seventh and eighth grade, students will use the skills developed in the previous grades to understand more sophisticated literature and content area information. Students will identify idioms, analogies, metaphors, and similes and continue to use multiple strategies to clarify word meanings. Students will focus on comprehension of various informational materials using the strategies developed previously in addition to skills in identifying author's bias or perspective. Students will begin to analyze literature by determining purpose by genre, comparing and contrasting themes and points of view, and analyze more sophisticated elements of characterization.

Teachers will use quality literature from the California state list of recommended literature for K-8. An effort will be made to use books that reflect the ongoing interdisciplinary study of the classroom.

3) Vocabulary Development within a Meaningful Context

OCS students are engaged at all grade levels in making meaningful connections to print. Students are asked to summarize, create story maps, pick out key events and describe characters, setting and plots. Students engage in thought-provoking discussions using the Socratic Method to explore motivation, consequences and personal connections to literature

OCS students are surrounded by reading and writing tasks that are connected to meaningful experiences in their classroom. Kindergarteners must read charts on the wall to find out whose turn it is to water the garden or to feed the class pet. First grade students read the agendas they wrote to announce what is next at all school assembly or the notes they took to report back from the Student Senate. Older students create charts to keep track of how much they have raised in funds from recycling or what steps they need to take to publish their writing in the *OCS Times*. Through our

¹² Santa, C. (2004) "Project CRISS: Evidence of Effectiveness." O'Neil and Associates, Utah.

integrated curriculum and our service learning curriculum, OCS students have ample opportunity to use written language in meaningful communication. Teachers use charts, student work, rubrics and signs to create a language-rich environment in all grade levels.

“Cognitive science research is making it increasingly clear that reading comprehension requires a student to possess a lot of vocabulary and a lot of background knowledge,” the editors of *American Educator* magazine recently proclaimed. The editorial appeared in a special issue of the magazine devoted to “Background Knowledge,” with a lead article by former University of Virginia professor E. D. Hirsch Jr., who has spent more than 20 years calling attention to the link between adequate content knowledge and strong reading comprehension skills.¹³ This article emphasizes that students need to read across content areas and learn deeply within science and social studies and that reading comprehension cannot and should not be taught in isolation from other content areas.

4) Writing Development

Writing instruction at Our Community School helps students figure out reading “from the inside out.”¹⁴ As children write, they use their letter-sound knowledge, develop knowledge they have read about, and practice the art of writing that they have analyzed in models that they have read. Children who write become more fluent in reading. Grammar and Spelling are taught through the writing process and supplemented by direct instruction of standards-based skills at each grade level as appropriate.

OCS’s writing instruction is rooted in a constructivist approach. Students select topics that are close to their hearts and write for real audiences, not just their classroom teacher. Teachers work together in grade-level teams to develop standards-based units centered on deep, essential questions, which culminate in writing projects. These units respond to relevant issues of social justice or current events that affect students’ lives and community. To create these units teachers apply training they have received in the Understanding by Design approach to curriculum design as well as in the National Writing Project approach to teaching.

Similar to the New York City public schools,¹⁵ OCS bases its writers-workshop-style writing instruction on the teachings of Teacher’s College Columbia University professor Lucy Calkins. Using the California Language Arts Content Standards, teachers plan mini-lessons and create writing projects that align with grade level standards and are also a central part of many interdisciplinary studies. OCS writing workshops adhere to the following guiding principles:

- **Provides California Standards-Based Instruction in writing strategies, writing applications, and written and oral language conventions:** Teachers use the standards to plan writing projects and lessons to teach explicit skills in writing conventions and strategies. The students will demonstrate their learning in ongoing formative assessments of their daily writing and in benchmark writing assessments that are tied to the interdisciplinary study.

- **Provides multiple times each week for children to work on their writing.** During each day's writing workshop, children rehearse, plan, draft, revise, and edit writing on topics that are usually chosen by the child. During the year in a writing workshop, the children work on a variety of writing, including personal narratives, essays or feature articles, short fiction, poems, procedural (or how-to) writing, and other nonfiction of various sorts. During the writing workshop, children usually do not write about books, but, instead, they write their own books. At the end of a unit of study, children's writing is "published." Publishing can be as simple as having a class of older children meet with younger children to read aloud their finished work. However, it does incorporate taking a draft through the phases of the writing process until it is in keeping with standardized English grammar and spelling as appropriate for the grade level.
- **Explicitly teach children habits and strategies of writing, and then coach them so they can apply those strategies during independent writing.** Explicit instruction is usually provided through the ten-minute-long mini-lesson, which will occur at the start of writing workshops. Teachers are encouraged to design mini-lessons in which they demonstrate a strategy and provide children with assisted practice using that strategy. Although a mini-lesson might contain a few minutes of shared reading, reading aloud, or interactive writing, none of these activities would in and of themselves qualify as a mini-lesson, because mini-lessons are meant as a time for explicit and direct instruction.
- **Assess and coach writers through individual and, sometimes, small group conferences.** These conferences generally begin with research and assessment. Teachers move among children during the writing workshops, holding three- to five-minute-long conferences or longer small group meetings as students write and reflect on their writing.

The core of writing instruction is built upon the steps of the writing process, i.e. brainstorming, drafting, revising, editing, & publishing. Beginning in kindergarten, teachers in every grade guide students through this process so that students become independent writers who can write on demand for a variety of audiences and purposes. The writing process approach includes the use of mini-lessons. Teachers present "mini-lessons" which follow a set format: introduction of the concept and connection to the writing students are doing; modeling of the writing concept; shared application of the concept; students try it on their own; students apply the concept to their own writing. As students grow older they learn how to write in more genres and at increasing deeper levels of depth and complexity.

¹³ The Center for Comprehensive School Reform and Improvement. Issue Brief "The Hidden Costs of Curriculum Narrowing" August 2006

¹⁴ Richard Allington and Patricia Cunningham. *Schools That Work: Where All Students Read and Write*. Boston: Allyn and Bacon, 2002. p. 59.

¹⁵ From the NYC Board of Education website on 3/26/05 www.nycenet.edu

Grade	Genres	Complexity
Kindergarten	Personal narrative, description of observation,	Complete sentences
First	Fictional and autobiographical narratives, expository descriptions	3 sentences, up to one paragraph, clear focus
Second	Fictional and autobiographical narratives friendly letters, expository compositions based on experience	Two paragraphs: descriptive and sensory details, description of setting, plot and character, logical sequences
Third	Fictional and autobiographical narratives friendly and formal letters, expository compositions based on experience and research	Three paragraphs: provides context, details, description of setting, plot and character, shows awareness of audience, logical sequence
Fourth	Narratives Response to Literature Informational Reports Summaries	Five paragraphs: context, concrete sensory detail, supports judgments through references, includes facts and details that support focus, uses multiple sources
Fifth	Narrative, expository, persuasive and descriptive texts Response to literature Research Reports Persuasive letters	500 to 700 words: establish a plot, point of view, setting and conflict Show rather than tell events, develop interpretations that exhibit careful; reading and understanding of text, support judgments through references, frame questions for research, develop topic with details, facts and examples, state a clear position, support position with relevant evidence.
Sixth	Narrative, expository, persuasive and descriptive texts Response to literature Research Reports Persuasive compositions	500 to 700 words: establish a plot, point of view, setting and conflict Show rather than tell events, use a range of narrative devices, develop interpretations that exhibit careful; reading and understanding of text, support judgments through references, frame questions for research with appropriate scope, develop topic with details, facts and examples, state a clear position, use a bibliography, support position with relevant evidence anticipate and address reader concerns or counter arguments
Seventh	Narrative, expository, persuasive and descriptive texts Response to literature Research Reports Persuasive compositions Summaries	500 to 700 words: establish a standard plot, point of view, setting and conflict. Show rather than tell events, use a wide range of narrative devices, develop complex major and minor characters, develop interpretations that exhibit careful; reading and understanding of text, support judgments through examples and textual evidence, frame questions for research with appropriate scope, develop topic with details, facts and examples, state a clear position, use a bibliography, footnotes and formal research process, support a clear position with relevant evidence anticipate and address reader concerns or counter arguments, include main ideas and most significant details in summaries, use the student's own words except for quotations
Eighth	Narrative, expository, persuasive and descriptive essays Response to literature Research Reports Persuasive compositions Business letters and job applications Technical documents	500 to 700 words. Relates clear, coherent incident event or situation by using well chosen details, reveals the significance of or writer's attitude about the subject, employs narrative and descriptive strategies (dialogue, suspense, background description) exhibits careful reading and insight in their interpretations, connects students response to writer's techniques and specific text references, support judgments through references to text, other authors or personal knowledge, define a thesis, paraphrase and summarize ideas and concepts

		from significant sources, use primary and secondary sources, organize and display information on charts, graphs and maps, present detailed evidence examples, and reasoning to support argument differentiating between fact and opinion, effectively address reader concerns and counterarguments, follow convention format for purpose of document, identify the sequence of activities needed to design a system, operate a tool, explain organization, using appropriate formatting technique to aid comprehension
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5) Listening and Speaking

Current Educational Research and Thinking

Children enter kindergarten already understanding 3,000 to 5,000 words that they can use in oral, grammatically correct sentences.¹⁶ Through conversations with parents, peers, and other adults, oral language is the most important resource they use to find new information and discover how their world works. Unfortunately for many children, entering into grammar school means entering teacher-dominated classrooms. The teacher talks; the students are expected not to talk, but to sit still and listen. The decline of using speech as a tool is a “major reason for inhibition of students' abilities to reason and to forecast as they progress from lower to higher grades.”¹⁷ Students may begin to feel frustrated when speech, their major learning tool, is shunned or taken away altogether, and often develop a negative attitude toward school.

Being able to speak and listen effectively provides foundation for reading and writing long before formal instruction begins, and a student’s success in reading and writing is directly related to his or her understanding of oral language.¹⁸ Children use speech to describe their experiences, to predict what will happen in the future, and to talk about events in the past. Oral language influences students’ earliest attempts to read and write, and they use it to tell us if they understand what they read and write. Throughout life, oral language continues to be an essential tool to learn, acquire new information, engage in intellectual dialogue, and to communicate ideas well after reading and writing proficiency have been achieved.¹⁹

At Our Community School, listening and speaking skills are both directly taught and embedded into all activities and academic subjects. This is largely based on the Responsive Classroom approach to teaching. Of the guiding principles of Responsive Classrooms, those most specifically associated with listening and speaking are: a) cognitive growth takes place largely through social interaction, and b) academic and social success requires that children both learn and practice social skills, specifically cooperation, assertion, responsibility, empathy, and self-control. These ideas are regular components of the school day at OCS, and are especially tangible in Morning Meetings and the Peaceful Learning Communities. Again, each component is based on the Responsive Classrooms approach.

Morning Meeting

At OCS, each school day begins with a Morning Meeting, a regular opportunity to learn and exercise social skills, and “to merge social, emotional, and intellectual learning.”²⁰ Cooperation, assertion, responsibility, empathy, and self-control are modeled and practiced through oral sharing, active listening, and dialogue. Children learn how to listen respectfully, look at the person who is speaking, speak clearly, and to offer thoughtful questions and comments related to the topic. The four components of the Morning Meeting are greeting, sharing, group activity, and morning message. Listening and speaking skills are specifically demonstrated in the greeting and sharing portions.

Greetings are a basic part of social interaction, but often skipped in our busy day-to-day schedules. In the Morning Meeting they can be brief and simple, such as a handshake and a “good morning,” or more complicated – a “Buon giorno!”, snake greeting with a hand slide and a fist bump. Whatever the choice of greeting, it is modeled using direct eye contact and clear speech, and then practiced by both teacher and students. Not only is this practice useful for learning each other’s names, children use these listening and speaking skills to welcome one another in a friendly manner. As every child is included in this activity, even the shyest begin the day by hearing their own name spoken clearly and by speaking clearly themselves. Even when there is little time, the morning greeting is essential to practicing listening and speaking at all age levels.

Sharing appropriately is the most complicated portion of the Morning Meeting, and thus it is painstakingly modeled and generally the last meeting component taught. In sharing, students are given the opportunity to orally state personal news. Presenters learn to use proper posture and eye contact, focus their presentation, and speak in a clear, audible voice. With its required social interaction, sharing encourages discussion and inquiry, which are essential to cognitive growth. This is also a chance to practice public speaking using volume, annunciation, projection, and expression, as well as to develop new and appropriate vocabulary.

The role of audience is equally important to sharing, as well as practiced more frequently throughout the day. Peers learn to listen carefully and respond with constructive questions that expand on the original subject, or empathetic comments that relate to the sharer’s experience. Students are taught how to be a good audience by teachers modeling the responsibility, as well as reinforcing and redirecting inappropriate or distracting behavior.

Peaceful Learning Communities

Through regular Peaceful Learning Communities (PLCs), students show appreciation for and resolve conflicts with one another. PLCs are scheduled at least once per week in all classrooms, although PLCs generally happen more often. In a PLC, all students sit in a circle, where they can clearly see and be seen by their peers. Behavioral expectations regarding both listening and speaking in these circles are taught early in the year. The activity begins with appreciations: students vocally acknowledge one another for acts of kindness, friendly behavior, or words of encouragement. After

¹⁶ Hiebert, E. P. (2004). *Every Child a Reader*. Center for the Improvement of Early Reading Achievement (CIERA) , p. 2-7.

¹⁷ Stabb, C. (1996). What Happened to the Sixth Graders: Are Elementary Students Losing Their Need to Forecast and to Reason? *Reading Psychology*, pp. 7, 289-96.

¹⁸ Hiebert, E. P. (2004). *Every Child a Reader*. Center for the Improvement of Early Reading Achievement (CIERA) , p. 2-7.

¹⁹ Lemke, J. L. (2001). *Making Text Talk*. Theory-into-Practice, 136-41 .

²⁰ *Responsive Classroom: Level One Resource Book*. (2007). Turners Falls: Northeast Foundation for Children, Inc.

a few minutes of appreciations, students are allowed to vocalize problems they have with one another. This starts with an appreciation, and is followed by both the concern and what that student needs to make things better, like an apology. Although monitored by teachers, PLCs allow students to orally brainstorm solutions for one another, and students in conflict with each other must explain their perspective to one another and the group.

Some children have difficulty participating appropriately in Morning Meetings and Peaceful Learning Communities due to special needs or simply when they're having a hard time socially or at home. In these cases children may exhibit negative behavior, such as continuously interrupting others or blurting out inappropriate remarks. Instead of participating with the whole group, such students have a private meeting or a conflict resolution with another adult while the lead teacher continues the meeting or PLC. In this private sharing, students practice sharing news or their opinions appropriately, choosing and giving polite responses, as well as active listening skills and posture. After a few days (or more, depending on student needs) of private success, students rejoin the group. Students who are very shy or who have other special needs might schedule a specific day to share with the class, and rehearse throughout the week with a trusted adult beforehand.

Integration Among the Disciplines

Through cooperative learning, listening and speaking skills are imbedded into nearly all activities at OCS. Students are asked to explain their math thinking in front of the class, work together to conduct science experiments, discuss themes and textual evidence with their peers in book clubs, work together to produce and perform plays based on ancient mythology, share the inspiration for their cardboard vehicle with the student body during an assembly, and collaborate with small and large groups across all content areas, requiring communication and organization through discussion and planning. Even on Field Day, an annual schoolwide celebration involving team-building physical activities, one can witness a sixth-grade student quieting down his rowdy and eager multi-grade "family" so that the kindergartener in the group can be heard and allowed to express her opinion. The daily experience of being someone else's supportive listener, giving constructive feedback and support, as well as having to speak in front of small and large groups is a primary focus throughout the year.

MATHEMATICS INSTRUCTION

The mathematics program at OCS educates students to be powerful mathematicians with the ability to use their deep conceptual understanding of mathematics and their proficiency with basic facts to solve both routine and novel problems. In alignment with the State Board of Education's Framework for mathematics instruction and the National Council of the Teachers of Mathematics we will seek to balance skill instruction with conceptual learning and problem solving. OCS will use research-based methodology, interdisciplinary projects, and a schoolwide mathematics curriculum aligned with the mathematics state standards.

The Importance of Conceptual Understanding:

The California State Board of Education cites studies that show that California lags in student mathematical achievement. "The current mathematics achievement of many students is unacceptably low (Reese et. al. 1997)."²¹ Meanwhile educational researchers such as LiPing Ma from the University of California at Berkley have found that a lack of a profound understanding of fundamental mathematics among teachers is part of a pervasive national problem in educating students in mathematics.²² The National Council of the Teachers of Mathematics state in their *Principles and Standards for the Teaching of Mathematics* that teaching students conceptual understandings first best prepares them for becoming proficient:

Research has solidly established the importance of conceptual understanding in becoming proficient in a subject. When students understand mathematics, they are able to use their knowledge flexibly. They combine factual knowledge, procedural facility, and conceptual understanding in powerful ways. Learning the "basics" is important; however, students who memorize facts or procedures without understanding often are not sure when or how to use what they know. In contrast, conceptual understanding enables students to deal with novel problems and settings. They can solve problems that they have not encountered before.²³

Due to the importance of developing conceptual understanding in order to help students become truly proficient, OCS has designed a mathematics curriculum to meet this need.

Research on Developing Understanding in Mathematics:

In 1997 four projects that focused on researching best practices in elementary mathematics instruction worked together to identify core features in five categories that support successful teaching of mathematics for understanding. The four projects are: "Cognitively Guided Instruction" based at the University of Wisconsin-Madison; "Conceptually Based Instruction" based at the University of Delaware; "Problem Centered Learning" from the University of Stellenbosch in South Africa; and "Supporting Ten-Structured Thinking" from Northwestern University.²⁴

The following five categories and their core features provide the foundation of all OCS mathematics classroom experiences:

Nature of Classroom Tasks:

- To use problem-solving-focused instruction so students are engaged in real problem solving
- Connect with where students are: regular assessment helps teachers to build on students' current levels of understanding
- Leave behind something of mathematical value: classroom tasks are designed and selected in order to challenge students and to offer them the chance to increase their understanding of mathematics

Role of the Teacher

- To select tasks with goals in mind to further student learning
- To share essential information: teachers must strive to balance allowing students to grapple with their own developing understanding and offering insight that may increase their learning
- To establish a supportive classroom culture

Social Culture of the Classroom

- Student's ideas and methods are valued
- Students can choose and share their methods
- Mistakes are not ignored, but used as learning sites for all students
- A climate in which correctness lies in mathematical argument, so that all answers are explored for accuracy

Mathematical Tools as Learning Supports

- Each user must construct his/her own meaning about mathematical tools
- Tools are used with purpose to solve problems and not as props
- Tools are used to help students record, communicate and think about mathematical problems

Equity and Accessibility

- Tasks are made accessible to all learners
- Every student has a voice in class discussions
- Every student contributes

²¹ from the CA State Board of Education introduction to the Mathematics Framework 2004 www.cde.ca.gov

²² Ma, LiPing (1999) *Knowing and Teaching Elementary Mathematics* Lawrence Erlbaum Assoc. London.

²³ From the NCTM Principle of Learning from their Principles and Standards for school mathematics. Quoted from their website www.nctm.org 3/24/05

²⁴ Hiebert, et. al. (1997) *Making Sense: Teaching and Learning Mathematics with Understanding*. Heinemann. Portsmouth, NJ.

Based on these research findings, OCS has chosen Singapore Math *Primary Mathematics K to 5 (Standards Edition)* because it is based on the highly successful Primary Mathematics series from Singapore. The use of *Primary Mathematics* has contributed to Singapore's ranking in the top five countries in the Trends in International Mathematics and Science Study (TIMSS) in 1995, 1999, 2003 and 2007. Its pedagogical approach enables students to encounter math in a meaningful way and translate mathematical skills from the concrete to the abstract. *Primary Mathematics (Standards Edition)* is aligned with the standards adopted by the California State Board of Education. Material is presented in a logical sequence throughout the grades and mastery of the material is expected before the move of the next level. In 6th and 7th grade, we will use the Singapore Curriculum *New Elementary Mathematics*, which is a middle school series, paired with *Connected Mathematics*, which is a state-adopted program. This will enable OCS to continue the strong algebra preparation the Singapore curriculum supports and bring in all the California standards through the state-adopted *Connected Mathematics* series. In 8th grade, we will have our students take Algebra I. They will use the McDougal Littell *Algebra 1* © 2007 by Larson, Boswell, Kanold, and Stiff.

Congruence

These programs include direct instruction and a focus on mathematical thinking with immediate application of new skills to problem solving. By encouraging students to solve problems in a variety of ways, these programs stretch the mind and promote an understanding of the way mathematical processes work. Singapore Math is geared towards producing mathematical thinkers, and it does this by walking children through all the component parts of a problem before presenting them with the whole problem to solve. This program is designed to equip students with a strong foundation in mathematics. Topics are covered in depth and taught to mastery. By focusing on mathematical understanding, the program aims to help students develop logical thinking and critical lifelong problem-solving skills. Topics covered previously are reviewed at higher grades with increasing difficulty. The introduction of new concepts is built upon the mathematical concepts students have learned previously. Spiral progression also allows for a review of important math concepts while expanding on that foundation. Based on the idea of spiral progression, students are expected to meet the required grade level academic content standards. This concept scaffolds the success for remarkable schoolwide learning results. *Connected Mathematics* is a middle school program that focuses on problem solving within a context of real world applications. It offers students a way to imagine how the math they are learning would apply to their lives and engages them in complex problem solving. It works well with our integrated curriculum focus as the units have clear links to other content areas.

The Singapore Math Program is designed to introduce all math concepts to children in a meaningful way across the lower and upper grade levels. As the students go through the program they are learning to be math thinkers. This is accomplished three ways.

1. Concrete-> Pictorial-> Abstract: Singapore Math takes students through lessons and concepts in this order. They begin with a concrete approach where students learn new concepts with the help of manipulatives for better understanding across all of the grades. From there they move to pictorial examples of the same concept. Finally, they move onto a more abstract stage using only numbers and symbols. This enables each child, including students that have different learning styles and special needs, to not only learn the concept, but also to fully understand the concept taught.
2. Students are asked to think about math, rather than simply memorize steps to solve a problem. With this math program, they are taught that there are often different ways to solve a problem and are encouraged to explain their thought process to classmates. This can be especially helpful to students with special needs and students with different learning styles.
3. Concepts are covered throughout the grades with increased difficulty. This spiraling enables the upper grades to have a clearer, deeper understanding of all concepts taught.

In middle school, our continued use of the texts from Singapore (*Elementary Mathematics*) will enable all of our students to successfully pass Algebra I in 8th grade.

SOCIAL STUDIES CURRICULUM

In many ways, Social Studies are at the heart of the curriculum at Our Community School. To understand how human beings function within groups and with one another to govern their world and to create cultures that sustain us is fundamental learning for all people. Paulo Freire once wrote that we “read the word in order to read the world.” All of the academic skill people learn in reading, writing and problem solving must be applied to real human problems in the world around us or there is no purpose in developing the skill. At OCS our social studies curriculum is integrated with other content areas as much as possible to give meaningful context for the study. In order to make our social studies curriculum relevant and important in our student’s lives, we also incorporate the five following elements: fieldtrips, geography, civics, social justice and service learning.

Integrated Curriculum

Teachers start with the social studies standards when they begin to plan their Understanding by Design Units. They use the social studies standards as the main focus to find literature for the class to study and for meaningful context for their community service projects and for their research and writing projects. Please see Appendix A for 12 examples of Understanding by Design Units which incorporate social studies standards with other content areas. These are real units that OCS teachers are teaching this coming school year. We have just started to work with several other charter schools (New Heights, Burt Corona and LA Leadership Academy) on the Teaching American History Grant project in which teachers will receive professional development over a three-year time period supported by educators and professionals for the Constitutional Rights Foundation to develop UBD units that teach key concepts in American History.

In the Middle School Program the Humanities Integration will be even more pronounced with Language Arts and Social Studies being combined into a single block schedule for Humanities. From grades 7-8, students are in humanities blocks of 110 minutes to provide them with opportunities to form cross disciplinary connections among the humanities strands: history, reading, writing, listening and speaking, and writing. The humanities structure provides teachers with enough time and flexibility to create powerful learning environments that allow students to use a range of content knowledge, reading strategies, social competencies, and written output to demonstrate their mastery of the humanities curriculum.

In 6th grade students gain a strong appreciation for the development of civilization and the roles of religion, geography, economy, and government in shaping people’s lives. Students learn the roots of human civilization and how differing forms of government ordered society. A strong emphasis is placed on understanding what culture is and how geographical forces as well as human decisions shape it. Students can apply this knowledge to their analysis of current differences (religious, economic, geographic, and socio-cultural) in their own society.

Students also analyze textbook structures to assist their comprehension (i.e. looking at the headings, pictures, captions, and samples of primary documents). The Cornell note taking strategy guides them to a greater degree of independence with content area textbooks, which prepares them for a successful high school and college experience.

Seventh grade students will continue to study world history from the Rise of Islam to the Age of Reason, with a strong focus on the relationship between religion and government, especially in light of the current geopolitical situation between Christian and Muslim civilizations. Another aspect of the curriculum will be the advent of human reason and the beginnings of the philosophy of humanism during the Renaissance. Students will concentrate heavily on the impact of religious belief and scientific progress in the development of human society. An example of a project-based humanities unit, students may compare the causes and effects of the Crusades with the current wars in the Middle East. During the course of this unit, students will apprehend the power of religious persuasion on mobilizing societies. Additionally, students will examine and question the social and governmental structures that maintained such a war-making effort. They will also study the profound impact that violence has on the individual who goes to war, something rarely addressed by the content standards. Different learning styles will be addressed as students collaborate in teams to design and build castles that incorporate an understanding of the geography.

Eighth grade students will gain a real appreciation for the American enterprise—the rationale for the founders separating Church and State and the reasoning for the democratic form of government. In addition, students will learn about the various immigrant groups who make up the population of the U.S. The impact of economy, social class, and race will be explored through an analysis of the events leading up to the Civil War and its aftermath. Students will debate and re-enact the various events that led up to the American Revolution and Civil War. Teachers may get students to feel the colonialists' anger over the Stamp Act by requiring students to pay taxes for handouts and class materials. This emotional connection will provide students with various perspectives. Building upon this clear connection, teachers will facilitate a deliberate analysis of historical events. The students' emotional reactions will provide them with a hook that engages them to historically distant events that led up to the Revolutionary War.

In grades 6, traditional social studies assessments, such as short response tests and essays will be combined with project-based assignments. These assessments will be collaboratively developed by the grade level teams to ensure that every student is being held to the same standard of teaching. Common rubrics will be developed and provided to students at the beginning of units so that students understand expectations, and assessments will be collaboratively graded to provide teachers an opportunity to reflect upon student achievement and plan further instruction that will meet the needs of each individual student.

Fieldtrips

OCS believes that the city of Los Angeles is a rich resource for our students to deepen their understanding of social studies. Social Studies classes at OCS will include trips from local walks in the neighborhood to a supermarket to the 6th grade overnight trip to the Grand Canyon to see the ruins of a real ancient civilization and many things in between. Fieldtrips develop students' ability to observe and record. Students practice developing interview questions and recording their answers. They have the opportunity to see and hear first hand about what they are studying. The following chart shows some of the typical OCS fieldtrips and how they relate to social studies standards and Language Arts.

Grade	SS Standard	Project	ELA Connection	Fieldtrip	Assessment
Kinder- garten	K.4.4 Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.	Children construct buildings from cardboard boxes and create a cityscape on the basketball court	Students write sentences describing their building, students write sentences describing their fieldtrips, teacher reads books such as: <i>Tar Beach</i> by F. Ringgold and <i>Window</i> by J Baker	Walks in neighborhood, trips to other Los Angeles neighborhoods such as Chinatown or Olvera Street	Students must create a labeled drawing of the city they have created identifying important buildings
First	1.1 Students describe the rights and individual responsibilities of citizenship.	Students develop the list of rights and responsibilities for their classroom.	Students write about which right and responsibility is important to them; illustrate it. Books such as: <i>For Every Child</i> , an adaptation of the UN Convention of the rights of children and <i>The Conversation Club</i> by D. Stanley	Students visit the OCS Student Council and present their rights and responsibilities list for whole school adoption.	Each student orally explains the rights and responsibilities list to their parent in Student-Led Conference.
Second	2.1.1 Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.	Students investigate family history through interviews, artifact, personal timelines and family trees.	Students write friendly letter to family member with interview questions, students write up personal timeline using interview answers, books: <i>The Bracelet</i> by Y. Uchida and <i>A Chair for My Mother</i> by V. Williams	Students visit Japanese American museum and see artifacts and compare them with what they use in their families.	Each student writes a booklet comparing and contrasting their lives to the life of their grandparent.

Grade	SS Standard	Project	ELA Connection	Fieldtrip	Assessment
Third	3.2 Students describe the American Indian nations in their local region long ago and in the recent past	Students create a Native American museum in their class and share it with other students.	Students write research reports about the tribe, students write interviews to ask of a modern American Indian person, students write fictional dairies of the life of a Native American person. Books include: <i>The Rainbow Bridge</i> by A. Wood and R. Florzack	Chumash Interpretive Center, Topanga Canyon Hike with Native American specialist	Students write articles for <i>OCS Times</i> about what is the same and what is different for the Chumash Tribe today or compare and contrast what myths and truths about Chumash life.
Fourth	4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.	Students develop a mock trial about the rights of farm workers based on a real trial of farm workers vs, Taco Bell	Students write journals from different perspectives of people living in California 1800 to 1850. Students read and discuss <i>Esperanza Rising</i> .	Students visit Riley’s Farm and get to experience panning for gold, crafts of the time period and food of the time period.	Each student creates a newspaper with headlines and articles that explain the major changes and trends in CA during the time period.
Fifth	5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.	Students participate in a Boston Colony simulation in which each student takes on a role in the village and must.	Students keep journals about the life of their character. They read and discuss <i>Johnny Tremain</i> .	Students go on a boat trip on a schooner ship made as a replica of ships people rode to colonize the U.S. from Europe.	Students write a research paper explaining the political, religious, social and economics of one of the colonies.
Sixth	6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.	Students create and perform plays based on myths from ancient civilizations	Students read myths from ancient civilizations, choose a myth to turn into a play and develop characterization, dialogue and an engaging plot based on the original myth. Students read and discuss <i>The Lightning Thief</i>	Students visit the LA County Museum and observe and record facts about artifacts from the civilization they are studying.	Students create oral reports and PowerPoint presentations about the culture including facts about the regions geographic, political, religious and social structure.

Grade	SS Standard	Project	ELA Connection	Fieldtrip	Assessment
Seventh	7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.	Students create illuminated manuscripts using printing press methods; Students develop a timeline of Renaissance scientific discoveries.	Students read biographies of people from the Renaissance times and must write their own oral presentations about one person's biography.	Students visit the Getty Center and look at manuscripts and paintings from the Renaissance period.	Students write an analytical essay about what impact the Renaissance time period has on our culture today.
Eighth	8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.	Students develop debates on important but divisive issues of today and compare them to the debates of the time preceding the Civil War	Students read <i>Chains</i> by L.H. Anderson and compare and contrast the revolutionary war to the civil war. Students read and discuss "The Gettysburg Address."	Students visit the Drum Barracks museum and observe a civil war re-enactment event	Students write a persuasive essay as a letter to the editor of a newspaper of the time period incorporating key facts about why the civil war started.

Geography

Geography will be incorporated into our humanities themes beginning in Kindergarten. Wooden, calibrated sets of *unit blocks* are regularly used as a concrete material which requires that the builder(s) reproduce environments/services which are the focus of their studies. Students demonstrate in concrete terms their grasp of information and understanding of how the real world works, and demonstrate the strength of their spatial perception skills. Studies of mapping lend themselves to this medium, on the journey from concrete structure to map legends replete with symbols. Older students have numerous opportunities to focus on the geography of the areas populated by the peoples they study, including using and making of maps. Understanding where they are in space and how to locate themselves on maps and understanding the point of view and purpose of different types of maps will be an important element of geography.

Civics

Civics is about how people organize and function in governments. Each individual has rights and responsibilities within our own society in understanding and voicing our opinions about important issues that the government is developing law about. OCS believes that all students should be engaged in voicing their opinion and understanding their rights and responsibilities as citizens. All students are involved in developing their rights and responsibilities within their class community and discussing the consequences through our Responsive Classroom curriculum. The sixth grade develops a student government at OCS every year. This student government gives all of the students at OCS an experience in civics as it applies to their lives. Students in grades 7th and 8th will be engaged in exploring issues that are important to them and developing community service projects

around them. These projects will involve local government such as the neighborhood and city council. OCS students of all grade levels write letters to state and federal politicians about issues that interest them and to find out more about the workings of the government. The students at OCS practice civics within the school community and communicate with local government about the civics of our current society.

Social Justice

As a school that is concerned with teaching all children and giving all students an equal chance, we must also address issues of social justice. We incorporate curriculum about social justice at all levels, from Kindergarteners learning about transportation methods that will also incorporate learning about Rosa Parks and the Bus Boycott that she helped to spark, to fourth graders learning about the rights and controversies about day laborers of today compared with those of the age of the dustbowl, to eighth graders learning about current slavery practices. Social justice curriculum is about taking the big concepts of history and applying them to current day issues and asking, What is fair? What is just? How shall we decide? How will we respond? What can we do? A social justice curriculum in the middle school environment gives students access to powerful ideas in history and expects them to form powerful connections between the past and the present. By critically examining historical mistakes and historical achievements, students will learn to evaluate current events and form judgments about them. From these judgments, students are called upon to act with historical awareness. This critical approach to history will prepare our students for college-prep high school courses.

Service Learning

At OCS we believe that students learn best by doing and that service learning provides them the opportunity to do something active to make a difference. Service learning incorporates problem solving, analysis, and planning. Students must identify a problem, discuss solutions, identify one they are able to achieve and then develop a plan of action. The teacher guides them through this process but students must work together to find solutions. Service learning enables students to have real experiences in making a difference in their world. Students' service learning projects range from helping to serve lunch at a local homeless shelter to participating in a local beautification project to writing letters to the editor about an issue of great concern to the class, to raising money to buy a village a farm animal through Heifer International. Service learning projects often stem from the integrated curriculum projects developed by the teacher, but may also address issues that come up during the school year through student experiences.

Curriculum Materials

We will use the *Different Ways of Knowing* Teacher Planning Guides, a material of the Galef Institute, as a rich resource to support our interdisciplinary humanities core curriculum. This resource supports in-depth studies, beginning with what students know, as basic to our constructivist approach. It is also a model for our faculty in interdisciplinary planning as a starting point for their clustering of California Standards from varied disciplines within their humanities theme. We also use core literature that relates to the social studies standards. In the middle school grades students will use *History Alive!* As the basis for the integrated Humanities course of Social Studies and Language Arts.

SCIENCE CURRICULUM

Consistent with the OCS school-wide philosophy of experiential, child-centered learning, OCS's science program focuses on students using the scientific process to engage in solving real life scientific problems. Teachers use the California Content Standards in Science to create their interdisciplinary units of study. Teachers also use materials from the American Association for the Advancement of Science (AAAS) Project 2061 in order to plan and implement effective science curriculum.²⁵ Grade levels utilize the Full Option Science System (FOSS) Kits, which have been developed by the Lawrence Hall of Science at University of California, Berkeley, that provide hands-on learning and experimentation that builds upon previous knowledge. Each FOSS kit is thematically-based and provides a series of hands-on and inquiry-based learning experiences for the unit. Supplemental materials include videos (i.e. "Magic School Bus", "National Geographic for Kids"), standards-based ecology units, and trade books specifically pertaining to the current science topic being taught (i.e. a natural disaster unit would include books and technology resources on earthquakes, volcanoes, hurricanes, tornadoes, and other natural disasters). Middle School will use Prentice Hall Science textbooks *Explorer Science*.

The four strands within K-5 standards include Earth Science, Life Science, Physical Science, and Investigation and Experimentation. The focus in sixth grade is earth science, life science in the seventh grade, and physical science in the eighth grade. By the end of grade eight, students will become independent scientific researchers with strong expository reading and writing skills who are able to implement student-created scientific experiments. In an effort to cultivate independent scientific researchers, each spring, a science fair will be held for the 6th-8th graders.

The State Content Standards in Science

As per the state content standards in science, OCS will seek to balance students' understanding and practice of scientific methods with scientific knowledge. The following is excerpted from the California Science Standards Introduction:

In "A Letter to a Young Scientist," Dr. Seaborg said, "Science is an organized body of knowledge and a method of proceeding to an extension of this knowledge by hypothesis and experiment." *The National Science Education Standards* reflects this view of science and the balance between the "body of knowledge" and the "method" of scientific inquiry.²⁶

In keeping with the California Content Standards, OCS teachers will plan curriculum in three main areas of science: **Earth Science, Life Science, and Physical Science**. In all of their science lessons teachers will use elements from the final section of the content standards: **Investigation and Experimentation** so that students will have ongoing and consistent experience in using the scientific method.

Science and the OCS Humanistic Interdisciplinary Studies Curriculum

OCS uses interdisciplinary studies to teach the state content standards. In order to help teachers to do this, teachers use the State Board of Education search engine for finding quality literature that aligns with the various content standards including science: <http://www.cde.ca.gov/ci/rl/ll/>

The following is a list of sample OCS interdisciplinary studies in which California Scientific Standards are taught within the context of a project based scientific inquiry.

Science Standards	Interdisciplinary Theme	Scientific Inquiry Project
<p>1st Grade - Life Sciences. Plants and animals meet their needs in different ways. As a basis for understanding this concept: a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.</p>	<p>Neighborhood Study Social Studies Standards: Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.</p>	<p>Mapping animal and insect life in the neighborhood: Students create a series of maps about the school neighborhood. In observing and recording information for their maps students are asked to record where they have observed various animals and insects and to make a hypothesis about what types of environments each prefers. Small groups of students then construct microenvironments for insects collected in the neighborhood. They follow up with individual observational records of whether the insects have everything they need to survive.</p>
<p>3rd Grade - Earth Science Students know the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.</p> <p>Students know the way in which the Moon's appearance changes during the four-week lunar cycle.</p> <p>Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.</p> <p>Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.</p> <p>Students know the position of the Sun in the sky changes</p>	<p>Study of The Chumash Students read myths and legends about the Chumash, study the night sky, and then write their own myths that incorporate some aspect of the night sky in the story.</p> <p>Social Studies Students describe the American Indian nations in their local region long ago and in the recent past.</p> <p>Language Arts - Reading Comprehension 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.</p> <p>Writing Applications 2.1 Write narratives: a. Provide a context within which an action takes place. b. Include well-chosen details to develop the plot. c. Provide insight into why the selected incident is memorable.</p>	<p>Observation of the Night Sky: Students create a series of questions about the night sky that they would like to learn about. Students do a night sky journal over a period of 6 weeks, documenting the changes in the moon and any changes they notice in the stars. They develop hypotheses about the changes they have noticed. Students visit a planetarium. They write paragraphs about what they observed and how it connects to what they learned at the planetarium. Then students write myths or legends incorporating new knowledge they have about the night sky.</p>

²⁵ AAAS www.project2061.org

²⁶Quote taken from the CA state board of ed website: <http://www.cde.ca.gov/be/st/ss/scintro.asp> 3/25/05

<p>during the course of the day and from season to season.</p>		
<p>Science Standards</p>	<p>Interdisciplinary Theme</p>	<p>Scientific Inquiry Project</p>
<p>6th Grade - Earth Science Plate tectonics accounts for important features of Earth's surface and major geologic events. As a basis for understanding this concept:</p> <p>a. Students know evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and mid-ocean ridges; and the distribution of fossils, rock types, and ancient climatic zones.</p> <p>b. Students know Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core.</p> <p>c. Students know that earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface.</p> <p>d. Students know major geologic events such as earthquakes, volcanic eruptions, and mountain building result from plate motions.</p>	<p>Ancient Civilizations: How do the ideas and experiences of ancient civilizations still help to shape modern life? During the time the class is studying ancient Rome, they learn about the fate of Pompeii. This leads to small group research projects about volcanoes, plate tectonics and earthquakes.</p> <p>Social Studies Standards: 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <p>Language Arts Standards: Reading Comprehension: 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.</p> <p>Writing Applications: 2.3 Write research reports: a. Pose relevant questions with a scope narrow enough to be thoroughly covered. b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).</p> <p>Mathematics Standards: 3.2 Use data to estimate the probability of future events. 2.0 Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions.</p>	<p>Why do volcanoes and earthquakes happen?</p> <p>Research Reports Students generate a list of questions about volcanoes and earthquakes. They visit the Los Angeles County Science Museum to learn more about plate tectonics. Using this new knowledge, students form groups studying different aspects of geological events. They do research at the County Library to learn more about their topics. Students write individual research project but the group works together to create a visual display and an oral presentation with the intent of teaching the rest of the class about the topic they researched. All research projects must include some data analysis such as figuring the probability of a volcano or earthquake happening in a certain area or the rate at which lava may flow and how fast it can encompass a town of a certain size.</p>

OCS Incorporates the AAAS Recommendations for Teaching and Learning

The AAAS Benchmarks for science literacy 2061 recommend specific practices for effective science learning and teaching. The full text of this can be found by accessing the website indicated in footnote below. The following quotes the main points:

Teaching Should Be Consistent With the Nature of Scientific Inquiry

Science, mathematics, and technology are defined as much by what they do and how they do it as they are by the results they achieve. To understand them as ways of thinking and doing, as well as bodies of knowledge, requires that students have some experience with the kinds of thought and action that are typical of those fields. Teachers, therefore, should do the following:

- Start With Questions About Nature
- Engage Students Actively
- Concentrate on the Collection and Use of Evidence
- Provide Historical Perspectives
- Insist on Clear Expression
- Use a Team Approach
- Do Not Separate Knowing From Finding Out
- De-emphasize the Memorization of Technical Vocabulary²⁷

OCS teachers also consult the AAAS Benchmarks for Science Literacy Project 2061 as they plan their science and interdisciplinary curriculum. In particular, they use the Atlas of Science Literacy maps that trace key concepts through various grade levels to help them to determine which concepts to emphasize. Sample maps can be found on website listed in footnote below.²⁸

PHYSICAL EDUCATION AND HEALTH

Kindergarten to 5th grade shall have no less than 200 minutes of P.E. instruction every 10 days while 7th & 8th grade students will have no less than 400 minutes every ten days. OCS believes that Physical Education should be fun, non-competitive, and accessible to all OCS students. With childhood obesity on the rise Physical Education is even more important than ever. OCS teachers will use the California P.E. standards to develop P.E. classes that support students in developing gross motor skills, spatial awareness, sportsmanship, and a positive attitude about physical fitness in keeping one's body healthy. Students learn about their bodies and their physical fitness as they do activities that promote aerobic health, flexibility, muscle strength and healthy body composition. In elementary grades we emphasize the way in which students move through space and time in their environment, the way in which the student and a partner move in space together, the continuity and change in movement, the manipulation of objects in time and through space, and the manipulation of objects with accuracy and speed. In middle school we emphasize working cooperatively to achieve a common goal, meeting challenges, making decisions, and working as a team to solve problems. OCS partners with the California State University Northridge Kinesiology department to provide teacher professional development and model lessons from student teachers in P.E. The OCS Wellness committee recruits parents volunteers to help further support the P.E. program.

Health education is also an important aspect of the OCS program for the whole child. In K-2 students learn about healthy habits such as washing their hands and covering their noses and mouths while sneezing. They also learn about good nutrition and hygiene such as regular teeth brushing. In the 3rd and 4th grades students learn more about the systems of the body and how they interrelate for good health. In 5th grade students have their first lessons within same gender groups about the changes puberty will bring for them. In 7th grade this topic is studied in greater depth through the life sciences curriculum. OCS uses the state Physical Fitness standards and the Health education framework to develop grade appropriate lessons in these content areas.

MUSIC

OCS offers Orff Shulwerk music lessons to all OCS students. This method of teaching music through students using rhythmic instruments, chants, rhythm and body movement is internationally recognized. Orff enables students to produce music in collaboration with others from a young age. Students are also taught how to innovate and create new additions to the music based on the patterns of the piece. By playing along with others, who may or may not be playing the same parts as you, OCS students learn to listen, collaborate, and create with others. OCS students learn the fundamentals of music through the Orff program in K to 5. In Middle school OCS will offer music classes on other instruments including guitars and drums. With their base in Orff Shulwerk, OCS students will quickly learn how to play other instruments. The OCS students also learn songs to sing that brings the community together at all school assemblies and celebrations. Weekly music class offers OCS students who are strong musically a chance to shine in school. Studies of music and brain development reveal that learning to play a musical instrument with two hands encourages growth of dendrites between the two hemispheres of the brain.

²⁷ AAAS www.project2061.org/tools/sfaaol/Chap13.htm quoted from the website 3/25/05

²⁸ <http://www.project2061.org/publications/atlas/sample/toc.htm> map samples taken from the AAAS website on 3/25/05

HOW OCS MEETS THE NEEDS OF ALL LEARNERS

1. SPECIAL EDUCATION PROGRAMS

Prior to Los Angeles Unified School District (“LAUSD”) Governing Board approval, Our Community School will either execute a Memorandum of Understanding (“MOU”) by and between the Los Angeles Unified School District (“LAUSD”) and Our Community School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education or provide approved legal verification of membership in another state-approved SELPA with agreement to adhere to the LAUSD’s MCD requirements.

Modified Consent Decree Requirements

All Charter Schools chartered by the Los Angeles Unified School District (“LAUSD or the District”) Governing Board are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action 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 statically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All Charter Schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to 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 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The District is currently in the process of developing an Integrated Student Information System (“ISIS”) as required by 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.

If Our Community’s request to expand to grades 7 and 8 is approved, the Division of Special Education will need to renegotiate the terms of funding.

2. ENGLISH LANGUAGE LEARNERS

The Charter School will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding EL’s and the rights of students and parents.

Home Language Survey

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment²⁹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The Charter School 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.

ELD Monitoring

Each trimester teachers use the ELD rubrics to score how their students are progressing toward the ELD standards. The rubrics on the folders also contain samples of student work. This information is passed onto the next teacher each year. This paired with the annual CEDLT assessment and ongoing regular class assessments such as DIBELS helps teachers to stay fully informed of their ELD students’ progress.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.

- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Learner Instruction and Intervention

Teachers will be trained to use Specially Designed Academic Instruction in English ("SDAIE") techniques to meet the needs of English language learners.

The instructional design model to be used by OCS places a heavy emphasis on differentiating instruction to meet the needs of English Language Learners based on their academic and language readiness. Through the well-defined professional development plan that accompanies this instructional design model, teachers will be trained on a variety of instructional strategies to be used specifically with English Learners. These strategies include, but are not limited to the following techniques:

- **Cooperative Learning.** Robert E. Slavin (1995) has shown cooperative learning can be effective for students at all academic levels and learning styles. Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280). Cooperative learning involves student participation in small-group learning activities that promote positive interactions. As Cochran (1989) notes, "Cooperative learning makes sense for teachers who have Limited English Proficient pupils in their classes because all students are given frequent opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates." Through a shared learning activity, students benefit from observing learning strategies used by their peers. EL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994). Calderon suggests that "cooperative learning is effective when students have an interesting well-structured task such as a set of discussion questions around a story they just read, producing a cognitive map of the story, or inventing a puppet show to highlight character traits" (2001, p. 280).

²⁹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

- **Language Experience Approach** (also known as Dictated Stories). This approach uses students' words to create a text that becomes material for a reading lesson (Carrasquillo & Rodriguez, 2002). Students describe orally a personal experience to a teacher or peer. The teacher or another student writes down the story, using the student's words verbatim. The teacher/student then reads the story back as it was written, while the student follows along. Then the student reads the story aloud or silently. Other follow-up activities can be done with this approach. In this way, students learn how their language is encoded as they watch it written down, building sight word knowledge and fluency as they use their own familiar language. This approach allows students to bring their personal experiences into the classroom—especially important for culturally diverse students (Peterson, Caverly, Nicholson, O'Neal, & Cusenbary, 2000).

Dialogue Journals (Also known as Interactive Journals). This approach is a way for teachers to engage students in writing. Students write in a journal, and the teacher writes back regularly, responding to questions, asking questions, making comments, or introducing new topics. Here the teacher does not evaluate what is written, but models correct language and provides a nonthreatening opportunity for EL students to communicate in writing with someone proficient in English, and to receive some feedback (Peyton, 2000; Reid, 1997). Reid's literature review and her action research project show dialogue journaling with a teacher to be beneficial in improving spelling and fluency.

- **Academic Language Scaffolding.** The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own (Gibbons, 2002). Academic language scaffolding draws on Cummins's research into Cognitive Academic Language Proficiency (Chamot & O'Malley, 1994; Cummins, 1981). Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies are a central part of sheltered instruction methods, but can be used in any classroom context. *(See Gibbons [2002] for specific scaffolding strategies.)*
- **Native Language Support.** Whenever possible, EL students should be provided with academic support in their native language (Thomas & Collier, 2002). Even in English-only classrooms, and even when an instructor is not fluent in a student's language, this can still be done in a number of ways. According to Lucas and Katz (1994), a student's native language serves several important functions: it gives students "access to academic content, to classroom activities, and to their own knowledge and experience" (paragraph 5). In addition, they found that it also "gave teachers a way to show their respect and value for students' languages and cultures; acted as a medium for social interaction and establishment of rapport; fostered family involvement, and fostered students' development of, knowledge of, and pride in their native languages and cultures" (paragraph 24).

3. Gifted Students and Those Achieving Above Grade Level

Students at Our Community School are given frequent opportunities to work beyond grade level to their ability. Students can choose challenging books to read, write essays or papers at a more complex level, or lead the development of a research or community service project. Teachers differentiate instruction through their lesson planning, offering support for students that need more help and challenge to those who are ready for more. The Singapore Math program embeds challenging material in each lesson, where the first set of questions are easy and then the questions grow in complexity as the student moves down the page. Advanced students can work through to more challenging problems. OCS understands that gifted students do not need more of the same type of work but academic challenges that engage them in complex problem solving. We also understand that gifted students also have a range of strengths and weaknesses as every student and so must be challenged to grow in their areas of weakness as well as offer them challenges in their areas of strengths. We challenge gifted students by offering them opportunities to lead, and to develop and share additional projects some examples we have done include: write and produce a short play, make a movie about a science topic, work with a small group on additional challenging math problems, develop a community service and plan how to implement it, plan and teach a lesson on a favorite subject for the class. Gifted students are identified to teachers so they can make sure that these students have additional challenges and more complex assignments within the context of the regular classroom.

We identify gifted students from grades 2 through 8th through teacher recommendation and test scores. OCS will recommend students to be identified gifted students through CST scores or teacher recommendation. If we determine to use the District's GATE identification process and policy and allow OCS student participation in the Saturday Conservatory of Fine Arts, we will reimburse on a fee for service.

MEETING THE NEEDS OF STUDENTS PERFORMING SUBSTANTIALLY BELOW GRADE LEVEL

At OCS, we take the challenge seriously as educators to help every student to achieve. Our school motto is "Every child is honored at OCS." Nowhere is this more important than when working with a student who is below grade level. We find that offering that child opportunities to show their strengths traditionally non-academic areas (public speaking, art or drama) and supporting them in developing their skills in areas where they struggle is the key to success. The following are some specific methods we use to support students who are low achieving.

Progress Monitoring and SSTs

General Ed students are monitored closely with Benchmark Assessments, teacher-created assessments and observational records as well as students' own self-reflection. Bi-annual Student-Led Conferences, bi-annual progress reports and trimester Benchmark Assessment reports as well as Community Discussions provide multiple opportunities for parents to learn about their child's progress and discuss their child's learning with the teacher. Students are taught to use rubrics and checklists to self-assess, to set their own goals and be able to explain their progress toward them from the very youngest grades. At Student-Led Conferences, students explain their learning and

their progress toward their goals to their parents. This type of student-owned reflection and goal setting help support students to become self-directed learners throughout their lives and future careers. When there is a concern about a student the teacher, parent or administrator can request a Student Success Team (SST) to be formed. At this meeting the family, student, teacher and an OCS administrator work together to identify student strengths, communicate about the concerns and find strategies with which all stakeholders support the student in success.

Tutoring Intervention for Low-Achieving Students

OCS supports students who are showing any signs of being at risk through a variety of interventions. A tutoring program is offered after school to students in the 2nd through 8th grades in the areas of Language Arts and Math. Students are placed in this program on a teacher referral basis. We use the Voyager curriculum, SIPPS in language arts and supplemental materials from Singapore Math, and All Kinds of Mind intervention services. Teachers and tutors maintain ongoing communication about each child's progress and may recommend that a child discontinue the program before May if the student has reached grade-level proficiency. Additionally, students may be placed in the program at any point during the year should additional support is necessary.

Students who significantly struggle in the areas of Language Arts and Math may be referred for school-day support from our Literacy and Math Support Teacher. Schedules are created in which specific students may be pulled out of their classroom 1-3 times per week, depending upon their need, and meet with our support teacher for additional help. This help may come in the form of additional phonics instruction, writing assistance, reading fluency practice, or practice in mathematical concepts the general education teacher requests. The time in which students are pulled-out generally is during the time of day in which the rest of their peers are working on the same subject matter and therefore does not impact the opportunity to participate in other curricular areas. The support teacher has a California Multiple Subject Credential.

Summer School and Retention

For students who complete the school year and are at risk of falling behind over the summer or have performed at a low level for the year, OCS will conduct an annual summer school program to be taught by credentialed teachers. If students have completed summer school and are still far below grade level, another possible intervention will be retention. Parents will be informed through SST meetings and in written reports of student progress and the possibility of retention by the end of the second trimester (March). Assessments conducted at the conclusion of summer school will help the school to make the final decision for retention. OCS believes retention can be an effective intervention and has internal student data to show its success at our site. Although parents will be informed throughout the process, the final decision for retention rests with the OCS administration.

School Time Volunteers

OCS actively seeks out volunteers in the community to help work with students one-on-one or in small group to help support them in their academics. This program has grown from one to six volunteers over the last two years.

Schools Attuned

The staff regularly meets to discuss the needs of all students and determine the appropriate interventions that will enable them to succeed. At times we do a Schools Attuned, All Kinds of Minds Student Profile in order to learn about that student and their learning styles in greater depth. The parent, teacher, and student participate in filling out surveys on the Schools Attuned website.

The survey data is then collected into student profiles. The information learned about the student is shared at a joint meeting with the teacher, parent and student. Ideas for ways to support the student's learning are recommended through this process. This process often helps teachers find new ways to reach students who may struggle to learn in a typical classroom model.

Meeting the Needs of Students from Families with Low Socioeconomic Status

As a school with a very mixed demographic socio-economically (averaging about 46% free and reduced lunch eligible families), we are sensitive to the needs and strengths of all of our families. Evidence from researchers at the Harvard Civil Rights Project have shown that students from low socio-economic families tend to have better academic success attending schools with close to 50% of students who are in more middle class households.³⁰ Therefore, in some ways, our school diversity is in itself a support for our students from lower income families. We also take care to offer a student aid fund through our PTSA which can provide confidential financial support for a family who has a need to enable their child to be better able to attend school (the fund can buy shoes, eyeglasses, pay for a gas bill or to register a car etc.). For school events that have expenses such as certain fieldtrips we do fundraising for the entire class so that all students can attend.. We have a free and reduced lunch and breakfast program at our school so students can always have two nutritious meals per day. These supports combined with a caring atmosphere that instills high academic expectations for all students, regardless of background, has helped OCS to have great success with this sub-group.

TEACHER RECRUITMENT PRACTICES AND POLICIES

OCS identifies the credentials and qualifications for any open teaching position and advertises it along with a job description. We then review resumes and a committee of teachers interview likely candidates and observe them teaching a sample lesson. All teachers will be NCLB compliant. OCS recruits from universities with education credentialing programs, Craig's List, CCSA website, Edjoin, and the charter school job fair.

PROFESSIONAL DEVELOPMENT

Our Community School is a strong proponent of professional development. Two weeks of professional development time is built into the school calendar annually as well as weekly staff meeting times in which professional development is prioritized over procedural activities. OCS professional development goals are both mission driven and achievement data driven. Initially much of our training was mission driven. We have held teacher trainings in Understanding by Design, the CRISS strategies for reading comprehension embedded in our language arts program, the writing process, Reading Results Assessment, and we trained teachers in Critical Friends Group facilitation so we could establish professional learning communities. As we developed as an organization, we also found opportunities for small groups of teachers to take part in trainings that they then brought back and taught to other school staff. These included such trainings as "All Kinds of Minds, Schools Attuned," Responsive Classrooms, The Critical Skills Institute and the Teaching American History Project. These were both mission driven and supported individual teacher goals and development.

In the past year we have developed a more focused approach where we now select an area of academic growth based on data analysis and then focus our professional development on that area. We did a full staff training in order to launch our Singapore Math program, and we have incorporated ongoing professional development in working with English Language learners in 2008-09 and 2009-10 through this process.

For the upcoming charter term, our professional development will continue to focus on English language development for next year. This is the area we feel data indicates we should work on and we will be working with UCLA's SMP program to offer a three day summer session called "Bridges to Understanding for English Language Learners" for all of our teachers. Middle school professional development will initially focus on developing the school's culture and methods of collaboration between the team and how they interface with the elementary school. M.S. teachers will be trained in Responsive Classrooms and Critical Friends Group (through UCLA) as well as Understanding by Design. After the M.S. is established enough to have its own data we will examine the data and determine what training it indicates. Professional development is additionally delivered by teachers on staff, the administrator, and university partners.

We conduct regular staff training in CPR and first aid, emergency procedures, child abuse reporting, special education support for mainstreaming students, and conflict resolution. We offer a BTSA program through LACOE in which our more experienced teachers mentor our newer teachers. We have monthly Critical Friends Group Protocols in which the teachers come together as a professional learning community to examine student work, lesson or unit plans and give each other supportive and critical feedback. We conduct classroom walkthroughs with all of the teachers each year to support inter-class connection and a through-line of curriculum. Our current work on our WASC self-study is giving the faculty an opportunity to learn about our school's strengths and weaknesses more deeply and to develop a main focus for academic and professional development for the future.

Each teacher is involved in an annual goal-setting, self-reflection and evaluation process with the principal each year. In this process, teachers set goals for their own development and set a learning plan for themselves. This is put in writing and signed by both the principal and teacher. These learning goals can become part of the professional development that the teacher would seek out that year in addition to the whole staff professional development. Teachers can have up to 3 additional personal days to attend professional development trainings in line with either their development goal or the goals of the school.

³⁰ Orfield, G. "Schools More Separate: Consequences of a Decade of Resegregation." Harvard Civil Rights Project. 2001.

In addition, classroom teachers are encouraged to have a membership and conference attendance in the following types of professional organizations:

- The National Council for Teachers of Mathematics (NCTM)
- The Coalition for Essential Schools (CES)
- The California Charter Schools Association (CCSA)
- The International Reading Association (IRA)
- The National Council for the Social Studies (NCSS)
- The Center for Civic Education
- The Association for Supervision and Curriculum Development (ASCD)
- The National Science Teacher Association (NSTA)

Our Community School Petition

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.”

California Education Code § 47605 (b)(5)(B)

Our Community School will meet all statewide standards and conduct the student assessments required pursuant to Education Code 60605. The school will meet the growth target as required by NCLB and in the Public Schools Accountability Act of 1999. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.

OCS has determined that its expected school wide learning outcomes will be that every student is informed, ethical, and empowered. We will measure these outcomes in the following ways:

Content Area	Skills and Knowledge Goals	Achievement Level
Language Arts	Students will achieve grade level skills and content knowledge in Reading, (decoding, fluency, comprehension, and literary analysis) Writing (strategies and applications), Language Conventions (sentence structure, grammar, spelling, capitalization, punctuation) and Listening and Speaking (strategies and applications).	85% of our students will be at proficient or above on their progress report and CST.
Mathematics	Students will achieve grade level skills and content knowledge in Number Sense, Algebra and Functions, Measurement and Geometry, Data Analysis, Statistics and Probability and Mathematical Reasoning	85% of our students will be at proficient or above on their progress report and CST.
Science	Students will achieve grade level skills and content knowledge in physical science, earth science, life science and in investigation and experimentation	85% of our students will be at proficient or above, with an initial goal of 65% in 8 th grade on their progress report.
Social Studies	Students will achieve grade level skills and content knowledge in history, civics and social science. Students will learn about chronological and spatial thinking, research, evidence and point of view and historical interpretation.	85% of our students will be at proficient or above with an initial goal of 65% in 8 th grade on their progress report.
Physical Education	Students will achieve grade level skills and knowledge in motor skills and movement patterns. They will demonstrate grade level ability to apply knowledge of movement concepts, principles and strategies to physical activities. Students will demonstrate a grade level	P.E. has not been our strong suit and we have been working to improve in this area. At this point our goal is for our students to reach 65% proficiency in this area.

	understanding of the importance of physical fitness and will participate with a positive attitude.	
Music	Students will show grade level skills and knowledge in processing, analyzing, and responding to sensory information through the language and skills unique to music. They will demonstrate grade level ability to create, perform, and participate in music. They will demonstrate a grade level understanding of the historical contributions and cultural dimensions of music. They will respond to, analyze, and make judgments about works of music. They will make grade appropriate connections and apply what is learned in music to learning in other art forms and subject areas and to careers.	85% of our students will achieve at a level of proficient or above in music as evaluated in their class progress reports.
Reclassification of English Learners	Students will demonstrate progress through the ELD levels and meet CST, teacher, and parent input criteria for reclassification	OCS will meet or exceed the district average of 14% for reclassification
Ethical	Students will demonstrate a grade level appropriate ability to show empathy, an awareness of his/her responsibility to and for others, and is tolerant and respectful of diversity in all forms. Students will demonstrate the grade appropriate skills to be an effective group member and leader.	85% of our students will achieve at a level of proficient or above as evaluated in their class progress reports.
Empowered	Students will show grade level proficiency in being able to: speak effectively to peers and adults, explain their thinking process, set their own goals and realistically self-evaluate their progress. They will experience making a difference in his/her community by participating in service learning projects and student government will have the opportunity to pursue or share a passion with schoolmates. Students will show they are proficient in the use of the writing process and demonstrate creativity.	85% of our students will achieve at a level of proficient or above as evaluated in their class progress reports

Democratic Participation	demonstrate experience with and awareness of the democratic process which may include participation in Student Council	70% of students will score “Consistently” on the rubric for democratic participation
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OCS Students Will Be Informed

1. The percentage of students achieving grade level standards in reading, language arts and mathematics will meet or exceed that of the sponsoring district. The school will meet targets for the state’s Academic Performance Index and for federal NCLB Adequate Yearly Progress at a level meeting or exceeding the performance of similar school within the district. The school has set an API goal of 850 for the charter term.

Measure: Annual state standardized, standards-based test results

2. The percentage of students reflecting a minimum of one trimester’s growth per one trimester of instruction in Math and Reading will increase annually up to 85% of all enrolled students.

Measures: 1. OCS Triennial Benchmark Assessment Testing
2. Reading Fluency and Comprehension Assessments

3. The percentage of students scoring at the Proficient Level or Above on the STAR language arts and mathematics assessments will increase annually; the percentage of students scoring at the Below Basic and Far Below Basic will decrease annually until 85% of our students reach Proficiency.

Measures: 1. Annual state standards-based test
2. OCS Triennial Benchmark Assessments

Specifically to improve the achievement of our subgroups we have the following goals:

- CST goal for our Socioeconomically disadvantaged sub group will be that we increase the number scoring at proficient or advanced at a rate equal or greater than the general population scores for the school.
- The goal for the Hispanic sub group is that we will increase the numbers of students meeting proficient or advanced at a rate equal or greater to the growth for general population of the school.

4. OCS will meet or exceed Academic Performance Index growth targets on annual standardized tests in at least 3 out of 4 years.

Measure: Annual state standardized test results

5. As we are just expanding to middle school grades, OCS students 8th grade students will show a mastery of content area knowledge through 65% or more of them scoring Proficient or Advanced.

- Measures:**
1. Annual state standardized test results in 5th and 8th grade Science
 2. Annual State Standardized test results in 8th grade Social Studies
 3. Teacher designed rubrics based on Understanding by Design Performance
 4. Assessment Tasks in all grade levels

OCS Students Will Be Ethical

1. Students will meet or exceed a 95% attendance rate.

- Measure:** Attendance records at the end of each year

2. Students will demonstrate pro-social behavior and a strong commitment to classroom and school community.

- Measure:** OCS bi-annual Progress Reports, in which the section on student ethical development includes goals and objectives pertaining to grade level expectations for:

- a. Successful participation in cooperative learning groups, class projects and daily circle discussions
- b. Ability to resolve conflicts through civil and authentic communication rather than through aggression or coercion
- c. Responsibility for completing school work with care
- d. Daily responsibilities for the care and maintenance of the class and school community
- e. Understanding and respect for all forms of diversity

OCS Students Will Be Empowered

1. Students will be effective communicators:

- Measures:**
1. 4th grade performance on State writing assessments will show 65% or more of students performing at Proficient or Above.
 2. Rubrics will be used to evaluate student oral presentations and will show 70% or greater of our students to be able to give an oral report at the proficient or above level.

2. Students (K – 8th grade) will demonstrate experience with and awareness of the democratic process.

- Measure:**
- OCS bi-annual Progress Reports in which the section on student ethical development includes goals and objectives pertaining to grade level expectations for:
- a. Participation in classroom council meetings—analysis of classroom needs, development of rules and agreements, and formalizing of rules and agreements by informed vote
 - b. Participation in Student Council
 - c. Student demonstrates the ability to articulate complex ideas in written and spoken language
 - d. Student participation in service learning curriculum

3. Students and their parents will demonstrate a strong engagement in education.

- Measures:**
1. Parent Volunteerism will be tracked and at least 65% of the parents will volunteer at the school annually.
 2. 95% of parents will attend student led conferences.
 3. Student and parent engagement surveys will show 85% or higher of parents and students responding as “engaged” or “very engaged.”
 4. Student Graduation Surveys will indicate that 80% of OCS students plan to continue into higher education after graduation, and 80% will report that they enjoy school and have self-confidence in their academic success.

Our Community School Petition

ELEMENT 3: METHODS FOR ASSESSING STUDENT PROGRESS

“The method by which pupil progress in meeting those pupil outcomes is to be measured.”

California Education Code § 47605(b)(5)(C)

ASSESSMENT

Our Community School believes that assessment is vital to ongoing school success. We use assessment data to evaluate the progress of the school as a whole, to drive instruction, to create differentiated instructional programs for individual students, to communicate with parents about their student's progress, and to help empower students to self-reflect on their own learning. We believe that multiple assessment measures provide a richer and more in-depth view of each student's progress.

The performance measures we use include both standardized, on-demand assessments of the various curriculum areas (math, science, literature, social studies, geography, writing), curriculum end of unit assessments and projects, benchmark assessments each trimester from DataDirector Riverside Publishing Group, DIBELS, and ongoing student portfolio self-assessments. Our students participate fully in the Standardized Testing and Reporting (STAR) program. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School. OCS uses the DataDirector online assessment tool to analyze, track and record student assessment data.

With measures matched to our philosophy and instructional intents, we have developed and will build upon our assessment system, which systematically enables us to:

- Assess the progress of each individual child in our curriculum, with particular emphasis on their academic, standards-based achievement
- Evaluate the effectiveness of the school program in meeting its objectives, relative to our own standards and compared to schools serving similar students in the district
- Contribute to the continual strengthening of curriculum and instructional processes at the individual, team, and program levels
- Be accountable to students, parents, our community, LAUSD and the state

Twice a year teachers and the school administrator are asked to analyze the school assessment data and choose goals for our own learning. Each grade level team chooses a goal for their age range (such as learning more about helping ELL students access science content or developing a deeper mastery of the Singapore math program) and then the teachers and principal chooses a school-wide goal or goals. Our current goal is to increase our understanding of how to assess, teach and track the progress of our ELL learners. Professional Development resources are then focused on this goal.

School Level Data

OCS uses the SARC report, annual AYP and API reports, the LAUSD School Report Card, an annual parent and graduate survey and a summary of the school's Benchmark Assessment Data to look at the whole school's progress. At the July OCS board meeting the principal presents an annual report on academic progress. This report uses Benchmark Assessment information from DataDirector item bank aligned to CST questions and surveys to report on student achievement and parent satisfaction level. At the September board meeting there is a presentation of the school's API and AYP reports. This allows the OCS board to evaluate the school's overall achievement and also to gauge whether the internal school assessments are a reasonable measure of achievement on the state tests. The principal also uses schoolwide reports to guide faculty in decision making about

adopting new curriculum or making schoolwide changes in pedagogy. The SARC, the API and AYP reports as well as the LAUSD Report Card are sent home to parents and posted on the school website for the community to access.

Class or Grade Level Data

Teachers are given class reports of student achievement on the Benchmark Assessments at the end of each trimester. In partnership with the principal, teachers then modify instruction based on this achievement data. Teachers may re-teach specific standards where students in their class did not do well, they may redesign curriculum based on the data, they may pull out small groups of students or recommend them for intervention programs if there were a few students who did not do well. Teachers may also see their instructional successes so they can build on these in future years.

At the start of each school year, returning teachers teaching in grades three and up are given a class report of their students' achievement on the CSTs from the previous year. This report gives teachers specific data about the students' achievement in each strand of the standards assessed. This gives them another way to measure their own success as teachers based on how the students were able to perform on the CSTs. They can use this information to modify their instruction in the new school year. All teachers are also given a report of their current class's achievement broken down by strands. This gives them important information about the achievement levels of their students at the close of the prior school year. They use this along with pre-assessments in the class to design their instruction for the current school year.

Individual Student Data

Individual Student data is used to provide parents, teachers and students with detailed information about each student's achievement. Individual student data is used for in-depth analysis for students who are struggling. This analysis is used to design intervention programs that will meet their needs, and it may be used to help inform a special education evaluation. Three times a year student profile reports are generated that reveal each student's achievement on their Benchmark Assessments from Datadirector. These are mailed home to parents. Twice-a-year Progress Reports based on the standards and the goals and objectives taught in each subject area are written for each student by the classroom teacher. Students receive a letter grade for achievement of state standards and a progress report that explains the course learning objectives and then the student's progress toward mastering them in both a checklist and narrative format as parents and students find these very informative. Middle school students receive an A-F grade along with the narrative progress report. This report combines Benchmark Assessment data with in class assessments, quizzes and performance tasks scaled by rubrics in a detailed report about each child. Twice a year each student participates in a teacher-family conference. At the conference the student participates in goals setting and then sharing their portfolio. The student has to conduct self-assessment as to their best work and their greatest challenge for the school year at these meetings.

Consistent with our instructional philosophy, portfolios give students opportunities for choice and to show their individual interests and talents. In addition to offering teachers a tool for gauging students' progress and their strengths and challenges, the portfolio design includes procedures to bring students and parents into the assessment process. By asking students to reflect on their own performance, we empower them to recognize and be responsible for their own learning.

Our Community School Petition

ELEMENT 4: GOVERNANCE

“The Governing structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement”

California Education Code § 47605 (b)(5)(D)

Our Community School's governance structure is set up to support the school's overall mission and vision with all stakeholders being involved on all levels of school governance.

Our Community School is a 501C3 non-profit public benefit corporation acting as a separate legal entity. OCS shall be accountable to its chartering agency for its outcomes in accordance with the California State Charter Schools Act. OCS will comply with the Brown Act.

Members of the OCS executive board, any administrators, managers or employees, and any other committees of the school shall comply with applicable federal and state laws, nonprofit integrity standards and LAUSD Charter School policies and regulations regarding ethics and conflicts of interest. OCS and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

The OCS Charter School will comply with the District policy related to Charter Schools, as it may be changed from time to time.

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

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

Audit and Inspection of Records

- Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining 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.

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

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

C. Our Community School Governing Board

The mandate of the Governing Board and stakeholders of OCS is to promote the guiding mission of OCS as articulated in this Charter. In order to do so the Governing Board is empowered to operate as the decision-making body in regard to schoolwide policies. The governing structure is designed to foster participation by all stakeholders, and assure the effectiveness of local school control and accountability. As such, the Governing Board will exist to affirm or reject policy recommendations made by the standing or ad hoc committees established by the Governing Board, and to evaluate the principal. As part of the school's mission, it is vital that students witness and participate in the school's collaborative process of policy development and decision-making. Schoolwide policies under the purview of the Governing Board include, but are not limited to the following:

- Strategic planning
- Annual budget development and approval
- Fiscal oversight
- Selection, evaluation, and when necessary, termination of the school principal
- Oversight in the hiring, evaluation, and when necessary termination of members of the faculty and staff
- School calendar
- Admission procedures
- Oversight of curricular and extra-curricular programs
- Oversight of Community service programs
- Graduation requirements
- School facilities and safety
- Pupil behavior and performance, including but not limited to academic achievement and mitigation, attendance, dress and decorum, maintenance of a clean campus, participation in extra-curricular activities and discipline proceedings.
- School-Community relations

- Establish ad hoc hiring committee composed of a variety of stakeholder representatives, depending on the position

Composition of the Governing Board

The Governing Board shall consist of seven to fifteen (7 - 15) voting members:

- Four (4) parents
- Four or more (4+) at large members

One teacher holds an Advisory position to the board. In addition, the current PTSA president will sit on the board in a non-voting capacity. As laws change regarding board composition, such changes may be made by the OCS Governing Board following the recommendation of an ad hoc stakeholder committee established by the Governing Board. The composition of this committee would be similar to that of the standing committees. Changes must be in accordance to District charter policy and ethics and conflicts of interest policies. The District shall be promptly notified of any such change.

For a policy or motion to be passed, a majority will need to approve.

Community Committees

Community Committees are comprised of Board members, parents and staff. They typically have one Board member, one to two teachers or staff and one to three parents for a total of up to 6 or 7 members. The committee's meetings and agendas are posted in the school calendar, on the website and in our weekly notices in accordance to Brown Act.. All interested parties are invited to attend and join. There is not a selection process for the committees, anyone can attend and become a part of a committee. A Board member or an administrator typically chairs these committees.

D. The process for selecting governing board members

Our Community School is a registered 501C3 organization and is managed as such. It has a self-selecting Board of Directors who operate in compliance with the Brown Act. Part of our core philosophy is that all stakeholders should have an active role in school governance. Therefore we have established that four of our board seats will go to currently enrolled parents. We also have one teacher or staff member, selected by the staff, to serve in an Advisory capacity to the board each year. The PTSA president serves as non-voting member.

The OCS Board of Directors is made up of 7 – 15 members including parents, community member representatives and a District non-voting representative.; PTSA president serve as an automatic nonvoting member. All other directors are self-selected by the board, balancing various areas of expertise including business, law, fundraising, community outreach, real estate, finance, mental health, etc. The nominating procedure is clearly delineated and available on the Board's online wiki (ocs1.pbworks.com). Stakeholders are invited to apply for membership during two mandatory community meetings held each year, and are reminded of this opportunity at the beginning of every Board meeting. This includes parents, who assist in the nominating procedure for a parent stakeholder representative on the board.

OCS Board Member Recruitment Procedures

1. Search: Finding potential candidates
 - a. Board members generate a list of board member attributes currently needed
 - b. Board members / Governance Committee members brainstorm potential candidates who fit the needed attributes (e.g. drawing from a pool of active community committee members), and
 - c. Invitation of Application: a packet is mailed to all families explaining that a director position is available on the OCS board, and
 - d. Board members / Governance Committee members network with colleagues etc., to find potential candidates who fit the needed attributes, and/or
 - e. parents or community members are referred to us by staff, parents, etc.
2. A Nominating Committee is formed by the board
3. Application review
 - a. The Nominating Committee reviews applications
 - b. "Board Candidate" packages are mailed, to include
 - i. A welcoming letter thanking candidates for applying
 - ii. Procedures for nomination and the recruitment process, referring to the bylaws
 - iii. A general, one page description of OCS, our mission and the board's current objectives
 - iv. The OCS board member job description
 - c. The Nominating Committee divides applicant pool for screening process
4. Screening: A Nominating Committee member speaks with the candidate by phone or in person:
 - a. Relays an interest in their application
 - b. Describes the position and answers basic, initial questions (board structure, committees, meetings, roles, conduct, time commitment, etc.)
 - c. Extends an invitation to the next board meeting
 - d. Requests a Curriculum Vitae (C.V.)
5. Observation: The candidate attends an OCS board meeting
6. Candidate interviews conducted by recruitment subcommittee members
 - a. Two members of the Nominating Committee interview the candidate
 - i. Discuss observations of the board meeting
 - ii. Discuss applicant motivations, interests, skills, history, connections
 - iii. Answer the candidate's questions regarding OCS and board membership
 - b. The candidate formally applies for board membership by submitting his/her C.V.
7. Analysis & Recommendation (Upon completion of all interviews)
 - a. Nominating Committee analysis of C.V.'s, led by the recruitment subcommittee
 - b. Member reports on interviews
 - c. Nominating Committee discussion leading to a recommendation for the board

8. Inauguration
 - a. Nominating committee makes its formal recommendation/s to the board
 - b. Board members ask questions & discuss
 - c. Optional — board members shelve the decision pending further inquiry and/or a full board interview of the candidate
 - d. A motion is made to inaugurate a new member
 - e. A vote is taken, denying or approving the motion

9. Membership
 - a. In early months, new board members receive training from mentor board members and ongoing support through the acclimation process

 - b. New board members are given one Board cycle (the period between two board meetings) to get acquainted with board membership and community committees, taking this time to integrate themselves into the process and join committees

E. OCS Board of Directors Meetings

The Board of Directors will meet at least 6 times per year not allowing more than 8 weeks to pass without a board meeting. If a situation occurs that requires a special meeting of the Board, the board will comply with the Brown Act with regard to notification of such meeting.

PTSA

The PTSA has membership and elected officers, President, Treasurer and Secretary

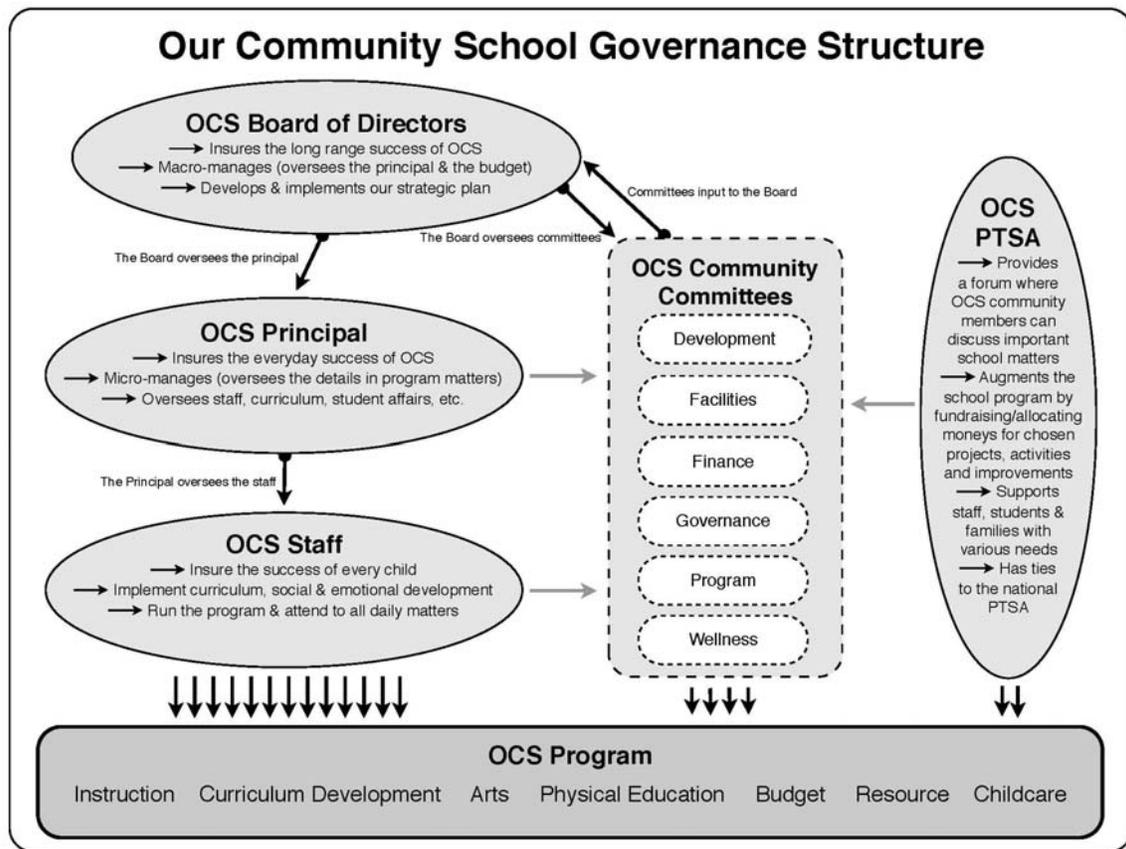
The PTSA focuses on :

- running community events
- fundraising
- supporting music program
- field trips

OCS Board Notices, Agendas, and Minutes

Notices of board meetings with agendas are posted in at least 2 public places at the school campus in compliance with the Brown Act. Meeting notices and agendas are also included in the weekly packet sent home to families. Meeting dates are also published in the OCS calendar that is distributed to all families at the beginning of each school year. For emergency meetings, parents are notified through the posting of the agenda on campus, email blast and through automated phone message. Minutes of each meeting are taken by the secretary of the board and summaries are included in a subsequent weekly packet sent with students to take home to their families. Approved minutes are posted on the school website and kept in a binder in the office where anyone who asks can look at it or request copies.

G. OCS Organizational Chart



H. OCS Board Members

For resumes and questionnaire responses for all individuals committed to serve on OCS's governing board, see Appendix C.

I. Compliance with the Brown Act

Meetings; Annual Meetings: All meetings of the board and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act.

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

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

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

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

1. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for the purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the board are regularly held. The public is notified of special meetings through posting of the notice and agenda on campus, email blast and through an automated phone message.
2. Notice by mail shall be deemed received at the time of a properly addressed written notice deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by a person giving the notice by

electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

3. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business of the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Closed Sessions: The OCS Board shall only meet in closed sessions when it is applicable according to law. All other meetings will be held in open sessions where any interested person may attend.

J. OCS Board of Director's Notice of Compliance

Members of the OCS executive board, any administrators, managers or employees, and any other committees of the School shall comply with applicable federal and state laws, nonprofit integrity standards and LAUSD Board-adopted Charter School policies and regulations regarding ethics and conflicts of interest. OCS and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

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

K. Appropriate Action

Grievance Procedure for Parents and Students

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

OCS 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.

OCS 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.

Our Community School Petition

ELEMENT 5: OCS Employee Qualifications

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

QUALIFICATIONS FOR EMPLOYMENT

OCS will require that each employee (paid or volunteer) of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237. The administration will conduct a background investigation; T.B. clearance and fingerprinting shall be required for all employees, both classified and certified personnel. Employees must successfully clear these requirements prior to working at the charter school. OCS instructional staff must have ample experience in working with and a thorough understanding of education and children.

Section A

1. General Staff Qualification

OCS staff will be required to demonstrate ability to be personable, work cooperatively with co-workers and an enthusiasm for working with children. Along with these skills, the following are minimum qualifications for each staff position:

Principal

- Advanced Degree and/or Teaching Credential
- 4 – 6 years school administration experience
- Demonstrated leadership in curriculum design and implementation
- 4- 6 years of mentor teaching experience
- Experience with business, budgets, facilities management and scheduling
- Experience with overseeing, hiring, evaluating and working with staff
- Organizational, leadership and office management skills

Assistant Principal

- Advanced Degree and/or Teaching Credential
- 2-4 years of school administration
- Minimum 6 years of experience in working with children
- Ability to effectively work with all staff members, parents, and students
- Experience with scheduling and office management skills
- Knowledge of special education management and implementation

Elementary Teachers

- Bachelor's Degree
- Valid Preliminary Multiple Subject Teaching Credential, compliant with all N.C.L.B. regulations
- Three years of teaching experience is required for teachers to mentor student-teachers in credential programs of any kind

Middle School Teachers

- Bachelor's Degree
- Valid Multiple Subject Teaching Credential, N.C.L.B. highly qualified for teachers teaching Core classes or self-contained classes.
- Or a single subject credential NCLB highly qualified
- Three years of teaching experience is required for teachers to mentor student-teachers in credential programs of any kind

Teacher's Assistants

- An associates degree or completed two years of college
- A minimum of six units in child development (12+ units preferred)
- Experience or demonstrated potential in working with students
- Meet NCLB highly qualified criteria

Director of Operations

- Advanced skills in computer and business machines operations
- Understanding and experience with scheduling
- Ability to schedule and oversee facility operations projects and tasks
- Organizational, leadership and office management skills
- Skill in the areas of business accounting, reporting, and management
- Experience in the field of education
- Experience in working with students, parents, families and community members
- Personable

Office/Clerical Personnel

- Experience with office technical procedures
- Ability to efficiently learn and use computer programs for inputting and tracking student data
- Experience or demonstrate potential in working with students, parents, families and community members

2. Health and Safety

OCS strives to maintain highly qualified staff members and will ensure that all employees meet the at least minimum requirements described in Element 6 in order to ensure the health and safety of the entire community including all employees and pupils.

Section B

Key Job Descriptions and Qualifications

Highly qualified teachers will be required to have prior educational experience (i.e. teaching, paraprofessional, child development center, or school volunteer), where the work experience is found beneficial to education.

Job Descriptions

Teachers (Certificated Personnel)

- Provide a quality, enriched, and powerful curriculum for the students enrolled in their class
- Demonstrates strong content knowledge in the subject areas they will teach
- Provide an effective room environment, which reflects and facilitates the learning process and incorporates intrinsically motivating activities
- Help students regulate their own behavior and develop problem-solving skills, while remaining respectful and interested in the child's well being, at all times
- Provide continual assessment of student progress and maintain records, while continually evaluating class performance and modifying the environment and/or curriculum to meet the changing needs of students
- Keep portfolios and observation evaluations on all students and fill out progress reports each trimester
- Actively strive for continuous and open communication with parents and hold parent teacher conferences twice per year for mutual sharing on the child's growth and progress at school and home
- Provide opportunities for peer assistance to fellow teachers and actively participating in team meetings
- Participate in-service staff development meetings and outside workshop to continue to grow professionally
- Keep regular and punctual attendance
- Demonstrate a commitment to Our Community School's philosophy and process
- Be an active participant in at least one committee

Principal

- Oversee the business practices of the school and attract new resources
- Oversee classroom management in collaboration with the assistant principal to ensure appropriate and instructive student discipline is in place
- Supervise all staff members
- Provide opportunities for professional growth
- Spend 3 - 5 hours per week in the classrooms
- Keep regular and punctual attendance
- Oversee the school-operating budget, authorize spontaneous and ongoing daily expenses as necessary and maintain robust fiscal vitality
- Demonstrate a thorough commitment to Our Community School's philosophy and process

- Provide direct oversight of the instructional program
- Set up and oversee the in-service staff development program
- Oversee and facilitate staff team meetings
- Supervise staff and conduct regular and additionally necessary staff evaluations
- Assist with the planning and coordination of parent and teacher workshops and conferences for the school and surrounding community to attend
- Serve on at least one standing committee
- Facilitate communication among staff, parents, and community

Assistant Principal

- Assist the principal with above duties where applicable
- Provide support to principal and staff in the area classroom management and student conflict resolution to ensure appropriate and instructive student discipline is in place
- Keep regular and punctual attendance
- Obtain information and make staff aware of upcoming workshops, seminars and conferences, which would prove beneficial to attend
- Assist with the planning and coordination of parent and teacher workshops and conferences for the school and surrounding community to attend
- Oversee and provide training to the assistant teachers in the areas of conflict resolution and child development
- Oversee staff scheduling and substitute staff
- Provide leadership to the staff selection committee for recruiting and hiring new teachers and staff
- Oversee special education, tutoring, and all other intervention programs
- Oversee state standardized testing and all other assessment strategies implemented in our program
- Facilitate communication among staff, parents and community

Director of Operations

- Assist the principal and assistant principal
- Oversee office personnel and ensure the office is running efficiently
- Perform daily accounting and maintain financial records in alignment with the budget,
- Answer telephones
- Communicate with parents regarding financial commitments (ie: lunch program details, donations made, etc),
- Keep files updated and organized
- Gather student data for funding reports and applications
- Perform compliance checks
- Oversee facility operations and maintenance issues
- Order and keep inventory of school supplies
- Administer first aid as necessary

Other Personnel

Teacher Assistants and bilingual aids will assist with instruction and other classroom duties

Clerical staff

- Will perform daily school business
- Assist with enrolling students
- Assume responsibilities within the Special Education Department as the Special Education Clerk after required training
- Typing
- Clerical duties
- Answer telephones
- Administer first aid as necessary.

Section C

1. Provisions of Law

All mandated paperwork for legal employment must be submitted and approved by the OCS administration prior to the start of employment in order to ensure that all provisions of the law shall be met. This includes, but is not limited to Immigration Documentation, Clearance of TB Testing, and Fingerprint Clearance.

2. Teacher Credentialing

Teachers shall be required to be highly qualified under NCLB and hold a California credential or other document equivalent to that which a teacher in other public schools would be required to hold. Such documentation will be monitored by the Assistant Principal.

3. Maintenance of Records

Copies of required forms and records will be kept at the school and will be readily available for review when requested for oversight purposes. Credentials will be monitored by the Assistant Principal. OCS will comply with federal guidelines on the N.C.L.B. act.

Staff Selection

At Our Community School, all staff shall be selected by an open, objective and competitive process. OCS shall screen applicants for basic criteria, namely: credentials, team teaching ability/experience, years of experience, area of academic expertise. A staff selection committee (SSC), made up of administration, teachers, board members and parents recruits and hires staff. Candidates are asked to do the following:

- Submit a resume for review
- Participate in an initial interview with the school's administrators
- Prepare and present a one hour lesson to one of our classes (teachers and members of our SSC observe), followed by a short informal interview with SSC members
- A formal interview with a majority of the SSC and all directors

Our Community School shall select its own staff. The selection procedure shall not discriminate on the basis of ethnicity, national origin, religion, gender, age, disability, or sexual orientation. OCS

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

Our Community School staff shall consist of persons who are committed to Our Community School philosophy.

The hiring process shall include:

- 1) Interviewing and collecting from applicants:
 - Resume
 - All relevant test results
 - Certified and sealed college transcript
 - References
 - Records of experiences
 - Credentials, licenses, etc.
- 2) Verifying previous employment
- 3) Selecting top candidate
- 4) Attaining a medical clearance and proof of medical exam and TB testing
- 5) Ensuring applicant submits fingerprints to the Department of Justice for criminal record check

Employee Evaluation

The Board and Governance Committee are responsible for organizing an evaluation for the principal. The governance committee will request teacher/staff feedback as part of their information gathering for the principal evaluation. The Board evaluates the Principal in the following manner.

The OCS Principal's evaluation system is a year-long, multistep process through which OCS Board of Directors supports and oversees the school principal. This system incorporates a number of components, including our principal's yearly goals created with input from the Board, and self-reflection, Board expectations and evaluation, and both staff and family feedback. The Governance Committee oversees this process, then reports its findings to the Board. The evaluation incorporates community feedback, interviews, and other sources. Results of the evaluation determine whether the principal will be offered another year or if the contract will not be renewed.

Certificated Employees

The principal evaluates the teachers. Teacher input is requested for administrative leadership positions. Evaluations are conducted annually and serve as an opportunity to discuss growth, goals, and concerns.

Teachers will be evaluated by the Principal. They will have a self-evaluation meeting in December or January, an evaluation meeting in March and a year-end evaluation meeting in June. The evaluation is based on the California Standards for the Teaching Profession and each teacher's goals. The principal and each teacher will work collaboratively on setting goals, plans for achieving these goals and the evaluation of the goals. Teachers salaries are based on the OCS Board approved salary scale and are not performance based. Teachers who show repeated poor performance, poor teaching skills and an inability to improve will not have their contract renewed. Concerns will be documented in writing to the teacher and there will be some time for them to show improvement before the decision to terminate employment is made, unless the teacher has demonstrated a serious breach of trust in which he/she put a student's safety at risk or displayed extremely inappropriate behavior, in which case termination will be immediate and without warning.

Classified Employees

The Principal evaluates office staff. The assistant principal is responsible for the assistant teacher evaluations. The employee's supervisor will discuss and conduct the review with the employee. The employee's first performance evaluation will be after completion of the employee's 90-day introductory period. After that review, performance evaluations will be conducted during OCS' annual review period. The frequencies of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties or recurring performance problems.

The employee's performance evaluations may review the following factors but are not limited to:

- the quality and quantity of the work the employee performs
- the employee's knowledge of the job
- the employee's initiative
- the employee's work attitude and the employee's attitude toward others
- the employee's attendance record and punctuality
- overall performance and execution of duties and responsibilities

Employee Complaints and Disputes

Employees should inform in writing to the Principal or Assistant Principal regarding employee disputes or complaints. If the complaint or dispute is regarding the Assistant Principal or Principal, the written notification should be sent to the chair of the OCS Board of Directors. Detailed reports - including names, descriptions, and actual events or statements made - will greatly enhance OCS' ability to investigate. Any documents supporting the allegations should also be submitted. Based on your report, OCS or the Board Chair will conduct an investigation and respond within 30 days. OCS prohibits any and all retaliation for submitting a report and for cooperating in any investigation. Any employee who retaliates against the accuser or those involved in the investigation will be disciplined, up to and including termination from employment.

If the investigation determines that prohibited discrimination or other conduct violating OCS' policy has occurred, disciplinary action will be taken, up to and including termination of employment, against those who engaged in the misconduct.

OCS will also evaluate whether other employment practices should be added or modified in order to deter and prevent such conduct in the future. The filing employee will be informed of whatever action(s) OCS takes to resolve and remedy the situation. If the employee is unsatisfied with the resolution, the employee may appeal to the full OCS Board of Directors.

Our Community School Petition

ELEMENT 6: HEALTH AND SAFETY

“The procedures that the school will follow to ensure the health and safety of the pupils and the 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”

California Education Code § 47605 (b)(5)(F)

- A.** OCS will require that each employee (paid or volunteer) of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237. The administration will conduct a background investigation; T.B. clearance and fingerprinting shall be required for all employees, both classified and certified personnel. OCS instructional staff must have ample experience in working with and a thorough understanding of education and children.
- B.** Each person employed by OCS is required to have a T.B. test done and cleared every four years. Documentation of all T.B. tests is kept in their employee file. All employee files are kept in a locked secure drawer in the administration office.
- C.** OCS requires all students to have immunizations as mandated by the County of Los Angeles Department of Health Services. OCS parents are required to fill out a health information card for each child enrolled and provide us with a copy of the updated immunization card. These student immunization records are kept inside the student's cumulative school record, which are kept in locked drawers in the main office. Physicals are required for students entering 1st grade. All physicals can be completed as early as 18 months prior to entering 1st grade but no later than three months after entering 1st grade.
- D.** OCS provides vision, hearing, and dental screening each year for our kindergarten, 2nd and 5th grade students by contracting two nurses from the LAUSD Nursing Services through the fee for service program. OCS also provides our 5th grade students the opportunity to participate in a special health education program on Family Life and Growth and Development also conducted by a nurse from the LAUSD Nursing Services Department.
- E.** The address of the facility:
16514 Nordhoff St
North Hills CA 91434
- F.** Our facility parking lot has six handicap spaces available, has wheelchair access to entire campus offices and classrooms. Each classroom, office, kitchen and assembly areas are up to code with fire extinguishers and exit signage. OCS has Jam Fire Corporation, Inc. inspect all fire extinguishers and fire alarm panel once a year and our facility is inspected by the fire marshal at the end of each school year. All logs are kept in a binder in the bookcase of the main office.
- G.** LAUSD Innovation and Charter Division has the appropriate Certificate of Occupancy on file for the current address of OCS. A new certificate of occupancy issued by the applicable permitting agency will be provided if OCS moves to a new location or adds another site. A new certificate will be provided in accordance with the facilities language in element 16, if OCS moves to a new location or adds another site.

H. Our Community School maintains a safe and secure environment for its students, staff, administration, school volunteers, and visitors. OCS has developed a school safety plan and acquired emergency supplies for the school which is kept in a binder in the main office as well as in the Employee Handbook. Among the many health and safety laws that need to be followed is the Healthy Schools Act-California Education Code Section 17608, which details pest management requirements for schools. Additionally, OCS has developed and implemented the following policies and procedures:

- Monthly Fire and Earthquake Drop, Cover and Hold Drills
- Mock and Simulation Earthquake Drills are conducted twice a year
- Policies and procedures for responding to natural disasters and emergencies
- Policies relating to the administration of prescription drugs and other medications
- Equipped with disaster emergency supplies including water, food, blankets and supplies necessary to sustain the campus population for three days.
- Minimum of 75% of the staff is CPR/First Aid certified.
- Procedures for preventing contact with blood-borne pathogens.
- Policy that establishes the school functions as a drug, alcohol and tobacco-free workplace and that adheres to Title IV of the Safe and Drug-Free Schools and Communities Act.
- Policy that require that all school employees (paid or volunteer), furnish the school with a criminal background check and submit a criminal record summary as described in Education Code 44237.
- Sexual harassment training for administrators.

These written polices are updated yearly and revised as needed and distributed as appropriate to all students, parents and staff annually via our OCS parent handbook and our OCS Employee Handbook. Emergency and school safety procedures will routinely be covered during staff development meetings

Child Abuse procedures

It is the duty and obligation of every school employee to report any suspicion of substance or child abuse to the Department of Child Services or appropriate law enforcement agency. It's all employees' legal and professional responsibility to do so. The Child Abuse Hot Line @ 1-800-540-4000 (part of the Department of Children/Family Services). Reports must be made within 24 hours of learning about the problem and follow up forms must be sent to DCFS within 36 hours of making the call. Please ask the DCFS representative for the website link and case reference number as this written report can be filed on-line, other wise the Director of Operations has these forms on file. Inform the Assistant Principal that a report has been made.

Maintenance, Repairs, and Improvement

OCS will contract with outside professionals for the ongoing custodial services and has agreed with the Leaser of the property that all grounds maintenance of the property will be provided by the Leaser. The Director of Operations of Our Community School is responsible for the following:

- Supervising the janitorial service and ensuring daily cleaning duties are carried out
- Communicating with the Leaser to ensure that the ground maintenance is attended to appropriately (including but not limited to, landscape and tree care)
- Supervising outside contractors for major repairs or improvements

See section after Element 16 regarding how services will be handled if district facilities are utilized.

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.

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

Evidence of Insurance

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

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

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

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

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

Hold Harmless/Indemnification Provision

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

Our Community School Petition

ELEMENT 7: RACIAL AND ETHNIC BALANCE

“Recognizing the limitations on admissions to charter schools imposed by EC Section 47605(d), the means by which the school will achieve a racial and ethnic balance among its pupils that is relative of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”

California Education Code § 47605(b)(5)(G)

A. Outreach

Our Community School is nonsectarian in its programs, admission policies, employment practices, and all other operations and does not discriminate against any student on the basis of ethnicity, race, national origin, gender, disability or socioeconomic status. Our Community School does not charge tuition. Our Community School embraces the idea of racial and ethnic diversity and strives to maintain a racial and ethnic balance that is reflective of the general population residing within the territorial jurisdiction of the surrounding community and the sponsoring district. We conduct a comprehensive outreach program to attract a diverse population of students. Methods for outreach include but are not limited to: direct mail campaigns, website presence, and speaking at local Head Start or Boys and Girls Club organizations meetings.

B. Geographic areas to be targeted for outreach

We target the North Hills neighborhood and the neighborhoods surrounding including Canoga Park, Winnetka, Reseda, Porter Ranch, Northridge, Granada Hills, and Van Nuys.

C. Languages Used for Outreach

Currently we publish outreach materials in English and Spanish. We are planning on translating some materials into Korean this coming year.

D. Court-ordered Integration

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

Currently OCS has a racial and ethnic student population that is reflective of the area the school is located within. The school will develop a written plan to achieve and maintain this goal. We shall also keep on file documentation on the efforts the school made to achieve student racial and ethnic balance and the results it achieved in accordance with the commitment made in the petition and the standards of charter legislation. In addition, an accurate accounting of the ethnic and racial balance of students enrolled in the school will be maintained.

. Recruiting Academically Low-achieving and Economically Disadvantaged Students

OCS has a diverse student population with 45% of our students in the free or reduced lunch program and a broad range of ethnic backgrounds. We find that families tell each other about their positive experience at OCS and that enables us to maintain a consistently diverse student enrollment. OCS conducts monthly tours for perspective families and invites such families to annual Open House events. The school mails out fliers (in English and Spanish) to the local community. These fliers include information on our instructional program, grades we will be serving and total foreseen enrollment for the school. The school offers tours or speak at Head Start programs or other local preschools so families of diverse background have the opportunity to learn about OCS. The school maintains an updated website and be accessible through various search engines on the Internet.

Public School Choice Traveling Students

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

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

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

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

Federal Compliance

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

OCS also understands that as part of its oversight of the school, the Innovation and Charter Schools Division may conduct program review of federal and state compliance issues.

Our Community School Petition

ELEMENT 8: ADMISSION REQUIREMENTS

“To the extent admission requirements are included in keeping with *California Education Code Section § 47605(b)(5)(H)*, the requirements shall be in compliance with the requirements of *California Education Code Section § 47605(d)* and any other applicable provision of law.”

A. Anti-Discrimination Statement

Our Community School will not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Charter will be non-sectarian in its educational programs and operations. In accordance with Education Code Section 47605 (d)(2) (A), OCS shall admit all students who wish to attend. The school adheres to entrance age requirements set by the District.

B. Specific Admissions Requirements

Students applying to Our Community School are required to complete a lottery application. After students have been offered a spot in the school the parents submit an enrollment application and are asked to submit enrollment documents such as immunization records, a birth certificate, and previous school records in order to be enrolled.

Our Community School offers a choice for students, parents, and the community. OCS will hold an Orientation Meeting before the school year begins. Parents are encouraged to attend but it is not mandatory and does not impact enrollment. The orientation discusses the school's philosophy and policies to ensure their understanding of the school's vision, curriculum program and policies. In the event a parent is unable to attend an orientation, the administration will make an appointment to meet with said parent to discuss the information otherwise obtained from the orientation.

OCS will comply with the McKinney-Vento Homeless Assistance Act for homeless children.

Maintenance of Student Records- The Charter School will adhere to all legal procedures related to confidentiality and privacy of records (FERPA). Please see Appendix E for a copy of the Parent Handbook.

D. Admissions Lottery Procedures

Should there be more applicants than placements available, a lottery will be conducted to fill those places, as specified in the Education Code Section 47605 (d) (2). The lottery is a fair and unbiased event that is a non-discriminatory, public, random drawing. OCS does not and will not require volunteer hours, monetary compensation, or attendance at any meeting of any interested parties. OCS shall make lottery dates known verbally during monthly school tours, when perspective parents call, as well as in writing on the OCS website and on the annual school calendar. Each lottery will be held in the school's public meeting hall and conducted at the time specified on the calendar. Parents do not have to be present in order to accept their spot if their student is picked from the lottery.

Lottery Applications will be received beginning each January for the following school year's enrollment and held until the time of the lottery. The lottery will be conducted each March. All lottery applications will be numbered randomly and have corresponding numbers that will be placed into a container for the draw. The assistant principal will pull out numbers until all the students have been placed either in the class or on a waiting list as determined by the lottery for each grade level. This process will be conducted by the assistant principal and verified by the principal and at least

one other person from the OCS Board of Directors. Parents or others who want to observe will be seated across a table from the people conducting the lottery and will not be allowed to touch the materials. Each student's name and grade level will be called out as their number is drawn so people observing can track the process.

Students awarded an initial place from the lottery are informed by the assistant principal verbally and in writing; and all others are placed on a waiting list as determined by the draw from the lottery. Should placement become available after the lottery has been conducted, interested parties will be promoted off of the waiting list will have 48 hours to respond in order to secure admission. The following admissions preferences apply: (1) students living within LAUSD boundaries;(2)siblings of currently enrolled students (3) a total of 10% or less of children of staff (4) students who qualify for free and reduced lunch. . The wait list lasts for one year and does not carry over to the next year's lottery.

When the lottery is completed, the assistant principal will distribute the results (placements and waiting list details) to the office clerks and the principal and provide a report of the lottery procedures at the next public board meeting. This record of the lottery will be maintained for a year.

Note: OCS may refine lottery policies and procedures in accordance with a written policy adopted by the governing authority of the school. A copy of the revised policy, designed to improve the school's lottery efforts, shall be provided to the District within 45 calendar days of the approval by the charter school's governing authority and prior to the enrollment period of the year in which the revised lottery policy will be implemented.

Our Community School Petition

ELEMENT 9: ANNUAL AUDIT

“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.”

California Education Code § 47605(b)(5)(I)

DISTRICT OVERSIGHT COSTS

The District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.

ANNUAL INDEPENDENT FISCAL AUDITS

An annual independent fiscal audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.

An audit committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies will be resolved to the satisfaction of the District .

The independent fiscal audit of the Charter School is public record to be provided to the public upon request.

CATEGORICAL FUNDING

Block Grant

The majority of categorical funding for Our Community is received in the form of the Charter School Categorical Block Grant. Programs that are included in the charter school categorical block grant include any state categorical program that is supported with funds that count toward meeting the Proposition 98 guarantee and meets one of the criteria described below:

- Program is named in *Education Code* Section 47634(a) (Outside Source) as being in the block grant.
- Program was established on or after July 1, 1999, and statute does not expressly permit or require charter schools to apply separately in order to participate in the program.

Categorical block grant funds are unrestricted and therefore may be used for any purpose determined by Our Community's governing board.

Class Size Reduction

Represents the vast majority of additional state categorical funding received by Our Community. The intent of the funding is to improve student learning in grades K-3 by allowing for smaller classroom size and more individualized instruction. As such CSR funding may be used in any manner deemed appropriate by the school's governing board to achieve this goal.

Our Community School makes use of the funds to help support additional teachers needed to achieve a smaller student/teacher ratio required of the program and to provide professional development opportunities.

Supplemental Instruction

A relatively small amount of categorical funding is received from the state's supplemental instruction program designed to provide extra instruction outside the normal school day to students that need more assistance for a variety of reasons. Our Community has decided to focus extra instruction on those students at risk of retention or who may have been retained from the previous year. Students who are identified have the option of attending special tutoring sessions after school at the hands of a certificated instructor for a minimum of one hour. Funding received from this source is used to provide extra stipends to those teachers who decide to participate in the program.

Our Community School Petition

ELEMENT 10: STUDENT DISCIPLINE

“The procedures by which pupils can be suspended or expelled.”

California Education Code § 47605(b)(5)(f)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Our Community School (“Charter School” or “OCS”). When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School’s policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Parent Handbook, which is sent to each family at the beginning of the school year. The OCS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. As part of the process of updating the discipline policy and procedures, parents, students, and staff provide input to the policy annually. For positive behavior support the staff implements the responsive classroom strategies to help students learn to make appropriate choices.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, and the use of alternative educational environments, suspension and expulsion.

A. Grounds and Conditions for Expulsion

- **Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is (1) related to school activity, (2) school attendance occurring at OCS or at any other school, or (3) an OCS sponsored event. A student may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

- a) While on school grounds;
- b) While going to or coming from school;
- c) During the lunch period, whether on or off the school campus; or
- d) During, going to, or coming from a school-sponsored activity.

- **Discretionary Enumerated Offenses - Students may be suspended or expelled for any of the following acts when it is determined the pupil:**

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

4. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.
14. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
15. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
16. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
18. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.
19. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
20. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- **Mandatory Offenses:** Students must be suspended or expelled for any of the following acts when it is determined the pupil:

Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object. If it is determined by the Governing Board that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

:

- b) • Brandishing a knife at another person
- c) • Unlawfully selling a controlled substance
- d) • Committing or attempting to commit a sexual assault or committing a sexual battery
- e) • Possession of an explosive.
- f) The Federal Gun-Free Schools Act of 1994 also mandates the expulsion of any student who takes a firearm onto a school campus.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

In the case of a student who has an IEP, or a student who has a 504 Plan, the charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the 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 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's failure to implement the 504 Plan?

B. Suspension Procedures

1. Conference

The Principal and Assistant Principal have the authority to suspend students.

Suspension shall be preceded, if possible, by a conference conducted by the principal or the principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the principal. The conference may be omitted if the principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Suspension Appeal

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. The maximum number of days of suspension for the year is 20.

Parents who wish to appeal a suspension may appeal in writing to the Principal if the Assistant Principal suspended the student or to the Board if the Principal suspended the student.

Authority to Expel

A student may be expelled either by an Administrative Panel following a hearing before it or by the Governing Board on appeal. The Administrative Panel will consist of three or 5 members who are certificated, including an administrator and neither a teacher of the pupil or the administrator who made the determination about the student's offense. The Administrative Panel may expel any student found to have committed an expellable offense.

Upon a recommendation of Placement/Expulsion by the principal or principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. Interim assignments will be provided by the school for the student pending the expulsion hearing.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the principal or designee determines that the pupil has committed an expellable offense.

The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an

opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Governing Board, Administrative Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program at the charter school.

- **Interim Placement**

Our Community School will provide a student with an interim placement in the event of expulsion at other charter schools, LA County schools or by conferring with the student's home district.

Section C. Notification of Expulsion and Due Process

Written Notice to Expel

The principal or designee following a decision of the Board of Directors to expel shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian within 5 school days. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Our Community School.
3. The reinstatement eligibility review date and procedures.
4. A copy of the rehabilitation plan.
5. Appeal procedures

The principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence within 5 days. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student
3. The reinstatement eligibility review date and procedures.
4. A copy of the rehabilitation plan.
5. Appeal procedures

Disciplinary Records

Our Community School shall maintain outcome data for all students including:

- Suspensions
- Expulsions & Expulsion Placements
- Reinstatements
- Out of District Expellees
- Opportunity Transfers

Records of all student suspensions and expulsions will be maintained at Our Community School. Such records shall be made available to the District upon request.

Right to Appeal

The pupil shall have the right of appeal from expulsion from Our Community School. Parents can appeal the expulsion decision by the Administrative Panel to the full Board of Directors. The parent has the right to address the Board and submits a written request to appeal to the Board President within 5 school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened (within ten (10) school days) at which time the parent(s) must attend to present their appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent and information from the original expulsion hearing. The Board's decision, regarding the expulsion, will be final.

Expelled Pupils/Alternative Education

Our Community will facilitate helping the parent find expulsion placements and enrollment to ensure that expelled students do not get lost in the system. Our Community will assist pupils who are expelled with seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

D. Public Safety

The lists of offenses and procedures specified for consideration of suspension or expulsion were created with intention of offering the students, employees, and all school visitors a safe campus. The offenses and procedures were reviewed by the OCS administration from lists that apply to students who attend non-public charter schools and serve the best interests of the school's pupils and their parents/guardians.

- **Procedural Safeguards/Manifestation Determination**

In the case of a student who has an IEP, or a student who has a 504 Plan, the charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the 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 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's failure to implement the 504 Plan?

- **Discipline Committee**

Our Community School has a Discipline Committee comprised of teachers and staff, administrators, and members of the Board of Directors that reviews the school's current policies regarding Discipline, Suspension, and Expulsion as needed. Changes in the school's policies are made based on the needs of the school and are communicated annually in the Parent Handbook (see Appendix E) prior to the start of the next school year.

F. General Discipline Policies

- **Student Conduct**

Our Community School expects that students will be respectful, cooperative, and caring for themselves and each other. Students are expected to solve conflicts in a cooperative manner. It is expected that students will be courteous and respectful towards each other, staff members and school visitors. Students are to be careful and responsible about using materials, equipment, and school supplies. They are expected to keep their teacher informed of their whereabouts on the school campus at all times. Students are to be equally conscientious on fieldtrips and at whole school events, as they are in their classrooms.

- **Student Discipline:** At Our Community School we hold that ongoing positive communication is the key to effective discipline. Therefore, our staff will communicate to our children that we know they are capable and responsible people, and speak to what is best in them--their intelligence, their initiative and their sensitivity towards others. Teachers and staff seek to create an environment for the students that is empathetic and encouraging, and where cooperation is emphasized and respect for one another's feelings, views and ideas is exercised.

Our Community School will routinely provide opportunities for students to make healthy choices, to cooperate with and be respectful of others, and to problem solve effectively. The OCS staff provides students with opportunities to take responsibility for their own actions and

encourages them to understand, acknowledge and explain the consequences that their actions have on one another.

Class meetings may be held so that the classroom community as a whole can discuss issues that pertain to classroom cooperation and etiquette previously agreed upon. If the teacher must intervene, the focus must then be on what the student can learn in a given situation. Teachers focus on what is being learned and view each situation as an opportunity to help students develop social skills, cope with frustration or rejection and increase verbal communication skills. Corporal punishment, infliction of bodily pain, deprivation of essentials, verbal abuse or any type of degradation or humiliating punishment, under any circumstances, may never be used.

Our Community School recognizes that conflict is an inevitable part of life. Appropriate conflict management skills can make the difference between dysfunction and well-being, danger and safety and chaos and harmony. Therefore, staff will understand the importance of tending to conflicts between students immediately and consistently. In conflict situations the students will become able to answer the following questions: 1) What are you doing? 2) Is it working? 3) How is it affecting others? 4) What else can you do that will work better? 5) Are you willing to do that? 6) Is there something you need from a teacher or someone else in the school community that would help you with that?

Common consequences for student problems will be to send a child to another class for a chance to think about their actions, to send a group of students to the office to discuss their problem in more depth with an administrator, to request a child repair or replace something they purposely broke as a homework assignment, and at times, a student maybe asked to help write up a behavior contract in which the specific behavior they are to avoid will be written out, along with what they should do instead and the consequences if they forget they will be asked to have their parent come in and meet with the student, administration, and classroom teacher to discuss and sign the behavioral contract.

If a student repeatedly violates the school's student conduct code or the classroom expectations, the teacher and an administrator will hold a meeting with the student and parents/guardians to discuss a plan for cooperative action. The student, parent/guardian and teacher will develop a written plan that outlines student behavior expectations, timelines and consequences for failure to meet these expectations.

G: Procedures for rehabilitation, readmission, and interim placement

- **Rehabilitation Plans**

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the OCS 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 Our Community School for readmission.

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

Our Community School Petition

ELEMENT 11: RETIREMENT SYSTEMS

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

California Education Code § 47605(b)(5)(K)

Work Basis

Our Community School will comply with all the regulations pursuant to California Labor Code 233.

Work calendars, hours per week, and vacation time will be determined by individual employment contracts or work agreements. Administrators and office staff will work a calendar year of 12 months. Teachers will work a calendar year of 11 months including staff development days and supplemental instruction. A typical work week will be Monday through Friday, 8 hours daily, with the possibility of extra time for special events, school meetings, parent conferences, etc.

Benefits

The OCS Board and Principal will determine the School policy for release and bereavement days for employees by April of each school year for the subsequent school year.

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

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security (for non-STRS members) will be provided by Our Community School. Life, health, dental, vision, and related benefits will also be provided to all full-time employees at the cost of the school.

Retirement

All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage, and the Our Community School will contribute the employer's portion required by STRS. All withholdings from employees and the charter school will be forwarded to the STRS Fund as required. Our Community School will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. Social Security payments will be contributed for all qualifying non-STRS members. The Our Community School 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. All full-time classified employees who are eligible will be covered by a 403b retirement plan. All full-time eligible employees will be covered by the Federal Social Security program. The principal will be responsible for ensuring that appropriate arrangements for the retirement coverage have been made.

Our Community School Petition

ELEMENT 12: ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.”

California Education Code Section § 47605(b)(5)(L)

A. Attendance Alternatives

Pupils who choose not to attend OCS 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.

B. Students Rights

No student may be required to attend Our Community School by any governing board nor by anyone except the student's parent or guardian.

Our Community School Petition

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.”

California Education Code § 47605(b)(5)(M)

Return Rights of Employees

A. LAUSD Employee Rights and Rights of Return

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

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

B. Other Rights

Our Community School employees are not represented in collective bargaining units at present and any rights to return to a previous employer are agreements between the employee and said employer and do not involve Our Community School.

Our Community School Petition

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.”

California Education Code § 47605 (b)(5)(N)

A. Dispute Resolution Provisions

Disputes with the District

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

Any controversy or claim arising out of or relating to the charter agreement between the District and OCS, except any controversy or claim that is in any way related to revocation of this Charter, shall be handled first through an informal process in accordance with the procedures set forth below:

(1) Any controversy, claim or dispute arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing (“Written Notification”). The Written Notification must identify the nature of the dispute and any supporting facts. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. Written Notifications shall be addressed as follows:

Our Community School
Attn: Christine Ferris, Principal
16514 Nordhoff St
North Hills, CA 91343

Director of Charter Schools
Los Angeles Unified School District
333 S. Beaudry Avenue, 25th floor
Los Angeles, CA 90017

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

(3) If the controversy, claim, or dispute cannot be resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute.

The mediator shall be selected from the approved panel of Los Angeles mediators of ADR Inc. Mediation proceedings shall be administered in accordance with the commercial mediation rules of the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration Association.

(4) If the mediation is not successful, then the parties agree to settle the controversy, claim or dispute by arbitration conducted by a single arbitrator in accordance with the commercial guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. Each party shall bear their own costs and expenses.

(5) However, any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

Our Community School Petition

ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for 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)."

California Educational Code § 47605(b)(5)(O)

Our Community School is hereby deemed the exclusive public school employer for collective bargaining purposes under the Education Employment Relation Act (EERA). The scope of representation shall include discipline and dismissal of charter school employees. Any District union employee who is offered employment and chooses to work for OCS will not be covered by his or her District collective unit bargaining agreement.

Our Community School Petition

ELEMENT 16: CHARTER SCHOOL CLOSING PROCEDURES

A description of the procedures to be used if the charter school closes, The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

California Education Code Section § 47605(b)(5)(P)

Revocation

The District may revoke the charter of OCS if OCS commits a breach of any terms of its charter. Further, the District may revoke the charter if OCS 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. Furthermore, the District may revoke the charter of OCS on any of the following grounds:

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

Prior to revocation and in accordance with California Education Code §47607(d), the District will notify OCS in writing of the specific violation and give the OCS a reasonable opportunity to cure the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

Term

If approved by the LAUSD board, the duration of the charter will be the end of the school term five years from the date of approval (June 30, 2015)

Renewal

The Charter School must submit its renewal petition to the District's Innovation and Charter Schools Division no earlier than September of the year before the charter expires.

Severability

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid under the provisions of California State Charter Schools Act or other relevant state and/or federal statutes, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by LAUSD and the Governing Board of OCS.

Closure Procedures

The following are closing procedures that abide by Cal. Educ. Code §47605(b)(5)(P), should the Charter School close for any reason. OCS will also comply with [5CCR11962](#). The decision to close OCS either by the OCS governing Board or by the LAUSD Board, 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 school; or the Charter lapses. In the event of such a Closure Action, the following steps are to be implemented:

1. Written notification to parents/guardians/caregivers of the enrolled students of the OCS will be issued by OCS within 72 hours after the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to LAUSD within the same time frame.
 - a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.
 - b. 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.
 - c. Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements.
2. Written notification to LAUSD of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.
3. Transfer of student records to the receiving schools, within seven calendar days from the determination of an Action to Close.
4. Written notification to the California Department of Education and the Los Angeles County Office of Education of the Closure Action shall be made by the OCS by registered mail within 72 hours of the decision to Closure Action.
5. The OCS shall allow LAUSD access, inspection and copying of all school records, including financial and attendance records, upon written request by LAUSD.
6. A financial closeout audit of the Charter School will be paid for by the OCS to determine the disposition of all assets and liabilities of the Charter School, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of the 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 OCS will be the responsibility of the OCS and not LAUSD. OCS understands and acknowledges that OCS will cover the outstanding debts or liabilities of OCS. Any unused monies at the time of the audit will be returned to the appropriate funding source. OCS 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, and other categorical funds will be returned to the source of funds.
7. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the OCS Board, will maintain employment to take care of

all necessary tasks and procedures required for a smooth closing of the school and student transfers.

8. The OCS 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.

9. In addition to a final audit, OCS will also submit any required year-end financial reports to the California Department of Education and LAUSD, in the form and time frame required.

10. 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 Petition.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end OCS's right to operate as a Charter School or cause OCS to cease operation. OCS 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.

Facilities

- Charter Petitioner or Developer _____ Our Community School
_____ charter school name
- Charter Management Organization _____
_____ if applicable
- Petitioner’s Mailing Address _____
- Proposed Charter School Location _____
- LAUSD Attendance Area _____
_____ names of District school sites near proposed location
- Proposed Charter School to be located within the boundaries of LAUSD.

Facility status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or 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.

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of Occupancy at least 45 days prior to the date the school is scheduled to open, issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without a Certificate of Occupancy for the designated use of the facility unless an exception is made by LAUSD’s Innovation and Charter Schools Division.. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility at least 45 days before the school is scheduled to open or operate in the facility or facilities. Charter School shall not open in any location for which it has failed to timely provide a Certificate of Occupancy to the District, unless otherwise discussed with and approved by the Innovation and Charter Schools Division. 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.

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

If District facilities are used during the term of this charter, the charter shall abide by and adhere to all LAUSD standards and established policies relating to Maintenance & Operations.

As a condition to the approval of the charter petition, if the charter school is using or will use any LAUSD facilities during the term of this charter petition, the charter school shall execute an agreement provided by LAUSD for the use of LAUSD facilities: (a) if the charter school is currently using LAUSD facilities, the charter school shall execute the agreement provided by LAUSD for the use of LAUSD facilities within sixty (60) days of the approval of this charter petition; or (b) if the charter school requests and will use LAUSD facilities at any time during the term of this charter petition, the charter shall execute the agreement provided by LAUSD for the use of LAUSD facilities prior to occupying or using the LAUSD facilities; and (c) if the charter school has the opportunity to continue in occupancy and use without vacating the LAUSD facilities on an annual basis, the charter school agrees it shall execute the agreement provided by LAUSD for the use of the LAUSD facilities within sixty (60) days of delivery of the agreement. In the event of any conflict between references in this charter petition to LAUSD facilities and an agreement executed by the charter school and LAUSD for the use of LAUSD facilities by the charter school, the agreement for the use of the LAUSD facilities shall supersede.

LAUSD OWNED PROPERTY/FACILITIES

The following are disclosures and conditions that will apply in the event the charter school elects to use District-owned facilities at any time during the term of the proposed charter:

Fiscally-independent Charter Schools using District Facilities

If District facilities are used during the term of the proposed charter, the charter school shall abide by all LAUSD policies pertaining to facilities including, but not limited to, Maintenance & Operations standards.

Pro Rata Share: Fiscally-independent charter schools using District facilities will be charged a pro-rata share of the facilities costs as permitted by the Charter School Act of 1992. The pro-rata share will cover deferred maintenance work which will be provided subject to District-wide priorities and the availability of State funding.

Maintenance & Operations Services: The Charter will be required to use the following District provided services and reimburse LAUSD accordingly.

- **Pest Management:** Charters must utilize District pest management services on a fee-for-service basis in accordance with the Board-approved Integrated Pest Management policy. In the event the charter school shares District facilities with another user(s), the charter school shall pay its proportionate share of the cost of the pest management services.
- **Utilities:** Charters will be required to reimburse the District for all electricity, gas, water,

- sewer and related charges.
- Charters will reimburse the District for all regulatory licenses, fees and permits and the cost of any required inspections.

A charter school that is the sole occupants of District facilities may request tThe following Maintenance & Operations services which are provided and charged on are available to charter schools using District facilities on a fee-for-service basis. In the event the charter school shares District facilities with another user(s), LAUSD will provide the following Maintenance & Operations services and may include the cost of such services in the facilities cost for the District facilities and the charter school shall pay its proportionate share of such costs:

- Routine Maintenance
- Preventive Maintenance
- Building Equipment Operations (e.g., water treatment and air filter changes)
Exception: Charters sharing a site with a traditional District school are required to reimburse the LAUSD for services related to maintaining any shared systems (e.g., filter changes for shared air handling systems)
- Alterations and Improvements-
All Alterations and Improvements (A&I) on District owned sites shall be approved by LAUSD prior to the start of any planning, design and construction. Charter School shall reimburse LAUSD for all expenses including but not limited to the design, review, construction and inspection of alterations or improvements. All A&I work will conform to District design guidelines and specifications, Office of Environmental Safety (OEHS) requirements and Division of State Architect (DSA), as appropriate.
- Custodial
- Gardening
- Landscaping
- Tree Trimming
- Gasoline Delivery (secondary sites only)

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

Charters using District facilities will need to ensure that the facilities have been inspected by the Asbestos Technical Unit prior to occupancy.

Maintenance and Operations reserves the right to conduct a baseline inspection when facilities are initially provided to the charter school and periodically thereafter to ensure facilities are maintained to District standards. The inspection costs will be covered under the supervisory oversight fee.

Use Agreement: Fiscally-independent charter schools using District facilities (occupying the entire site or sharing the site with other user(s)) shall be required to enter into a written agreement setting forth the terms, conditions and covenants for the charter school's use of the District facilities prior to occupancy. Further, if LAUSD provides furnishings, equipment

and/or other technology, Charter School shall enter into a written agreement containing the terms and conditions of its use prior to occupancy.

Appendix

August 2010

Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
9	10 TA's Return	11 TA's Return	12 Teachers Return <i>Staff Development</i>	13 Teachers Return <i>Staff Development</i>
16 <i>Staff Development</i>	17 <i>Staff Development</i>	18 <i>Staff Development</i>	19 <i>Staff Development</i>	20 <i>Staff Development</i>
23 <i>Staff Development</i>	24 FIRST DAY OF SCHOOL	25	26	27
30	31			
Aug. # of days = 6				

September 2010

Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6 LABOR DAY – NO SCHOOL	7	8	9 Rosh Hashanah	10
13	14	15	16	17
20 YOM KIPPUR – NO SCHOOL	21	22	23	24

27	28	29	30	
Sep. # of days = 20				

October 2010

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11 COLUMBUS DAY	12	13	14 Student Led Conferences – No School	15 Student Led Conferences – No School
18	19	20	21	22
25	26	27	28	29
Oct. # of days = 19				

November 2010

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11 VETERAN'S DAY - NO SCHOOL	12
15	16	17	18	19

22	23	24 MINIMUM DAY – DISMISSAL 1:00 pm – <i>No AfterCare Provided</i>	25 THANKSGIVIN G DAY – NO SCHOOL	26 THANKSGIVING – NO SCHOOL
29	30			
Nov. # of days = 19				

December 2010

Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8	9	10
13	14	15	16 Last Day for students – Dismissal 2:50 pm -	17 Staff Development Day
20 WINTER BREAK - NO SCHOOL	21 ----- Winter begins	22 -----	23 -----	24 ----- CHRISTMAS EVE
27 WINTER BREAK - NO SCHOOL	28 -----	29 -----	30 -----	31 ----- NEW YEAR'S EVE
Dec # of days = 12				

January 2011

Monday	Tuesday	Wednesday	Thursday	Friday
3 SCHOOL RESUMES	4	5	6	7

10	11	12	13	14 PUPIL FREE DAY – NO SCHOOL
17 MARTIN LUTHER KING, JR'S BIRTHDAY NO SCHOOL	18	19	20	21
24	25	26	27	28
31				
Jan. # of days = 19				

February 2011

Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7	8	9	10	11
14 VALENTINE'S DAY	15	16	17	18
21 PRESIDENT'S DAY – NO SCHOOL	22	23	24	25
28				
Feb. # of days = 19				

March 2011

Monday	Tuesday	Wednesday	Thursday	Friday
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	1	2	3	4 Pupil Free Day – No School Staff Development
7	8	9 ASH WEDNESDAY	10	11
14	15	16	17 St. Patrick's Day	18
21	22	23	24	25
28	29	30	31	
March # of days = 22				

April 2011

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11	12	13	14	15
18 SPRING BREAK No School	19 ----- Passover	20 -----	21 -----	22 ----- Good Friday
25 SPRING BREAK No School	26 SCHOOL RESUMES	27 Student Led Conferences – No School	28	29
April # of days = 14				

May 2011

Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
9 STATE TESTING	10 -----	11 -----	12 -----	13 -----
16 STATE TESTING	17 -----	18 -----	19 -----	20 -----
23	24	25	26	27 Pupil Free Day – No School
30 MEMORIAL DAY OBSERVED – NO SCHOOL	31			
May # of days = 20				

June 2011

Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8	9 LAST DAY OF SCHOOL	10 Staff Development
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

June # of days = 7				Total # of days for this school year = 178
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Our Community School K to 8th Grade Standards Map

Kindergarten

Trimester	Language Arts	Math	Social Studies	Science	Typical themes for units
Trimester I Sept to Dec	Reading: 1.0 1.1, 1.2, 1.3 1.4, 1.5, 1.7 1.8 1.12, 1.13, 1.14 Comprehension: 2.0, 2.1, 2.2, 2.3, 2.4, 2.5 Writing: 1.1, 1.2, 1.3 Written and Oral:1.0, 1.1 Listening & Speaking: 1.0 Speaking Applications: 2.0, 2.1	Number Sense: 1.0 1.1, Algebra & Functions: 1.0, 1.1 Measurement & Geometry: 1.3, 2.0, 2.1, 2.2 3.0 SDAP: 1.0, 1.1, 1.2, Mathematical Reasoning: 1.0, 1.1, 1.2, 2.0, 2.1,2.2	K.1-3, K.3, K.5	Life Science, Investigation & Experimentation	Language Arts/Social Studies/Science Activities: All about Me, Home, School, Community Units, Classroom Community Building, Responsive Classroom, Democratic Process, Class Flag, Rules & Norms, How to Stop a Bully, Pets/Domesticated Animals, Wild Animals/Endangered Species, Continent Study, Student Emigration Patterns, Conservation Math: Numbers 0-10, Number Bonds, Addition & Subtraction to 20, Position & Patterning, Shapes & Solids, Calendar Activities, Place Value
Trimester II Jan to March	Reading:1.6, 1.10, 1.11, 1.18 Literacy Response and Analysis: 3.0, 3.1, Speaking: 2.1, 2.2, 2.3 Listening & Speaking: 1.1 Speaking Applications: 2.3	Number Sense : 1.2, 1.3, 2.0 , 2.1 Measurement & Geometry: 1.2, 2.6 Mathematical Reasoning: 1.0, 1.1, 1.2, 2.0, 2.1,2.2	K.4 1, 2, K.5 K.6 1-3	Physical Science	Language Arts/Social Studies/Science Activities: Transportation, Goods and Services, Civil Rights Wants and Needs, Comparing Cultures, Holidays, Matter, Solids, Liquids & Gasses, Scientific Method Experiments Math: 100 th Day Activities, Length, Weight, Capacity, Comparing & Graphing Numbers, Numbers to 40, Multiplication, Division, Fractions, Telling Time
Trimester III April to June	Reading: 1.9, 1.15, 1.16 Literacy Response and Analysis: 3.2, 3.3 Writing: 1.4 Written and Oral: 1.2 Listening & Speaking: 1.2 Speaking & Applications: 2.2	Number Sense: 3.0, 3.1 Algebra & Functions: 1.1, 1.2, 1.3 Measurement & Geometry: 1.1, 1.4 Mathematical Reasoning: 1.0, 1.1, 1.2, 2.0, 2.1,2.2	K.2. K.4 3-5, K.5	Earth Science, Physical Science	Language Arts/Social Studies/Science Activities: Community Garden, Plants & Environment, Recycling, Weather, Solar System, Dinosaurs Add/ Subtract Numbers to 100, Money,

First Grade

Trimester	Language Arts	Math	Social Studies	Science	Typical themes for units
Trimester I Sept to Dec	Reading: 1.1, 1.2, 1.3 Phonemic Awareness: 1.4, 1.5, 1.6, 1.7, 1.8 Decoding: 1.10, 1.11, 1.14, 1.15 Comprehension: 2.2, 2.3, 2.4, 2.6 Literary Response: 3.1, 3.2, 3.3 Speaking: 2.1, 2.2, 2.3 Writing: 1.1, 1.2 Writing Applications: 2.1, 2.2 Written and Oral: 1.1, 1.2, 1.4, 1.5, 1.6 Listening & Speaking: 1.1, 1.2 Speaking Applications: 2.1, 2.3	Number Sense: 1.1, 1.3, 1.4, 2.1, 2.5 Algebra & Functions: 1.1, 1.2, 1.3 Measurement & Geometry: 2.1, 2.2, 2.3, 2.4 Mathematical Reasoning: 1.1, 2.1, 3.0 SDAP: 1.1,	1.1, 1.2, 1.3, 1.5	Life Science, Investigation & Experimentation	Language Arts/Social Studies/Science Activities: All about Me, Home, School, Community Units, Classroom Community Building, Responsive Classroom, Democratic Process, Class Flag, Rules & Norms, How to Stop a Bully, Pets/Domesticated Animals, Wild Animals/Endangered Species, Continent Study, Student Emigration Patterns, Conservation Math: Numbers 0-10, Number Bonds, Addition & Subtraction to 20, Position & Patterning, Shapes & Solids, Calendar Activities, Place Value
Trimester II Jan to March	Phonemic Awareness: 1.9 Decoding: 1.12 Comprehension: 2.5 Speaking: 2.1, 2.2, 2.3 Written and Oral: 1.3 Listening & Speaking: 1.3, 1.4 Speaking Applications: 2.2	Number Sense :2.4, 2.6 Measurement & Geometry: 1.1, 2.6 SDAP: 1.2, 2.0, 2.1	1,6	Physical Science	Language Arts/Social Studies/Science Activities: Transportation, Goods and Services, Civil Rights Wants and Needs, Comparing Cultures, Holidays, Matter, Solids, Liquids & Gasses, Scientific Method Experiments Math: 100 th Day Activities, Length, Weight, Capacity, Comparing & Graphing Numbers, Numbers to 40, Multiplication, Division, Fractions, Telling Time
Trimester III April to June	Decoding: 1.16, 1.17 Comprehension: 2.7 Speaking: 2.1, 2.2, 2.3 Writing: 1.3 Written and Oral: 1.7, 1.8 Listening & Speaking: 1.5 Speaking Applications 2.4	Number Sense: 1.5, 2.7 Algebra & Functions: 1.1, 1.2, 1.3 Measurement & Geometry: 1.2,	1.4, 1.5	Earth Science, Physical Science	Language Arts/Social Studies/Science Activities: Community Garden, Plants & Environment, Recycling, Weather, Solar System, Dinosaurs Add/ Subtract Numbers to 100, Money,

Second Grade

Trimester	Language Arts	Math	Social Studies	Science	Typical themes for units
Trimester I Sept to Dec	<p>Decoding and Word Recognition 1.1, 1.2, 1.3, 1.4, 1.5, .6</p> <p>Comprehension and Analysis of Grade-Level-Appropriate Text 2.7, 2.8</p> <p>Narrative Analysis of Grade-Level-Appropriate Text 3.1,3.2,3.3</p> <p>Penmanship 1.2 2.0 Writing Applications (Genres and Their Characteristics) 2.2 <i>Sentence Structure 1.1, 1.2</i></p> <p><i>Punctuation 1.4</i> <i>Capitalization 1.6</i> <i>Comprehension 1.1, 1.4</i></p>	<p>Number Sense 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 6.1</p> <p>Algebra and Functions 1.1, 1.2</p> <p>Statistics, Data Analysis, and Probability 2.1, 2.2</p> <p>Mathematical Reasoning 1.1, 1.2, 2.1, 2.2, 3.0</p>	2.1 (1, 2, 3), 2.2 (1, 2, 3)	Earth Science 3a-e	<p>My Family, Myself</p> <p>The Ground We Walk On</p>
Trimester II Jan to March	<p>Vocabulary and Concept Development 1.6, 1.7, 1.8, 1.9, 1.10</p> <p>Structural Features of Informational Materials 2.1</p> <p>Comprehension and</p>	<p>Number Sense 3.1, 3.2, 3.3, 4.1, 4.2, 4.3</p> <p>Measurement and Geometry 1.1, 1.2, 1.3</p> <p>Mathematical</p>	2.2 (4), 2.4 (1, 2, 3), 2.5	Life Science 2a-f	Farm To Family

	<p>Analysis of Grade-Level-Appropriate Text 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>Narrative Analysis of Grade-Level-Appropriate Text 3.4</p> <p>Organization and Focus 1.1</p> <p>Research 1.3</p> <p>Evaluation and Revision 1.4</p> <p>Writing Applications (Genres and Their Characteristics) 2.1</p> <p><i>Organization and Delivery of Oral Communication 1.6, 1.7, 1.8</i></p>	<p>Reasoning 1.1, 1.2, 2.1, 2.2, 3.0</p>			
<p>Trimester III April to June</p>	<p><i>Organization and Delivery of Oral Communication 1.5, 1.9</i></p> <p><i>Speaking Applications 2.1, 2.2</i></p> <p>Grammar 1.3</p> <p>Punctuation 1.5</p>	<p>Number Sense 5.1, 5.2</p> <p>Algebra and Functions 1.3</p> <p>Measurement and Geometry 1.4, 1.5, 2.1, 2.2</p> <p>Statistics, Data Analysis, and Probability 1.1,</p>	<p>2.3 (1, 2)</p>	<p>Physical Science 1a-g</p>	<p>Farm To Family completed</p> <p>Creating a Classroom Government</p>

	Spelling 1.7, 1.8 <i>Comprehension 1.1, 1.2</i>	1.2, 1.3, 1.4 Mathematical Reasoning 1.1, 1.2, 2.1, 2.2, 3.0			
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Third Grade

Trimester	Language Arts	Math	Social Studies	Science	Typical themes for units
Trimester I Sept to Dec	Reading 1.1, 1.2, 1.3, 1.4, 1.6, 1.8, 2.2, 2.3, 2.4, 3.2, 3.3, 3.5 Writing 1.1a, 1.1b, 1.2, 1.4, 2.1 Written and Oral English Language Conventions 1.1, 1.4, 1.5, 1.6, 1.7, 1.8 Listening and Speaking 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.1, 2.3	Number Sense 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 2.6 Algebra and Functions 1.2, 1.3 Mathematical Reasoning 1.1, 2.1, 2.3, 2.6, 3.1, 3.2, 3.3	3.1.1, 3.1.2, 3.5.1, 3.5.2, 3.5.3, 3.5.4	Life Sciences 3a, 3b, 3c, 3d, 3e	Fantasy, Fiction and Folk Tales, Animals in their Habitats, The Regions Around You (Maps, Local Regions, and Resources), Farms & Today’s Economy, Singapore Math
Trimester II Jan to March	Reading 1.1, 1.2, 1.3, 1.6, 1.7, 2.1, 2.2, 3.4, 3.6 Writing 1.1a, 1.1b, 1.2, 1.4, 2.2, 2.3 Written and Oral English Language Conventions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9 Listening and Speaking 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 2.1	Number Sense 2.2, 2.3, 2.4, 2.5, 2.7, 2.8 Algebra and Functions 1.5, 2.1, 2.2 Statistics, Data Analysis, and Probability 1.1, 1.2, 1.3, 1.4 Mathematical Reasoning 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2, 3.3	3.3.1, 3.3.2, 3.3.3, 3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5	Physical Science 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i, 2a, 2b, 2c, 2d Investigation and Experimentation 5a, 5c, 5d, 5e	Fiction vs. Non-Fiction, All About Energy, Exploring California, The Three Branches (government), Singapore Math

<p>Trimester III April to June</p>	<p>Reading 1.1, 1.2, 1.3, 1.5, 1.6, 2.2, 2.5, 2.6, 2.7, 3.1 Writing 1.1a, 1.1b, 1.3, 1.4, 2.1, 2.2 Written and Oral English Language Conventions 1.1, 1.2, 1.4 Listening and Speaking 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 2.1, 2.2</p>	<p>Number Sense 2.4, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4 Algebra and Functions 1.1, 1.4 Measurement and Geometry 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Mathematical Reasoning 1.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3</p>	<p>3.4.6, 3.2.1, 3.2.2, 3.2.3, 3.2.4</p>	<p>Earth Sciences 4a, 4b, 4c, 4d, 4e Investigation and Experimentation 5b, 5c, 5d, 5e</p>	<p>Poetry, Fiction vs. Non-Fiction (con't.), Native Americans- The Chumash People, Heroes Among Us, Exploring Space, Singapore Math</p>
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Fourth Grade

Trimester	Language Arts	Math	Social Studies	Science	Typical themes for units
Trimester I Sept to Dec	<p>1.0 Reading 1.1, 1.2</p> <p>2.0 Reading Comprehension 2.1, 2.2, 2.3, 2.5</p> <p>3.0 Literary Response and Analysis 3.1, 3.2, 3.4, 3.5</p> <p>1.0 Writing Strategies 1.1, 1.2, 1.3, 1.10</p> <p>2.0 Writing Applications 2.1</p> <p>1.0 Written and Oral English Language Conventions</p> <p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7</p> <p>1.0 Listening and Speaking</p> <p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8,</p>	<p>Number Sense 1.1,1.3.1.4,3.1,3.2, 3.3, 4.1, 4.2</p>	4.1, 4.2	<p>Ecosystems: All organisms need energy and matter to live and grow</p> <p>Living organisms depend on one another and on their environment for survival</p> <p>Investigations and Experimentations</p>	<p>Language Arts Author Study Literature Discussion Groups Living the Life of a Writer Living the Life of a Reader</p> <p>Language Arts California Geography Ecosystems</p>

	<p>1.9, 1.10</p> <p>2.0 Speaking Applications</p> <p>2.1</p>				
<p>Trimester II Jan to March</p>	<p>1.0 Reading 1.3, 1.4,</p> <p>2.0 Reading Comprehension 2.4, 2.6</p> <p>3.0 Literary Response and Analysis 3.3, 3.5</p> <p>1.0 Writing Strategies 1.5, 1.6, 1.7, 1.8, 1.9, 1.10</p> <p>2.0 Writing Applications 2.4</p> <p>1.0 Written and Oral English Language Conventions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7</p> <p>1.0 Listening and</p>	<p>Number Sense 1.5,1.6, 1.7,1.8,1.9, 2.1,2.2,3.2,3.3,3.4</p> <p>Algebra and Functions 1.3</p> <p>Measurement and Geometry 1.1,1.2,1.3,1.4,2.1, 2.2,2.3.3.1.3.2.</p>	<p>4.3, 4.4</p>	<p>Earth Science: The properties of rocks and minerals</p> <p>Waves, wind, water, and ice shape and reshape Earth’s land surface.</p> <p>Investigation and Experimentation</p>	<p>Language Arts Author Study Literature Discussion Groups Writing Summaries</p> <p>Social Studies California Missions Gold Rush</p>

	<p>Speaking 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10</p> <p>2.0 Speaking Applications 2.2, 2.3</p>				
<p>Trimester III April to June</p>	<p>1.0 Reading 1.5, 1.6</p> <p>2.0 Reading Comprehension 2.7</p> <p>3.0 Literary Response and Analysis 3.5</p> <p>1.0 Writing Strategies 1.10</p> <p>2.0 Writing Applications 2.3, 2.4</p> <p>1.0 Written and Oral English Language Conventions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7</p> <p>1.0 Listening and Speaking 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10</p>	<p>Measurement and Geometry 3.3,3.4,3.5,3.6,3.7,3.8</p> <p>Statistics, Data Analysis and Probability 1.0,1.1,1.2,1.3,2.0,2.1, 2.2,2.3</p>	4.4, 4.5	<p>Physical Science Electricity and magnetism</p> <p>Investigation and Experimentation</p>	<p>Language Arts Author Study Literature Discussion Groups Writing Responses to Literature Writing Information Reports Poetry</p> <p>Social Studies Immigration History U.S. Government</p>

	2.0 Speaking Applications				
	2.4				

Fifth Grade

Trimester	Language Arts	Math	Social Studies	Science	Typical themes for units
Trimester I Sept to Dec	Reading 1.1.1.2,1.3,1.4,1.5 Reading Comprehension 2.1,2.2,2.3,2.4,2.5 Literary Responses and Analysis 3.1,3.2,3.3,3.4,3.5,3.6,3.7 Writing Strategies 1.2,1.3,1.4,1.5,1.6 Writing Applications 2.2 Punctuation 1.3 Capitalization 1.4 Spelling 1.5 Listening and Speaking 2.3	Number Sense 1.0,1.1,1.3,1.4,1.5,2.0,2.1, 2.2 Math Reasoning 1.1,1.2,2.1,2.2,2.3,2.4, 3.2,3.3 Algebra and Functions 1.3	US History and Geography 5.1, 5.2, 5.9	Physical Sciences 1a-i Investigation and Experimentation 6a-i	Social Studies: How Change, Choice and Chance affected the First Americans. Why do people Explore? Science: Mixtures and Solutions
Trimester II Jan to March	Reading 1.1.1.2,1.3,1.4,1.5 Reading Comprehension 2.1,2.2,2.3,2.4,2.5 Literary Responses and Analysis 3.1,3.2,3.3,3.4,3.5,3.6,3.7 Writing Strategies 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Writing Applications 2.2 Sentence Structure 1.1	Number Sense 1.5, 2.0, 2.3, 2.4, 2.5, 1.0, 2.2, 1.1, 1.2, 2.1 Math Reasoning 1.1, 2.6, 1.2, 2.2, 2.3, 2.4, 2.1, 1.0, 2.0, 3.2, 2.5, 3.1, 3.2 Measurement and Geometry 1.4,1.1,1.2	US History and Geography 5.3, 5.4, 5.9	Life Sciences 2a-g Investigation and Experimentation 6a-i	Social Studies: How Change, Choice and Chance played a role in the formation and life on the Colonies/Expansion Science: Life Systems/Plants and Animals

	<p>Writing Applications 2.4 Listening and Speaking 1.1 ,1.2 ,1.3 1.7 ,1.8</p>				
<p>Trimester III April to June</p>	<p>Reading 1.1.1,2,1.3,1.4,1.5 Reading Comprehension 2.1,2.2,2.3,2.4,2.5 Literary Responses and Analysis 3.1,3.2,3.3,3.4,3.5,3.6,3.7 Writing Strategies 1.2, 1.3, 1.4, 1.5, 1.6 Grammar 1.2 Listening and Speaking 1.4 ,1.5,1.6</p>	<p>Number Sense 1.2, 2.1, 2.2, 1.1, Algebra and Functions 1.2, 1.3, 1.4, 1.1, 1.5, Math Reasoning 1.0, 1.1, 1.2, 2.3, 2.4, 2.5, 2.6, 3.1, 2.1, 2.2, 3.3, 3.3 Measurement and Geometry 1.1, 1.3, 1.4, 2.1, 2.2,2.3 Statistics, Data Analysis, and Probability 1.1, 1.2, 1.3,1.4, 1.5</p>	<p>US History and Geography 5.5, 5.6, 5.7, 5.8,5.9</p>	<p>Earth Sciences 3a-e 4a-e 5a-e Investigation and Experimentation 6a-i</p>	<p>Science: How Change, Choice, and Chance played a role in the American Revolution The Birth of a Nation/Expansion Science: Water and Weather Systems</p>

Sixth Grade

Trimester	Language Arts	Math	Social Studies	Science	Typical themes for units
Trimester I Sept to Dec	Reading 1.1, 1.4, 2.1, 2.2, 2.3, 2.5, 2.7, 3.2 Writing 1.2, 1.3, 1.6, 2.1, 2.2, 2.4 Conventions 1.1, 1.2, 1.3, 1.4, 1.5 LS 1.1, 1.2, 1.3, 1.4, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5	NS 2.4 AF 1.3, 1.4 MG - NA SDAP 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5 MR 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3	6.1 – 1, 2, 3 6.4 – 2, 3	Earth 1- a, b, c, d, e Investigation – 7 – a, b, c, d, g	Data About Us (Data and Statistics and Personal and Family History), Racism, Illiteracy, Homelessness, Democracy and Other Types of Government, Fire and Earthquake Safety, Community Service, Mask Making
Trimester II Jan to March	Reading 1.1, 1.3, 2.6, 2.7, 3.3, 3.5, 3.6 Writing 1.1, 1.2 (a-c), 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.4, 2.5 Conventions 1.1, 1.2, 1.3, 1.4, 1.5 LS 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5	NS 1.1, 1.2, 1.3 AF 2.1, 2.2, 2.3, 3.2 MG 2.1, 2.2, 2.3 SDAP – NA MR 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3	6.2 – 1, 2, 3, 6, 8 6.3 – 1, 2, 3, 4, 5 6.4 – 1, 4 6.5 – 1, 3, 5 6.6 – 1, 2, 3, 7, 8 6.7 – 1, 3, 6, 7	Earth 1 – f, g Physical 3 – a, b, c, d 4 – a, b, c, d, e Investigation – 7 – a, b, c, d, e, f, g, h	San Andreas Fault, Racism and Xenophobia, Mythology and Religion of Ancient Civilizations, Relief Maps of Ancient Civilizations, Barter Economy, Theatrical Production and Performance, Community Service
Trimester III April to June	Reading 1.1, 1.2, 1.5, 2.4, 2.6, 2.7, 2.8, 3.1, 3.4, 3.7, 3.8 Writing 1.2 (a-c), 1.3, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4 Conventions 1.1, 1.2, 1.3, 1.4, 1.5 LS 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5	NS 1.4, 2.1, 2.2, 2.3 AF 1.1, 1.2, 3.1, 3.2 MG 1.1, 1.2, 1.3 SDAP 3.1, 3.2, 3.3, 3.4, 3.5 MR 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3	6.1 – 1, 2, 3 6.2 – 4, 5, 7, 8, 9 6.3 – 2, 3, 4 6.4 – 1, 2, 3, 5, 6, 7, 8 6.5 – 2, 4, 6, 7 6.6 – 4, 5, 6 6.7 – 2, 3, 4, 5, 8	Earth 2 – a, b, c, d Life 5 – a, b, c, d, e 6 – a, b, c Investigation – 7 – a, b, c, d, e, g, h 7 th Grade Life - 2c Earth – 4c 8 th Grade Earth 4 – a, b, c, d, e	Government and Politics of Ancient Civilizations, Social Order and Daily Life of Ancient Civilizations, Genocide, Utopia, Archaeology, Astronomy, Erosion, Community Service, Geometry of the Ancient Greeks, Tax, Tip, Discounts, and Simple Interest

Seventh Grade

Trimester	Language Arts	Math	Social Studies	Science	Typical themes for units
Trimester I Sept to Dec	Reading 1.1, 2.1, 2.2, 2.3, 2.5, 3.2 Writing 1.2, 1.3, 1.6, 1.7, 2.1, 2.2, 2.4 Conventions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 LS 1.1, 1.2, 1.3, 1.4, 1.7	S.D A P 1.1, 1.2, 1.3 N.S 1.1, 1.2, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5 A.F 1.2, 1.3 M.G. 1.1 M.R. 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3	7.1, 7.2, 7.4, 7.6, 7.8	Genetics 2a,b,c,d,e Evolution 3a,b,d,c,e Earth and Life History 4 a, b,c,d, e,f,g Investigation and Experimentation 7a, b, c,d ,e	Islam and Christianity in Medieval times and today. Data and Statistics about us, Whole Numbers and Real numbers, Fractions, Decimals and Approximation. Units of Measure and real life word problems Genetics, Evolution and Religion
Trimester II Jan to March	Reading 1.1, 1.3, 2.6, 3.3, 3.5, 3.6 Writing 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.4, 2.5 Conventions 1.1, 1.2, 1.3, 1.4, 1.5, 1.7 LS 1.1, 1.2, 1.4, 1.5, 1.6, 1.7	A.F. 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 3.3 3.4 4.1, 4.2 N.S. 1.6, 1.7 M.R. 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3	7.3, 7.4, 7.5, 7.7	Cell Biology 1a, b,c,d,e,f Structure and Function of Living Things 5a,b,c,d,e Physical Principles of living things 6h,i,j Investigation and Experimentation 7a, b, c,d ,e	Early Africa, Japan, South America and China Algebraic Expressions, Rate, Ratio and Percent, Solving problems using Financial Transactions, Introduction to Geometry Cells Plants and Animals of the world Reproduction

<p>Trimester III April to June</p>	<p>Reading 1.1, 1.2, 2.4, 2.6, 2.7, 2.8, 3.1, 3.4 Writing 1.2, 1.3, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4 Conventions 1.1, 1.2, 1.3, 1.4, 1.5 LS 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8</p>	<p>A.F 3.2, M.G. 1.2, 2.1, 2.2, 2.3, 2.4,3.1, 3.2, 3.3, 3.4, 3.5, 3.6 M.R. 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4,2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3</p>	<p>7.8, 7.9, 7.10, 7.11</p>	<p>Structure and Function of Living Things 5g Physical Principles of living things 6a, b, c, d, e, f,g Investigation and Experimentation 7a, b, c,d ,e</p>	<p>Renaissance and Reformation: Europe enters the modern age The science of light and artists of the Renaissance Polygons, Solid Figures, Area and Perimeter, Volume and Surface Area. Similarity and Congruence</p>
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Eighth Grade

Trimester	Language Arts	Math	Social Studies	Science	Typical themes for units
Trimester I Sept to Dec	Reading 1.1, 1.2, 2.2, 2.6, 3.2, 3.3, 3.6, 3.7 Writing: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.4 Conventions 1.1, 1.4, 1.5, 1.6 Listening & Speaking 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	1.0, 1.1, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0	8.1, 8.2, 8.3, 8.4	The Structure of Matter 3 a, b, c, d, e, f Reactions 5 a, b, e The Periodic Table 7 a, b, c Investigation and Experimentation 9 a, b, c, d	From the Colonies to the Constitution Debates, persuasive essays and Common Sense
Trimester II Jan to March	Reading: 1.3, 2.3, 2.7, 3.4 Writing 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.3 Conventions : 1.2, 1.4, 1.5, 1.6 Listening & Speaking 1.1, 1.2	9.0, 10.0, 11.0, 12.0, 13.0, 14.0, 15.0, 16.0, 17.0	8.5, 8.6, 8.7, 8.8	Motion 1 a, b, c, d, e, f Forces 2 a, b, c d, e, f, g Chemistry of Living Systems 6 a, b, c	Westward Expansion and Life in the mid-1800's Poetry Research Reports
Trimester III April to June	Reading 2.1, 2.4, 2.5, 3.1, 3.3, 3.5, 3.6, 3.7 Writing 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.4, 2.5, 2.6 Conventions: 1.3, 1.4, 1.5, 1.6 Listening & Speaking 1.1, 1.2, 1.7, 1.8, 1.9	18.0, 19.0, 20.0, 21.0, 22.0, 23.0, 24.0, 24.1, 24.2, 24.3, 25.0, 25.1, 25.2, 25.3	8.9, 8.10, 8.11, 8.12	Density and Buoyancy 8 a, b, c, d Reactions 5 c, d Earth and the Solar System 4 a, b, c, d, e Investigation and Experimentation 9 a, b, c, d	The Civil War Migration and Industry: A modern Nation Emerges Biographies Media Analysis: Newspapers and the Rise of the Railroad