The Charter Schools Division preliminarily recommends Board of Education approval of Goethe International Charter School based on the findings from the Division’s rigorous and comprehensive charter review process for elements 1-4. This preliminary recommendation to approve the charter is conditioned on the charter satisfying state and district requirements in the remaining elements of the petition (5-16). These elements are currently being reviewed by the Superintendent’s Advisory Committee and the Office of the General Counsel. The Charter Schools Division has communicated this information to the petitioner in a letter dated May 23, 2008.

Based on the criteria set forth in Education Code § 47605 for charter school authorization, and upon completion of the Charter School Division’s process, including review of all elements (1-16), the final decision will be determined on the following:

- The charter presents a sound educational program.
- The petitioners are likely to successfully implement the program.
- The petition does contain the number of signatures required.
- The petition does contain the required affirmations.
- The petition does contain reasonably comprehensive descriptions of the 16 elements.

The following list provides a brief overview about the charter petition and its petitioner.

- **Lead Petitioner Applying for Charter:** Ms. Elke Miller, Bachelor’s degree in international public relations and marketing, German Diploma in business communication and languages.
- **Grades Served:** K-5
- **Projected Start Date:** 2008-09
- **Instructional Focus:** Foreign Language German-English immersion program, International Baccalaureate Primary Years Program
- **Number of Students:** 240 by Year 5

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>1</td>
<td>20</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
<td>20</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>20</td>
<td>20</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>20</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>120</td>
<td>160</td>
<td>200</td>
<td>220</td>
<td>240</td>
</tr>
</tbody>
</table>

- **Location Address or Target Neighborhood:** Westchester, BD 4, LD3 and Palms/Mar Vista BD 4, LD3
- **Facility Status/Location:** pending
- **LAUSD Planned Facilities in the Area:** CR ES#22
- **Board Policy Considerations (Low API, Overcrowded areas):** See table below.

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>API</th>
<th>Rating CA</th>
<th>Enrollment</th>
<th>Free and reduced lunch</th>
<th>H*</th>
<th>AA*</th>
<th>W*</th>
<th>A*</th>
<th>PI</th>
<th>% H* below proficiency in English (CST)</th>
<th>% H* below proficiency in Math (CST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clover Avenue Elementary School</td>
<td>938</td>
<td>10</td>
<td>518</td>
<td>23%</td>
<td>21%</td>
<td>8%</td>
<td>29%</td>
<td>39%</td>
<td>36</td>
<td>36</td>
<td>26</td>
</tr>
<tr>
<td>Mar Vista Elementary</td>
<td>913</td>
<td>10</td>
<td>596</td>
<td>13%</td>
<td>20%</td>
<td>9%</td>
<td>50%</td>
<td>17%</td>
<td>32</td>
<td>32</td>
<td>26</td>
</tr>
<tr>
<td>Beethoven Street Elementary</td>
<td>859</td>
<td>7</td>
<td>353</td>
<td>66%</td>
<td>65%</td>
<td>6%</td>
<td>25%</td>
<td>2%</td>
<td>41</td>
<td>41</td>
<td>32</td>
</tr>
<tr>
<td>Charnock Road Elementary</td>
<td>752</td>
<td>5</td>
<td>391</td>
<td>74%</td>
<td>61%</td>
<td>15%</td>
<td>11%</td>
<td>11%</td>
<td>65</td>
<td>65</td>
<td>61</td>
</tr>
<tr>
<td>Palms Elementary</td>
<td>746</td>
<td>4</td>
<td>607</td>
<td>68%</td>
<td>63%</td>
<td>13%</td>
<td>9%</td>
<td>7%</td>
<td>67</td>
<td>67</td>
<td>56</td>
</tr>
<tr>
<td>Walgrove Avenue Elementary</td>
<td>736</td>
<td>3</td>
<td>275</td>
<td>78%</td>
<td>69%</td>
<td>15%</td>
<td>8%</td>
<td>6%</td>
<td>67</td>
<td>67</td>
<td>58</td>
</tr>
<tr>
<td>Richland Avenue Elementary</td>
<td>713</td>
<td>5</td>
<td>283</td>
<td>79%</td>
<td>70%</td>
<td>15%</td>
<td>10%</td>
<td>4%</td>
<td>68</td>
<td>68</td>
<td>53</td>
</tr>
<tr>
<td>Grand View Blvd Elementary</td>
<td>686</td>
<td>2</td>
<td>699</td>
<td>85%</td>
<td>90%</td>
<td>4%</td>
<td>5%</td>
<td>0</td>
<td>0</td>
<td>72</td>
<td>63</td>
</tr>
<tr>
<td>Pacifica Community Charter</td>
<td>677</td>
<td>1</td>
<td>162</td>
<td>22%</td>
<td>14%</td>
<td>24%</td>
<td>46%</td>
<td>11%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
• **Background/Context about the Petitioner:** GICS envisions an international school with the highest academic standards based on the high-achieving example of Albert Einstein Academies Charter School (AEACS) in San Diego. High expectations for students will be reinforced by parents, administrators, faculty, and staff and supported by community and business community members. Every student will be given opportunities to develop leadership skills, good citizenship, a strong work ethic and a core value system. Parental participation will be promoted as an indispensable element of their children’s academic success. Outstanding teachers will be committed to high achievement expectations through a powerful combination of collaboration, continuous staff development, rigorous accountability and individual attention to student needs.

• **Board of Directors:** Elke Miller, Board President; Frank Beuthin, V.P. of an Insurance Brokerage Firm; Kami Cotler, Teacher/Educational Consultant; Luci Fowers, Chief Education Officer of Albert Einstein Academies in San Diego; José Gonzalez, Architect, Mar Vista resident; John Mora, writer/producer of documentary television programs; Kirsten Paul, Master’s Degree in Third World Development Policy from University of Bielefeld, Germany.

• **Description of Philosophy:** The mission of Goethe International School of Los Angeles (GICS) is to prepare children in grades K-5 for the global society in an educational environment that is small, academically rigorous and accountable. The school encourages its students to become knowledgeable, self-motivated, critically thinking people who respect, understand and can communicate with people from cultures different from their own.

• **Source of Core Money:** During / For the development and start-up phase Goethe International Charter School’s source of funding includes:
  - 2 of 2 Walton Family foundation Planning Grant received in May 2007 ($10,000) and October 2007 ($10,000)
  - The Walton Start-up Grant ($230,000) in December 2007
  - Fundraising ($36,000)
  - Founding member contributions of ($11,000)

• **3-5 Top Leaders:** Margarette Bouterse, IB coordinator and 3rd grade teacher; Luci Fowers, Executive Principal of Albert Einstein Academies in San Diego; Kami Cotler, teacher and administrator, former co-director of Ocean Charter School; Elke Miller, Finance Manager of System Technical Support Corporation, owner/founder of Kindergarten L/A, LLC and the leader/founder of Goethe International Charter School Initiative

• **Other charter schools currently operated by the Petitioner (if applicable):** N/A

• **Other charter petitions pending before LAUSD:** N/A

• **Submission of this charter application to other jurisdiction(s) for approval:** N/A

• **Innovative elements of the charter that could be considered “best practices” and replicated by other schools:** The foreign language immersion model improves overall academic achievement. It enhances brain development, memory and cognitive learning. Bilingualism promotes awareness, appreciation, and acceptance of other people and cultures.

The International Baccalaureate program combines the best of various educational systems worldwide into a full and rich international curriculum. International Baccalaureate programs are learner-centered and inquiry-based. This means that teaching begins with, and builds on, the curiosity of the students, their capacity to understand the materials, and the questions they ask. Using students’ natural curiosity and creativity the International Baccalaureate emphasizes a dynamic and rigorous combination of content, skills, independent critical thought and international understanding that encourages students to become active, compassionate, lifelong learners who are responsible world citizens.
TO: Charters and Innovation Committee  
DATE: June 5, 2008

FROM: Gregory McNair, Associate General Counsel II  
Office of the General Counsel

SUBJECT: SUPPORTING DOCUMENTS FOR PROPOSED GOETHE INTERNATIONAL CHARTER SCHOOL

Attached please find supporting documentation for the proposed Goethe International Charter School, which will be presented to the Charters and Innovation Committee meeting at the Public Hearing on June 5, 2008 and for action at the Board of Education meeting on July 8, 2008. Documentation includes:

1. Charter Petition Review Form for the charter petition educational and operational components;
2. Map showing all LAUSD schools and charter schools within a 2 mile radius of the proposed charter school site;
3. Breakdown of enrollment and test score information for all LAUSD and charter schools serving similar grade levels within a 2 mile radius of the proposed charter school site. Also included are any other charter schools operated by the petitioner (if applicable).

Other LAUSD schools and Charter Schools within a 2 mile radius of the proposed charter school are:

<table>
<thead>
<tr>
<th>LAUSD Elementary Schools</th>
<th>Charter Elementary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cowan EL</td>
<td>1. Open Magnet Charter</td>
</tr>
<tr>
<td>2. Kentwood EL</td>
<td></td>
</tr>
<tr>
<td>3. Loyola Village EL</td>
<td></td>
</tr>
<tr>
<td>4. Playa Del Rey EL</td>
<td></td>
</tr>
<tr>
<td>5. Westport Heights EL</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LAUSD Middle Schools</th>
<th>Charter Middle Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. White MS</td>
<td>1. Bright Star Secondary Academy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LAUSD High Schools</th>
<th>Charter High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Westchester SH</td>
<td>1. Animo Venice Charter HS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LAUSD Schools Under Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CR ES#22</td>
</tr>
</tbody>
</table>
Other LAUSD schools and Charter Schools within a 2 mile radius of the school’s additional target area of Palms/Mar Vista are:

<table>
<thead>
<tr>
<th>LAUSD Elementary Schools</th>
<th>Charter Elementary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Braddock Drive El</td>
<td>2. Pacifica Community Charter #2</td>
</tr>
<tr>
<td>8. Broadway El</td>
<td></td>
</tr>
<tr>
<td>9. Charnock Road El</td>
<td></td>
</tr>
<tr>
<td>10. Clover El</td>
<td></td>
</tr>
<tr>
<td>11. Grand View El</td>
<td></td>
</tr>
<tr>
<td>12. Mar Vista El</td>
<td></td>
</tr>
<tr>
<td>13. McBride Special Education Center</td>
<td></td>
</tr>
<tr>
<td>14. Overland El</td>
<td></td>
</tr>
<tr>
<td>15. Palms El</td>
<td></td>
</tr>
<tr>
<td>16. Richland El</td>
<td></td>
</tr>
<tr>
<td>17. Short El</td>
<td></td>
</tr>
<tr>
<td>18. Sterry El</td>
<td></td>
</tr>
<tr>
<td>19. Stoner El</td>
<td></td>
</tr>
<tr>
<td>20. Walgrove El</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LAUSD Middle Schools</th>
<th>Charter Middle Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Mark Twain MS</td>
<td>1. Ocean Charter</td>
</tr>
<tr>
<td>3. McBride Special Education Center</td>
<td>2. Pacifica Community Charter #2</td>
</tr>
<tr>
<td>4. Palms MS</td>
<td></td>
</tr>
<tr>
<td>5. Webster MS</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LAUSD High Schools</th>
<th>Charter High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. McBride Special Education Center</td>
<td>N/A</td>
</tr>
<tr>
<td>3. Venice HS</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LAUSD Schools Under Construction</th>
<th>N/A</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Other Charter Schools Operated by Petitioner</th>
<th>N/A</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Other Charter Schools Proposed by the Petitioner</th>
<th>N/A</th>
</tr>
</thead>
</table>

Should you have questions or comments, please call me at 213 241-3143 or e-mail me at jose.cole-gutierrez@lausd.net.

c: James Morris
   Jess Womack
   Jefferson Crain
   Maribel Medina
   Ronni Ephraim
This form is a tool to evaluate a charter school petition submitted to the Los Angeles Unified School District (LAUSD) Charter Schools Division (CSD). It is designed to ensure that the petition is reviewed in relation to the requirements of statute, regulation and LAUSD policy.

**OVERALL CHARTER SCHOOLS DIVISION (CSD) EVALUATION**

**Comments:**

This is a preliminary review and recommendation based on Elements 1-4 only. A final overall review of all sixteen charter elements is still pending based on feedback from the Superintendent’s Advisory Committee and the Office of the General Counsel.

After reading the entire petition and reviewing Elements 1-4, the Charter Schools Division has determined that the petition for Goethe International Charter School meets the criteria for establishing a charter school set forth in E.C. 47605.

The language model was reviewed in collaboration with the LAUSD Language Acquisition Branch, APOLO office. The LAUSD Division of Special education reviewed the special education portions of the petition. Please see p. 6-25 for a detailed description of these findings.
### REQUIREMENTS FOR AUTHORIZED CHARTER SCHOOLS, PURSUANT TO EC SECTION 47605

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>For purposes of EC Section 47605(b), a charter petition shall be “consistent with sound educational practice” if, in the CSD’s judgment, it is likely to be of educational benefit to pupils who attend.</td>
<td>yes</td>
</tr>
<tr>
<td><strong>Is the charter petition “consistent with sound educational practice”?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td></td>
</tr>
<tr>
<td>The petition presents a 50:50 foreign language immersion model in German. The program provides support for Spanish speaking English language learners, the largest group of ELL students the program anticipates.</td>
<td></td>
</tr>
</tbody>
</table>
### UNSOUND EDUCATIONAL PRACTICE

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>For purposes of EC Section 47605(b)(1), a charter petition shall be “an unsound educational program” if it is either of the following:</td>
<td></td>
</tr>
<tr>
<td>(1) A program that involves activities that the CSD determines would present the likelihood of physical, educational, or psychological harm to the affected pupils.</td>
<td></td>
</tr>
<tr>
<td>(2) A program that the CSD determines not to be of educational benefit to the pupils who attend.</td>
<td></td>
</tr>
<tr>
<td><strong>Does the charter petition present “an unsound educational program”?</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td></td>
</tr>
</tbody>
</table>

### DEMONSTRABLY UNLIKELY TO IMPLEMENT THE PROGRAM

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>For purposes of EC Section 47605(b)(2), the CSD shall take the following factors into consideration in determining whether charter petitioners are “demonstrably unlikely to successfully implement the program.”</td>
<td></td>
</tr>
<tr>
<td>(1) The petitioners have a past history of involvement in charter schools or other education agencies (public or private) which the CSD regards as unsuccessful, e.g., the petitioners have been associated with a charter school of which the charter has been revoked or a private school that has ceased operation for reasons within the petitioners’ control.</td>
<td></td>
</tr>
<tr>
<td>(2) The petitioners are unfamiliar, in the CSD’s judgment, with the content of the petition or the requirements of law that would apply to the proposed charter school.</td>
<td></td>
</tr>
<tr>
<td>(3) The petitioners have presented an unrealistic financial and operational plan for the proposed charter school (as specified).</td>
<td></td>
</tr>
<tr>
<td>(4) The petitioners personally lack the necessary background critical to the charter school’s success, and the petitioners do not include</td>
<td></td>
</tr>
</tbody>
</table>
individuals who have the necessary background in curriculum, instruction, assessment, and finance and/or business management.

<table>
<thead>
<tr>
<th>Are the petitioners “demonstrably unlikely to successfully implement the program”?</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td>The petitioners have the capacity to implement the program set forth in the charter petition.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REQUIRED NUMBER OF SIGNATURES</th>
<th>EC Section 47605(b)(3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCR, Title 5, Section 11967.5.1(d)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>For purposes of EC Section 47605(b)(3), a charter petition that “does not contain the number of signatures required by [law]” …shall be a petition that did not contain the requisite number of signatures at the time of its submission…</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did the petition contain the required number of signatures at the time of its submission?</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td>The petition includes more than the required number of signatures. It includes 50% of meaningfully interested teachers and 50% of meaningfully interested parents.</td>
</tr>
</tbody>
</table>
Los Angeles Unified School District Charter Schools Division  
2007-08 CHARTER SCHOOL PETITION REVIEW FORM

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AFFIRMATION OF SPECIFIED CONDITIONS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>EC Section 47605(b)(4)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>EC Section 47605(d)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>CCR, Title 5, Section 11967.5.1(e)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation Criteria</strong></td>
<td><strong>Conclusion</strong></td>
</tr>
<tr>
<td>For purposes of EC Section 47605(b)(4), a charter petition that “does not contain an affirmation of each of the conditions described in [EC Section 47605(d)]” shall be a petition that fails to include a clear, unequivocal affirmation of each such condition. Neither the charter nor any of the supporting documents shall include any evidence that the charter will fail to comply with the conditions described in EC Section 47605(d).</td>
<td></td>
</tr>
<tr>
<td>(1) A charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability. 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.</td>
<td></td>
</tr>
<tr>
<td>(2) (A) A charter school shall admit all pupils who wish to attend the school. (B) 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. (C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand.</td>
<td></td>
</tr>
<tr>
<td>(3) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to [EC] Section 48200.</td>
<td></td>
</tr>
</tbody>
</table>

Does the charter petition contain the required affirmations? **Yes**
Los Angeles Unified School District Charter Schools Division  
2007-08 CHARTER SCHOOL PETITION REVIEW FORM

Petitioner
Goethe International Charter School Preliminary Review Elements 1-4  
(K-5)

Comments:
The petition includes all required affirmations (p 4).

THE SIXTEEN CHARTER ELEMENTS

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) 1. Indicates the proposed charter school's target student population, including, at a minimum, grade levels, approximate numbers of pupils, and specific educational interests, backgrounds, or challenges. 2. Includes demographic data of the target population (this is done by completing the attached matrix). 3. Includes academic achievement data. 4. Describes other applicable characteristics of the target population (does the school propose to target potential dropouts? Newcomer populations? Other?)</td>
<td>Yes</td>
</tr>
<tr>
<td>(B) 1. Specifies a clear, concise school mission statement with which all elements and programs of the school are in alignment. 2. Includes a definition of an &quot;educated person&quot; in the 21st century. 3. Includes a description of how learning best occurs. 4. States the goals for enabling pupils to become or remain self-motivated, competent, and lifelong learners.</td>
<td>Yes</td>
</tr>
<tr>
<td>(C) 1. Includes a brief narrative describing “a typical day” at the charter school. Describes what a visitor to the school should</td>
<td>Yes</td>
</tr>
<tr>
<td>Petitioner</td>
<td>Goethe International Charter School Preliminary Review Elements 1-4 (K-5)</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

1. Expect to see when the school’s vision is being fully implemented.
2. Includes a sample daily schedule, which explains the rationale for allocation of instructional time to different subject matter areas.
3. Includes the school’s academic calendar.
4. Includes an assurance that the school will offer, at minimum, the number of minutes of instruction set forth in Education Code § 47612.5.

(D) 1. Includes a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population.
2. Indicates the instructional approach or approaches (teaching methodologies) the charter school will utilize, including, but not limited to, the curriculum and teaching methods (or a process for developing the curriculum and teaching methods) that will enable the school’s pupils to master the content standards for the four core curriculum areas adopted by the SBE pursuant to EC Section 60605 and to achieve the objectives specified in the charter.
3. Includes the scope and sequence of skills to be taught across the grade levels and the different subjects the school plans to teach.
4. Indicates how the curriculum addresses California Content Standards.
5. Includes evidence (research-based) that the proposed instructional program has been successful with similar student populations and/or will be successful with the charter’s targeted population.
6. Includes the textbooks or other instructional resources to be used.

(E) Indicates the basic learning environment or environments (e.g., site-based matriculation, independent study, community-based education, technology-based education).

(F) 1. Indicates how the charter school will meet the needs of students with disabilities
2. Indicates how the charter school will meet the needs of English Language Learners
3. Indicates how the charter school will meet the needs of students achieving substantially above grade level (gifted)
4. Indicates how the charter school will meet the needs of students achieving substantially below grade level expectations
5. Indicates how the charter school will meet the needs of students of low socio-economic status
6. Indicates how the charter school will meet the needs of other special populations.

(G) 1. Specifies the charter school’s special education plan, including, but not limited to, the means by which the charter school will comply with the provisions of EC Section 47641, the process to be used to identify students who qualify for special education programs and services, how the school will provide or access special education programs and services, the school’s understanding of its responsibilities under law for special education pupils, and how the school intends to meet those responsibilities.
2. Contains required special education “boilerplate” language to be provided to the petitioner by the District.
### Goethe International Charter School Preliminary Review Elements 1-4

**Petitioner**: Goethe International Charter School

**Grade Level**: K-5

---

<table>
<thead>
<tr>
<th>(H) Specifies the implementation plan for the school’s instructional program, including a timeline for implementation of various components of the plan.</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(I) Indicates how the school will recruit teachers who are qualified to deliver the proposed instructional program.</td>
<td>Yes</td>
</tr>
<tr>
<td>(J) Indicates how the school will provide ongoing professional development to ensure that teachers have the skills to deliver the proposed instructional program.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**HIGH SCHOOL ONLY:**

Describes how district/charter school informs parents about:

- transferability of courses to other public high schools; and
- eligibility of courses to meet college entrance requirements

(Courses that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable, and courses meeting the UC/CSU “a-g” admissions criteria may be considered to meet college entrance requirements.)

---

Does the petition overall present a reasonably comprehensive description of the educational program? **Yes**

### Comments:

**A1.** The proposed school plans to target the Mar Vista/Palms area of the district in Local District 3. The school will be located in the Westchester area of Local District 3 and demographics for that area are included in the petition. The school will implement a K-5 foreign language immersion program for a projected enrollment of 240 students at the end of the charter term. The program will be structured in a 50/50 foreign language immersion model with English and German. Once students are in 3rd grade they will learn Spanish at an introductory level. After two years, the program will also begin the process of becoming an International Baccalaureate School for the Primary Years Program. The school will model itself after the same program at a charter school in San Diego. The school will receive advisory support from the San Diego school and a staff member from San Diego has committed to being the Principal at Goethe.

**A2.** Demographic data of the target population is on p. 11-13. While the program plans to target students in the Palms/Mar Vista area of the District, the location will be in Westchester. For the Mar Vista/Palms area, neighboring schools educate between 13%-85% of students eligible for free and reduced lunch, 20%-90% Hispanic students, 4%-15% African American students, and 5%-50% Caucasian students, and 2%-39% Asian students. Neighboring schools’ enrollment ranges from 275 students to 699 students. In the Westchester area neighboring schools educate between 18-54% of students eligible for free and reduced lunch, 8-33% Hispanic students, 23-59% African American students, and 11-38% Caucasian students, 2-19% Asian students.
A3. Academically, neighboring schools in the Palms/Mar Vista area have API scores ranging from 686 to 938. 1 out of 8 neighboring schools is in program improvement status (p 13). In the Westchester area, API scores range from 772 to 874. No neighboring schools are in program improvement in that area.

A4. N/A

B1. The program described in the petition is in alignment with the school’s mission. The mission of Goethe International Charter School of Los Angeles (GICS) is to prepare children in grades K-5 for the global society in an educational environment that is small, academically rigorous and accountable. The school encourages its students to become knowledgeable, self-motivated, critically thinking people who respect, understand and can communicate with people from cultures different from their own (p. 7).

B2. An educated person in the 21st century is defined as:
   1. **High Academic Proficiency**: the academic understanding of concepts that include and exceed the scope of state and national standards in the major subject areas.
   2. **Communication skills**: the ability to communicate ideas effectively through reading, writing, and speaking in more than one language.
   3. **Research Skills**: the aptitude to access, process, manage, interpret, question, validate, and act upon information.
   4. **Technological Proficiency**: the knowledge of the software and hardware required to research and present information in a variety of media.
   5. **Interpersonal Skills**: the social skills necessary to cooperate, make group decisions, resolve conflicts, and identify group roles in order to work effectively as a team.
   6. **Intrapersonal Skills**: the ability to be aware of one’s own learning, reflect upon personal strengths/weaknesses, and identify and execute the steps necessary to achieve growth.
   7. **Innovation**: the ingenuity to creatively solve problems, make connections, and construct interdisciplinary combinations (Boyer 1995, Friedman).
   8. **Tolerance**: the willingness to understand and respect cultural differences in perspectives, beliefs, values and traditions.
   9. **Curiosity**: the capacity to recognize personal inquiries and identify individualized learning goals accordingly (p. 7).

B3. Learning best occurs when the following strategies are implemented successfully:
   - relatively small school with low student-to-teacher ratios
   - parents participate in the educational program
   - collaborative environment
- a climate where there are measurable goals and accountability
- highly specialized teachers and staff
- strong literacy component
- technology is incorporated
- environment that honors students’ cultural heritage and understands students as individuals (p. 8-9)

B4. Students will become self-motivated, competent, and lifelong learners through their participation in the International Baccalaureate Primary Years Programme which presents a structured inquiry approach. Forms of inquiry include: exploring, wondering and questioning, experimenting and playing with possibilities, researching and seeking information, collecting data and reporting findings etc. (p. 10).

C1. A typical two days are presented on p. 51 to indicate what a visitor would see when all phases of the program are fully implemented. Two days are presented to demonstrate the students’ routine during the focus on German immersion during one week and a description of English immersion during the next week. The routines describe instruction in the target language, the use of language tutors, and the introduction to an International Baccalaureate theme.

C2. The sample daily schedules are in Appendix Q. Daily schedules indicate content area instruction per grade level and indicate the introduction of Spanish for 3rd, 4th, and 5th grades. Schedules indicate staff development and after school tutoring programs.

C3. The yearly calendar is in Appendix P. The school will follow a September to June calendar provided.

C4. The petition includes an assurance for offering at minimum, the number of instructional minutes set forth in EC 47612.5. in Appendix Q and on p. 55.

D1. The petition incorporates multiple frameworks for the school’s instructional design. The framework centers on a foreign language immersion model and later in the charter term, the incorporation of the International Baccalaureate program, Primary Years Programme. The petition presents a sample of IB themes from another school based in San Diego. (p. 26). The petition includes a phase in
implementation plan that indicates that Goethe will develop its own IB themes/units later in the charter term. A full program of standards based instruction will be in place while IB units are being developed as evidenced by the scope and sequence and implementation phase in plan.

The petition presents a foreign language immersion framework for German & English, coupled with Spanish as a foreign language beginning in 3rd grade and continuing through grade 5. The program will employ a 50:50 model that will be implemented in the form of one week of instruction in German immersion followed by one week of instruction in English immersion. The weeks will continue to alternate. As mentioned in comment D2 below, the framework also includes a portion of the day, Language Exchange, so that teachers can check student comprehension of concepts introduced during the foreign language immersion week.

Spanish as a foreign language, not as a language for immersion, will be incorporated into the program for 3rd-5th grade using the Viva el Español series. Students will receive Spanish as a foreign language two days a week for 40-55 minutes (p. 42, Appendix Q).

Character development is also part of the instructional framework through participation in the IB themes. The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. This culture will emerge at the earliest ages as children begin to understand and act upon the following attributes of the learner profile. IB learners strive to be: reflective, inquirers, communicators, caring, risk-takers, thinkers, balanced, open-minded, knowledgeable, and principled (p. 27).

D2. The school will utilize a variety of instructional methods. For phonics and math, sequenced, linear building of concepts will occur daily in instruction (p. 29). Strategies also include direct phonics instruction, whole group/shared reading, small group/guided reading, silent sustained/individual reading, and comparative literary analysis and comprehension strategies (p. 64). In the area of language acquisition strategies include visual cues, hands-on approaches, scaffolding, utilizing prior knowledge, cooperative grouping, total physical response approach (TPR), modifications to lessons and materials as well as the strategies consistent with the Specially Designed Academic Instruction in English (SDAIE) (p. 20). The structure of the program also includes a language exchange period. During this time the English teacher can evaluate students' understanding of new content introduced in German and provide support and clarification in English. Students also have the opportunity to review their English language skills such as spelling, phonics and reading, adding continuity to the development of their English language skills while they are immersed for one week in German. For students in a week of
English instruction, Language Exchange period provides time for the German teacher to check comprehension of new material by German-speaking students and to provide review of German language skills (p. 52). Spanish speaking students have this time to preview review concepts and receive primary language support. The school will phase in using the IB Primary Years Programme. Thematic inquiry based units will be a major instructional method and organizing principle for the IB program. Development and delivery of the units will occur in a process over a few years in conjunction with the IB Organization.

D3. The petition includes a full scope and sequence for state content standards and for German immersion and Spanish as a second language in Appendix I and on p 38. The German scope and sequence delineates skills for oral practice, vocabulary development including phonetics, writing, grammar, and reading for grades K-5. The Spanish scope and sequence (p. 42) presents topics within 35 lessons in a spiraled fashion, in which the same lessons are implemented during 3rd, 4th, and 5th grades but with a different emphasis. Some lessons have an “introduction” focus, others a “reinforcement” focus and yet others a “strengthening” of concept focus. The petition includes a complete scope and sequence of the K-5 content standards including visual and performing arts to indicate the skills to be taught across the grade levels.

D4. The program addresses all of the state standards. The program will utilize state adopted materials to address the state standards. All state standards for each grade level are indicated in the appendix. The petition indicates that state adopted materials will be used for language arts, math, science and social studies and the daily schedule indicates blocked time for these content areas in English. State adopted texts for all areas are listed in comment D6 below. As the program phases in the authorization process to become an IB school, state standards must be used to develop IB units. By the end of the charter term the program will address the state standards through both state adopted tests and thematic IB units. Whether the language is English or German, the content of instruction will be the state standards. As mentioned in comment D2, a language exchange period is built into the instructional day, so that teachers can recheck that students are understanding grade level concepts during the week they are immersed in L2.

D5. For the success of the German language immersion program, the petition cites the success of Albert Einstein Academy in San Diego on p. 28. This is the program Goethe has modeled its program upon. AEACS is located in a dense urban area, one mile from the center of San Diego. The community population is reflected in the demographics of the nearest elementary school that has a Hispanic population of about 85%. Though Einstein is situated squarely between two dynamically different neighborhoods—bordering on the north is a neighborhood of historical homes, predominately white, relatively high income families while in comparison, directly south there are crowded apartment complexes that house predominately low-income families of color—its target population is comparable to the extreme ethnic and socio-economic diversity of the students
GICS expects to serve.

When AEACS opened its doors in the fall of 2002, the student population was predominately white and European, but progressively over a period of six years the combined student population has increased in diversity with 50.9% children of color at the beginning of the 2007-2008 school year. As the ethnic diversity increased so did the test scores, with a baseline API score of 812 in 2003 compared to its most recent API score of 878. To add perspective to the comparative, the average API score of the four nearest elementary schools is 695.

The petition cites the success of the International Baccalaureate Primary Years Programme with the target population from the data of Willard Elementary in Pasadena. The ethnic composition of this school consists of 68% Hispanic students, 12.4% African-American, 11% White, 6.6% Asian and 1.8% other. 71.1% of the students receive Free or Reduced Lunches. However, at Willard the 2007 school wide API was 841. The school’s API has been rising for all subgroups since the introduction of the IBPYP (p. 27).

Research about the benefits of language immersion is cited on p. 19. A few highlights of research results are as follows:

- As evidenced by the over 25 years of experience by Dr. Fred Genesee of the University of Minnesota: “… First and foremost, immersion education does not handicap our children linguistically or academically. To the contrary, when parents commit their children to a full elementary immersion program, immersion students will not only do as well as children in English-only classroom, with the additional advantage of being functionally bilingual… but are likely to outperform monolingual students on standardized measurements of English language competency. More recent research indicates that immersion students are also successfully transferring content area knowledge from the target language to their native language.” (American Council on Immersion Education (ACIE), December 1999, Vol. 3, No. 1)

- Furthermore, research conducted by the University College London on 105 people, 80 of whom were bilingual, evidenced an observable physiological change in the brain. “People who learned a second language at a younger age were more likely to have more advanced grey matter than those who learned later.. . (p. 22).
D6. The petition includes textbooks for the content areas and for the language emphasis of the program. The chart on p. 48 indicates texts for each core content area using English language texts and German texts for all content areas. German texts materials include materials for phonics, language software, student workbooks, and German series for the content areas. The program for Spanish as a foreign language will be Viva el Español and Hola!

E. The basic environment will be site based for grades K-5.

F1. The school presents its plan for students with disabilities on p. 73-76. The school will follow IDEA and the district’s Modified Consent Decree.

F2. The petition indicates instructional strategies for English language learners’ progress toward the ELD standards. The program will administer the CELDT, and all teachers will possess either the BCLAD or CLAD. Instructional strategies to meet the needs of ELL students include the use of Specially Designed Academic Instruction in English (SDAIE) instructional methods, second language instruction, Total Physical Response (TPR) methods along with manipulatives, visuals, graphic organizers, and interactive communication. The progress of ELL students will be monitored monthly. In addition, one Wednesday per month will be dedicated to the analysis of assessments and students data which includes monitoring the implementation of support strategies and their effect on the success of ELL students’ progress (p. 66). The staff will become well versed in implementing the Sheltered Instruction Observation Protocol to ensure effective sheltered instruction (p. 66).

The school will also provide primary language support for Spanish speakers during the instructional day and for homework and classroom assignments. The program will utilize an ELL Coordinator to provide preview/review strategies in Spanish for ELL students (p. 68). The ELL Coordinator will differentiate support in accordance to Spanish speaking students’ ELD level. Primary language support for Spanish speakers occurs during both the English immersion week and during the German immersion week. The school additionally will provide support for Spanish speaking parents in the form of translated materials, parent workshops, and introduction to unit themes and concepts, and parent volunteer opportunities (p. 73).
F3. High achievers will be identified through standards based assessments, class performance, and referrals by teachers and parents at the beginning of the year and throughout the year (p. 65). The school has set as a goal having a GATE lead teacher to facilitate implementation of modified instruction throughout the program. The needs of high achievers will be addressed through:

- acceleration across grades in all or specific content areas
- flexible classroom groupings to allow for like-peer interaction
- independent study
- adjustments to curriculum pacing
- augmented or supplemented materials
- depth and complexity of content adjustment to exceed state core standards
- development of skills in the areas of research, critical thinking, creativity, and problem solving
- placement of written materials of varying levels in the classrooms in order to meet varied capacities and interests
- focus on the development of ethics, self-concept, cultural sensitivity, and societal responsibility.
- access to the school library and extended opportunities to do computer research

Once the IB program is implemented, the open-ended inquiry based projects provide opportunity for high-achieving students to extend their research and understanding beyond the minimum required. Though minimum standards are established through a defined rubric, maximum standards are not defined and students will be given or may identify their own inquiry challenges that will increase the capacity and depth of the project to meet the needs of the high achieving student (p. 65).

F4. The petition describes a variety of interventions to meet the needs of low achieving students. Students with academic challenges who are achieving below grade level are identified through teacher observation, their course performance (low C or F), and multiple measures tools such as; Developmental Reading Assessment, SDCOE Standardized Writing Assessment and standards-based mathematics textbooks assessments and CST/CAT 6 standardized testing (defined as Below Basic or Far Below Basic on STAR Testing). Goethe International Charter School will serve its remedial students by offering small class sizes and small teacher-to-student-ratios, individualized instructional plans, before and after school tutoring and skills instruction programs, extended-day, homework support/remedial tutorial services and after-school enrichment programs. Additionally, direct phonetic-based instruction is taught in both
German and English and we have structured our instructional day to include a 90-minute time period of proven language arts teaching strategies including direct phonics instruction, whole group/shared reading, small group/guided reading, silent sustained/individual reading, and comparative literary analysis and comprehension strategies which support all of our students, especially those needing remediation (p. 64).

F5. The program provides support to meet the needs of low SES students through after school enrichment programs for arts, sports, and German, English, Spanish tutorial (p. 76) The school will provide academic enrichment opportunities such as chess club, children’s choir, karate, cultural cooking for kids, folk dancing and German theatre (p. 64). School field trips will also provide increased exposure to students to broaden student’s experiences. Assistance for the purchase of school uniforms will confidentially be provided to families (p. 75). For afterschool enrichment that requires payment, scholarships will be available (p. 77).

F6. N/A

G1. The school specifies the special education plan on p. 73-76. The school will adhere to IDEIA, state laws and the district’s Modified Consent Decree. The petition adequately includes all key factors for special education services.

G2. The petition includes the required boilerplate district language.

H. The program specifies an implementation plan indicating the school will first focus on the language immersion program and later begin the planning necessary to implement the IB program (p. 29-31). During Year One, the program will focus on language immersion for grades K-3. Year Two the school will continue the focus on language immersion and only introduce students to the Learner Profile of an IB student. Years Three through Five, the school will then begin the Spanish language instruction and the process of becoming an IB School through the development of IB Units as specified by the IB Organization. An implementation plan for the IB program, which requires several years before being authorized as an IB school, is on p. 58.

I. Recruitment strategies are indicated on p. 57. GICS intends to actively recruit its duly credentialed teachers through EdJoin, the California Charter School Association, the Charter School Development Center, the LAUSD website and local newspapers. In addition, GICS will use international exchange organizations such as the Amity Institute, an accredited organization that sponsors international,
professional teachers to teach in U.S. schools. As teachers bilingual in German and English are essential to the program, the petition indicates, “On a national level GICS will post its job offers on the ‘American Association of Teachers of German’ (AATG) website that lists teaching positions in German and an email list that goes out to German speaking teachers across the country. Internationally, GICS will recruit its teachers through the international exchange organization Amity that sponsors international, professional teachers to teach in US schools.”

J. The petition includes a 5 year plan for professional development to address the various components of the program beginning on p. 57. Professional development in language immersion, state standards, ELD standards, new teacher orientation, publisher trainings for adopted curriculum, and preparation for the candidacy and implementation phase of the IB program, will be provided during weekly Wednesday staff meetings and prior to school beginning. Staff development will be provided by the School Administrator, German Language Coordinator, Teachers from the Albert Einstein Academy, Publishers, the SIOP Institute, and the IB Coordinator. The school would also like to participate in LAUSD staff development opportunities on a fee for service basis in the area of ELL, GATE, and Data Driven Assessment.
### 2. MEASURABLE PUPIL OUTCOMES

**Element 2**  
"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."  
*Ed. Code § 47605 (b)(5)(B)*

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable pupil outcomes, as required by EC Section 47605(b)(5)(B), at a minimum:</td>
<td></td>
</tr>
</tbody>
</table>
| (A) 1. Specifies the skills, knowledge, and attitudes that reflect the school's educational objectives and can be assessed, at a minimum, by objective means that are frequent and sufficiently detailed enough to determine whether pupils are making satisfactory progress.  
2. Indicates the frequency of objective means of measuring pupil outcomes vary according to such factors as grade level, subject matter, the outcome of previous objective measurements, and information that may be collected from anecdotal sources.  
3. Includes objective means of measuring pupil outcomes which may be used readily to evaluate the effectiveness of and to modify instruction for individual students and for groups of students. | Yes        |
| (B) Includes the school’s Academic Performance Index growth target. | Yes        |
| (C) Includes the school’s Adequate Yearly Progress target. | Yes        |
| (D) Includes the school’s California Standards Test target. | Yes        |
| (E) Identifies any additional specific, measurable student outcomes that the school will set for the students, and explains how these outcomes are consistent with the school's proposed instructional program. | Yes        |
| **HIGH SCHOOL ONLY:**                               | N/A        |
| (F) Includes the school’s CAHSEE target.             |            |
| (G) Includes the school’s Graduation Rate target.    |            |

**Does the petition present a reasonably comprehensive description of measurable pupil outcomes?**  
Yes
Comments:

A1. The petition specifies the skills, knowledge, and attitudes that reflect the school’s educational objectives. Pages 78-85 indicate the skills students are expected to develop in each content area, in second language acquisition, thinking skills, and in the IB learner profile characteristics. Quantitative goals for these areas are outlined on p. 78-85. In the core content areas students will score 75% or above on summative assessments from textbooks by the end of the 4th year of the program. On an oral language acquisition assessment all students will progress by one language level in German. All ELL students will also progress at least one language level as measured by the CELDT. The program has a goal of all students developing age appropriate language fluency in German.

A2. The petition specifies the frequency of ongoing assessments (p. 81-86). The school will administer entry level assessment and pre-assessments to establish baseline data. All core content areas will be assessed per trimester in November, March, and June. End of the year state testing will also be implemented. For second language acquisition, the school will administer a German Language Development Assessment test (reading fluency, comprehension, vocabulary development, oral expression) and a written test in November, March, and June. After the school proceeds through the IB authorization process, progress toward the standards through the IB program will be monitored each trimester.

A3. The program will include objective means of measuring pupil outcomes. The school will use state tests, textbook tests, summative content specific assessments developed by teachers in the IB program, and diagnostic tests as forms of objective measures. The Diagnostic Reading Assessment Standardized, leveled reading passages make it easy for teachers to use and score assessments, identifying specific reading deficiencies, assessing decoding skills, fluency and comprehension. From the San Diego Office of Education, the program will use the following assessments The Writing Standards Assessment and Standards Based Performance Assessment for Math (San Diego Office of Education). After the school has gone through the process of authorization for IB, the school will utilize rubric assessments aligned to the standards for the IB units. For language development in German, reading fluency and comprehension, vocabulary development, oral expression and grammatical configuration aligned with the content standards taught at that grade level the school will utilize the Standardized German Language Development Assessment developed by Albert Einstein Academy. For Spanish, the school will utilize the assessments with the Spanish series (p. 81-88).
B. The school’s API target is 786 in year 3, 805 by year 4, and 825 by the end of the charter term (p. 78).

C. The petition sets a target of meeting AYP measures (p. 78).

D. The program sets the CST goals in terms of outperforming resident schools and in absolute measures of GICS goal it to meet the average percentage of students testing proficient or above in Comparison Resident Schools in year 2 and to exceed them by at least 5% each progressive year. Math: Match year 2 = 51.5%, year 3 = 54%, year 4 = 57%, year 5 = 60%. ELA match year 2 = 42.6%, year 3 = 44.7%, year 4 = 47%, year 5 = 49.3% (p. 78).

E. Examples of additional goals for students in the petition include:
   - All GICS English Learners will progress at least one level overall on the CELDT per year as required for all schools.
   - GICS special education-designated students will make progress toward the learning goals as outlined in their IEP and as measured trimesterally with the school-wide multiple measures outlined below.
   - GICS will have a higher student attendance rate than the average attendance of a LAUSD elementary school (93.3%). Goethe International’s goal is to have an ADA of 94% from year 1 (p. 67).
   - Students in grades 3rd grade and above will score 75% on summative assessments in state-approved textbooks for Spanish language by the end of the 4th year.
3. METHOD FOR MEASURING PUPIL PROGRESS

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>The method for measuring pupil progress, as required by EC Section 47605 (b)(5)(C), at a minimum:</td>
<td></td>
</tr>
<tr>
<td>(A) Utilizes a variety of assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, at minimum, tools that employ objective means of assessment consistent with the measurable pupil outcomes.</td>
<td>Yes</td>
</tr>
<tr>
<td>(B) Includes the methods for assessing attainment of student outcomes are consistent with the school’s proposed instructional program.</td>
<td>Yes</td>
</tr>
<tr>
<td>(C) Identifies additional “in house” benchmark assessments to be used by the school to assess student progress on an ongoing basis and how frequently the assessments will be administered.</td>
<td>Yes</td>
</tr>
<tr>
<td>(D) Includes an assurance that state mandated assessments will be administered (annual Statewide Testing and Reporting (STAR) program, CELDT, CAHSEE).</td>
<td>Yes</td>
</tr>
<tr>
<td>(E) Outlines a plan for collecting, analyzing, and reporting data on pupil achievement to school staff and to pupils’ parents and guardians, and for utilizing the data continuously to monitor and improve the charter school’s educational program.</td>
<td>Yes</td>
</tr>
<tr>
<td>(F) Describes how assessment data will be used to inform instruction and professional development on an ongoing basis.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Does the petition present a reasonably comprehensive description of the method for measuring pupil progress?** Yes

**Comments:**

A. The program will utilize a variety of assessment tools including objective means of assessment. The school will utilize preassessments, performance based assessments with rubrics, standardized tests, textbook tests, portfolios, and journals. The Diagnostic Reading Assessment, oral assessments, student competitions, Standards Based Performance Assessment for Math, projects, and Schoolwide Standardized Language development assessment, and German tests will also be used. If the school becomes authorized through IB, the program will also implement assessments for the IB unit themes developed through the IB Organization’s process (p.81-88).
B. The assessment methods are appropriate and consistent with the various aspects of the program, standards based instruction, language acquisition, and the IB program.

C. Assessments for core content and foreign language acquisition occur quarterly each November, March, and June. Progress toward ELL standards will be monitored once a month. In addition to the quarterly assessment, foreign language acquisition will also be measured annually (p. 81-88). IB Portfolios will be assessed at the end of each unit.

D. An assurance of administering all state and federal tests is on p. 87.

E. Following each testing cycle (trimester), assessment data will be collected by the teacher and entered into Power School (p. 87). The data will then be analyzed and reviewed by the teachers and the principal as a formative tool to drive curriculum development and inform instruction, as well as, a summative measure of student progress. The Board will receive a report twice a year about student achievement from the Principal (p. 89). Student Assessment data will be provided to parents each trimester. Interim progress reports will be distributed to parents as needed. There will be parent teacher conferences twice a year.

F. The school has a plan for using assessment data to inform instruction and professional development. The petition indicates that following each testing cycle, assessment data will be collected by the teacher and entered into Power School. The data will then be analyzed and reviewed by the teachers and the principal as a formative tool to drive curriculum development and inform instruction, as well as, a summative measure of student progress.

Student Assessment Data will be:

- Processed and provided to staff in a graphic or tabular format that is easily understood.
- Provided to staff during staff meetings and as guided by the Principal, used to help monitor and improve individualized student achievement.
- Provided to parents and guardians when they meet with their child’s teacher at a semi-annual parent conference.
- Analyzed and discussed during grade level meetings and across grade levels to target specific areas of strength and weakness in
overall student achievement.

- Evaluated to create a school-wide strategic plan to address any areas in need of improvement within the school’s overall educational program (p. 88).

The Board will use information from the data analysis of student achievement to develop policy, identify budgetary needs and recommend curricular adjustments (p. 89).

---

4. GOVERNANCE STRUCTURE

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>EC Section 47605(b)(5)(D)</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element 4</strong> “The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement” Ed. Code § 47605 (b)(5)(D)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The governance structure of the school, including, but not limited to, the process...to ensure parental involvement..., as required by EC Section 47606(b)(5)(D), at a minimum:

(A) Includes evidence of the charter school’s incorporation as a non-profit public benefit corporation. | Yes

(B) Provides by-laws for the nonprofit public benefit corporation. | Yes

(C) Includes evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that there will be active and effective representation of interested parties, including, but not limited to parents (guardians). | Yes

(D) Indicates the process for selecting governing board members. | Yes

(E) Specifies how often the governing board will meet. | Yes

(F) States the manner for posting meeting notices, distributing agendas and recording governing board actions. | Yes

(G) Provides an organizational chart which indicates how the charter school will become and remain a viable enterprise. The organizational chart shows the relationship of the governing board to the leadership of the school, as well as any relevant site committees. | Yes

(H) Provides résumés and questionnaire responses for all individuals committed to serve on the school’s governing board | Yes
Los Angeles Unified School District Charter Schools Division  
2007-08 CHARTER SCHOOL PETITION REVIEW FORM  

Petitioner  
Goethe International Charter School Preliminary Review Elements 1-4  
(K-5)  

| (I) Provides an assurance that the governance meetings will comply with the Brown Act. | Yes |
| (J) Contains an assurance that members of the Charter School’s executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest. | Yes Yes |
| (K) Contains district required language regarding audit and inspection of records. | Yes |

**Does the petition present a reasonably comprehensive description of the school’s governance structure?**  
Yes  

**Comments:**  
A. The school’s Articles of Incorporation are included in the appendix. The name of the non-profit benefit corporation is Goethe International Charter School.  

B. Bylaws are provided in the appendix.  

C. The petition includes a governance structure that reflects a seriousness of purpose and active representation of parents. The structure consists of a Board of Trustees (two members will be parents), Board Committees, Administrative Committees, The Principal, and The Parent Association. Parent representation occurs through the Parent Association, the election of parent representatives to the Board of Trustees, and parent membership on committees (p. 92,97).  

D. Board members are selected through a process in which the school governance committee reaches out into the community, identifies qualified candidates, and make recommendations to the full board for candidates (p. 93). Teachers, parents and community stakeholders shall be recruited to fill these committees and ensure their respective missions are accomplished. Since parent involvement is critical to the success of governance, the Board shall ensure adequate representation of parents on the committees. While the Principal has discretion to select committee members for Administrative Committees, each grade level can also elect a parent representative for each committee (p. 94).  

E. The governing board will meet monthly (p. 92). Committees will meet each quarter or more often if necessary (p. 94).
F. Meeting notices and agendas will be posted on the door of the school office and on the school’s website (p. 94). Minutes will be recorded and available in the school office (p. 94).

G. The organizational chart indicates the governance structure, parent representation, and relevant committees (p. 95).

H. Resumes and questionnaire responses are in the appendix.

I. An assurance to comply with the Brown Act is on p. 94-95.

J. An assurance that members of the Charter School’s executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest is on p. 90.

K. Required language regarding audit and inspection of records is on p. 91.

5. EMPLOYEE QUALIFICATIONS

**Element 5**

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

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>The qualifications [of the school's employees], as required by EC Section 47605(b)(5)(E), at a minimum:</td>
<td></td>
</tr>
</tbody>
</table>
| (A) 1. Identifies the general qualifications for the various categories of employees the school anticipates (e.g., administrative, instructional, instructional support, non-instructional support).  
2. Indicates that the qualifications shall be sufficient to ensure the health, and safety of the school's faculty, staff, and pupils. |            |
| (B) Identifies those positions that the charter school regards as key in each category and specifies the additional qualifications |            |
expected of individuals assigned to those positions.

(C) 1. Specifies that all requirements for employment set forth in applicable provisions of law will be met.
2. States that the charter school will conform to the legal requirement that all charter school teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.
3. Provides an assurance that the school will maintain current copies of all teacher credentials and that they be readily available for inspection.
4. Identifies the steps the school will take, if necessary, to minimize the use of teachers holding emergency permits.

Does the petition present a reasonably comprehensive description of employee qualifications? not yet reviewed

Comments:

6. HEALTH AND SAFETY PROCEDURES

Element 6 “The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in § 44237.” Ed. Code § 47605 (b)(5)(F)

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>The procedures...to ensure the health and safety of pupils and staff, as required by EC Section 47605(b)(5)(F), at a minimum:</td>
<td>Conclusion</td>
</tr>
<tr>
<td>(A) Requires that each employee of the school furnish the school with a criminal record summary as described in EC Section 44237.</td>
<td></td>
</tr>
</tbody>
</table>
(D) Provides for the screening of pupils’ vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.

(E) Provides, if known, the address of the facilities to be used by the charter school.

(F) Provides an assurance that the schools’ facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

(G) Provides an assurance that a site will be secured with an appropriate Certificate of Occupancy 45 days prior to the opening of school.

(H) Provides an assurance that a school safety plan will be developed and kept on file for review, and that school staff will be trained annually on the safety procedures outlined in the plan. (If the school safety plan has already been developed, please include it as an attachment to the petition.)

Does the petition present a reasonably comprehensive description of health and safety procedures?  
not yet reviewed

Comments:

7. RACIAL AND ETHNIC BALANCE

Element 7  “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 reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605 (b)(5)(G)

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>The means by which the school(s) will achieve a racial and ethnic balance among its pupils..., as required by</td>
<td></td>
</tr>
</tbody>
</table>
EC Section 47605(b)(5)(G), at a minimum:

<table>
<thead>
<tr>
<th>(A)</th>
<th>Includes a thorough description of the annual outreach efforts of the charter school, describing what methods the school will use to advertise and recruit students (flyers, newspaper advertisements, informational fairs, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(B)</td>
<td>Describes what geographic areas will be targeted in the outreach effort.</td>
</tr>
<tr>
<td>(C)</td>
<td>States what languages will be used to do the outreach.</td>
</tr>
<tr>
<td>(D)</td>
<td>Describes how these outreach efforts will attain a racial and ethnic balance at the charter school that is reflective of the sponsoring school district.</td>
</tr>
</tbody>
</table>

Does the petition present a reasonably comprehensive description of means for achieving racial and ethnic balance? not yet reviewed

Comments:

8. ADMISSION REQUIREMENTS, IF APPLICABLE

**Element 8**

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

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission Requirements, if applicable.” Ed. Code § 47605 (b)(5)(H)</td>
<td></td>
</tr>
<tr>
<td>(A) States that the charter school will admit all pupils who wish to attend as outlined in Education Code § 47605 (d)(2)(A)</td>
<td></td>
</tr>
<tr>
<td>(B) Describes any specific admissions requirements of the proposed school, and provide an assurance that they are consistent with non-discrimination statutes.</td>
<td></td>
</tr>
<tr>
<td>(C) Describes the efforts the school will employ to recruit academically low-achieving and economically disadvantaged students</td>
<td></td>
</tr>
</tbody>
</table>
(D) Describes the manner in which the school will implement a public random drawing in the event that applications for enrollment exceed school capacity. This description addresses:

1. The method the school will use to communicate to all interested parties the rules to be followed during the lottery process.
2. The method the school will use to verify lottery procedures are fairly executed.
3. The timelines under which the open enrollment period and lottery will occur.
4. The location where the lottery will occur and the efforts the school will undertake to ensure all interested parties may observe the lottery.
5. The date and time the lotteries will occur so most interested parties will be able to attend.
6. The preferences to be granted, if any, to potential students and the basis upon which those preferences shall be granted.

**Note:** In the case of an existing district school converting to a charter school, application of the preference specified in Education Code § 47605 to give admission preference to students residing in the school’s former attendance area shall be allowable unless the application of that preference results in a student population grossly dissimilar to the ethnic and racial balance of the district, in which case the preference to be granted would become a statistical advantage, not an absolute guarantee of admission.

7. The procedures the school will follow to determine waiting list priorities based upon lottery results.
8. The means by which the school will contact the parents/guardians of students who have been promoted off the waiting list and timelines under which parents/guardians must respond in order to secure admission.
9. The records the school shall keep on file documenting the fair execution of lottery procedures.

**Note:** Notwithstanding the foregoing, the school may refine lottery policies and procedures following the first year of operations 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 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.

<p>| Does the petition present a reasonably comprehensive description of admission requirements? | not yet reviewed |
| Comments: | |</p>
<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedures for...annual independent financial audits shall be conducted, and the manner in which audit exceptions and deficiencies shall be resolved... as required by EC Section 47605(b)(5)(I), at a minimum:</td>
<td></td>
</tr>
</tbody>
</table>

**(A)** Ensures that annual, independent financial audits employing generally accepted accounting principals will be conducted.  
1. Specifies who is responsible for contracting and overseeing the independent audit.  
2. Specifies that the auditor will have experience in education finance.  
   
   **If a renewal:**  
   3. Audit lists no material weaknesses or other findings.  
   4. Auditor selected is on the list of acceptable auditors from the State Controller's Office.  
   5. Audit is shared, discussed, and accepted by the Charter School Board of Education/Directors.  

**(B)** Describes the plans and systems to be used to provide information for an independent audit.  
   
   **If a renewal:**  
   1. Auditor has cooperation of the staff of the charter school.  
   2. Information provided to the auditor is complete and well organized.  

**(C)** Outlines the process of providing audit reports to the Los Angeles Unified School District Charter Schools Division (CSD), or other agency as the CSD may direct, specifies the timeline in which audit exceptions will typically be addressed.  
   
   **If a renewal:**  
   1. Audits are filed on time with the State and LAUSD.  
   2. Exceptions, findings, and material weaknesses are resolved prior to the end of the subsequent fiscal year to the satisfaction of LAUSD.
**10. SUSPENSION AND EXPULSION PROCEDURES**  
*EC Section 47605(b)(5)(J)*  
*CCR, Title 5, Section 11967.51(f)(10)*

**Element 10**  
“The procedures by which pupils can be suspended or expelled.” Ed. Code § 47605 (b)(5)(J)

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>The procedures by which pupils can be suspended or expelled, as required by EC Section 47605(b)(5)(J), at a minimum:</td>
<td></td>
</tr>
</tbody>
</table>

(A) Identifies a preliminary list, subject to later revisions pursuant to subparagraph (E), of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools.  

(B) Identifies the procedures by which pupils can be suspended or expelled.  

(C) Identifies the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.  

(D) Provides evidence that in preparing the lists of offenses specified in subparagraph (A) and the procedures specified in subparagraphs (B) and (C), the petitioners reviewed the lists of offenses and procedures that apply to students attending non-
charter public schools, and provides evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests of the school's pupils and their parents (guardians).

(E) If not otherwise covered under subparagraphs (A), (B), (C), and (D):

1. Provides for due process for all pupils and demonstrates an understanding of the rights of pupils with disabilities in...regard to suspension and expulsion.
2. Outlines how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion.

(F) Describes the general discipline policies in place at the school.

(G) States the procedures for rehabilitation, readmission and interim placement.

<table>
<thead>
<tr>
<th>Does the petition present a reasonably comprehensive description of suspension and expulsion procedures?</th>
</tr>
</thead>
<tbody>
<tr>
<td>not yet reviewed</td>
</tr>
</tbody>
</table>

**Comments:**

### 11. STRS, PERS, AND SOCIAL SECURITY COVERAGE

<table>
<thead>
<tr>
<th>EC Section 47605(b)(5)(K)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCR, Title 5, Section 11967.51(f)(11)</td>
</tr>
</tbody>
</table>

**Element 11** “The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605 (b)(5)(K)

**Evaluation Criteria**

<table>
<thead>
<tr>
<th>Conclusion</th>
</tr>
</thead>
</table>

The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System (STRS), the Public Employees’ Retirement System (PTRS), or federal social security, as required by EC Section 47605(b)(5)(K), at a minimum, specifies the positions to be covered under each system and the staff who will be responsible for ensuring that appropriate arrangements for that coverage have been made.

(A.) Identifies, based on the staffing initially proposed in the petition, which staff members will be covered by which retirement system:

1. State Teachers’ Retirement System (STRS)
2. Public Employees’ Retirement System (PTRS)
### 3. Federal Social Security

If a renewal:

4. Contributions are made on behalf of all eligible staff members.

- (B) Identifies the staff member(s) who will be responsible for ensuring that appropriate arrangements for the afore-mentioned coverage has been made.

- (C) Provides documentation that PERS/STRS contributions have been reported to the State of California, if applicable.

<table>
<thead>
<tr>
<th>Does the petition present a reasonably comprehensive description of STRS, PERS, and social security coverage? If a renewal, have the contributions been made to the State of California?</th>
</tr>
</thead>
<tbody>
<tr>
<td>not yet reviewed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments:</th>
</tr>
</thead>
</table>

### 12. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

**Element 12**

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

**Evaluation Criteria**

The public school attendance alternatives...at a minimum...

<table>
<thead>
<tr>
<th>A. Describes attendance alternatives for students which are consistent with District policy for intra-District attendance.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>B. Specifies that the parent(s) or guardian(s) of each pupil enrolled in the charter school shall be informed that the pupil has no right to admission in a non-charter District school (or program within a District school) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the District.</th>
</tr>
</thead>
</table>
C. States that the governing board of a school district shall not require any pupil enrolled in the school district to attend a charter school.

| Does the petition present a reasonably comprehensive description of public school attendance alternatives? | not yet reviewed |

Comments:

### 13. POST-EMPLOYMENT RIGHTS OF EMPLOYEES

**EC Section 47605(b)(5)(M)(e)**  
**CCR, Title 5, Section 11967.51(f)(13)**

**Element 13**  
“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605 (b)(5)(M)

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>The description of the rights of any employees of the school district upon leaving the employment of the school district to work in a charter school..., as required by EC Section 47605(b)(5)(M), at a minimum, specifies that an employee of the charter school shall have the following rights:</td>
<td></td>
</tr>
<tr>
<td>(A) Outlines LAUSD (or other school district) employee rights consistent with current collective bargaining agreements relating to the terms and conditions under which District employees may be employed at charter schools.</td>
<td></td>
</tr>
<tr>
<td>(B) Includes any rights of return to employment in LAUSD (or other school district) after employment in the charter school, as the District may specify.</td>
<td></td>
</tr>
<tr>
<td>(C) Specifies any other rights upon leaving employment to work in the charter school and any rights to return to a previous employer after working in the charter school that the CSD determines to be reasonable and not in conflict with any provisions of law that apply to the charter school or to the employer from which the employee comes to the charter school or to which the employee returns from the charter school.</td>
<td></td>
</tr>
</tbody>
</table>

| Does the petition present a reasonably comprehensive description of post-employment rights of employees? | not yet reviewed |
## 14. DISPUTE RESOLUTION PROCEDURES

**Element 14**  
*The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.*  
Ed. Code § 47605 (b)(5)(N)  
CCR, Title 5, Section 11967.5.1(f)(14)

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) Includes any specific provisions relating to dispute resolution that the CSD determines necessary and appropriate.</td>
<td></td>
</tr>
<tr>
<td>(B) Describes how the costs of the dispute resolution process, if needed, would be funded.</td>
<td></td>
</tr>
<tr>
<td>(C) States a recognition that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with EC Section 47604.5, the matter will be addressed at the CSD’s discretion in accordance with that provision of law and any regulations pertaining thereto.</td>
<td></td>
</tr>
<tr>
<td>(D) Indicates that grounds for revocation are not subject to the dispute resolution process.</td>
<td></td>
</tr>
<tr>
<td>(E) Contains required “boilerplate” language to be provided to the petitioner by the District.</td>
<td></td>
</tr>
</tbody>
</table>
## 15. EXCLUSIVE PUBLIC SCHOOL EMPLOYER

**Element 15**

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

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>...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, …EC Section 47605(b)(5)(O).</td>
<td>States clearly whether the school will be the exclusive employer for the purposes of collective bargaining.</td>
</tr>
<tr>
<td>Does the petition include the necessary declaration?</td>
<td>not yet reviewed</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>
### 16. CLOSURE PROCEDURES

**Element 16**

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605 (b)(5)(P)

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedures to be used if the charter school closes, …shall ensure a final audit of the school to determine the disposition of all assets and liabilities, …plans for disposing of any net assets, …maintenance and transfer of pupil records.</td>
<td>EC Section 47605(b)(5)(P) Contains required “boilerplate” language to be provided to the petitioner by the District.</td>
</tr>
<tr>
<td>Does the petition Include a reasonably comprehensive description of closure procedures?</td>
<td>not yet reviewed</td>
</tr>
</tbody>
</table>

**Comments:**
## LOS ANGELES UNIFIED SCHOOL DISTRICT
### 2006 BASE API DEMOGRAPHICS
#### GOETHE INTERNATIONAL CHARTER SCHOOL and SCHOOLS WITHIN A 2-MILE RADIUS

**School:** Goethe International Charter School  
**Address:** 8740 La Tijera  
**Span:** K - 5

<table>
<thead>
<tr>
<th>Loc Code</th>
<th>School Name</th>
<th>Fall 2007 # of Students</th>
<th>Multi-Track</th>
<th>PI Status 06-07</th>
<th>Met 2007 School-wide Growth Target</th>
<th>Met all Subgroup Growth Targets</th>
<th>2007 API Growth</th>
<th>2006 Base API</th>
<th>2006 Base API State Ranking</th>
<th>% API Students Eligible for Free/Reduced Lunch</th>
<th>% Special Ed Students</th>
<th>% Hispanic</th>
<th>% White</th>
<th>% African American</th>
<th>% Asian</th>
<th>% Filipino</th>
</tr>
</thead>
<tbody>
<tr>
<td>8303</td>
<td>ANIMO VENICE CHT HS</td>
<td>403</td>
<td>Yes</td>
<td>Yes</td>
<td>703</td>
<td>685</td>
<td>5</td>
<td>9</td>
<td>82</td>
<td>9</td>
<td>33</td>
<td>81</td>
<td>5</td>
<td>11</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>8947</td>
<td>BRIGHT STAR SEC ACAD</td>
<td>110</td>
<td>D</td>
<td>D</td>
<td>762</td>
<td>B</td>
<td>85</td>
<td>3</td>
<td>21</td>
<td>93</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3260</td>
<td>COWAN EL</td>
<td>455</td>
<td>Yes</td>
<td>No</td>
<td>828</td>
<td>855</td>
<td>9</td>
<td>10</td>
<td>31</td>
<td>15</td>
<td>1</td>
<td>5</td>
<td>19</td>
<td>67</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>4712</td>
<td>KENTWOOD EL</td>
<td>347</td>
<td>No</td>
<td>No</td>
<td>722</td>
<td>782</td>
<td>6</td>
<td>4</td>
<td>39</td>
<td>23</td>
<td>3</td>
<td>19</td>
<td>29</td>
<td>45</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>5014</td>
<td>LOYOLA VILLAGE EL</td>
<td>558</td>
<td>Yes</td>
<td>Yes</td>
<td>810</td>
<td>802</td>
<td>7</td>
<td>8</td>
<td>54</td>
<td>11</td>
<td>7</td>
<td>21</td>
<td>19</td>
<td>56</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5889</td>
<td>OPEN CHARTER MAGNET</td>
<td>360</td>
<td>Yes</td>
<td>Yes</td>
<td>874</td>
<td>878</td>
<td>9</td>
<td>3</td>
<td>19</td>
<td>10</td>
<td>7</td>
<td>15</td>
<td>40</td>
<td>24</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>6110</td>
<td>PLAYA DEL REY EL</td>
<td>239</td>
<td>Yes</td>
<td>No</td>
<td>797</td>
<td>787</td>
<td>7</td>
<td>9</td>
<td>52</td>
<td>12</td>
<td>16</td>
<td>52</td>
<td>10</td>
<td>24</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>8943</td>
<td>WESTCHESTER SH</td>
<td>2,108</td>
<td>No</td>
<td>No</td>
<td>589</td>
<td>600</td>
<td>2</td>
<td>6</td>
<td>40</td>
<td>11</td>
<td>5</td>
<td>17</td>
<td>8</td>
<td>70</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>7712</td>
<td>WESTPORT HTS EL</td>
<td>497</td>
<td>Yes</td>
<td>Yes</td>
<td>773</td>
<td>749</td>
<td>5</td>
<td>6</td>
<td>58</td>
<td>6</td>
<td>13</td>
<td>36</td>
<td>9</td>
<td>46</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>8487</td>
<td>WHITE MS</td>
<td>1,971</td>
<td>No</td>
<td>No</td>
<td>692</td>
<td>692</td>
<td>4</td>
<td>7</td>
<td>67</td>
<td>10</td>
<td>17</td>
<td>62</td>
<td>4</td>
<td>10</td>
<td>2</td>
<td>17</td>
</tr>
</tbody>
</table>
## Los Angeles Unified School District
### 2006 Base API Demographics
#### Goethe International Charter School Target Area
##### Schools Within a 2-Mile Radius

<table>
<thead>
<tr>
<th>Loc Code</th>
<th>School Name</th>
<th>Fall 2007 # of Students</th>
<th>Multi-Track</th>
<th>PI Status 06-07</th>
<th>Met 2007 Subgroup Growth Targets</th>
<th>Met all Subgroup Growth Targets</th>
<th>2007 API Growth</th>
<th>2006 Base API</th>
<th>2006 Base API State Ranking</th>
<th>2006 Base API Similar Schools Rank</th>
<th>% API Students Eligible for Free/Reduced Lunch</th>
<th>% Special Ed Students</th>
<th>% Hispanic</th>
<th>% White</th>
<th>% African American</th>
<th>% Asian</th>
<th>% Filipino</th>
</tr>
</thead>
<tbody>
<tr>
<td>2342</td>
<td>BEETHOVEN EL</td>
<td>353</td>
<td>Yes</td>
<td>Yes</td>
<td>1</td>
<td>not in PI</td>
<td>859</td>
<td>805</td>
<td>7</td>
<td>10</td>
<td>66</td>
<td>17</td>
<td>23</td>
<td>65</td>
<td>25</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>2479</td>
<td>BRADDOCK DRIVE EL</td>
<td>531</td>
<td>No</td>
<td>No</td>
<td>5</td>
<td>7</td>
<td>750</td>
<td>753</td>
<td>5</td>
<td>8</td>
<td>79</td>
<td>12</td>
<td>43</td>
<td>86</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2534</td>
<td>BROADWAY EL</td>
<td>314</td>
<td>Yes</td>
<td>No</td>
<td>4</td>
<td>15</td>
<td>766</td>
<td>758</td>
<td>6</td>
<td>10</td>
<td>94</td>
<td>21</td>
<td>45</td>
<td>85</td>
<td>11</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>3002</td>
<td>CHARNICK ROAD EL</td>
<td>392</td>
<td>Yes</td>
<td>Yes</td>
<td>5</td>
<td>14</td>
<td>752</td>
<td>743</td>
<td>5</td>
<td>5</td>
<td>74</td>
<td>17</td>
<td>29</td>
<td>61</td>
<td>11</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>3123</td>
<td>CLOVER EL</td>
<td>518</td>
<td>Yes</td>
<td>Yes</td>
<td>3</td>
<td>2</td>
<td>938</td>
<td>919</td>
<td>10</td>
<td>4</td>
<td>23</td>
<td>3</td>
<td>21</td>
<td>29</td>
<td>8</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>4247</td>
<td>GRAND VIEW EL</td>
<td>699</td>
<td>No</td>
<td>No</td>
<td>2</td>
<td>6</td>
<td>686</td>
<td>682</td>
<td>2</td>
<td>2</td>
<td>85</td>
<td>8</td>
<td>60</td>
<td>90</td>
<td>5</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>5192</td>
<td>MAR VISTA EL</td>
<td>596</td>
<td>Yes</td>
<td>Yes</td>
<td>4</td>
<td>3</td>
<td>913</td>
<td>892</td>
<td>10</td>
<td>5</td>
<td>13</td>
<td>13</td>
<td>8</td>
<td>20</td>
<td>50</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8425</td>
<td>MARK TWAIN MS</td>
<td>1,075</td>
<td>No</td>
<td>No</td>
<td>5</td>
<td>2</td>
<td>612</td>
<td>623</td>
<td>2</td>
<td>5</td>
<td>80</td>
<td>16</td>
<td>39</td>
<td>81</td>
<td>4</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>1952</td>
<td>MCBRIDE SP ED CTR</td>
<td>160</td>
<td>D</td>
<td>D</td>
<td>2</td>
<td>7</td>
<td>636</td>
<td>758</td>
<td>C</td>
<td>C</td>
<td>73</td>
<td>100</td>
<td>37</td>
<td>39</td>
<td>19</td>
<td>19</td>
<td>3</td>
</tr>
<tr>
<td>5962</td>
<td>OCEAN CHARTER</td>
<td>267</td>
<td>Yes</td>
<td>Yes</td>
<td>3</td>
<td>7</td>
<td>823</td>
<td>799</td>
<td>7</td>
<td>4</td>
<td>4</td>
<td>15</td>
<td>3</td>
<td>8</td>
<td>68</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>5904</td>
<td>OVERLAND EL</td>
<td>452</td>
<td>Yes</td>
<td>Yes</td>
<td>1</td>
<td>12</td>
<td>906</td>
<td>868</td>
<td>9</td>
<td>1</td>
<td>12</td>
<td>9</td>
<td>7</td>
<td>17</td>
<td>57</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>5960</td>
<td>PACIFICA COMM CHTR</td>
<td>162</td>
<td>Yes</td>
<td>Yes</td>
<td>7</td>
<td>2</td>
<td>677</td>
<td>643</td>
<td>1</td>
<td>N/A</td>
<td>22</td>
<td>9</td>
<td>3</td>
<td>14</td>
<td>46</td>
<td>24</td>
<td>11</td>
</tr>
<tr>
<td>5986</td>
<td>PALMS EL</td>
<td>420</td>
<td>Yes</td>
<td>Yes</td>
<td>4</td>
<td>3</td>
<td>746</td>
<td>722</td>
<td>3</td>
<td>8</td>
<td>68</td>
<td>9</td>
<td>38</td>
<td>61</td>
<td>9</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>8340</td>
<td>PALMS MS</td>
<td>1,917</td>
<td>No</td>
<td>No</td>
<td>7</td>
<td>9</td>
<td>784</td>
<td>777</td>
<td>8</td>
<td>4</td>
<td>44</td>
<td>9</td>
<td>10</td>
<td>39</td>
<td>19</td>
<td>28</td>
<td>11</td>
</tr>
<tr>
<td>6260</td>
<td>RICHLAND EL</td>
<td>283</td>
<td>No</td>
<td>No</td>
<td>5</td>
<td>7</td>
<td>713</td>
<td>738</td>
<td>5</td>
<td>7</td>
<td>79</td>
<td>21</td>
<td>32</td>
<td>70</td>
<td>4</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>6740</td>
<td>SHORT EL</td>
<td>386</td>
<td>No</td>
<td>No</td>
<td>7</td>
<td>10</td>
<td>798</td>
<td>800</td>
<td>7</td>
<td>10</td>
<td>70</td>
<td>9</td>
<td>19</td>
<td>72</td>
<td>13</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>6932</td>
<td>STERRY EL</td>
<td>353</td>
<td>Yes</td>
<td>No</td>
<td>2</td>
<td>6</td>
<td>806</td>
<td>802</td>
<td>7</td>
<td>10</td>
<td>81</td>
<td>14</td>
<td>36</td>
<td>74</td>
<td>8</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>6952</td>
<td>STONER EL</td>
<td>490</td>
<td>Yes</td>
<td>No</td>
<td>3</td>
<td>7</td>
<td>711</td>
<td>701</td>
<td>3</td>
<td>7</td>
<td>96</td>
<td>15</td>
<td>55</td>
<td>92</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>8907</td>
<td>VENICE SH</td>
<td>3,025</td>
<td>1</td>
<td>No</td>
<td>4</td>
<td>8</td>
<td>675</td>
<td>671</td>
<td>4</td>
<td>8</td>
<td>55</td>
<td>12</td>
<td>23</td>
<td>67</td>
<td>14</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>7603</td>
<td>WALGROVE EL</td>
<td>275</td>
<td>Yes</td>
<td>No</td>
<td>3</td>
<td>7</td>
<td>736</td>
<td>712</td>
<td>3</td>
<td>7</td>
<td>78</td>
<td>20</td>
<td>34</td>
<td>69</td>
<td>8</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>8481</td>
<td>WEBSTER MS</td>
<td>1,163</td>
<td>Yes</td>
<td>No</td>
<td>1</td>
<td>3</td>
<td>628</td>
<td>613</td>
<td>1</td>
<td>3</td>
<td>77</td>
<td>14</td>
<td>33</td>
<td>68</td>
<td>2</td>
<td>26</td>
<td>2</td>
</tr>
</tbody>
</table>
What is our mission?

To prepare children in grades K-5 for the global society in an educational environment that is small, academically rigorous and accountable. The school encourages its students to become knowledgeable, self-motivated, critical thinkers who respect, understand, and communicate with people from cultures different from their own.
Goethe International Charter School

- Elementary School, grades K-5
- California State Standards
- Curriculum based upon the International Baccalaureate Primary Years Programme (fully authorized in year 6)
- German-English Immersion
- Spanish Instruction, starting 3rd grade
- Small Learning Community
- Replicate successful Albert-Einstein Academy
Curriculum/Educational Program

California State Standards:
- Guarantees high academic standards for all students
- All content areas based upon CA State Curriculum Frameworks

International Baccalaureate:
- Provides globally relevant, inquiry-based units that create intrinsic, life long learners
- Research-based best practice in developing curriculum, instruction, and assessments
- Explicit instruction of skills, attitudes, and attributes
- Four-year implementation process beginning in year two
Foreign Language Immersion:

- Develops student ability to communicate in more than one language
- German identified as target language
- 50/50 German/English immersion model
- Instruction rotates weekly between English and German
- Instruction each week progresses through standards

Spanish Instruction:

- Adds an additional cultural and linguistic component
- Honors the Spanish language and culture of the community
- Instruction begins in 3rd grade and is implemented in year 2
An International School for a Diverse Student Population

- **Ethnically diverse**: Mar Vista / Palms: Hispanics: 54%, 21% White, 12 % Asian, 10% African American; Westchester: 45% African American, 23% White, 21% Hispanic, 7.1% Asian

- **Socio-economically diverse**: Palms/ Mar Vista: 60% Free and Reduced Lunch Westchester: 41.5% Free and Reduced Lunch
Diverse Student Population

- **Linguistically diverse**: 33.7% ELL / Mar Vista and Palms, 7.8% ELL in Westchester

- **Below proficiency on CST**: Mar Vista and Palms 51.5% below proficient in English, 42.6% in Math, Westchester: 44.1% in English and 39% in Math
Comprehensive Outreach

- Distribution of fliers in English/Spanish at community locations; incl. at key locations to reach socio-economically disadvantaged families (e.g. Headstart preschools, low-cost housing projects etc.)
- Presentations at these locations
- Pamphlets in Spanish on value of German
Meeting the Needs of Subgroups…

- **English Language Learners**
  - Language immersion levels playing field
  - German acts as bridge between Spanish & English
  - English Language Coordinator works directly with students, teachers, and parents in Spanish primary language
  - Teachers trained in Sheltered Instruction Observation Protocol (SIOP)
  - After school tutoring and homework support

- **Economically Disadvantaged**
  - Units of Inquiry driven by personal connections
  - School culture of high expectations
  - Enrichment programs
  - After school tutoring and homework support
  - School sponsored field trips
  - Uniform Policy
Meeting the Needs of Subgroups

- **Low Achieving Students**
  - Low achievers benefit from “pull-up” effect
  - IB inquiry units are self-leveling & engaging
  - Differentiated Instruction
  - Small class size
  - Data driven instruction
  - Tutoring and extended-day opportunities
  - Student Success Team Protocol

- **High Achieving Students**
  - Gate trained teachers
  - Acceleration of grade or subject
  - Independent study through IBPYP Units of Inquiry
  - Augmented and supplemented materials
Academic Goals of GICS

- GICS’s goal is to at least meet the average API score of Comparison Resident Schools of 786 in year 3, to reach 805 in year 4 and 825 by the fifth year.

- GICS will meet AYP measures required by NCLB for all schools.

- GICS will meet proficiency rates of Comparison Resident Schools in year 2 and exceed them by at least 5% each progressive year.
Predictors for Success

- Replicate the success of Albert-Einstein Academy in San Diego
- An experienced IB expert as our Principal
- Financially and legally sound
- Board with charter experience
- Secured cost effective and appropriate facility
GOETHE INTERNATIONAL CHARTER SCHOOL OF LOS ANGELES, CALIFORNIA, USA

http://www.goethecharterschool.org

CHARTER PROPOSAL
Submitted to the
LOS ANGELES UNIFIED SCHOOL DISTRICT
Through the
CALIFORNIA CHARTER SCHOOLS ASSOCIATION
APRIL 24, 2008

Original portions of this Petition are copyright of the
TABLE OF CONTENTS

A. APPENDICES ............................................................... 3
B. ASSURANCES ............................................................ 4
C. FOUNDING GROUP .................................................... 5

1. EDUCATIONAL PHILOSOPHY AND PROGRAM - ELEMENT 1 ................................................................. 7
   A. EDUCATIONAL PHILOSOPHY ........................................ 7
   B. STUDENTS TO BE SERVED ........................................ 11
   C. INSTRUCTIONAL PROGRAM AND CURRICULUM ........ 18
   D. SAMPLE CURRICULUM ............................................. 31

2. MEASURABLE PUPIL OUTCOMES—ELEMENT 2 ......................................................................................... 78
   A. MEASURABLE STUDENT ACHIEVEMENT TARGETS .... 78

3. METHODS OF ASSESSING STUDENT OUTCOMES - ELEMENT 3 .............................................................. 81
   A. STUDENT GOAL 1 ...................................................... 81
   B. STUDENT GOAL 2 ...................................................... 84
   C. STUDENT GOAL 3 ...................................................... 85
   D. STUDENT GOAL 4 ...................................................... 85

4. GOVERNANCE STRUCTURE - ELEMENT 4 ............................................................................................... 90
   A. LEGAL STATUS ....................................................... 90
   B. GOVERNANCE STRUCTURE ...................................... 92
   C. ORGANIZATIONAL CHART ........................................ 96
   D. BY-LAWS OF THE BOARD OF TRUSTEES ................. 97
   E. PARENT PARTICIPATION AND COMMUNITY INVOLVEMENT ......................................................... 97
   F. MEMORANDUM OF UNDERSTANDING ....................... 98
   G. CONTRACT SERVICES ................................................ 98

5. EMPLOYEE QUALIFICATIONS - ELEMENT 5 ......................................................................................... 99
   A. EMPLOYEE QUALIFICATIONS AND RESPONSIBILITIES .................................................... 99
   B. ANNUAL EVALUATIONS .............................................. 104
   C. TEACHER RECRUITMENT ........................................... 108

6. HEALTH AND SAFETY - ELEMENT 6 ....................................................................................................... 109
   A. HEALTH AND SAFETY GUIDELINES ......................... 109
   B. FACILITIES ........................................................... 113

7. RACIAL AND ETHNIC BALANCE - ELEMENT 7 ..................................................................................... 115
   A. ANNUAL OUTREACH EFFORTS .................................. 115
   B. COMPLIANCE .......................................................... 118

8. ADMISSIONS REQUIREMENTS - ELEMENT 8 ..................................................................................... 120
   A. ADMISSION REQUIREMENTS ..................................... 120
   B. RECRUITING LOW-ACHIEVING AND ECONOMICALLY DISADVANTAGED STUDENTS ............ 120
   C. ADMISSION PROCESS / TIMELINE ................................ 120

9. FINANCIAL AUDITS - ELEMENT 9 ......................................................................................................... 122

10. STUDENT EXPULSIONS - ELEMENT 10 ............................................................................................. 123
    A. DISCIPLINE POLICY ................................................ 123
    B. SUSPENSION AND EXPULSION ................................. 124
    C. SPECIAL EDUCATION STUDENTS & SUSPENSION/EXPULSION OF STUDENTS WITH EXCEPTIONAL NEEDS .................................................. 131

11. RETIREMENT PROGRAMS - ELEMENT 11 .......................................................................................... 132

12. ATTENDANCE ALTERNATIVES - ELEMENT 12 .................................................................................. 133

13. RIGHTS OF DISTRICT EMPLOYEES - ELEMENT 13 ........................................................................... 135

14. DISPUTE RESOLUTION - ELEMENT 14 ............................................................................................. 136
    A. CHARTER REVOCA TION .......................................... 138
    B. CHARTER RENEWAL ................................................ 139

15. EMPLOYER STATUS AND COLLECTIVE BARGAINING - ELEMENT 15 ........................................ 141

16. SCHOOL CLOSURE - ELEMENT 16 ..................................................................................................... 142
A. APPENDICES

APPENDIX A. TEACHER EVALUATION FORMS
APPENDIX B. SCHEDULE AND LOCATIONS OF OUTREACH EVENTS
APPENDIX C. PARENT / STUDENT HANDBOOK
APPENDIX D. DISASTER / EMERGENCY PLAN PROCEDURES
APPENDIX E. HOME / SCHOOL AGREEMENT
APPENDIX F. IS GOETHE RIGHT FOR YOUR CHILD / FAMILY
APPENDIX G. VOLUNTEER SURVEY
APPENDIX H. APPLICATION FORM
APPENDIX I. CALIFORNIA STATE STANDARDS K-5
APPENDIX J. IB GRADE LEVEL UNITS OF INQUIRY
APPENDIX K. IB STANDARDS
APPENDIX L: IBPYP UNIT PLANNER
APPENDIX M: CONFLICT OF INTEREST CODE
APPENDIX N: LARGER MAP/KEY
APPENDIX O: SOPA RUBRIC
APPENDIX P: DETAILED 2008-2009 SCHOOL CALENDAR WITH INSTRUCTIONAL DAY CALCULATION
APPENDIX Q: PROJECTED DAILY SCHEDULES FOR GRADES K-5
APPENDIX R: 4 X 4 MODEL
B. ASSURANCES

Goethe International Charter School affirms that it:

• Will be nonsectarian in its programs, admission policies, employment practices, and all other operations.
• Will not charge tuition.
• Will not discriminate against any student on the basis of ethnicity, national origin, gender or disability.
• Will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
• Will adhere to all provisions of federal law relating to students with disabilities.
• Will not require any child to attend the school nor any employee to work at the school.
• Will comply with all laws relating to public agencies in general, all federal laws and regulations and state codes.
• Will not use a pupil, parent or guardian’s place of residence as a determining factor in admission to the school.
• Will admit all students wishing to attend the school in accordance with Education Code Section 47605 (d)(2)(A).
• Will meet all statewide standards and conduct the student assessments.
• Will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act.
• Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.
• Will ensure that all teachers hold a Commission on Teacher credentialing certificate permit as relevant to NCLB and charter law.
• Will at all times maintain all necessary and appropriate insurance coverage.

In accordance with Education Code Section 47605 (d)(2)(B), Goethe International Charter School will determine attendance by a public random drawing with preference extended to pupils who reside in the LAUSD, if the number of pupils who wish to attend the school exceeds the school capacity.

In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

____________________
Elke Miller (President)
C. FOUNDING GROUP

Leader 1: Frank Beuthin
Frank Beuthin is a vice president in the Los Angeles branch office of Willis, a global insurance brokerage firm headquartered in London, UK. Mr. Beuthin has over 15 years experience in the “Fortune 500, Private 250” corporate insurance arena in Europe and the US. He holds a business degree from the Technische Universitat, Berlin. He is married, has two young daughters and is also the head coach of the two-time US Champion Los Angeles Soccer Club.

Leader 2: Kami Cotler
Born and raised in Los Angeles, Kami Cotler attended the University of California at Berkeley, where she graduated with a degree in Social Sciences and received her Single Subject English Credential with CLAD. Ms. Cotler has worked as a teacher and administrator, most recently serving as co-director of Ocean Charter School. Ms. Cotler now works as an educational consultant.

Leader 3: Luci Fowers
Ms. Fowers is currently the Chief Education Officer and has previously served as the Principal of Albert Einstein Academies. In 2007 she was elected as the Charter Principal of the year by the CCSA. Ms. Fowers has also worked as an elementary school teacher for 9 years. She earned a Masters of Arts with a Focus on: Curriculum and Instruction Development from the San Diego State University in 2000.

Leader 4: Jose Gonzalez
Jose Gonzalez was born in Guatemala City, Guatemala. He earned a B.Arch. from the Southern California Institute of Architecture and M.Arch from UCLA. Mr. Gonzalez operates his own design firm, providing design services for commercial and residential projects. Mr. Gonzalez is also an inventor currently marketing a patented product aimed at solving Third World housing crises. Mr. Gonzalez lives in Mar Vista, California, with his wife and their two children.

Leader 5: John D. Mora
John D. Mora is a writer/producer of documentary television programs. His work has been featured on networks such as the Discovery Channel, Animal Planet, The Learning Channel and Court TV. Mr. Mora was born and raised in Los Angeles, attending public schools in Mar Vista, Culver City and Beverly Hills. He has a BA from Princeton University where he majored in philosophy, focusing on political theory. Mr. Mora lives in Inglewood, California, with his wife and two daughters.

Leader 6: Elke Miller
Elke Miller holds a bachelor’s degree in international public relations and marketing, a German Diploma in business communication and languages (German and English). Ms. Miller is currently the finance manager of System Technical Support Corporation, the owner/founder of KindergartenLA and the chair/founder of the Goethe International Charter School initiative. Miller is a member of the West Los Angeles Chamber of Commerce and board member of the Goethe Institute of Los Angeles. Ms. Miller lives in Venice, California, with her husband and two daughters.

Leader 7: Kirsten Paul
Kirsten Paul’s operations and business management experience allowed her to facilitate projects worldwide including in Europe (Germany) and Africa (Malawi and Senegal). Most recently, Ms. Paul served as the senior program manager at the Annenberg Center for Communication’s Institute for Multimedia Literacy at the University of Southern California. Ms. Paul holds a Master’s Degree in Third World Development Policy from the University of Bielefeld, Germany. She lives in Venice with her husband and two young children.
ADDITIONAL FOUNDING PARENTS

Bernhard Baumgartner
Bernhard Baumgartner has a background in graphic design and a master’s degree in architecture. After several years as an architect for various firms, he founded his own company in 1989. His professional work consists mostly of residential housing projects and mixed-use projects in Switzerland for a variety of private, public and governmental clients.

Renate Craft
Holding a master’s degree in business, Ms. Craft was a top sales executive for British Midland, World Airways and Continental Airlines. She is today a real estate agent for Bankers Realty, Beverly Hills. Ms. Craft has been strongly involved in the German community in Los Angeles and is a board member of Friends Of Goethe at the Goethe Institute of Los Angeles.

Johannes R. Fisslinger
Johannes R. Fisslinger has been passionately involved in alternative healing methods and integrative medicine for 20 years. Mr. Fisslinger is founder of Inneractive Inc. He is a licensed NLP, Timeline and Hypno Therapy master practitioner and trainer and META-Medicine Consultant. Mr. Fisslinger is currently president of the International Meta-Medicine Association and the Heal Breast Cancer Foundation. Mr. Fisslinger spends every free minute with his 6-year-old son Alessandro and lives in Marina del Rey, California.

Natalie Kurtz
Natalie Kurtz completed veterinarian studies in Austria and postdoctoral work at UCLA. She currently focuses on research at Medtronic Minimed where she dedicates her time and passion to finding a cure for diabetes in children and adults. Natalie lives in Culver City, California, with her husband Markus and their two children. A passion for nature, animals and environment is an important part of their lives.

Karin Shaw
Born and raised in Germany, Karin also studied and worked in France, obtaining the French Diplôme d'Etudes Supérieures Européennes de Management as well as the German degree Diplom-Betriebswirt in the International Management and Business Program in Reims, France, and Reutlingen, Germany. Ms. Shaw is currently director of training for ACT! Accent Gold database business. Prior to that, she worked for ten years as a senior conference manager for the largest German provider of executive training programs. Married, she loves being a mom to Tim and David.

Anne-Christine Wille
Anne-Christine Wille was born in Berlin, Germany. She received a degree as certified commercial correspondent in French and English in 1986 and holds a M.A. in communication science from Ludwig-Maximilians-University, Munich. Since 1995 she has been an executive assistant and a project coordinator in corporate strategy at Bayer Schering Pharma, a global pharmaceutical corporation in Berlin, Germany. Currently Ms. Wille is the west coast distributor for LIKEaBIKE, the renowned German engineered pushbike for children. She is married to Andreas Wille and has 2 sons.
1. EDUCATIONAL PHILOSOPHY AND PROGRAM - ELEMENT 1

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed. Code 47605 (b) (5) (A)

A. EDUCATIONAL PHILOSOPHY

GICS will serve as an independent elementary charter school, offering instruction in grades K-5. In its first year of operation, GICS will offer Kindergarten, 1st, 2nd and 3rd grade levels. GICS is basing its educational program after the successful model of Albert Einstein Academies Charter School (AEACS) in San Diego and is confident that it can replicate AEACS’ success: The school has identified the AEACS’ International Baccalaureate (IB) coordinator Margarette Bouterse as its prospective principal. Additionally, the former Principal, and now Chief Education Officer of Albert Einstein, Luci Fowers, has guided GICS through the development of the school and has recently been appointed a member of the Board of Trustees.

MISSION

The mission of Goethe International School of Los Angeles (GICS) is to prepare children in grades K-5 for the global society in an educational environment that is small, academically rigorous and accountable. The school encourages its students to become knowledgeable, self-motivated, critically thinking people who respect, understand and can communicate with people from cultures different from their own.

VISION

GICS envisions an international school with the highest academic standards based on the high-achieving example of Albert Einstein Academies Charter School (AEACS) in San Diego. High expectations for students will be reinforced by parents, administrators, faculty, and staff and supported by community and business community members. Every student will be given opportunities to develop leadership skills, good citizenship, a strong work ethic and a core value system. Parental participation will be promoted as an indispensable element of their children’s academic success. Outstanding teachers will be committed to high achievement expectations through a powerful combination of collaboration, continuous staff development, rigorous accountability and individual attention to student needs. GICS will base its curriculum on the International Baccalaureate Primary Years Programme educational model while incorporating the California State Standards within a bilingual learning environment. The International Baccalaureate Primary Years Programme’s premise is based on thematic, inquiry-based units of instruction which focus on structured questioning methods that promote higher-level questioning and global mindedness encouraging and enhancing a child’s natural curiosity.

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

Within this context, GICS believes a truly educated person in the 21st Century must possess the following skills and attributes:

1. **High Academic Proficiency**: the academic understanding of concepts that include and exceed the scope of state and national standards in the major subject areas.
2. **Communication skills**: the ability to communicate ideas effectively through reading, writing, and speaking in more than one language.
3. **Research Skills**: the aptitude to access, process, manage, interpret, question, validate, and act upon information.
4. **Technological Proficiency**: the knowledge of the software and hardware required to research and present information in a variety of media.
5. **Interpersonal Skills**: the social skills necessary to cooperate, make group decisions, resolve conflicts, and identify group roles in order to work effectively as a team.
6. **Intrapersonal Skills**: the ability to be aware of one’s own learning, reflect upon personal
strengths/weaknesses, and identify and execute the steps necessary to achieve growth.

7. **Innovation**: the ingenuity to creatively solve problems, make connections, and construct interdisciplinary combinations (Boyer 1995, Friedman).

8. **Tolerance**: the willingness to understand and respect cultural differences in perspectives, beliefs, values and traditions.

9. **Curiosity**: the capacity to recognize personal inquiries and identify individualized learning goals accordingly.

**HOW LEARNING BEST OCCURS**

The Goethe International Charter School will apply the best of research-proven strategies to provide a rich and rigorous academic program that gives all students the chance to be successful.

The Goethe International Charter School will be a relatively small school with low student-to-teacher ratios. As such, learning best occurs when schools are small. Research has shown that second only to socioeconomic status, school size is the most significant predictor of student success (Klonsky, 1998). Also, research strongly emphasizes the superiority of small schools as places where the learning environment is enhanced (Raywid, 1998). The enhanced social relationships of small school environments affects student achievement by increasing trust and positive attitudes toward school among students and staff, while decreasing violence and conflict (Gladden, 1999). Small schools also tend to increase student participation across the board resulting in lower dropout rates and higher attendance rates (Fine, 1998).

Learning best occurs when parents participate in the educational program, and small schools are more likely to encourage parental involvement (Cotton, 1996). When the US Department of Education focused their research on 4th grade reading comprehension (1996), researchers found, after eliminating confounding variables, a 44-point gap in scores still existed between students with significant parent involvement and students without. The Goethe International Charter School will strive to enhance relationships with parents through a program of parent participation, education about students, and parent educational opportunities in technology and higher educational opportunities.

Learning best occurs in a collaborative environment. Research has shown that school success is dependent upon collaboration and goals (Schmoker, 1996). Collaboration among teachers, between students and teachers, between parents and teachers and administration and community is necessary for a successful school. The Goethe International Charter School will also emphasize cooperative learning for students. This spirit of collaboration is further enhanced by our current educational model where teaching teams collaborate to develop IB thematic units and share the implementation of such units between the English and German teachers.

Learning best occurs in a climate where there are measurable goals. This "beginning with the end in mind" requires a standards-based system that gives direction to academic programs and is designed to ensure proficiency for students. The assessment of student’s progress is based on multiple measurement tools looking at the many facets of the learners.

Learning best occurs in a climate of accountability. As Schmoker (1996) so simply states: "What gets measured gets done". The Goethe International Charter School will provide a continuous collection and application of data for students, parents, teachers and administrators. By being accountable to each constituency, all charter schools can positively change the climate of accountability in a district (Gil, 1999).

Learning best occurs with highly specialized teachers and staff. Specialized staff development programs provide proactive instructional leadership. Darling-Hammond (1997) states: "the single most important determinant of student achievement is the expertise and qualifications of teachers." The Goethe International Charter School will provide a complete program of staff development as outlined above and will participate in selected staff development programs in cooperation with the Los Angeles Unified School District.

Learning best occurs in programs that have strong literacy components. Literacy provides a foundation for most academic success. If students do not succeed in the progression of reading skills, intensive remediation
Interventions are usually necessary (Torgeson, 1998).

Learning best occurs in a program that incorporates technology. Technological innovations can enhance communication and hence relationships within the academic environment and provide students with the knowledge and skills to enter the business and social opportunities of the 21st Century.

Learning best occurs when students are immersed in an educational environment that honors their cultural heritage. Enduring understanding occurs when content instruction includes cultural learning as well (Lessow-Hurley, 2000).

Learning best occurs when children are known and understood as individuals. We believe that each child’s learning journey needs to start from the individual starting point, including the learner’s existing knowledge and socio-economic background and cultural heritage.

**STUDENT GOALS AND OUTCOMES**

**Student Goal 1: Students excel and reach their academic potential**

- Proficiency in reading and other language arts skills including writing and oral communication as outlined by the California State Standards.
- Mastery of age appropriate principles of mathematics and logical reasoning and the ability to apply them to real life situations as defined by California State Standards.
- General knowledge of social studies including global knowledge of communities, history, geography and cultures as defined by the International Baccalaureate educational model and the California State Standards.
- Sufficient knowledge, skills, and strategies of science as defined by the California State Standards that enables students to hypothesize, evaluate data, and define and solve problems within the areas of life, physical and earth sciences.

**Student Goal 2: Students communicate in more than one language**

- Students will master second language acquisition; age appropriate ability to understand, speak, read and write in both English and German.
- Students will master foreign language learning; age appropriate development of foreign language or heritage language skills in Spanish (beginning in 3rd grade).
- Students will demonstrate the ability to function in multilingual communities.

**Student Goal 3: Students embrace a spirit of discovery and possess critical thinking skills (intrinsic and lifelong motivation to learn)**

- Students will set personal learning goals and monitor progress towards those goals.
- Students will demonstrate the ability to ask probing and thoughtful questions.
- Students will identify, access, integrate and use available information and resources, including technological sources.
- Students will be enthusiastic and engaged in the learning process.
- Students will demonstrate the ability to plan, initiate and complete a project including self-reflection and evaluation.

**Student Goal 4: Students demonstrate character development based on a platform of values that evidence global perspective, cultural acceptance and personal responsibility**

- Students can articulate the meaning of the following attributes and demonstrate what it means to be a Thinker, an Inquirer, Knowledgeable, a Communicator, Principled, Open-minded, Caring, a Risk-taker, Balanced and Reflective (International Baccalaureate Learner Profile)
- Students will understand that these values are the basis for productive and peaceful interactions in all social
contexts from local to global levels (i.e. family, school, neighborhood, and with people from all nationalities and cultures)

- Students will collaborate and work effectively with others in a cooperative group
- Students understand the common needs of human beings within their communities and around the world
- Students will demonstrate knowledge of cultures throughout the world through a multiplicity of disciplines including visual and performing arts

**HOW THE GOALS ENABLE STUDENTS TO BECOME SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS**

Goethe International Charter School will enable students to become lifelong learners by implementing the International Baccalaureate Primary Years Programme (IBPYP) since the core philosophy and the leading pedagogical approach of the IBPYP - inquiry - actively promote and enable students to become lifelong learners.

The philosophy of the IB Primary Years Programme is expressed in a series of attributes that characterizes students with an international perspective. One of these attributes is being an “Inquirer”. Children become inquirers when “their natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning and their love of learning will be sustained throughout their lives” (International Baccalaureate Organization, The Basis for Practice).

This philosophy is promoted by a commitment to structured inquiry as the leading vehicle/pedagogical approach for learning. Inquiry is defined as a process initiated by the learner or the teacher who moves the learner from his or her current level of understanding to a new and deeper level of understanding. The Primary Years Programme (PYP) recognizes many forms of inquiry based on children’s genuine curiosity and on their wanting and needing to know more about the world. These include: exploring, wondering and questioning, experimenting and playing with possibilities, researching and seeking information, collecting data and reporting findings etc. This process of inquiry nurtures students’ innate curiosity and promotes a love of learning. It is self-leveling and permits students to develop deeper and more extensive projects according to their individual capacity. The teacher will nurture and stimulate further the students’ natural curiosity by being a careful and thoughtful participant and a monitor of the exploration and investigation the children engage in or initiate; and by stimulating their curiosity and inquiry through the presentation of surprises.
B. STUDENTS TO BE SERVED

GICS will be open to all students in grades K-5 regardless of racial, ethnic, linguistic or socio-economic background who have a desire to become a contributing, engaged citizen of the global community.

GICS’s planned location is the Mar Vista and Palms neighborhoods of Los Angeles, demarcated by the 90066, and 90034 zip codes. The targeted Mar Vista/Palms area had an approximate radius of 2.5 miles from the Mar Vista Elementary School, an LAUSD school. The area is roughly inside the region:

- East of the city of Santa Monica
- East of Lincoln Boulevard
- South of Interstate 10 (Santa Monica Freeway)
- North of Washington Boulevard
- West of La Cienega Boulevard

GICS has found a location in Westchester (zip code 90045) at the intersection of La Tijera Avenue and Sepulveda Eastway. Westchester is geographically described as the area:

- East of Playa del Rey
- South of Playa Vista
- North of El Segundo
- West of Inglewood

Due to the facility GICS has found, the school’s targeted communities are now Mar Vista, Palms and Westchester.

THE TARGET MARKET

Our targeted communities are described through the following characteristics:

MAR VISTA/PALMS

<table>
<thead>
<tr>
<th>POPULATION</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>113,393</td>
</tr>
<tr>
<td>Population in Family Households</td>
<td>72.3%</td>
</tr>
<tr>
<td>Population in Single Households</td>
<td>27.7%</td>
</tr>
<tr>
<td>Foreign Born Population</td>
<td>37.5%</td>
</tr>
<tr>
<td>Residents who speak English at Home</td>
<td>51.6%</td>
</tr>
<tr>
<td>Residents who speak Spanish at Home</td>
<td>27.7%</td>
</tr>
<tr>
<td>Populations under 5</td>
<td>6.3%</td>
</tr>
<tr>
<td>White</td>
<td>53.5%</td>
</tr>
<tr>
<td>Black</td>
<td>9.6%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.9%</td>
</tr>
<tr>
<td>Asian</td>
<td>14.6%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.3%</td>
</tr>
<tr>
<td>Other race</td>
<td>15.5%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>31.2%</td>
</tr>
</tbody>
</table>

SOCIO-ECONOMIC

<table>
<thead>
<tr>
<th>Median Neighborhood Household Income 2005</th>
<th>$47,870</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated % of Families with Household Income $15,000 - $ 50,000</td>
<td>44.2%</td>
</tr>
<tr>
<td>Estimated % of Families with Household Income $50,000 - $ 74,000</td>
<td>18.3%</td>
</tr>
<tr>
<td>Estimated % of Families with Household Income $ 75,000 - $ 99,000</td>
<td>9.9%</td>
</tr>
<tr>
<td>Estimated % of Families with Household Income $100,000 - $ 149,000</td>
<td>9.6%</td>
</tr>
</tbody>
</table>
Overall, Mar Vista and Palms - with a total population of 114,000 and 72.3% family households can be described as diverse neighborhoods, socio-economically as well as ethnically.

Socio-economically: 16% of all households live below the poverty line (income of less than $16,700 for a household of four, plus $2,820 for each additional family member), 42% earn between $15,000 and $50,000, 44.2% of all families earn more than $50,000 and 25.9% earn above $75,000. These data illustrate that almost 60% of the target population earns less than $50,000. This is also reflected in the percentage of Free/Reduced Lunch participants (60.1%). GICS concludes that the income distribution in the target neighborhood leans more towards lower income brackets.

The community is also diverse when it comes to educational background: 42.8% of the community does not have a high school degree, 27.3% has a university degree. This further supports the diversity of the socio-economic population. Studies by the US Census Bureau and many other agencies have consistently shown that people with a higher level of education earn more money than those with less education.

THE COMMUNITY OF THE SCHOOL LOCATION WESTCHESTER

<table>
<thead>
<tr>
<th>POPULATION</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>39,315</td>
</tr>
<tr>
<td>Population in Family Households</td>
<td>78.2%</td>
</tr>
<tr>
<td>Population in Single Households</td>
<td>21.8%</td>
</tr>
<tr>
<td>Foreign Born Population</td>
<td>21.3%</td>
</tr>
<tr>
<td>Residents who speak English at Home</td>
<td>72.4%</td>
</tr>
<tr>
<td>Residents who speak Spanish at Home</td>
<td>14.0%</td>
</tr>
<tr>
<td>Populations under 5</td>
<td>6.5%</td>
</tr>
<tr>
<td>White</td>
<td>52.1%</td>
</tr>
<tr>
<td>Black</td>
<td>16.5%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>9.2%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.4%</td>
</tr>
<tr>
<td>Other race</td>
<td>0.3%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>17.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOCIO-ECONOMIC</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Median Neighborhood Household Income 2005</td>
<td>$65,786</td>
</tr>
<tr>
<td>Estimated % of Families with Household Income &gt; $15,000 - $50,000</td>
<td>33.2%</td>
</tr>
<tr>
<td>Estimated % of Families with Household Income &gt; $50,000 - $74,000</td>
<td>19.9%</td>
</tr>
<tr>
<td>Estimated % of Families with Household Income &gt; $74,000 - $99,000</td>
<td>13.8%</td>
</tr>
<tr>
<td>Estimated % of Families with Household Income &gt; $99,000 - $149,000</td>
<td>13.8%</td>
</tr>
<tr>
<td>Estimated % of Families with Household Income &gt; $149,000 - $150,000</td>
<td>9.1%</td>
</tr>
</tbody>
</table>
Residents with Income below Poverty Level | 9.9%
Renter-occupied Housing | 47.8%

EDUCATIONAL ATTAINMENT

| High School Graduates | 90.7 % |
| Bachelor’s Degree/Higher | 41.3 % |

Source: US Census, Education Data Partnership, Brainyzip, CitiData.com, zipskinny.com

Like the Mar Vista/Palms neighborhood, Westchester is similarly diverse and overwhelmingly family inhabited. Of the 39,315 total population, 78.2% is comprised of family households. Families who speak Spanish at home make up a significant proportion of the community at 14% and the overall Hispanic or Latino population is 17% of the community, the second largest ethnic group. The single largest income group earns under $50,000 per year and nearly 10% of the community has an income under the poverty line.

STUDENT POPULATION

Mar Vista/Palms:
The student body of the local public elementary schools in the target communities of Mar Vista and Palms can be quantified through the following characteristics:

- Ethnicity:
  - 54.2% of the students are Hispanic/Latino
  - 21.0% White
  - 12.3% Asian
  - 10.0% Black/African American

- Socio-economic status:
  - 60.1% of students participate in Free/Reduced Lunch program
  - 24.5% in private schools

- English Language Learners:
  - 33.7% of the students are ELL

- Academic status:
  - 51.5% of the all students test below proficiency in English on state mandated CST testing
  - 42.6% of the all students test below proficiency in Math on state mandated CST testing

(www.cde.edu)

Westchester:
The student body of the local public elementary schools in the target community of Westchester can be quantified through the following characteristics:

- Ethnicity:
  - 45.6% of the students are Black/African American
  - 23.4% White
  - 21.1% Hispanic/Latino
  - 7.1% Asian

- Socio-economic status:
  - 41.5% of students participate in Free/Reduced Lunch program
  - 37.7% in private schools

- English Language Learners:
  - 7.8% of the students are ELL

- Academic status:
  - 44.1% of the all students test below proficiency in English on state mandated CST testing
  - 39% of the all students test below proficiency in Math on state mandated CST testing

(www.cde.edu)
LINGUISTIC DEMOGRAPHICS OF GICS POPULATION

A model for a multilingual curriculum is designed to guide implementation to achieve specific language, literacy and content learning goals and objectives and the choices of program model and instructional approaches must produce a coherent whole that makes sense internally and matches the program’s goals and vision. It is important to understand the linguistic characteristics of the student population that GICS is intended to serve in order to appreciate the theoretical underpinnings and rationale for the GICS language education model. The curriculum, instructional approaches and scope and sequence of content learning is designed to meet the academic learning needs of each of these groups of students and support their achievement of full multilingualism. All GICS students are language learners, who will be developing a second language (L2) or third language (L3) through immersion methods. The diversity and different language-learning and cultural backgrounds of these linguistic subgroups bring richness to the GICS experience.

GICS anticipates enrollment of students from the following subgroups:

1. Native English Speakers (NES): These students are monolingual English speakers who speak and hear only English in the home. These students may not have experience in a bilingual/multilingual environment prior to enrollment at GICS.

2. German Heritage Speakers (GHS): These students have learned or are learning German as a second or heritage language. These students may speak German equivalent to the level of a native-German age peer or they may be English/German bilingual learners with different levels of exposure to and use of German. Their language-learning contexts vary, such as students who have two German-speaking parents and speak German predominantly in the home. Or they may have one German-speaking parent with whom they speak German and may be fully bilingual upon entering school. They may be English-dominant or German-dominant, depending on the language in which they have attained an age-peer equivalent fluency (Level 4 or 5 on the FSI scale). Consequently, they may or may not be classified as English Language Learners (ELL) based on their level of English proficiency on the CELDT.

3. Spanish Heritage Speakers (SHS): Most of these students speak Spanish at the level of a native-Spanish speaking age peer. They speak Spanish in the home and may or may not speak some level of English. Some SHS may be Spanish/English bilingual learners and/or English-dominant. Consequently, they may or may not be classified as ELL based on their level of English proficiency on the CELDT. Some may come from homes that are described as “transnational” in that their families reside in or travel to a Spanish-speaking country. Many may hear and use Spanish predominantly or nearly exclusively in their home and community environments.

4. Heritage Speakers of Languages other than English (LOEHS): These students speak a language other than English, German or Spanish in the home. They have a peer age fluency in their native language and may or may not be classified as ELL based on their level of English proficiency on the CELDT.

All students’ levels of proficiency in German, English and Spanish will be assessed upon enrollment at GICS and documented using the Foreign Service Institute (FSI) five-level language proficiency scale. On the FSI scale, one equals no proficiency and five equals proficiency equivalent to a native speaker of that language of the same age. The CELDT will be used for initial and annual formative assessment of English skills. Research-based Language assessment rubrics and instruments developed by the Center for Applied Linguistics (2008) for students in language immersion schools will be used for initial and formative assessments of German and Spanish. In addition, a profile of students’ language-learning context will be recorded based on students’ Home Language Survey data and information obtained from parents. This information and language assessment data will be used for instructional and accountability purposes.

ELEMENTARY SCHOOLS IN MAR VISTA / PALMS

Currently the educational options for the elementary level in the target market Mar Vista and Palms include 8
public schools, 1 charter school, 2 magnet schools and 5 private schools. 3121 students are enrolled in public schools, 162 in charter schools, and 1095 in private schools.

None of the local public schools has a unique academic focus and the only charter school in the area, Pacifica Community Charter, is an alternative humanistic school.

The public schools in the Mar Vista/Palms neighborhoods range across a broad spectrum between high achieving schools with APIs between 800 and 938 and schools with a lower performance with APIs between 677 and 750. In other words there is an achievement gap between the schools in the neighborhood as clearly delineated in the matrix below.

**Elementary School Enrollment Mar Vista /Palms**

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>API</th>
<th>Rating CA</th>
<th>Enrollment</th>
<th>Free and reduced lunch</th>
<th>H*</th>
<th>AA*</th>
<th>W</th>
<th>A</th>
<th>PI</th>
<th>% H* below proficiency in English (CST)</th>
<th>% H* below proficiency in Math (CST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clover Avenue Elementary     School</td>
<td>938</td>
<td>10</td>
<td>518</td>
<td>23%</td>
<td>21%</td>
<td>8%</td>
<td>29%</td>
<td>39%</td>
<td>36</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Mar Vista Elementary</td>
<td>913</td>
<td>10</td>
<td>596</td>
<td>13%</td>
<td>20%</td>
<td>9%</td>
<td>50%</td>
<td>17%</td>
<td>32</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Beethoven Street Elementary</td>
<td>859</td>
<td>7</td>
<td>353</td>
<td>66%</td>
<td>65%</td>
<td>6%</td>
<td>25%</td>
<td>2%</td>
<td>41</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Charnock Road Elementary</td>
<td>752</td>
<td>5</td>
<td>391</td>
<td>74%</td>
<td>61%</td>
<td>15%</td>
<td>11%</td>
<td>11%</td>
<td>65</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>Palms Elementary</td>
<td>746</td>
<td>4</td>
<td>607</td>
<td>68%</td>
<td>63%</td>
<td>13%</td>
<td>9%</td>
<td>7%</td>
<td>67</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>Walgrove Avenue Elementary</td>
<td>736</td>
<td>3</td>
<td>275</td>
<td>78%</td>
<td>69%</td>
<td>15%</td>
<td>8%</td>
<td>6%</td>
<td>67</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>Richland Avenue Elementary</td>
<td>713</td>
<td>5</td>
<td>283</td>
<td>79%</td>
<td>70%</td>
<td>15%</td>
<td>10%</td>
<td>4%</td>
<td>68</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Grand View Blvd Elementary</td>
<td>686</td>
<td>2</td>
<td>699</td>
<td>85%</td>
<td>90%</td>
<td>4%</td>
<td>5%</td>
<td>0</td>
<td>Year 2</td>
<td>72</td>
<td>63</td>
</tr>
<tr>
<td>Pacifica Community Charter</td>
<td>677</td>
<td>1</td>
<td>162</td>
<td>22%</td>
<td>14%</td>
<td>24%</td>
<td>46%</td>
<td>11%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

These data indicate an achievement gap along socio-economic and ethnic lines:

- The high performing schools have a low percentage of Free and Reduced Lunch students (13% and 23%), the lower performing schools have a high percentage of Free and Reduced Lunch students (between 68% and 85%).
- The high and low performing schools do not reflect the average ethnic composition of the student body of the target market: the top two performing schools have a lower than average share of Hispanic and African-American students than their peers and a dense population of white and Asian students. All of the lower achieving schools have a higher than district average Hispanic student population (63% to 90%) with a minimal number of white or Asian students represented.

**ELEMENTARY SCHOOLS IN WESTCHESTER**

Currently the educational options for the elementary level in the Westchester include 5 public schools, 1 magnet schools and 4 private schools. 2384 students are enrolled in public schools, 360 in magnet schools, and 493 in private schools.
### Elementary Schools Enrollment in Westchester

<table>
<thead>
<tr>
<th>School</th>
<th>API</th>
<th>Rating CA</th>
<th>Enrll</th>
<th>FRL</th>
<th>H</th>
<th>AA</th>
<th>W</th>
<th>A</th>
<th>PI</th>
<th>% Hispanic</th>
<th>% African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>Westport Heights Elementary</td>
<td>773</td>
<td>5</td>
<td>497</td>
<td>54.70%</td>
<td>33%</td>
<td>48%</td>
<td>11%</td>
<td>4%</td>
<td></td>
<td>66.3</td>
<td>54</td>
</tr>
<tr>
<td>Open Charter Magnet</td>
<td>874</td>
<td>9</td>
<td>360</td>
<td>18.9%</td>
<td>15%</td>
<td>23%</td>
<td>38%</td>
<td>19%</td>
<td></td>
<td>N/A</td>
<td>NA</td>
</tr>
<tr>
<td>Kentwood Elementary School</td>
<td>772</td>
<td>6</td>
<td>347</td>
<td>37.2%</td>
<td>25%</td>
<td>41%</td>
<td>29%</td>
<td>5%</td>
<td></td>
<td>N/A</td>
<td>NA</td>
</tr>
<tr>
<td>Loyola Village Elementary School</td>
<td>810</td>
<td>7</td>
<td>558</td>
<td>52.9%</td>
<td>20%</td>
<td>59%</td>
<td>19%</td>
<td>2%</td>
<td></td>
<td>52.3</td>
<td>39.4</td>
</tr>
<tr>
<td>Cowan Avenue Elementary School</td>
<td>828</td>
<td>9</td>
<td>455</td>
<td>25.3%</td>
<td>8%</td>
<td>59%</td>
<td>25%</td>
<td>7%</td>
<td></td>
<td>N/A</td>
<td>NA</td>
</tr>
<tr>
<td>Paseo del Rey Fundamental School</td>
<td>812</td>
<td>7</td>
<td>527</td>
<td>49.2%</td>
<td>24%</td>
<td>40%</td>
<td>25%</td>
<td>9%</td>
<td></td>
<td>46.3</td>
<td>41</td>
</tr>
</tbody>
</table>

### Private School Enrollment Mar Vista / Palms

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Grades</th>
<th>Total Enrollment</th>
<th>African Americans</th>
<th>Hispanics</th>
<th>White</th>
<th>Asian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Le Lycee Francais de L.A., 90034</td>
<td>2 - 5 (12)</td>
<td>230</td>
<td>2%</td>
<td>5%</td>
<td>89%</td>
<td>4%</td>
</tr>
<tr>
<td>New World Montessori, 90034</td>
<td>K - 5 (6)</td>
<td>47</td>
<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
</tr>
<tr>
<td>Culver City Christian School, 90066</td>
<td>K - 5 (6)</td>
<td>131</td>
<td>29%</td>
<td>66%</td>
<td>11%</td>
<td>2%</td>
</tr>
<tr>
<td>St. Gerard Majella, 90066</td>
<td>K - 5 (8)</td>
<td>102</td>
<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
</tr>
<tr>
<td>Westside Neighborhood School, 90066</td>
<td>K - 5 (8)</td>
<td>225</td>
<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
</tr>
<tr>
<td>Village Glen School, 90066</td>
<td>K - 5 (12)</td>
<td>52</td>
<td>20%</td>
<td>9%</td>
<td>63%</td>
<td>N/A</td>
</tr>
<tr>
<td>Wildwood School, 90066</td>
<td>K - 5 (12)</td>
<td>308</td>
<td>7%</td>
<td>4%</td>
<td>85%</td>
<td>4%</td>
</tr>
<tr>
<td>Total Enrollment 90066 and 90034</td>
<td>1095</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Private School Enrollment Westchester

<table>
<thead>
<tr>
<th>School</th>
<th>Grades</th>
<th>Total Enrollment</th>
<th>African Americans</th>
<th>Hispanics</th>
<th>White</th>
<th>Asian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Westchester Lutheran, 90045</td>
<td>K - 5 (12)</td>
<td>259</td>
<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
</tr>
<tr>
<td>Carousel School-Airport, 90045</td>
<td>K - 1</td>
<td>13</td>
<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
</tr>
<tr>
<td>Carousel</td>
<td>2 - 5 (8)</td>
<td>21</td>
<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
</tr>
</tbody>
</table>
Goethe International Charter School concludes that there is segregation in the target neighborhoods of Mar Vista / Palms that is based on socio-economic imbalances: this segregation shows a significant disparity between low- and high-achieving public schools. Numerous studies have shown a link between race and income and educational attainment.

(Center of Comparative Studies in Race and Ethnicity of the Stanford University “Race and Income in California: Census 2000 profiles” and “Race and Educational Attainment”).

GICS’ is confident that they can bridge this disparity and bring together the neighborhood creating a melting pot of students from high and lower achieving local public schools, private schools and students from diverse socio-economic backgrounds and ethnic groups. GICS will be the first school in the LAUSD to offer the International Baccalaureate Primary Years Programme through a foreign language immersion setting. Based on the proven success of Albert Einstein Academies in San Diego, this academically innovative program (which is generally offered only in private schools) has the potential to engage and challenge high achieving students who may be enticed back into a public charter school, while providing the opportunity for low achieving students to benefit from the “pull-up” effect of positive academic peer role models. Due to the uniqueness of the program and its academically rigorous curriculum, GICS believes that all students will be given the opportunity to reach their highest potential. We will offer a world class education—tuition free, to this diverse student population.

GICS will serve as an independent elementary charter school, offering instruction in grades K-5. In its first year of operation, GICS will offer Kindergarten, 1st, 2nd and 3rd grade levels. In alignment with the class size reduction model, all Kindergarten through 3rd grade classes will have a maximum of 20 students. GICS will offer two Kindergarten classes, two 1st grade classes, and one 2nd and one 3rd grade class. The total enrollment in year one of its operation will therefore be a maximum of 120 students. In each subsequent year, GICS plans to add a grade level until all elementary grade levels have been added.

**Projected Enrollment by Grade and Year at GICS**

<table>
<thead>
<tr>
<th>Year</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th># of Students</th>
<th># of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>40</td>
<td>40</td>
<td>20</td>
<td>20</td>
<td></td>
<td></td>
<td>120</td>
<td>8</td>
</tr>
<tr>
<td>2009</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>20</td>
<td>20</td>
<td></td>
<td>160</td>
<td>8</td>
</tr>
<tr>
<td>2010</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>20</td>
<td>20</td>
<td>200</td>
<td>10</td>
</tr>
<tr>
<td>2011</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>20</td>
<td>220</td>
<td>12</td>
</tr>
<tr>
<td>2012</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>240</td>
<td>12</td>
</tr>
</tbody>
</table>
C. INSTRUCTIONAL PROGRAM AND CURRICULUM

OVERVIEW

Goethe International Charter School (GICS) will model its educational program after the high-achieving Albert Einstein Academies Charter School (AEACS) which has proven the viability of the approach. The educational program combines the rigorous International Baccalaureate educational model with the California State Standards, which form its foundational underpinning. To broaden the cognitive impact, GICS plans to use a foreign-language (German) immersion model as the vehicle of instruction. GICS will be one of a few schools in the LAUSD to offer this educational program and is confident that this unique approach will enable students to reach their highest academic potential.

In order to better understand the complexity and educational interface of each of the tenants of our instructional philosophy it is critical to first understand each component independently in the order that they will be implemented:

1. California State Standards (including California English Language Development Standards)
2. Foreign-language (German) immersion
3. Spanish language instruction
4. International Baccalaureate Primary Years Programme (IBPYP)

GICS acknowledges the complexity of this instructional program and has outlined its calculated implementation in the Strategic Instructional Program Implementation Pacing Guide (see page 29 and 30). Once all the above noted components have been implemented and stabilized, the combination of these components will be described in Educational Model Interface (see page 28 f).

TEACHING METHODOLOGIES COMPONENTS

Component 1. California State Standards and Frameworks

GICS embraces the California State Standards (including the ELD standards) as a comprehensive roadmap of measurable standards that are critical to the development of a comprehensive instructional program. Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. Further we acknowledge the wisdom of referencing the California State Curriculum Frameworks as a blueprint for implementing the content standards. The Standards become the linchpin to which all curricular development is grounded (See Appendix I).

Component 2. Foreign-Language (German) Immersion

GISC will adopt a German/English foreign-language immersion model that will embody the following characteristics and expected outcomes:

- A unique learning environment will be created that fosters global awareness and understanding by bringing minority language speakers (German speakers) and majority language speakers (English language speakers) together.
- Children from both language groups will learn from and with each other in an integrated setting.
- Beginning in Kindergarten 50% of the instruction will occur in the minority language (German) and 50% in the majority language (English).
- All subject content will be taught in both languages using a rotating model with one week English immersion, one week German immersion (see sample PYP Planner).
- Each teacher will teach in either English or German—not both languages.
- To assure continuity of conceptual connections a portion of daily instruction will be delivered in the home
language, i.e. students who are learning through German during their German immersion week will spend 30-45 minutes each day, with their English language teacher as a “check-in” period (Language Exchange Period) to provide a continuum of vocabulary and language development and verification of understanding, and vice versa, English immersion students will participate in a German language check-in period as well.

- Instruction in the minority language is viewed as an enrichment experience for all, not as remedial or compensatory education for the language minority students in the program.
- To further enrich the student’s language learning experience and foster an understanding and awareness of other cultures, Spanish will be introduced as a foreign language in third grade, and will be taught several hours each week.
- Students will attain a high level of proficiency in German by the end of elementary school.
- Compared with their monolingual, non-immersion peers, GICS students will show equal or better academic performance by 3rd grade when tested in English.

**GICS Language Education Program Model**

There are a number of taxonomies and categorizations of language education models in the professional literature (Cloud, Genesee, & Hamayan, 2000; Johnson and Swain 1997, & Skutnabb-Kangas, 1995). Descriptions and titles of models vary according to the linguistic groups served, the target languages of instruction, student grouping patterns and instructional approaches. The GICS Foreign-Language (German) Immersion most closely parallels the European model called the Plural Multilingual Model with early immersion (Skutnabb-Kangas, 1995). This model addressed students of different nationality and language backgrounds—therefore “plural” and two or more languages are used as media of instruction at different points across the grades. The goal is not only bilingualism, but multilingualism through an enriched educational model.

GICS will utilize a foreign or second-language immersion approach. Immersion is an approach to language development that is based on a body of principles and instructional strategies that are recognized within the academic discipline of language education and among practitioners. Skutnabb-Kangas (1995) defines immersion education as instruction where classroom teachers support the development of multilingualism and multiliteracy of students by creating monolingual language contexts in terms of the input from teacher to students in classrooms where content or language arts are taught in either Language 1 (defined as their primary or native language in which they have obtained a peer-age fluency—L1) or Language 2 (defined as the second or target language expected to be acquired through this model—L2). Teachers maintain instruction in a single language so that students receive rich input in one language at a time, while students are expected to produce progressively more output in speaking, reading and writing in the target language of instruction. Initially, instruction in students’ L2/L3 (Language 3) is in more context-embedded and less cognitively demanding subjects, with more abstract and complex concepts and content.

The model is considered “early immersion” because instruction in students’ L2/L3 begins in kindergarten and continues across the grades. The structure of language/content instruction is termed “alternate immersion” because students use either German or English exclusively for a full day in alternating weeks, such that 50% of the instruction is in German and 50% in English. (See the SAMPLE CURRICULUM section below).

The following are the features of the GICS Immersion Model:

1. All instruction is “sheltered” to enable students to achieve comprehensible input at all times.

A fundamental principle of immersion education is the concept and practice of “sheltered instruction.” The term describe the processes through which teachers support students in comprehending the language of the classroom and adjusting the language demands of tasks the students are asked to perform. All teachers who hold a California Bilingual Cross-cultural Language and Academic Development (BCLAD) or Cross-cultural Language and Academic Development (CLAD) credential have completed coursework and demonstrated competencies in sheltered instruction. There are several models or frameworks for guiding teachers in the process of delivering sheltered instruction. GICS has included teacher professional development in the SIOP Model of Sheltered Instruction (Echevarria, Vogt, & Short, 2004) developed by the Center for Research on Education, Diversity & Excellence (CREDE). This professional development is implemented to support and enhance teachers' knowledge
and skills in lesson preparation, instructional strategies, lesson delivery and review and assessment of instruction beginning in year one of operations. The SIOP Model is a research-validated approach that has proven effective with ELL which shares characteristics of high-quality instruction for all students. The SIOP Model training and implementation goes beyond support for ELL, because its systematic application enhances L2/L3 instruction for all students by providing a coherent instructional planning and delivery system throughout the school. The training includes a SIOP coaching eight component and 30 features as guidelines for implementing maximally effective L2/L3 and content instruction.

The Foreign Language (German) Immersion Model utilizes the instructional strategies that best meet the needs of all second language learners. These include visual cues, hands-on approaches, scaffolding, utilizing prior knowledge, cooperative grouping, total physical response approach (TPR), Sheltered Instruction Observation Protocol (SIOP) modifications to lessons and materials as well as the strategies consistent with the Specially Designed Academic Instruction in English (SDAIE) approach that connects acquisition of language to specific content areas. Additionally, recent research suggests that immersion may be an effective model for students who do not speak English or the immersion language because of a “leveling of the playing field” effect that may occur when all of the students in a class are functioning in a second language (de Courcey, Warren, and Burston, 2002; Swain & Lapkin, 1991; Bild & Swain, 1989).

2. All lessons are planned and implemented with content and language objectives clearly defined.

A foundational feature of the immersion model is that students’ language learning is achieved through content instruction. Consequently, in lesson planning, teachers articulate both content objectives and language objectives. The content objectives define the specific concepts, vocabulary, simple and complex ideas and abstractions, and skills students need to understand, apply and master to achieve academically. The SIOP Model training includes guidelines and checklists for ensuring a systematic progression and coverage of content standards and the integration of language and content teaching in appropriate balance to maximize language learning and academic achievement.

3. Instruction, learning activities and students’ tasks and assignments are differentiated according to students’ language proficiency.

The advantages of differentiated instruction are widely recognized and acclaimed, especially for the ELL student, who encounters literacy and content learning with varying levels of English language proficiency. Differentiation of instruction is necessary to ensure that L2/L3 learners are challenged in their language learning but not frustrated by language and/or learning tasks that are too difficult or demanding. GICS teachers are well versed in methods for differentiating instruction according to students’ language proficiency levels by virtue of their skills as bilingual/second-language teachers. Differentiation is achieved through student-centered planning that adjusts classroom processes, content, products and pacing according to students’ learning characteristics and abilities. The type of thematic planning that GICS’s curriculum employs is ideal for integrating language development, language arts and content instruction for students who are learning L2/L3 (See for example Mora, 2006 for the Four by Four Model of Integrated Thematic Planning for differentiating instruction for ELL.) The Four by Four Model defines how language, literacy and content instruction are designed within a classroom to meet the learning needs and challenges of L2 learners at four different levels of proficiency (beginner, early intermediate, intermediate and early advanced) in each of the four language arts skills (listening, speaking, reading and writing). GICS supports teachers’ collaborative and individual planning for making decisions about student groupings, learning activity and task design, and assessment.

4. Language learning strategies (LLS) are taught explicitly and systematically to support and enhance rapid and efficient language acquisition and content learning.

All students enrolled at GICS are learning one or more language in an additive enrichment program. The majority of the GICS teachers are proficient bilinguals. Therefore, they are language-learning role models and guides to their students’ language learning and are knowledgeable, both through personal experience and professional preparation, of the specific learning strategies that enable comprehension and mean-making while learning additional languages. The National Capital Language Resource Center (NCLRC) at George Washington University
(2008) compiled the research on the effectiveness of learning strategies instruction for L2 learners, including a 6-year study involving French, Spanish, and Japanese elementary immersion students. This type of instruction is also termed “metacognitive” strategy instruction because it teaches students to think about their own thought processes and exert increasing control over their approaches to language input and language learning tasks. The NCLRC research documents that students who were explicitly taught language learning strategies were more efficient and effective in approaching learning task, had a higher sense of self-efficacy, were more confident in their learning abilities and more successful at learning tasks generally, which in turn increased their motivation to learn. Based on their research, the NCLRC has published a guide of metacognitive strategies that are effective in supporting and enhancing L2 learners in elementary immersion school settings. Many of these strategies are systematically taught through SIOP Model designed lessons. Consequently, GICS students have continuous access to knowledge and skills that make them better language learners across the grades and throughout the curriculum.

5. Metalinguistic knowledge is taught explicitly and systematically to enhance contrastive and analytical abilities across students’ L1, L2 and L3 languages.

Metalinguistic knowledge refers to students’ ability to understand language as a system made up of components that function to produce meaning. Metalinguistic knowledge is acquired when learners begin to think about language itself as an abstract symbolic system. All speakers of a language learn to use its sound system, syntax, and grammar implicitly to communicate. However, speakers do not consciously analyze the language they use or contrast the way ideas and concepts are said in one language rather than another. Research documents that bilingual learners have a higher level of metalinguistic awareness and knowledge. (See summaries of the research in Bialystok, 2007 and Diaz & Klingler, 1991.) This heightened metalinguistic knowledge is achieved because in the process of learning a second or foreign language, they begin to focus on language as a system and learn to draw contrasts or discern commonalities between their native language and the second language. The study of phonics in learning to read an alphabetic language is an example of metalinguistic knowledge because in learning letter-sound associations, students must be able to discriminate and blend together the sounds of the language and map them unto written text. When students are learning to speak, read and write in a language other than, or in addition to, their native language, they are able to transfer knowledge and skills across languages, resulting in positive cognitive consequences and enhanced language learning (Bialyskok, 2001).

The GICS curriculum supports cross-linguistic transfer through explicit teaching of the phonology, morphology, syntax, grammar and pragmatics of German and English, and eventually Spanish, so that students know how the linguistic systems are alike and different. Enhanced metalinguistic knowledge and the resulting control over language production and thinking in multiple languages is a major goal and positive outcome of the immersion approach. This learning is enhanced in the German/English immersion program because of the common origins of the languages and their parallels and contrasts. In the historical development of languages (the language tree), German has common roots with English. In effect, good German language skills may help the students with their English language arts. When deciding between Romance languages (like Spanish) and German, one should consider the complexity of the language. Ideally, a combination of a Latin-based language and German together form a solid foundation for superior English language skills. The logical and complex structure of the German language makes it a perfect companion language for English Language Learners (ELLs). German is a 100 percent phonetically based language, thus every phonemic sound is consistent in every context. More than 80 percent of the German phonemes are identical to English and thus transferable in the development of reading skills.

When Spanish is added to the curriculum in third grade, commonalities and contrasts across three languages can be explicitly taught. For instance, German and Spanish both have highly regular and consistent spelling systems. German and Spanish both have morphologies based on gender. English, Spanish and German all share cognates based on words of Latin and Greek origin. Such instances of cross-linguistic comparisons enhance students’ vocabulary and literacy learning.

Modifications of this model will be necessary for students whose L1 language is neither English or German and enroll at Goethe International Charter School in third-grade or above. All appropriate scaffolding, interventions and modifications will be implemented to assure assess to the curricular content for all populations of students.
Research on Effectiveness of Immersion Education

As evidenced by the over 25 years of experience by Dr. Fred Genesee of the University of Minnesota: “... First and foremost, immersion education does not handicap our children linguistically or academically. To the contrary, when parents commit their children to a full elementary immersion program, immersion students will not only do as well as children in English-only classroom, with the additional advantage of being functionally bilingual... but are likely to outperform monolingual students on standardized measurements of English language competency. More recent research indicates that immersion students are also successfully transferring content area knowledge from the target language to their native language.” (American Council on Immersion Education (ACIE), December 1999, Vol. 3, No. 1)

Furthermore, research conducted by the University College London on 105 people, 80 of whom were bilingual, evidenced an observable physiological change in the brain. “People who learned a second language at a younger age were more likely to have more advanced grey matter than those who learned later. Scientists already know the brain has the ability to change its structure as a result of stimulation, an effect known as plasticity, but this research demonstrates how learning languages develops it.” (BBC News, 2004)

Target Language German - Why Not?

GICS is passionate about providing the opportunity for second language acquisition to all students. The advantages, as noted above, that result from such acquisition in the early elementary years is not based on which language is selected as the target language, so, why not German?

- 160 families who speak German at home have expressed interest in enrolling their children in Goethe International Charter School. An additional 70 families who speak multiple languages at home have also expressed interest in enrolling their children in Goethe International Charter School.
- Nearly 12,000 people in our target community report German ancestry making German the highest-reported heritage group in our target community. (US Census 2000)
- Families of over 700 children have signed up for regular German language children’s films at the Goethe Institute of Los Angeles. (Goethe Institute of Los Angeles)
- About 500,000 people from German speaking countries live in the Greater Los Angeles Area. (German Consulate of Los Angeles).
- 42.8 million or 15.2% of Americans are of German descent making German Americans the largest single heritage group in the U.S. (US Census 2000)
- Germany was Los Angeles County’s fifth largest trading partner in 2006 with $9.668 billion in total two-way trade. (Los Angeles County Economic Development Corporation)
- Germany has the 3rd largest economy and is the number one export nation in the world. The German-speaking countries’ economic significance is even greater. Germany boasts the world's third-largest economy and is furthermore the most influential member of the European Union, the world's second-largest. The economies of German-speaking Switzerland and Austria are also substantial for their size, and their per capita GDPs rank third and fourth in the EU. (World Bank)
- German is the most widely spoken language in Europe. More people speak German as their native language than any other language in Europe. It’s no wonder, since Germany's 83 million inhabitants make it the most populous European nation. But not only the residents of Germany speak German. It is also an official language of Austria, Switzerland, Luxembourg, and Liechtenstein. And it is the native language of a significant portion of the population in northern Italy, eastern Belgium, the Netherlands, Denmark, eastern France, parts of Poland, the Czech Republic, Russia, and Romania, as well as in other parts of Europe. While learning German can connect you to 120 million native speakers around the globe, remember that many people also learn German as a second language. It is the 3rd most popular foreign language taught worldwide and the second most popular in Europe and Japan, after English. German is the most frequently recommended language by U.S. universities.
- German is the second most used language on the Internet. Germany's top-level country domain .de is second only to the extension .com. That makes German domain names even more popular than those with .net, .org, .info, and .biz extensions. Even the second-place country extension .uk trails far behind at 3.7
million domain names.

- **One out of every ten books published in the world is in German.** As prolific researchers and scholars, German speakers produce nearly 80,000 new book titles each year. The only language markets that produce more books annually are the Chinese and English publishing industries.

- **Mastery of German provides insights into a culture rich in literature, science and history.**

In addition to the German language, students will also be exposed to the culture of German speaking countries with respect to history, traditions and the arts. A few examples are celebrations of German holidays and related preparations (lantern crafting, winter wreaths, carnival masks, traditional foods, German folk songs). These exposures provide opportunities for students to expand their myopic view of the world and develop acceptance and tolerance for countries beyond their country of heritage. There are regions of the United States with a strong German heritage that has impacted American and Mexican cultures, including cross-cultural German/Hispanic communities. For example, the towns of Fredericksburg and New Braunfels, Texas are representative of German influence on Spanish and Anglo communities. One manifestation of this cross-cultural influence is in the music and dance of south Texas and northern Mexico called “Norteño”. Tracing these cross-cultural influences in American and Mexican history contributes to students’ appreciation of the contributions of different linguistic and ethnic groups to our rich and vibrant cultural mosaic.

**Component 3. Spanish Language Instruction**

In addition to a German immersion program, GICS will require its students to participate in a Spanish language program starting in third grade. For Spanish Heritage Speakers, the Spanish language program will be designed to build on the literacy skills they have mastered in English and German and will quickly and easily transfer into a grade level equivalent reading ability in Spanish. For non-Spanish speakers, the Spanish language curriculum will provide Spanish as a second language methodology and focus. Depending on the GICS linguistic demographics, students will be grouped heterogeneously by Spanish language proficiency, or a modified “immersion” approach may be utilized focused on the development of basic Spanish literary for all students. For instance, non-Spanish speakers and Spanish Heritage Speakers (SHS) may be combined in a class that covers Spanish phonics, focusing on the commonalities between the Spanish spelling system and the English and German spelling systems. In this way, L3 Spanish speakers will become literate in Spanish while SHS reinforce and enhance the transfer of their already-developed literacy skills.

The addition of Spanish as a heritage or third language will allow the students to broaden their multi-cultural and multi-linguistic understanding even further. Students will not only be introduced to the study of the Spanish language, but will also learn its linguistic background as well as be exposed to the culture of Spanish speaking countries with respect to history, traditions, and the arts. Knowing that a significant portion of the target population is Spanish-speaking and comes from Latino cultures, Spanish Heritage Speakers can share many of their rich cultural backgrounds from their families’ countries of origin.

The International Baccalaureate Primary Years Standards requires that the school “attach importance to language learning through the development of each student’s mother tongue and the acquisition of other languages”. The core premise of the need to support the student’s mother tongue is accomplished through the development of a language policy and instructional programs and parental involvement activities and outreach that engage parents, administrators and teachers in defining support mechanisms for students who speak any language other than English. *host country’s language* (standard A2.9d; for all IB standards see Appendix K). As evidenced by the success of Albert Einstein Academies Charter School (AEACS) located in San Diego, the German language is the ideal intermediary language to support these students in becoming proficient in English language arts because of the commonality of the languages. AEACS has consistently scored above 800 on the State API index, most recently achieving 878. GICS intends to duplicate this model and use German as a transitional language to support the monolingual Spanish-speaking student population in developing their English language proficiency.
Component 4. International Baccalaureate Primary Years Programme

The overarching umbrella that shapes our educational program into a cohesive, viable model is the International Baccalaureate Primary Years Programme (IBPYP). The International Baccalaureate Organization (IBO) states it clearly with the following summary: “The International Baccalaureate Primary Years Programme (PYP) is designed for students aged 3 to 12. It focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development. The PYP draws on research and best practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for all children.”

Its premise is based on thematic, inquiry-based units of instruction which focus on structured questioning methods that promote higher-level questioning and global mindedness encouraging and enhancing a child’s natural curiosity.

The curriculum framework consists of five essential elements: concepts, knowledge, skills, attitude and action. The knowledge component is developed through inquiries into six trans-disciplinary themes of global significance (outlined below), supported and balanced by six subject areas as outlined in the following visual representation.

Inquiry: Learning to Ask Conceptual Questions

At the heart of the program’s philosophy is a commitment to structured, purposeful inquiry as the leading vehicle for learning. Inquiry is the leading pedagogical approach of the PYP and “is the process initiated by the learner in which the teacher moves the learner from his or her current level of understanding to a new and deeper level of understanding. The PYP recognizes many different forms of inquiry, based on children’s genuine curiosity and on their wanting and needing to know more about the world. It is most successful when children’s questions are honest and have real significance in moving them in a substantial way to new levels of knowledge and understanding. The PYP states that the most penetrating questions are ones most likely to move the child’s understanding further” (IBO, A Basis for Practice - The Primary Years).

GICS will overtly teach children to frame and express open-ended questions that provide the momentum to drive exploration and inquiry. Beginning in kindergarten the children will learn to identify conceptual questions such as these:

Form: What is it like?
Function: How does it work?
Causation: Why is it like it is?
Change: How is it changing?
Connection: How is it connected to other things?
Perspective: What are the points of view?
Responsibility: What is our responsibility?
Reflection: How do we know?

Transdisciplinary Thematic Units of Inquiry

There are six transdisciplinary themes which are considered essential in the context of a program of international
education. The six transdisciplinary themes of global significance provide the framework for exploration and study.

They are:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet.

These themes:

- Have global significance for all students in all cultures
- Offer students the opportunity to explore the commonalities of human experience
- Are supported by knowledge, concepts and skills from the traditional subject areas but utilize them in ways that transcend the confines of these subjects, thereby contributing to a transdisciplinary model of teaching and learning.
- Will be revisited throughout the students’ years of schooling, so that the end result is immersion in broad-ranging, in-depth, articulated curriculum content
- Contribute to the common ground that unifies the curriculum in all PYP schools

Teachers are guided by these six transdisciplinary themes as they design units of inquiry that both transcend and articulate conventional subject boundaries. It is critical to understand that each school must develop its own Program of Inquiry based on the needs of their student population, passions and knowledge of the teaching team and the requirements of the California State Standards. Collectively, these units form a transdisciplinary, coherent, school-wide component of the PYP, the program of inquiry.

The following Program of Inquiry is a sample that was developed by Albert Einstein Academy Charter School. GICS’s teachers and IB coordinator will develop their own Program of Inquiry as required by the IBO and in order to optimally serve its own student population.

**Sample program of Inquiry**

<table>
<thead>
<tr>
<th>Who We Are</th>
<th>Where We Are in Time and Place</th>
<th>How We Express Ourselves</th>
<th>How We Organize Ourselves</th>
<th>How The World Works</th>
<th>Sharing The Planet</th>
</tr>
</thead>
<tbody>
<tr>
<td>An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.</td>
<td>An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and</td>
<td>An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.</td>
<td>An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact on us and the world around us.</td>
<td>An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology</td>
<td>An exploration of our rights and responsibilities as we strive to share finite resources with other people and living things; of communities and of the relationships within and between them.</td>
</tr>
</tbody>
</table>
### Content Areas/Scope and Sequence

Aligned with the six transdisciplinary themes outlined above, every grade level teaches to these six subject areas:

- language
- social studies
- mathematics
- arts
- science and technology
- personal, social and physical education

GICS acknowledges the importance of the traditional disciplines of particular subject domains: language; mathematics; social studies; arts; science and technology; and physical education. The knowledge and skills that constitute the essence of each of these subject domains becomes the framework, or scope and sequence which set out the overall expectations for each subject within each grade level each year.

Once the IB component of the instructional plan is implemented, GICS’s scope and sequence will be designed around the school’s Program of Inquiry under the framework of the International Baccalaureate program and will

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Everyday I can learn about who I am and my responsibilities as a human.</td>
<td>Living, learning, and playing have changed for children over time.</td>
<td>Non-verbal communication allows us to send messages to each other without saying a word.</td>
<td>We use different systems at home, school, and in our communities to help keep us organized.</td>
<td>Caring for plants helps other living things.</td>
</tr>
<tr>
<td>1</td>
<td>Learning about similarities amongst diverse communities and cultures promotes peace.</td>
<td>Places in the community serve a purpose.</td>
<td>Throughout time people have told and written stories.</td>
<td>People around the world exchange money and valubles for goods and services.</td>
<td>Animals have needs and physical characteristics that are specific to their environment.</td>
</tr>
<tr>
<td>2</td>
<td>Heroes make a difference in our lives.</td>
<td>We learn about our world and ourselves by studying our family history.</td>
<td>Cultures around the world express themselves through art and music.</td>
<td>Producers and consumers depend upon each other.</td>
<td>Simple physics keeps our world in motion.</td>
</tr>
<tr>
<td>3</td>
<td>Decisions based on an understanding of healthy habits build our bodies for today and tomorrow.</td>
<td>Present day societies have features common to those of indigenous cultures.</td>
<td>We learn about characters through dialogue and action.</td>
<td>Societies have developed different methods to help people connect to their communities and countries.</td>
<td>Objects in the sky move in regular and predictable patterns.</td>
</tr>
<tr>
<td>4</td>
<td>We learn about ourselves and the world around us through the written word.</td>
<td>All places on Earth have special features that distinguish them from other places.</td>
<td>Everyone is talented and this creativity can be expressed in a variety of ways.</td>
<td>In an attempt to meet human needs, societies have determined human rights and responsibilities.</td>
<td>The Earth’s structure is altered by many factors.</td>
</tr>
<tr>
<td>5</td>
<td>The human body consists of interrelated systems that allow us to survive and function in the environment.</td>
<td>Differences in religion, political beliefs, and social values can cause conflict.</td>
<td>Historically, individuals and groups have used song and the arts to express their beliefs, concerns and values.</td>
<td>Mathematics is a universal language that is organized using symbols and operations.</td>
<td>Changes in temperature and wind affect weather patterns around the world.</td>
</tr>
</tbody>
</table>
be aligned with California State Standards. The English-Language Arts and Mathematics curriculum will be guided by the scope and sequence outlined in a state approved textbook and will be used as a reference to pace and sequence those content areas. Science and Social Studies concepts will be taken directly from the California State Standards as well, but may cross over into previous or later years. As teachers develop their program of Inquiry within and across grade-levels, special concern will be given to plan and introduce concepts at the most appropriate grade level (for an overview of when teachers will develop their program of Inquiry, please see ‘A View of Teacher Collaboration’ on page 54). It is the goal of GICS to ensure true depth of understanding rather than just provide minimally required coverage of topics. Therefore, when planning a unit of inquiry, teachers will look at their own grade level standards, in addition to the standards of the grades above and below them. Units will then be planned in an interdisciplinary manner ensuring English and German will be consecutive with as little repetition as possible to correlate vocabulary.

Together the thematic units of inquiry and these content domains become the core knowledge of the academic program, neither of which can exist separately from the California State Standards.

Skills

As stated on the IBO website “Within the subject domains children acquire the particular skills that define the discipline of that subject, for example, in language the students become literate, in mathematics they become numerate. The acquisition of literacy and numeracy is essential as these skills provide children with the tools of inquiry. Within the transdisciplinary themes, the children acquire and apply a set of transdisciplinary skills: social skills, communication skills, thinking skills, research skills and self-management skills. These skills are valuable, not only in the units of inquiry, but also in all the subject domains and in events experienced outside the classroom."

Student Character Development

GICS will promote a culture of academic responsibility that is a vital component of the PYP philosophy. The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. This culture will emerge at the earliest ages as children begin to understand and act upon the following attributes of the learner profile. IB learners strive to be: reflective, inquirers, communicators, caring, risk-takers, thinkers, balanced, open-minded, knowledgeable, and principled. The vitality and energy of this educational model erupts from within the children as they identify within themselves these expectations of a “Learner.”

Action

The cycle of action moves children from academic understanding to application and action within their world community. This cycle begins with comprehensive and empathetic learning as the students reflect upon their personal responsibility to what they now understand. This reflection leads to student-identified action, reaching out into their community through service. The interface of these five essential elements: concepts, knowledge, skills, attitudes, and action in combination give students the opportunity to:

- gain knowledge that is relevant and of global significance
- develop an understanding of concepts, which allows them to make connections throughout their learning
- acquire transdisciplinary and disciplinary skills
- develop attitudes that will lead to international-mindedness
- take action as a consequence of their learning

International Baccalaureate and the Target Population

An excellent example of the impact of the IBPYP on impacting the academic success of a historically underperforming population is Willard Elementary in Pasadena, which is an authorized IBPYP school. The ethnic composition of this school consists of 68% Hispanic students, 12.4% African-American, 11% White, 6.6% Asian and 1.8% other. 71.1% of the students receive Free or Reduced Lunches. Since the introduction of the IBPYP, the
school wide API (which was 841 in 2007) as well as the API for all subgroups has been rising. As evidenced by the API subgroup scores, this model has been proven to be successful for Hispanic students scoring 816, for economically disadvantaged students scoring 826 and for English Learners scoring 810. The school has a statewide ranking of 8 and a similar schools ranking of 10. GICS expects that the implementation of the Primary Years Programme will have a similarly positive impact on our target population.

Evidence of Success

While researching the educational model on which we would frame the Goethe International Charter School, we did a comprehensive study of Albert Einstein Academy Charter School (AEACS), located in San Diego. After visiting the school, studying their data, conducting extensive interviews with the administration and securing their commitment to mentor GICS, we concluded that we would base our school on their proven model.

Albert Einstein Academy Charter School was granted a K-5 charter by the San Diego Unified School District in May of 2002. Concerns over the complexity of the model and the misalignment of the immersion target language of German with the predominate Spanish population of the area were expressed by the SDUSD Board members at the time. The success of the school over the past five years and expansion of their program to include a 6-8 grade middle school have proven that their concerns were unfounded.

AEACS is located in a dense urban area, one mile from the center of San Diego. The community population is reflected in the demographics of the nearest elementary school that has a Hispanic population of about 85%. Though Einstein is situated squarely between two dynamically different neighborhoods—bordering on the north is a neighborhood of historical homes, predominately white, relatively high income families while in comparison, directly south there are crowded apartment complexes that house predominately low-income families of color—its target population is comparable to the extreme ethnic and socio-economic diversity of the students GICS expects to serve.

When AEACS opened its doors in the fall of 2002, the student population was predominately white and European, but progressively over a period of six years the combined student population has increased in diversity with 50.9% children of color at the beginning of the 2007-2008 school year. As the ethnic diversity increased so did the test scores, with a baseline API score of 812 in 2003 compared to its most recent API score of 878. To add perspective to the comparative, the average API score of the four nearest elementary schools is 695.

Educational Model Interface

Using the analogy of a sailing vessel, the foreign-language immersion model represents the ship itself, the vehicle by which the conceptual knowledge is transferred to the students. The International Baccalaureate Primary Years Programme represents the main sail—the impetus of power or thrust to drive the development of meaningful and relevant curriculum. The California State Standards become the landmarks for navigating the sea of complex education expectations. Our diverse student population becomes the passengers that are all given equal opportunity to arrive at the destination of academic excellence.

The International Baccalaureate Organization requires that a candidate school teach a second language based on the assumption that cultural doors are opened to students as they are exposed to the language, traditions and cultural mores of other countries. GICS has chosen to take that requirement a step further by giving the students an opportunity not only for exposure, but for full immersion. The global sensitivity that comes from such immersion expands the effectiveness and impact of the IB thematic approach because students are not only engaging in abstract discussion of global issues but they are experiencing them through the lens of another culture’s perspective.

The International Baccalaureate Organization’s Primary Years Programme is a program that is well suited for our diverse student population. It mandates units of inquiry focusing on depth rather than breadth. It requires concepts to be globally relevant, allowing students to see themselves as citizens of the world. It incorporates
the explanation and examination of cultural assumptions and requires that materials and resources are reflective of, and meaningful to, all learners. The nature of inquiry encourages students to reflect upon, choose and take action in regards to their own learning. This student-driven learning expectation allows for all cultures and backgrounds to be valued and investigated. The IBPYP model ensures that the curriculum is appropriate for all learners.

Considering our target student population, how then do these complex educational components combine into a comprehensive, effective instructional model? GICS is confident that the synergistic combination of these components into a whole will prove to be greater than the sum of its parts.

**Strategic Instructional Program Implementation**

GICS fully acknowledges the complexity of this model, understanding that the full implementation of this instructional program must be strategically implemented so as not or overwhelm students and staff. The following Strategic Instructional Program Implementation Pacing Guide defines a layered “roll-out” of the Instructional Program, outlining a systematic process by which each component would be introduced and stabilized before layering it with increasingly complex elements of the school’s eventual vision, thus eventually providing the access to the full depth of the academic program to promote student achievement.

During the first year of operation, you will note in the matrix below that GICS will launch the school using the foundation of the California State Standards on which to build and organize their German immersion instruction. Each grade level teaching team will develop an instructional pacing charts based on these contented standards and supported by Scope and Sequence Charts embedded in State-approved textbooks.

**California Standards Assurances**

Initially, all content standards will be embedded within grade-level developed scope and sequence pacing charts to assure students have comprehensive instruction in all core content areas. As the IB units of inquiry are gradually developed in fourth and fifth years, some content standards will be wrapped into these inter-disciplinary units and no longer be reflected in the pacing charts. However, all other standards that are not addressed within these units will continue to be taught in the sequence outlined.

The German/English teaching partners must further determine which standards are most effectively taught through which instructional language. After careful analysis of their students’ language proficiency, prior knowledge and level of vocabulary development, the teachers identify the language through which each content standard will be addressed. For example, numbers are often considered to be an international language, so mathematics standards can be more easily taught through German whereas, the content area of literary analysis is often limited by the German language proficiency of the students, so is identified to be taught through the English language.

GICS acknowledges that not all subject content can be effectively taught within these units. Subjects such as phonics instruction and mathematics are most effectively delivered in a sequence of ever building dependent concepts. Phonics, reading skills, grammar, spelling and language development, as well as mathematics will be taught daily in a linear building of concepts, using the prior week’s conceptual foundation in one language (English) as a launch pad for the next more complex concept in the other language (German), without duplication and redundancy. Content-based vocabulary is developed in both languages so that students can adequately comprehend and discuss these increasing complex ideas. Subjects and skills such as these make up about 40% of the instructional time as noted in the Content Interface matrix.

**Strategic Instructional Program Implementation Pacing Guide**

A careful review of this matrix clarifies the strategic, calculated implementation pacing by systematically introducing ever increasingly complex components of the instructional plan over a period of years to provide the
full depth and richness of the academic vision to all students.

<table>
<thead>
<tr>
<th>Year</th>
<th>Instructional Program Component Implemented</th>
<th>Curricular Pacing Tool</th>
<th>Instructional Program Actions</th>
<th>Grade Levels Impacted</th>
</tr>
</thead>
</table>
| 1st: 2008-2009 | California State Standards                   | State Approved Textbooks for Core Subjects | Identify and hire German/ English grade level teaching teams  
Develop instructional pacing charts based on CA standards and Scope and Sequence outlined in State textbooks  
Assess Language levels of all entering students in English, German and Spanish  
Develop and train teachers in support strategies for ELL students, i.e. SIOP, TFR and SAIDE | K-3rd |
| 2nd: 2009-2010 | California State Standards                   | State Approved Textbooks for Core Subjects | Duplicated of above Actions, plus…  
Create matrix delineating in which language (German/ English) CA Standards will most effectively be taught, i.e., literary analysis must be taught through English until German vocabulary and comprehension develops  
Introduce students to attributes of the IB student learner profile which include being: reflective, inquirers, communicators, caring, risk-takers, thinkers, balanced, open-minded, knowledgeable and principled. | K-4th |
| 3rd: 2010-2011 | California State Standards                   | State Approved Textbooks for Core Subjects | Duplicated of above Actions, plus…  
Explore Broad IB themes and how they intersect with CA Standard  
Train teachers on structure IB Grade-Level Unit Planner Template  
Develop one IB unit per grade level  
Identify which contents standards could be taught through the IB model | K-2nd |
| 3rd: 2010-2011 | Spanish Language Instruction               | State Approved Textbooks for Core Subjects | Duplicated of above Actions, plus…  
Provide language-leveled instruction for at risk-students in both English or German  
Explore Broad IB themes and how they intersect with CA Standard  
Train teachers on structure IB Grade-Level Unit Planner Template  
Identify which contents standards | 3rd-5th |
Once GICS instructional program has evolved to include the component of the International Baccalaureate Primary Years Programme (IBPYP) during 4th and 5th years the following sequence articulates exactly how we must intertwine units of inquiry with comprehensive inclusion of the California State Standards through two different languages (eventually three languages). Given the complexity of the curriculum, we look to Albert Einstein Academy which has made significant strides in refining a successful academic program and defining an effective process of developing this educational model which has yielded overwhelming success in providing curricular access to diverse student populations. In order to clarify this interface, we will begin by defining the planning sequence under the IBPYP umbrella in the following sections. Additionally, we have provided a matrix of the curricular intersections and included samples of IBPYP unit central ideas and how they address interdisciplinary standards. The German language development scope and sequence and Spanish language instruction are also outlined below. For a deeper understanding of the dynamic process we recommend that you refer to the Program of Inquiry (page 25) and the sample completed PYP Planner (pages 46 and 47).
SEQUENCE OF CURRICULUM DEVELOPMENT

How then does a German/English teaching team develop meaningful and relevant curriculum based on this complex model proposed and defined by GICS?

Initially, the entire staff meets during professional development planning time to map out a scope and sequences of unitary central ideas as an entire team. This process helps to avoid duplication and redundancy between grade levels and to assure that all standards are addressed. The opportunity to interface and dialog about the Plan of Inquiry, noting which concepts will be taught in grades proceeding and following is critical to the cooperative fluency of our educational model. Once the “big picture” conceptual sequence is defined, then grade level teams meet individually to create detailed unit plans. For example, at GICS this would mean that all the teachers in the first grade, both German and English would be provided common planning time each week to develop and prepare for the implementation of the units of inquiry for that grade level.

All teachers at GICS will be trained and become proficient at curriculum development following the process outlined below.

Planning the inquiry: What is our purpose?

- Select the Transdisciplinary Theme— Select one of the six transdisciplinary IB themes, for example, a third grade unit on How We Organize Ourselves (An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; and economic activities and their impact on humankind and the environment).

- Identify California Standards— Identify which standard(s) support(s) the transdisciplinary theme. For example, History-Social Science Content Standard 3.4 (third grade): Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government. (Keep in mind that IBO does not provide prescribed curriculum, but rather provides a detailed unit-planning template founded on international best practices. Each school, and more specifically, each teaching team then identifies the interdisciplinary California standards that become the focus or catalyst for the development of each grade level unit.)

- Develop a central idea— Develop a powerful idea that not only has relevance within the subject areas but also transcends them, and which students must explore and re-explore in order to develop a coherent, enduring understanding. This concise statement should generate in-depth inquiries, be concept driven and promote the ability to think critically. It should challenge and extend students’ prior knowledge and should be a means of extending students’ understanding of the transdisciplinary theme. For example, Central Idea: Societies have developed different methods to connect to their communities and countries

- Develop Summative Assessment Task— Using the theories of Backwards Design, the teaching team identifies what are the possible ways of assessing students’ understanding of the central idea. These questions should be addressed immediately after formulating the central idea. The articulation between the central idea and the summative assessment tasks need to be resolved before further planning takes place. Teachers are trained to have a comprehensive understanding that when “One starts with the end in mind the desired results (goals or standards) - and then derives the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform”(Wiggins and McTighe, 2000)

Planning the inquiry: Select key concepts-

Select the concept relevant to the central idea to be focused on within a given Unit of Inquiry (form, function,
causation, change, connection, perspective, responsibility and reflection)

- **Define the Inquiries** — Determine 3-4 lines of inquiry that clarify the central idea and define the scope of inquiry. These aspects of the central idea extend the inquiry, focus student research and deepen students understanding. Connections should be made as appropriate between the lines of inquiry and the central idea. For example, the lines of inquiry that will define the scope of the inquiry into the central idea noted above are:
  - the purpose of government.
  - the significance of symbols and landmarks.
  - anthems and pledge.

- Develop driving teacher questions– The teachers have the responsibility of framing the inquiry at the beginning of the unit through the questions they ask.

**Planning an Inquiry - How best might we learn?**

- **Select supporting standards and design activities** What are the learning experiences suggested by the teacher to encourage the students to engage with the inquiries. Learning experiences should be designed so that students will have the opportunity to develop an understanding of and make connections between the key concepts and provide opportunity for the development of transdisciplinary skills and development of the attributes of the learner profile.

- Select the Instructional Language Review concepts to be taught and identify those that would be most effectively taught in German and those that may need more complex language development to discuss and conceptualize them appropriately so they therefore would need to be taught in English. Strategically plan the sequencing of concepts and the continuity of conceptual exchange between the instructional languages.

- **Identify Resources**— Teachers identify people, places, audio-visual materials, related literature, music, art, computer software, local environment and/or community resources, etc. that will facilitate the inquiry, exploration and research that the students will need to begin to answer their questions.

**Reflecting on the Inquiry - To what extent did we achieve our purpose?**

- **Reflect on the effectiveness**— Teachers collaboratively reflect upon the unit to assess the outcome of the inquiry and provide evidence of the students’ understanding of the central idea. Reflective questions may include, but are not limited to:
  - To what extent did we achieve our purpose?
  - Was the unit relevant, engaging, challenging and significant?
  - Were the resources adequate?
  - Were the concepts, skills and attitudes addressed?

This reflection gives teachers the opportunity to improve the assessments, activities, make note of learning experiences that were particularly engaging, and/or modify and strengthen the central idea.

This process is repeated until every grade level has developed six units completing the global transdisciplinary themes. Six developed units across each grade level complete the school’s Program of Inquiry and the GICS comprehensive scope and sequence that will drive instruction for students in grades Kindergarten through fifth grade.

IBO provides professional training and mentors and it monitors the school’s development of these comprehensive units throughout the application process. The scrutiny of oversight, the time-intensive planning, and rigor of the professional development account for the extensive time period required (3-5 years) to become an authorized
## CURRICULAR INTERSECT OVERVIEW

<table>
<thead>
<tr>
<th>IB / Non-IB Instructional Time</th>
<th>Curricular Component</th>
<th>Curricular Planning Tool</th>
<th>Curricular Intersect</th>
<th>Content Areas Addressed</th>
<th>Percentage of Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Baccalaureate Primary Years Programme (IBPYP)</td>
<td>Program of Inquiry (School-wide Scope and Sequence)</td>
<td>Taught is both English and German California State Standards</td>
<td>Varies Depending on Units be Taught Science, Social Studies and Writing/Literature and Arts are most easily addressed within IB units</td>
<td>About 60%</td>
<td></td>
</tr>
<tr>
<td>Non-IBPYP</td>
<td>Grade Level Scope &amp; Sequence Pacing Guide State Approved Textbooks</td>
<td>Taught in English and German California State Standards</td>
<td>Mathematics Phonics/Reading Instruction K-2 All other content standards not embedded in IB units</td>
<td>About 40%</td>
<td></td>
</tr>
<tr>
<td>California State Standards</td>
<td>Unit Plans State Approved Textbooks</td>
<td>Embedded in Units of Inquiry Taught in English and German</td>
<td>Language Arts Mathematics Social Studies Science/Technology Health/Physical Education Visual and Performing Arts Foreign Language</td>
<td>100% All Instruction is founded upon the California State Standards Beyond the emphasis driven by State Mandated Testing such as Language Arts, Mathematics, Social Studies and Science GICS has a whole child approach that includes less often addresses standards such as P.E and Visual and Performing Arts</td>
<td></td>
</tr>
<tr>
<td>English Instruction</td>
<td>All California State Standards All IBPYP Units of Inquiry Non-IBP Instruction</td>
<td></td>
<td>Language Arts Mathematics Social Studies Science/Technology Health/Physical Education Visual and Performing Arts</td>
<td>50% All content is taught in a full immersion setting rotating with German every other week</td>
<td></td>
</tr>
<tr>
<td>German Immersion</td>
<td>Scope and Sequence California Standards</td>
<td>All California State Standards All IBPYP Units of Inquiry Non-IBP Instruction</td>
<td>Mathematics Social Studies Science/Technology Health/Physical Education Visual and Performing Arts</td>
<td>50% All content is taught in a full immersion setting rotating with English every other week</td>
<td></td>
</tr>
<tr>
<td>Language of Content Instruction</td>
<td>Spanish Language State Approved Textbooks</td>
<td>Taught through Second-Language Instruction as an Individual Content Area</td>
<td>Foreign Language</td>
<td>About 10% beginning in 3rd Grade (Reducing both German and English to 45%)</td>
<td></td>
</tr>
</tbody>
</table>
CALIFORNIA STANDARDS AND SAMPLE GRADE LEVEL UNITS OF INQUIRY*

**Kindergarten**

**Unit 1**

Who we Are

Central Idea:

Everyday I can learn about who I am and my responsibilities as a human

**Inquiry Into**

- who I am
- what I can do
- my responsibilities as a human

**English Language Arts Standards**

1.0 Listening and Speaking Strategies

Students listen and respond to oral communication. They speak in clear and coherent sentences.

**Comprehension**

1.1 Understand and follow one- and two-step oral directions.

1.2 Share information and ideas, speaking audibly in complete, coherent sentences.

**History-Social Science Standards**

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

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

---

**First Grade**

**Unit 2**

Where We Are in Time and Place:

Central Idea:

Places in the community serve a purpose.

**Inquiry Into:**

- identifying places in our community
- the reasons why we use public places
- how purpose influences design and size of a public place

**History-Social Science Standards**

1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.

- Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.
- Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.
- Construct a simple map, using cardinal directions and map symbols.
- Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.
### Second Grade

#### Unit 3

**How We Express Ourselves:**

**Central idea:**
Cultures around the world express themselves through art and music.

**Inquiry Into**
- appreciating the artistic forms of self-expression
- the different material, tools, and instruments used to create art and music
- reasons for creating art

#### Music Standards

**3.0 Historical and Cultural Context**
**Understanding the Historical Contributions and Cultural Dimensions of Music.**

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

3.1 Identify the uses of specific music in daily or special events.
3.2 Sing simple songs and play singing games from various cultures.
3.3 Describe music from various cultures.

#### Visual Arts Standards

**3.0 Historical and Cultural Context Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts**

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

- Explain how artists use their work to share experiences or communicate ideas.
- Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.
- Identify and discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives.

### Third Grade

#### Unit 4

**How We Organize Ourselves:**

**Central Idea:**
Societies have developed different methods to connect to their communities and countries.

**Inquiry Into**
- the purpose of government
- the significance of symbols and landmarks
- anthems and pledges

#### History-Social Science Standards

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

1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.
2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
3. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).
4. Understand the three branches of government, with an emphasis on local government.
5. Describe the ways in which California and the other states contribute to the making of our nation and participate in the federal system of government.
### Fourth Grade

**Unit 5**  
**How the World Works**  
**Central Idea:**  
*The Earth’s structure is altered by many factors.*

**Inquiry into**
- the Earth’s structure
- rocks and minerals
- processes which cause change to the Earth
- weathering and reshaping of the Earth’s surface
- use of the Earth’s resources

**Science Standards**  
**Earth Science**

3. **The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept:**
   - *Students know* how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle).
   - *Students know* how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals by using a table of diagnostic properties.

4. **Waves, wind, water, and ice shape and reshape Earth’s land surface. As a basis for understanding this concept:**
   - *Students know* some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.
   - *Students know* natural processes, including freezing and thawing and the growth of roots, cause rocks to break down into smaller pieces.
   - *Students know* moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition).

### Fifth Grade

**Unit 6**  
**Sharing the Planet**  
**Central Idea:**  
*Inventions have made cultures throughout the world more accessible.*

**Inquiry into**
- inventions in communication, transportation, and media and how these advances have led to cultural exchange
- how recent technological innovations have made the world “smaller”
- the process of inventing (scientific process)

**Science Standards**  
**Investigating and Experimenting**

6. **Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:**
   - b. Develop a testable question.
   - c. Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.
   - d. Identify the dependent and controlled variables in an investigation.
   - e. Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.
   - f. Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.
   - g. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.
   - h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.
   - i. Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.

*See Appendix J, for a complete overview Central Ideas for all units for grade levels K-5*
GERMAN IMMERSION SCOPE AND SEQUENCE

GICS will adopt a foreign language (German) immersion program in which the instructional language alternates weekly between German and English. In addition to English and German language arts all subjects including math, social studies, science, the arts and physical education will be taught in English and German. There will be as little content repetition as possible in each language. The school’s German curriculum will follow California standards with respect to all subject areas and consider German standards with respect to German language arts

The school's German curriculum will follow California under the framework of the International Baccalaureate Primary Years Programme. The immersion program will not only provide children with second language proficiency but also the ideal background for international learning through concrete cultural exploration. It therefore goes hand-in-hand with the International Baccalaureate Primary Years Programme.

This sample German language arts curriculum has been developed with interdisciplinary learning in mind. It is divided by grade level into:

- Oral practice,
- Language and grammar with the sub categories: writing skills, spelling, penmanship (print and German cursive), phonics, grammar and reading and
- Vocabulary development.

<table>
<thead>
<tr>
<th>Oral Practice</th>
<th>Vocabulary Development 1) Phonetic and General Vocabulary 2) Specific IB Vocabulary (specific to units of inquiry)</th>
<th>Writing 1) creative writing 2) spelling 3) penmanship</th>
<th>Grammar N/A</th>
<th>Reading Decoding: Playful introduction to basic German phonics for one-letter consonants, vowels and the diphthongs eu, au : Students first learn letter sounds and later in the year letter names. Emphasis on rhyming words (ending letters) as basis for understanding phonetic similarities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Teachers encourage students to use proper expressions of courtesy. Teachers address classroom and individual students in second person singular or indefinite. The main emphasis in Kindergarten is on student comprehension. 1) Introduction to basic general vocabulary needed to describe daily activities, objects and needs: food, clothing, body parts, colors, numbers, shapes, days of the week, months, classroom objects. 2) Plants (how they grow, plant names and plant parts); animals (names of common animals); vocabulary that describes properties of objects (“Das Wasser ist nass.”; simple weather descriptions (“Es ist sonnig”); places in school and neighboring community; professions</td>
<td>1) N/A 2) Simple words containing letter of the week (in correlation with English language arts instruction). 3) Write uppercase and lowercase letters in simple words in print with proper form and spacing.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>Teachers encourage students to use proper expressions of courtesy. Teachers address classroom and individual students in second person singular or indefinite. The new emphasis is to encourage students to ask and respond in complete sentences 1) Reinforce and expand general vocabulary from Kindergarten. Introduce new phonetic vocabulary (according to Jo-Jo Fibel 1 German phonics instruction book - Publisher: Cornelsen). 2) Family members; weather/water cycle; seasons and holidays; clothing; telling time (with clock, time of day); directions; pets; food; transportation; money (value of coins -Euro, Dollar); traffic (signs, rules and courtesy); teeth...</td>
<td>1) Writing simple sentences using phonetic and specific vocabulary. Journal writing with words of the week. 2) Sentence of the day. Word dictations. 3) Writing all block letters, proper letter and word spacing. German (Latin) cursive instruction and practice (second part of the year).</td>
<td>Sentence structure: Different sentence structure for statement and question. Question words: wer, was, wo, warum, wie viele, wann Punctuation: Period, question mark. Capitalization: Beginning of sentence and nouns. Verbs: Present tense for regular and some irregular verbs.</td>
<td>Decoding and comprehension: Introduction to German phonics for consonants and vowels (single letter sounds and diphthongs: ei, au, eu (according to Jo-Jo Fibel 1 German phonics instruction book - Publisher: Cornelsen). Fluency: Apply phonics to new words.</td>
</tr>
</tbody>
</table>
| 2nd | Teachers expect students to use proper expressions of courtesy.  
Teachers address classroom and individual students in second person singular or imperative.  
The emphasis is still on correct sentence structure and grammar.  
Students learn different ways of expressing the same idea/request. |
|------|---------------------------------------------------------------|
|      | 1) Reinforce and expand general vocabulary from First grade.  
Introduce new phonetic vocabulary (according to Jo-Jo Fibel 2 and Tobi Fibel) German phonics instruction -Publisher: Cornelsen).  
2) Family members (extended): animals (names, body parts, sounds, movement and life cycles); heroes; map skills and land forms; producers and consumers (focus on farm); fruits and vegetables; different forms of visual arts, crafts across cultures (painting, drawing, weaving, mask making,...) |
|      | 1) Journal writing (emphasis on correct tense and sentence structure). Personal Letter writing (forms of courtesy and style). Writing small texts fiction and non-fiction (one paragraph) .  
3) Continue with German cursive instruction and practice. Refine block letters. |
|      | Identifying parts of speech: nouns, verbs, adjectives; Classify words into word categories; explore roots of words. Word families. Sentence structure: Different sentence structure for statement, question and imperative. Changed sentence structure: with time, with aux verb and with prefix verbs.  
Question words: wer, was, wo, warum, wie, wann viele/wieviel (difference), warum Punctuation: Period, quotes, comma, question mark, exclamation mark. Verbs: Present tense for a variety of verbs and introduction of present perfect for some regular and irregular verbs, Aux sein/haben; prefix verbs.  
Nouns: Plural forms, compound nouns, capitalization of nouns. Articles: Indefinite articles, change of article’s case to dative after certain prepositions.  
Prepositions: auf, in, unter, aus, an, neben, über, zwischen. |
| 3rd | Teachers expect students to use proper expressions of courtesy.  
Teacher uses second person singular to address single student and second person plural to address group of students or whole class. Phrases become more complex, using different and more advanced grammatical structures.  
The emphasis is on students asking and responding in second person singular or imperative. |
| | 1) Reinforce and expand general vocabulary with focus on literature to be explored and to reinforce phonetics: diphthongs and grouped consonants.  
2) Fit for life (health and nutrition); solar system; environment; government (elections, flags...), ecosystems (organisms adapt to their environment)... |
| | 1) Journal writing in present perfect, past, future tense with correct sentence structure -> more emphasis on correct spelling. Writing strategies: beginning, middle, end. Writing personal narratives and letters. Writing descriptions using details, non-fiction texts and informational texts.  
2) Application of diphthongs. Different forms of context dictations. Spelling tests for specific vocabulary.  
3) Apply advanced German cursive. |
Capitalization: Repeat capitalization rules for beginning of sentence and nouns.  
Negation: Usage kein/nicht and possible inflections. |
Fluency: Emphasis on reading intonation and expression. Compound words.  
Comprehension: Use sentence and word context to find the meaning of unknown words.  
Use a German/ German dictionary to learn the meaning and other features of unknown words.  
Application: Introduce features of different types of literature: |
<table>
<thead>
<tr>
<th>Grade</th>
<th>Teachers expect students to use proper expressions of courtesy.</th>
<th>Teachers expect students to use proper expressions of courtesy.</th>
<th>Teachers expect students to use proper expressions of courtesy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th</td>
<td>Teachers expect students to use proper expressions of courtesy. Teacher uses second person singular to address single student and second person plural to address group of students or whole class. The emphasis is on students asking and responding in complete sentences. Main emphasis on correct complex sentence structure and grammar (use of conjunctions, correct verb conjugations, tenses, correct articles and inflections). Introduction of idioms.</td>
<td>Teachers expect students to use proper expressions of courtesy. Teacher uses second person singular to address single student and second person plural to address group of students or whole class. The emphasis is on students asking and responding in complete sentences. Main emphasis on correct complex sentence structure and grammar (use of conjunctions, correct verb conjugations, tenses, correct articles and inflections). Introduction of idioms.</td>
<td>Teachers expect students to use proper expressions of courtesy. Teacher uses second person singular to address single student and second person plural to address group of students or whole class. The emphasis is on students asking and responding in complete sentences. Main emphasis on correct complex sentence structure and grammar (use of conjunctions, correct verb conjugations, tenses, correct articles and inflections). Introduction of idioms.</td>
</tr>
<tr>
<td></td>
<td>1) Reinforce and expand general vocabulary with focus on literature projects and to reinforce phonetics: i.e., e.g. 2) Rocks and minerals; shaping of earth’s land surface-land forms; electricity and magnetism; energy and matter (plants make oxygen…); ecosystems (dependencies between different organisms); rights and responsibilities…</td>
<td>1) Reinforce and expand general vocabulary with focus on literature projects and to reinforce phonetics: i.e., e.g. 2) Rocks and minerals; shaping of earth’s land surface-land forms; electricity and magnetism; energy and matter (plants make oxygen…); ecosystems (dependencies between different organisms); rights and responsibilities…</td>
<td>1) Reinforce and expand general vocabulary with focus on literature projects and to reinforce phonetics: i.e., e.g. 2) Rocks and minerals; shaping of earth’s land surface-land forms; electricity and magnetism; energy and matter (plants make oxygen…); ecosystems (dependencies between different organisms); rights and responsibilities…</td>
</tr>
<tr>
<td></td>
<td>1) Review writing strategies - beginning, middle, end. Use more details in story writing (adjectives, synonyms / antonyms,). Write out weekly/daily plan to practice grammar. Learn how to compose different forms of literature: poems, autobiography, narratives, and responses to literature, information reports and summaries. 2) Emphasis on correct application of phonetic rules, punctuation rules, grammar and capitalization rules. 3) Apply advanced German cursive.</td>
<td>1) Review writing strategies - beginning, middle, end. Use more details in story writing (adjectives, synonyms / antonyms,). Write out weekly/daily plan to practice grammar. Learn how to compose different forms of literature: poems, autobiography, narratives, and responses to literature, information reports and summaries. 2) Emphasis on correct application of phonetic rules, punctuation rules, grammar and capitalization rules. 3) Apply advanced German cursive.</td>
<td>1) Review writing strategies - beginning, middle, end. Use more details in story writing (adjectives, synonyms / antonyms,). Write out weekly/daily plan to practice grammar. Learn how to compose different forms of literature: poems, autobiography, narratives, and responses to literature, information reports and summaries. 2) Emphasis on correct application of phonetic rules, punctuation rules, grammar and capitalization rules. 3) Apply advanced German cursive.</td>
</tr>
<tr>
<td></td>
<td>Fluency: Emphasis on reading intonation and expression. Compound words. Comprehension: Use sentence and word context to find the meaning of unknown words. Use a German/German dictionary to learn the meaning and other features of unknown words. Introduce literature projects. Understand the use of figurative language (idioms, metaphors.). Application: Emphasis on recognizing and understanding structural features of various types of literature: plot, main character, and usage of direct voice.</td>
<td>Fluency: Emphasis on reading intonation and expression. Compound words. Comprehension: Use sentence and word context to find the meaning of unknown words. Use a German/German dictionary to learn the meaning and other features of unknown words. Introduce literature projects. Understand the use of figurative language (idioms, metaphors.). Application: Emphasis on recognizing and understanding structural features of various types of literature: plot, main character, and usage of direct voice.</td>
<td>Fluency: Emphasis on reading intonation and expression. Compound words. Comprehension: Use sentence and word context to find the meaning of unknown words. Use a German/German dictionary to learn the meaning and other features of unknown words. Introduce literature projects. Understand the use of figurative language (idioms, metaphors.). Application: Emphasis on recognizing and understanding structural features of various types of literature: plot, main character, and usage of direct voice.</td>
</tr>
</tbody>
</table>

Page 40 of 143
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>plural to address group of students or whole class. Introduction of formal address: “Sie” sing/plural. More complex phrases The emphasis is on students asking and responding in complete sentences. Main emphasis on correct sentence structure, and grammar (use of conjunctions, correct sentence structure, tenses, verb conjugations, articles/inflections, address formal/informal). More Idioms (compare to English idioms to find similarities).</td>
<td>conflict (East-West Germany; native Americans/early settlers); music as means to express feelings and believes...</td>
<td>capitalization rules. 3) Apply advanced German cursive.</td>
<td>Nouns: Review compounds - Prefix endings. Cases: Review Genitive, understand different usage of accusative and dative (verbs/prepositions that trigger dative or accusative; two-way prepositions). Adjectives/articles: Correct inflection according to gender and case.</td>
</tr>
</tbody>
</table>

* Phrases are introduced and reinforced through frequent repetition during: circle time/morning routine, songs, games, role-plays, conversation activities (including software), skits, charades, TPR (Total Physical Response) activities and TPRS (Total Physical Response Storytelling).

**Vocabulary is introduced and reinforced through word/picture cards, games, songs, stories, rhymes and poems, writing/reading/drawing activities, language software programs, thematic projects, TPRS (Total Physical Response Storytelling) and Symtalk (language building system using symbols).
SPANISH LANGUAGE INSTRUCTION

In addition to a German immersion program, students will participate in a Spanish foreign language program starting in third grade, with implementation beginning in the third year of operation. This will allow the students to broaden their multi-cultural and multi-linguistic understanding even further. Students will not only be introduced to the Spanish language, but will also learn its linguistic background as well as be exposed to the culture of Spanish speaking countries with respect to history, traditions, and the arts. The sample program chosen for non-Spanish speakers who require a Spanish as a second language approach to instruction is “Viva el Español!” System A for 3rd grade and “Hola!” for 4th and 5th grade by the publisher Wright Group. Though the non-Spanish as a heritage language students may not develop the same levels of language proficiency as they acquire for the immersion language of German, Spanish language instruction broadens their knowledge of the structure of language. Where students of different levels of Spanish proficiency are mixed in heterogeneous groups, there is the opportunity for Spanish speaking students to gain status within the classroom, playing the role of language mentor and teacher to their peers.

As a world school, we strive to acknowledge many cultures and languages to assist our students in developing a global awareness. The commitment to adding Spanish language instruction to our already complex educational model is challenging, but we expect to follow the example of Albert Einstein Academies which reserves their weekly minimum days for language instruction and cultural activities from countries throughout the world, emphasizing the unique aspects of the many Spanish-speaking countries.

The program follows national foreign language standards.

Scope and Sequence Matrix - Spanish

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greetings</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Ask names of others</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Introductions</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Role-play introductions</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Lesson 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify familiar classroom objects</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Identify school personnel</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Numbers 0-10</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Lesson 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify familiar classroom objects</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Ask/Say how they feel</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Role-play feelings</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Lesson 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify colors</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Ask/tell the day of the week</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Lesson 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize numbers 11-20</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Identify shapes</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Lesson 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify parts of the body</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Lesson 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify domestic/farm animals</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Tell what they have</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Lesson 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tell how they feel/ Ask how others feel</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Tell how old they are</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Lesson 9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numbers 21-39</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Tell the date</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Lesson 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify/describe family members</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Tell the date and day from a calendar</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Role play a family</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Lesson 11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe current weather</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Lesson 12</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Role play weather report</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 13</th>
<th>I</th>
<th>R</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the months of the year</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 14</th>
<th>I</th>
<th>R</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify common items of clothing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tell their birthday</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 15</th>
<th>I</th>
<th>R</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers 31-40</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 16</th>
<th>I</th>
<th>R</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the calendar</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 17</th>
<th>I</th>
<th>R</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify parts of a school</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 18</th>
<th>I</th>
<th>R</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers 41-50</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 19</th>
<th>I</th>
<th>R</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and describe school</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 20</th>
<th>I</th>
<th>R</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe their and others mood</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 21</th>
<th>I</th>
<th>R</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe what they are doing and others are doing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 22</th>
<th>I</th>
<th>R</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify people/objects important to traffic safety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write and tell phone number</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 23</th>
<th>I</th>
<th>R</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify different modes of transportation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 24</th>
<th>I</th>
<th>R</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify recreational places</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 25</th>
<th>I</th>
<th>R</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk about athletic/recreational activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize pictures of various modes of transportation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 26</th>
<th>I</th>
<th>R</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers 50-69</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask and tell what they are going to do in class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use numbers in everyday situations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 27</th>
<th>I</th>
<th>R</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Add and subtract random numbers up to 69</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 28</th>
<th>I</th>
<th>R</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask and tell their favorite season</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe weather during a particular season</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 29</th>
<th>I</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number 70-89</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use numbers in everyday situations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview a classmate about things they like/dislike doing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 30</th>
<th>I</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask/tell about someone’s state of well-being</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tell someone how they are feeling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify numbers 90-100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use numbers in everyday situations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 31</th>
<th>I</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Role-play doctor/patient and find out about someone’s physical well-being</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count 100 beans into/out of a jar</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 32</th>
<th>I</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify units of time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask/tell the time in hours and minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 33</th>
<th>I</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell what they do in school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk with a classmate about classes he or she likes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 34</th>
<th>I</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe family members</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draw a family tree</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I = Introduce
R = Reinforce
S = Strengthen
HOW THE TEACHING METHODOLOGIES AND INSTRUCTIONAL PROGRAM ADDRESS THE NEEDS OF THE TARGET POPULATION

The IBPYP model ensures that curriculum is appropriate to all learners. It mandates that units of inquiry focus on depth rather than breadth and that concepts be globally relevant. It incorporates the explanation and examination of cultural assumptions and requires materials and resources are reflective of and meaningful to all learners. The nature of inquiry encourages students to reflect upon, choose and take action with regard to their own learning. This student-driven learning allows for all cultures and backgrounds to be valued and investigated.

Addressing a Diverse Classroom within an International Baccalaureate Unit

The narrative following the sample Unit of Inquiry below describes scaffolding adjustments, which address the learning needs of special student populations. See sample complete PYP Unit Planner below:

Unit Theme: Sharing the Planet
Unit Title: This World is Our World: The Environment
Central Idea: Human choices and actions affect our environment.
An Inquiry into:
- Natural resources
- Causes and effects of pollution
- Various perspectives of environmental issues
- Our responsibility towards the environment

Standard the Unit addresses:

Science Standards
3b Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
3c Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.
3d Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.

Because of its design and topic, this unit lends itself to a wide range of learners. Students will show engagement and self-motivation during this unit because it is one that relates to their daily lives and one they feel they can make a contribution towards.

Sheltered Instruction for Language Learning

- The unit fosters a multi-sensory approach to learning. Each of the environmental concepts introduced is accompanied by images and sounds that are familiar (polluted beaches, forest fires, filling cars with gas, hearing loud noises) and therefore connect to their prior experience and knowledge.
- Use of partner or group work consistent with SDAIE. Groupings are strategically based homogeneously within similar language abilities and during other times are heterogeneous in order to support and improve language development of high interest topics.
- Concepts are also connected to home experience, as students are asked as a frontloading activity to interview their parents about ways in which they help the environment or reduce their contribution to environmental pollution.
- Teachers and students model actions taken to protect and improve the condition of the environment. Modeling supports language learners.
- Many assignments begin with the collection of basic word lists (ex: write down factors of noise pollution) and then in small groups broaden these lists into sentences and finally paragraphs with introduction, body and
• There is a variation of resources. Text levels in German and in English are diverse to meet needs of ELL learners.
• The Instructional Media Center offers a large collection of Spanish materials to support concepts in primary language.

High Performers

• Extension activities are intrinsic in unit: Students are encouraged to take environmental action and design their own campaigns or find one that is already present and research it.
• Students self assess their own responsibility towards protecting the environment. This teaches all students to analyze their own actions and develop their critical thinking skills.
• Challenging texts and resources support diverse needs.

Ethnic and Socio-Economic Variations:

• Students share their own ideas on “what causes pollution” on KWL chart. According to their neighborhood and the resources of their families (recycling (or not), composting, driving, using public transportation, biking, noise pollution, street cleaning,) their contributions will stem from very different experiences.
• One of the inquiries into addresses “various perspectives of environmental issues”. Teachers model these different perspectives and students are asked to identify the different views on environmental protection.

Support for All

• For the final project, a rubric has been created in both German and English, which outlines minimum requirements as well as options for students who want to go beyond the requirements. Rubrics are written in simple language and are discussed as a class as well as at home with parents.
• Class project requires students to create their own environmental organization. Students brainstorm ideas and form groups according to interests, allowing for student choice and autonomy. Students must assign roles within groups so that each student contributes in a way that shows their strengths. Their roles are written down and defined.
Placeholder for PYP Planner 2 pages
<table>
<thead>
<tr>
<th>Subject</th>
<th>Class Sets Standards Aligned/ State Approved</th>
<th>Curriculum Development</th>
<th>Instructional Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>Open Court</td>
<td>Test Ready Materials</td>
<td>Writing Workshop by Ralph Fletcher and JoAnn Portalupi.</td>
</tr>
<tr>
<td></td>
<td>Literary Study, i.e., class sets of novels, biographics, etc.</td>
<td>ELA Content Standards</td>
<td>The Grammar Plan Book by Constance Weaver</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Harcourt Brace California Edition</td>
<td>Mathematics Content Standards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>**Das Zahlenbuch 1-4 Publisher: Klett Verlag</td>
<td>Test Ready Materials</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Harcourt Brace California Edition</td>
<td>Science Content Standards</td>
<td>Resources for IBPYP units of inquiry</td>
</tr>
<tr>
<td></td>
<td>**Jo-Jo Sachbuch 1-4; German science series; Publisher: Cornelsen</td>
<td>Inquiry and National Science Education</td>
<td>Science “workshops” Werkstätten e.g. “Der Wasserkreislauf”,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Standards National Research Council</td>
<td>Publisher: AOL Verlag</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Test Ready (5th grade)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>United Streaming</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Internet</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reference Materials</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Houghton-Mifflin Series (CA text)</td>
<td>History-Social Science Content Standards</td>
<td>Resources for IBPYP units of inquiry</td>
</tr>
<tr>
<td></td>
<td>**Jo-Jo Sachbuch 1-4; German Social Studies series; Publisher: Cornelsen</td>
<td>United Streaming</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Internet</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reference Materials</td>
<td></td>
</tr>
<tr>
<td>German Language Arts</td>
<td>AEACS developed German Language Scope and Sequence</td>
<td>German-German and German-English</td>
<td>Leseprojekt: Eine Woche voller Samstage- reading project</td>
</tr>
<tr>
<td></td>
<td>**Pepino Vorschulserie - basic phonics; Publisher: Cornelsen</td>
<td>dictionaries</td>
<td>4th grade; Publisher: Cornelsen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>**Internet</td>
<td>Leseprojekt: Räuber Ronjatocher - reading project 3rd grade;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Publisher: Cornelsen</td>
</tr>
<tr>
<td><strong>German Student Workbooks, Publisher: Cornelsen</strong></td>
<td><strong>Reference Materials</strong></td>
<td><strong>German Children’s Literature</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Tobi Fibel - phonics instruction; Publisher: Cornelsen</strong></td>
<td><strong>Internet</strong></td>
<td><strong>German language software programs Publisher: Cornelsen and Klett Verlag</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Jo-Jo Sprachbuch 2-4 Publisher: Cornelsen</strong></td>
<td><strong>Rosetta Stone German levels 1 and 2</strong></td>
<td><strong>Internet</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Reference Materials</strong></td>
<td><strong>Internet</strong></td>
<td><strong>Reference Materials</strong></td>
<td></td>
</tr>
</tbody>
</table>

| Spanish Language Arts | | |
| | Viva el Español; Publisher: Wright Group (text) | Internet |
| | Hola! ; Publisher: Wright Group (text) | Reference Materials |
| | | Spanish-English Dictionary |
| | | Rosetta Stone Levels 1 and 2 |

| Inquiry | | |
| | | Developing More Curious Minds John Barel |
| | | Children’s Inquiry by Judith Wells Lindfors |
| | | Tribes by Jeanne Gibbs |

<p>| Learner Profile Literary Resources | | |
| | | Old Turtle by Douglas Wood |
| | | Old Turtle and the Broken Truth by Ed Wood |
| | | Seven Blind Mice by Ed Young |
| | | The Empty Pot by Demi |
| | | Yi-Min and the Elephants by Caroline Heaton |
| | | If the World Were a Village by David J. Smith |
| | | The Kids Volunteering Book by Arlene Erlbach |
| | | Miss Rumphius by Barbara Cooney |</p>
<table>
<thead>
<tr>
<th>Wake Up World by Beatrice</th>
<th>Holleyer (family planner)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hey Little Ant by Phillip Hoose</td>
<td></td>
</tr>
<tr>
<td>The Librarian of Basyra by Jeanette Winter (Conflict, Peace, Character)</td>
<td></td>
</tr>
<tr>
<td>Click Clack Moo by Doreen Cronin (Conflict)</td>
<td></td>
</tr>
<tr>
<td>The Great Fuzz Frenzy by Janet Stevens (Conflict)</td>
<td></td>
</tr>
<tr>
<td>The Skin I'm In by Pat Thomas</td>
<td></td>
</tr>
<tr>
<td>A Star is Born</td>
<td></td>
</tr>
<tr>
<td>Little One Step by Simon James</td>
<td></td>
</tr>
<tr>
<td>Nadia's Hands by Karen English</td>
<td></td>
</tr>
<tr>
<td>The Crow and the Pitcher by Stephanie Gwyn Brown</td>
<td></td>
</tr>
<tr>
<td>The Mightiest by Keiko Kasza</td>
<td></td>
</tr>
<tr>
<td>Mercedes and the Chocolate Pilot</td>
<td></td>
</tr>
<tr>
<td>Desiderata by Max Ehrmann</td>
<td></td>
</tr>
<tr>
<td>Jump Baby by Penny Matthews</td>
<td></td>
</tr>
<tr>
<td>Once Upon an Ordinary School Day by Colin McNaught</td>
<td></td>
</tr>
<tr>
<td>The Perfect Thanksgiving by Eileen Spinelli</td>
<td></td>
</tr>
<tr>
<td>Skin Again by Bell Hooks</td>
<td></td>
</tr>
<tr>
<td>In November by Cynthia Rylant Here comes the Year by Eileen Spinelli</td>
<td></td>
</tr>
<tr>
<td>Hearts of Gold Series: Four True Life Stories About Compassion, Courage, Imagination, Determination</td>
<td></td>
</tr>
</tbody>
</table>

**Not State Approved**
LIFE AT GICS WITH RATIONALE FOR ALLOCATION OF TIME

Blending the three curricular components defined above takes creativity, time management and continuous collaboration among the staff. Each student has two primary language teachers - an English teacher and a German teacher - whom the student sees every other week for the whole week. In the description below this will be further clarified. In addition to the language teachers, students also have ancillary instructors for technology, physical education and art and/or music, and library. It takes intricate and continuous collaboration among the teachers to make the school year a successful one for each student. To look at a typical day would not do justice to the complexity of GICS’s curricular model; we would extend our typical day snapshot over a multiplicity of days.

**Week A: German Week**

For purposes of ease of description, since each student rotates each week with his/her English and German teacher, we will say that the students are on an **A/B Schedule**.

**8:25 Start time**

It’s Friday morning and students and teachers alike are anxious to go to their classrooms and get started. Today the students are in the German classroom, but they hardly notice that everything in their classroom is written in German. (This is a distinguishing feature between teaching a foreign language as just another content subject and teaching in the immersion model.) They have become comfortable with their German teachers speaking exclusively in German, without translation. The German teachers have an additional adult in the classroom to introduce to the students today. Her name is Heike and she is a German college student who is studying how to teach a foreign language. She applied for and accepted a three-month internship to act as a tutor in the first grade class. Although the interns participate in many different capacities such as preparing worksheets, translating curriculum materials, etc., their most important task is to work with small groups of students to support the oral language development. About a month into school most of the teachers set up learning centers, which provide the opportunity for and the chance for every student to receive individualized instruction to support their learning at their level. The interns become a vital support and tutorial assistant in the classroom, and their close cultural and native fluency add dimension to the linguistic and cultural experiences of the students.

**8:25-9:00 Morning Routine and Community Circle**

Students are given morning instructions as well as a problem of the day or a daily skill focus. Today the first graders are working on writing complete sentences with a morning practice correcting incomplete sentences. Homework is checked and corrected so as to give students immediate feedback. Community circle takes place each morning to address the IBPYP learner attributes and attitudes. This week they have been sharing “sneak peeks” about how they caught their friends being CARING, and how it helps their learning community when they show kindness and take care of each other. In addition, this is a time for students to express concerns or questions, address classroom issues, and practice conflict resolution skills.

**9:00-10:30 Literacy Block**

Following community circle, a 90-minute literacy block will follow a balanced literacy format. Students will participate in direct reading instruction with emphasis on German vocabulary development, shared reading, small group guided reading instruction, and independent reading. In addition, students will be instructed in writing by going through the writer’s circle. Depending on the day and the students’ development, readiness conventions, craft, and structure will be directly taught through mini-lessons and whole group when necessary. Because their current thematic unit of inquiry is appreciating similarities and differences in people’s lives in their “Who We Are” unit, they are writing about their family traditions for special holidays. Their writings will be used as a resource in this afternoon’s discussion in their IB unit.
10:30-10:50: Recess

It is now mid morning and all students at GICS will receive a 20-minute recess with the exception of Kindergarten, which will get two 15-20 minute recess breaks. Students learn best when given time to exert energy and refuel the body nutritionally.

10:50-12:00: Math/Technology Block

Students return invigorated from their recess and are ready to settle down to their daily 60-70 minute math block. During this time students will review the problem of the day to practice problem-solving skills, receive direct instruction of new concepts using hands-on approaches and manipulatives, be given time for independent practice, and be given individualized or small group instruction to remediate special needs students and further review German mathematical terminology. As practice is completed, students have the opportunity to use the computers in the classroom to enhance and reinforce math facts, operations and concepts. (Keep in mind that all content instruction during German week is taught through the vehicle of the German language.)

Because they have been discussing commonalities of cultures, students have been asked to bring coins/monies from different countries. As part of their mathematics units, they compare size, color, shape and values of the coins from ten different countries.

12:00-12:40 Lunch

Students will be given 40 minutes for lunch. Approximately 20 minutes will be designated for eating and 20 minutes for recess.

12:40-2:40: Units of Inquiry

By lunchtime, each student has met his or her new German tutor and helped her to settle into their classroom routines. After lunch, their teachers have chosen to introduce their students to their first International Baccalaureate thematic unit. Today the first grade students are beginning to explore the Who We Are unit with a Central Idea of “Learning about similarities in diverse communities and cultures promotes peace”. They begin by sharing their morning writings and drawings about family traditions and make a classroom chart to outline the similarities and differences between these traditions. Even though many different ethnicities and traditions are represented the students are surprised about how similar their celebrations are. GICS students participate in the exploration and inquiry no matter the language of instruction. Carefully review Appendix J to see how these units specifically identify and teach to the science and social studies standards.

(K-2 Grades Only 12:40-1:15 Language Exchange Period)

Even though it is German week, students in the first grade know that immediately following lunch recess they will spend a 30-40 minute block of time with their English teacher. Students at all grade levels will have a Language Exchange period near the middle of each full day of instruction. Students in a German week will have Language Exchange period with their English teacher and students who are in a week of English instruction will have Language Exchange period with their German teacher. During this time the English teacher can evaluate students’ understanding of new content introduced in German and provide support and clarification in English. Students also have the opportunity to review their English language skills such as spelling, phonics and reading, adding continuity to the development of their English language skills while they are immersed for one week in German. For students in a week of English instruction, Language Exchange period provides time for the German teacher to check comprehension of new material by German-speaking students and to provide review of German language skills.

2:40-3:00 End of Day Routine and Community Circle

German homework is assigned and reviewed with all students, detailed instructions are written into their daily planners along with the website that their parents can access to get additional homework help that is explained in English. They are also reminded of the “Homework Club” which provides assistance for families in need of academic and language translation help and the availability of all homework translations for their parents (for
more details with homework support please section E. Parent Participation and Community Involvement, Element 4).

Students will complete the day with teacher-designated routines and a final community circle. Again, the community circle may address issues that have come up during the day or may be used to hone, practice, and reflect upon a specific attribute or attitude that was a focus in the morning community circle.

**Week B: English Week**

It is Monday morning, the beginning of a new week and the students are lined up at the regular morning line, but as the morning bell rings they are picked-up by their English teacher. This routine of rotating classrooms each week is really only new to the Kindergarten students. After Kindergarten, the students know that this is what they will do every week. Nevertheless, the students are excited to function in their second classroom, adjust to this teacher’s expectations, comfortable with knowing where they will be sitting both on the carpet and at their desks. Though hardly noticed by the students, the classroom environment is entirely different with English calendars, bulletin boards and spelling words decorating the walls of the classroom. The week progresses with a schedule almost exactly the same as the previous week, except that the counterpart peers who had the English teacher in the first week (Week A) have the German teacher in the second week (Week B), and vice versa.

The balanced literacy block, writing, mathematics, IB units of inquiry are all taught in English. The English teacher is careful to teach English vocabulary to support concepts taught during the previous German week, but other than the duplication of vocabulary development the content taught is not a replication of the previous week’s instruction, but rather a continuum of ever building concepts that are orchestrated by a close collaboration of the teaching team.

During Week B (English Week), identification and scaffolded support for at-risk students is developed. Students such as below basic and English Language Learners are given additional support through small group, directed instruction and additional tutorial support during the literacy block and mathematics block. The at-risk students are organized into skill level groupings and receive one-on-one or small group targeted instruction for nearly twice the instructional minutes as other students. A trained force of volunteer parents who have been specifically coached in effective interventions, under the direct supervision of the certified teacher, will work with these students to increase their skills and comprehension in both language arts and mathematics.
A VIEW OF TEACHER COLLABORATION

The GICS International Baccalaureate, immersion language model requires a unique interface between the teaming team and the cooperative teaching of the children. In the traditional single language elementary school teachers have one class of 20 students, which the teacher does not share except for perhaps a physical education pullout. The GICS model will have two teachers that share two classes of students and also includes ancillary components (such as art, physical education and technology) that are woven into each student’s day and week. This type of model requires frequent teacher collaborations for curricular requirements as well as coordination of the six IBPYP units. Collaborations take place in the following configurations: meetings among all grade level teachers to ensure the subject matter taught in each of the grade level classes is consistent; regular weekly meetings between the team partners to ensure subject matter taught has a thread of continuity as the students move back and forth between the teachers; meetings among grade level teachers to discuss, plan and coordinate the IBPYP thematic units and ensure that the inquiries developed by the grade level team are executed consistently within each grade level classroom. Additionally, at least once a month there is an all staff meeting where all grade levels meet to discuss issues in connection with implementing specific elements of the IBPYP program. Collaboration and exchange of information and ideas are critical in supporting all GICS students towards achieving a success. Our minimum instructional days, professional development days and cooperative teaching schedules provide time for teachers to collaborate and monitor the implementation of these complex curricular components.
ACADEMIC CALENDAR

Proposed Academic School Calendar

First day of school: Tuesday, September 2, 2008
Last day of school: Tuesday, June 19, 2009
End of first semester: Friday, January 9, 2009
Total number of days: 180 Hours: 8:25 AM-3PM 1260 Total

<table>
<thead>
<tr>
<th>Month</th>
<th># of Days</th>
<th>Holidays</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>20</td>
<td>9/1/08: Labor Day 09/29/08: Staff Development Day-- Student Free</td>
</tr>
<tr>
<td>October</td>
<td>22</td>
<td>10/27/08: Staff Development-- Student Free</td>
</tr>
</tbody>
</table>
| November  | 16        | 11/18/08: Veterans’ Day
09/29/08: Staff Development Day-- Student Free  |
| December  | 15        | 11/26/08-11/28/08: Thanksgiving Break
12/18/08-1/06/09: Winter Break  |
| January   | 17        | 1/01/08-1/06/09 Winter Break & New Year’s Day
1/19/07: Martin Luther King Jr Day |
| February  | 18        | 2/16/09 & 2/17/09: President’s Day Holiday  |
| March     | 21        | 03/20/09: Staff Development Day-- Student Free |
| April     | 17        | 4/13/09 - 4/17/09: Spring Break  |
| May       | 19        | 5/25/09: Memorial Day  |
| June      | 15        | 6/19/09: Last Day of School-- early release  |

Please also see Appendix P for a detailed 2008-9 school calendar with instructional day calculation.

Daily Schedule 2008-09

Regular Day:

- Kindergarten: 8:25 am to 2:30 pm
- Grades 1-5: 8:25 am to 3:00 pm

Minimum Day:

- Kindergarten: 8:25 am to 12:45 pm
- Grades 1-5: 8:25 am to 1:15 pm

Projected Instructional Minutes:

GICS assures to offer at least the minimum number of instructional minutes set forth in EC 47612.5. See Appendix Q for projected daily schedules for the first five years and a calculation of instructional minutes.

- Kindergarten: 46,950
- Grades 1-5: 53,165
### Daily Bell Schedule: Monday, Tuesday, Thursday and Friday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM - 8:20 AM</td>
<td>Supervision - Certificated Staff</td>
</tr>
<tr>
<td>8:20 AM</td>
<td>Students line up</td>
</tr>
<tr>
<td>8:25 AM</td>
<td>Instruction begins</td>
</tr>
<tr>
<td>10:00 AM - 10:20 AM</td>
<td>Recess (Kindergarten)</td>
</tr>
<tr>
<td>10:30 AM - 10:50 AM</td>
<td>Recess (1st - 5th)</td>
</tr>
<tr>
<td>11:20 AM - 12:00 PM</td>
<td>Lunch (Kindergarten) and recess</td>
</tr>
<tr>
<td>12:00 PM - 12:40 PM</td>
<td>Lunch and recess (1st-5th)</td>
</tr>
<tr>
<td>2:30 PM</td>
<td>Kindergarten Dismissal</td>
</tr>
<tr>
<td>3:00 PM</td>
<td>1st - 5th Dismissal</td>
</tr>
</tbody>
</table>

### Daily Bell Schedule: Wednesday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM - 8:20 AM</td>
<td>Supervision - Certificated Staff</td>
</tr>
<tr>
<td>8:20 AM</td>
<td>Students line up</td>
</tr>
<tr>
<td>8:25 AM</td>
<td>Instruction begins</td>
</tr>
<tr>
<td>10:00 AM - 10:20 AM</td>
<td>Recess (Kindergarten)</td>
</tr>
<tr>
<td>10:30 AM - 10:50 AM</td>
<td>Recess (1st - 5th)</td>
</tr>
<tr>
<td>11:20 AM - 12:05 AM</td>
<td>Lunch (Kindergarten) and recess</td>
</tr>
<tr>
<td>12:00 PM - 12:40 PM</td>
<td>Lunch and recess (1st-5th)</td>
</tr>
<tr>
<td>12:45 PM</td>
<td>Kindergarten Dismissal</td>
</tr>
<tr>
<td>1:15 PM</td>
<td>1st - 5th Dismissal</td>
</tr>
</tbody>
</table>
TEACHER RECRUITMENT AND PROFESSIONAL DEVELOPMENT

GICS intends to actively recruit its duly credentialed teachers through EdJoin, the California Charter School Association, the Charter School Development Center, the LAUSD website and local newspapers. In addition, GICS will use international exchange organizations such as the Amity Institute, an accredited organization that sponsors international, professional teachers to teach in U.S. schools. GICS will take all steps necessary to minimize the use of teachers holding emergency credentials and will seek to maintain a potential list of credentialed teachers from which to draw in the case of a teacher vacancy during the school year. Postings for all open positions will be published to a broad professional audience with intent to recruit and hire a diverse staff that appropriately represents racial dynamics of the target population.

In order to support its foreign (German) language immersion and Spanish program, bilingual German/English teachers and teachers with a BCLAD will be recruited in addition to English speaking teachers. In order to recruit German-speaking teachers GICS will follow two strategies in addition to strategies used for recruiting of all teachers. On a national level GICS will post its job offers on the ‘American Association of Teachers of German’ (AATG) website that lists teaching positions in German and an email list that goes out to German speaking teachers across the country. Internationally, GICS will recruit its teachers through the international exchange organization Amity that sponsors international, professional teachers to teach in US schools. Albert Einstein Academy has been able to consistently recruit its German teachers through the combination of these strategies. Their educational and teaching experience will be evaluated by the California Commission on Teacher Credentialing and they must meet all requirements to obtain a California Teaching Credential before being hired.

GICS will not discriminate against any applicant or employee on the basis of race, color, age, gender, sex, national origin, sexual orientation and martial status. All staff will be expected to be sensitive to the linguistic and cultural needs of students and expand their understanding of such needs through participation in staff development opportunities.

Professional Development

A comprehensive training program will be identified for staff development. Teachers will be on the front line to assure student success and they will be held accountable for their own professional development. Initially, the primary focus of staff development will be centered on developing proficiency in the foreign-language (German) immersion and extensive teaching methods that support second language acquisition and content instruction strategies that support second language learners. As the evolution of the full implementation of the GICS instructional plan matures the staff development will then shift focus to provide training in the International Baccalaureate educational model, as is articulated in the matrix below.

Professional Development Pacing Guide

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Rationale</th>
<th>Allocated Time</th>
<th>Providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goethe Charter Review</td>
<td>To understand and share the vision and mission of Goethe International Charter School through review of the Charter Petition</td>
<td>New Teacher Staff Orientation</td>
<td>Site Administrator, Board Members</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3-day Staff Retreat (August 2008)</td>
<td></td>
</tr>
<tr>
<td>California State Standards/German Curriculum Alignment</td>
<td>To develop the alignment of German and English curriculum to address state mandated standards both horizontally and vertically.</td>
<td>New Teacher Staff Orientation</td>
<td>Site Administrator, German Language Coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3-day Staff Retreat (August 2008)</td>
<td>Open Court, Harcourt Brace</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wednesday staff development (2X per month)</td>
<td>German Language Teachers from Albert Einstein Academy</td>
</tr>
<tr>
<td><strong>ELL/GLL Strategies: Sheltered Instruction Observation Protocol (SIOP)</strong></td>
<td><strong>Year Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To support second language instruction for both English Language Learners (ELL) and German Language Learners (GLL) with effective research-based model</td>
<td>• To honor the alignment of German and English curriculum to address state mandated standards both horizontally and vertically.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Incorporate ELD standards into lesson planning</td>
<td>• To train staff in the scope and sequence of state standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Explore other ELL strategies (i.e. TPR, scaffolding) that are encompassed within SIOP</td>
<td>• To train staff on effective use of adopted curriculum and other publisher-related materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School-wide Data and Assessment</strong></td>
<td><strong>Goethe Charter Review</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To train teachers on the school-wide assessment policy</td>
<td>• To understand and share the vision and mission of Goethe International Charter School through review of the Charter Petition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To build capacity to analyze data to guide curriculum and instruction</td>
<td>• New Teacher Staff Orientation (August 2009)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>California State Standards/German Curriculum Alignment</strong></td>
<td>• New Teacher Staff Orientation (August 2009)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To support second language instruction for both English Language Learners (ELL) and German Language Learners (GLL) with effective research-based model.</td>
<td>• 3-Day training off site for two teacher leaders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Incorporate ELD standards into lesson planning</td>
<td>• Wednesday staff development (1X per month)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Explore other ELL strategies (i.e. TPR, scaffolding) that are encompassed within SIOP</td>
<td>• District Workshop Authentic Literacy Strategies to Reach All Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School-Wide Data and Assessment</strong></td>
<td><strong>Year Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To train teachers on the school-wide assessment policy</td>
<td><strong>Goethe Charter Review</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To build capacity to analyze data to guide curriculum and instruction</td>
<td>• To understand and share the vision and mission of Goethe International Charter School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To organize and store student data</td>
<td>• New Teacher Staff Orientation (August 2010)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>International Baccalaureate PYP Learner Profile</strong></td>
<td>• California State</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To introduce students to attributes of the IB student learner profile which include being: reflective, inquirers, communicators, caring, risk-takers, thinkers, balanced, open-minded, knowledgeable and principled</td>
<td>• To solidify scope and sequence of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Build IB culture in school community</td>
<td><strong>New Teacher Staff Orientation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>International Baccalaureate</strong></td>
<td><strong>Site administrator</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Goethe Charter</strong></td>
<td><strong>Data Team Leader</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Review</strong></td>
<td><strong>LAUSD Providers (GICS understands that this would be on a fee for service basis)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>California State</strong></td>
<td><strong>Board Members</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- The SIOP Institute
- Teacher leader
- Administrator
- LAUSD Providers (GICS understands that this would be on a fee for service basis)

**School-wide Data and Assessment**
- Site Administrator
- LAUSD Providers (GICS understands that this would be on a fee for service basis)

**Year Two**
- Site Administrator
- Board Members

**Goethe Charter Review**
- To understand and share the vision and mission of Goethe International Charter School through review of the Charter Petition
- New Teacher Staff Orientation (August 2009)

**California State**
- To understand and share the vision and mission of Goethe International Charter School through review of the Charter Petition
- New Teacher Staff Orientation (August 2010)

**International Baccalaureate PYP Learner Profile**
- To introduce students to attributes of the IB student learner profile which include being: reflective, inquirers, communicators, caring, risk-takers, thinkers, balanced, open-minded, knowledgeable and principled
- Build IB culture in school community
- 3-day Staff Retreat (August 2009)
- Professional Development Day
- 3-day Staff Retreat (August 2010)
- Weekday staff development (1X per month)
- District Workshop Authentic Literacy Strategies to Reach All Learners
- Professional Development Day
- Immersion Model site visits

**Year Three**
- To understand and share the vision and mission of Goethe International Charter School through review of the Charter Petition
- New Teacher Staff Orientation (August 2010)
| Standards/German Curriculum Alignment | German and English curriculum to address state mandated standards both horizontally and vertically. | 3-day Staff Retreat (August 2010)  
Wednesday staff development (1X per month)  
Site Visits | German Language Coordinator  
Teaching Teams  
Albert Einstein Academy  
Atlanta International School |
|---|---|---|---|
| Differentiated Instruction | To support second language instruction for both English Language Learners (ELL) and German Language Learners (GLL).  
To identify high achieving and at risk students  
Build capacity to provide academic interventions for high achieving and at risk students in both English and German | Gate Teacher Training for one teacher  
Teacher Training Days (meeting the needs of at risk learners)  
Wednesday staff development (1X per month)  
Professional Development Day | The SIOP Institute  
District Office GATE Department (GICS understands that this would be on a fee for service basis)  
Lead Teachers  
Administrator  
District/Local/State available agencies (GICS understands that this would be on a fee for service basis)  
Professional Learning Community Book Study Integrating Differentiated Instruction and Understanding by Design by C. Tomlinson and J. McTighe |
| School-Wide Data and Assessment | To analyze data to guide curriculum and instruction  
To organize and store data electronically | Wednesday staff development (1X per month) | Site administrator  
Data Team Leader |
| International Baccalaureate PYP | Explore Broad IB themes and how they intersect with CA Standard  
Train teachers on structure IB Grade-Level Unit Planner Template  
Identify which contents standards could be taught through the IB model  
Further understanding of IBPYP 10 learner profile attributes  
Develop one IB unit per grade level  
Build IB culture in school community | 3-day Staff Retreat (August 2010)  
3-day off site IBPYP level one training for all teachers  
Wednesday staff development (1X per month)  
Professional Development Day | Site Administrator  
International Baccalaureate Organization (IBO)  
IB Coordinator |
| **Year Four** | **Goethe Charter Review** | To understand and share the vision and mission of Goethe International Charter School | New Teacher Staff Orientation  
3-day Staff Retreat (August 2011) | Site Administrator  
Board Members |
| | **California State Standards/German Curriculum Alignment** | To review scope and sequence of German and English curriculum to address state mandated standards both horizontally and vertically. | New Teacher Staff Orientation  
3-day Staff Retreat (August 2011)  
Wednesday staff development (1X per month) | Site administrator  
German Language Coordinator  
Teaching Teams |
| | **Data Driven Instruction** | To collect, organize and store student assessment data  
To analyze data to guide curriculum and instruction  
To use data to differentiate instruction in both English and German  
To identify high achieving and at risk students  
Build capacity to provide academic interventions for high achieving and at risk students  
To hone instructional strategies to meet the needs of diverse learners | Teacher Training (meeting the needs of at risk learners)  
Gate Teacher Training for one teacher  
District/Local/State available professional development  
Wednesday staff development (1X per month)  
Professional Development Day | District Office GATE Department (GICS understands that this would be on a fee for service basis)  
Teachers  
Administrator  
District/Local/State available agencies (GICS understands that this would be on a fee for service basis) |
| | **International Baccalaureate PYP** | To begin to develop IBPYP Programme of Inquiry by creating 2 more IB units per grade level for | 3-day Staff Retreat (August 2009)  
3-day off site IBPYP level one | Site Administrator  
International Baccalaureate Organization (IBO) |
- Teach 2 IB units per grade level and evaluate their effectiveness
- Identified CA Standards to be taught within IB units
- Identify language of instruction (German or English) for topics covered within IB units
- Insure that all remaining standards reflected in the original Content pacing chart and textbooks scope and sequence guides are consistently being taught
- Build IB culture in school community

<table>
<thead>
<tr>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goethe Charter Review</strong></td>
</tr>
<tr>
<td>To understand and share the</td>
</tr>
<tr>
<td>vision and mission of Goethe</td>
</tr>
<tr>
<td>International Charter School</td>
</tr>
<tr>
<td>New Teacher Staff Orientation</td>
</tr>
<tr>
<td>3-day Staff Retreat (August</td>
</tr>
<tr>
<td>2012)</td>
</tr>
<tr>
<td>Site Administrator</td>
</tr>
<tr>
<td>Board Members</td>
</tr>
<tr>
<td><strong>California State Standards/German Curriculum Alignment</strong></td>
</tr>
<tr>
<td>To review scope and sequence of</td>
</tr>
<tr>
<td>German and English curriculum to</td>
</tr>
<tr>
<td>address state mandated standards</td>
</tr>
<tr>
<td>both horizontally and vertically.</td>
</tr>
<tr>
<td>New Teacher Staff Orientation</td>
</tr>
<tr>
<td>3-day Staff Retreat (August</td>
</tr>
<tr>
<td>2012)</td>
</tr>
<tr>
<td>Wednesday staff development</td>
</tr>
<tr>
<td>(1X per month)</td>
</tr>
<tr>
<td>Site administrator</td>
</tr>
<tr>
<td>German Language Coordinator</td>
</tr>
<tr>
<td>Teaching Teams</td>
</tr>
<tr>
<td><strong>Data Driven Instruction</strong></td>
</tr>
<tr>
<td>To collect, organize and store</td>
</tr>
<tr>
<td>student assessment data</td>
</tr>
<tr>
<td>To analyze data to guide</td>
</tr>
<tr>
<td>curriculum and instruction</td>
</tr>
<tr>
<td>To use data to differentiate</td>
</tr>
<tr>
<td>instruction in both English and</td>
</tr>
<tr>
<td>German</td>
</tr>
<tr>
<td>To identify high achieving and</td>
</tr>
<tr>
<td>at risk students</td>
</tr>
<tr>
<td>To provide academic interventionsfor high achieving and at risk students</td>
</tr>
<tr>
<td>To hone instructional strategies to meet the needs of diverse learners</td>
</tr>
<tr>
<td>To identify instructional areas in need of improvement</td>
</tr>
<tr>
<td>Wednesday staff development</td>
</tr>
<tr>
<td>(1X per month)</td>
</tr>
<tr>
<td>Professional Development Day</td>
</tr>
<tr>
<td>District/Local/State available</td>
</tr>
<tr>
<td>professional development</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Administrator</td>
</tr>
<tr>
<td>District/Local/State available agencies (GICS understands that this would be on a fee for service basis)</td>
</tr>
<tr>
<td><strong>International Baccalaureate PYP Programme of Inquiry</strong></td>
</tr>
<tr>
<td>To complete development of IBPYP Programme of Inquiry by creating 6 and teaching 4 IB units of inquiry per grade level</td>
</tr>
<tr>
<td>To complete Application B of Authorization Process</td>
</tr>
<tr>
<td>To identify language of instruction (German or English) for topics covered within IB units</td>
</tr>
<tr>
<td>Insure that all remaining standards reflected in the original Content pacing chart and textbooks scope and sequence guides are consistently being taught</td>
</tr>
<tr>
<td>Build IB culture in school community</td>
</tr>
<tr>
<td>3-day Staff Retreat (August</td>
</tr>
<tr>
<td>2009)</td>
</tr>
<tr>
<td>3-day off site IBPYP level one training for all new teachers</td>
</tr>
<tr>
<td>3-day off site IBPYP Level 2 training for one teacher per grade level.</td>
</tr>
<tr>
<td>Wednesday staff development</td>
</tr>
<tr>
<td>(2X per month)</td>
</tr>
<tr>
<td>Professional Development Day</td>
</tr>
<tr>
<td>Site Administrator</td>
</tr>
<tr>
<td>International Baccalaureate</td>
</tr>
<tr>
<td>Organization (IBO)</td>
</tr>
<tr>
<td>IB Coordinator</td>
</tr>
<tr>
<td>Teaching Teams</td>
</tr>
<tr>
<td>Grade Level Leaders</td>
</tr>
</tbody>
</table>

Explanation of Focus Elements:

1. **Goethe Charter Petition Review:** At the beginning of each academic year, the staff of Goethe will revisit the charter petition and the school’s mission statement. This allows for alignment of the school
vision with the day-to-day operations of the school as well as creates a collaborative working and learning environment where all stakeholders understand and support the Goethe Charter.

2. **California State Standards/German Curriculum Alignment:** This areas of staff development is designed to 1) ensure all teachers know the CA state standards in all content areas, 2) align German and English curriculum to address the standards both horizontally and vertically, 3) develop appropriate scope and sequence of alignment in both languages, and 4) train staff on the state adapted textbooks and curriculum that support the standards. In addition, site visits will be made to see the German/English model in action.

3. **ELL/GLL Strategies: Sheltered Instruction Observation Protocol (SIOP):** SIOP is a protocol that uses 8 components and 30 strategies to help teachers incorporate ELD standards into everyday instruction. It trains teachers to include language goals for all content areas and then provides strategies for implementation and assessment of such goals. This protocol is helpful not only to ELL (English Language Learners), but the GLL (German Language Learners) as well. Goethe is introducing this professional development in year one of the implementation plan in order to build strong teacher capacity in the areas of 2nd language instruction in an immersion model. It is the goal of Goethe to train at least one teacher and one administrator in the SIOP model in year one, and at least two additional teachers in year 2. These teachers will lead SIOP training on allocated Wednesday staff development days.

4. **School-Wide Data and Assessment:** In the first three years of the professional development plan, teachers will use this development time to familiarize themselves with the school-wide assessment policy, create the systems of storing and accessing this data, and learning how to analyze this data. This will include CST tests, classroom portfolios, classroom assessment data, DRA scores, math and writing assessment, and report card data. Data analysis will take place during Wednesday staff development 1x per month.

5. **Differentiated Instruction:** In year 3, teachers will expand their instructional professional development beyond the SIOP model for supporting language learning to include a knowledge base for enhancing cross-linguistic transfer and the integration of literacy and content instruction. The objective is to build teacher capacity to meet the needs of GICS's linguistically diverse learners. This may include GATE training for high achieving students, ELA support for at-risk learners, additional teacher training in Math and Technology, and/or support for meeting the needs of urban or economically disadvantaged students.

As the population of the student body is not yet known, this training cannot yet be solidified. Teachers will work collaboratively to look at the assessment data they have been gathering over the previous 2 school years and decide on the specific needs of professional development.

6. **Data Driven Instruction:** In years 4 and 5, teachers will combine the information gained from the collection and analysis of school-wide data, SIOP training, and the strategies learned through development to support differentiated instruction to implement true Data Driven Instruction. Data Driven Instruction enables teachers to utilize the analysis of student data to create strategic curriculum, instructional, and assessment goals to meet the needs of all students. Data Driven Instruction will lead to classroom and grade specific improvement plans as well as a school-wide strategic improvement plan.

7. **International Baccalaureate Primary Years Programme (IBPYP):** In year two, staff will begin to explore IBPYP through the understanding of the Learner Profile. An IB coordinator will have been identified who may or may not need to be trained at Level 1 depending upon experience. The IB Coordinator and/or Administrator will lead the professional development in this particular area to help build a school culture that incorporates the IB attributes of being reflective, inquirers, communicators, caring, risk-takers, open-minded, knowledgeable, thinkers, principled and balanced. In year 3, teachers will attend an IBO approved IBPYP Level 1 training and begin to understand the components of the PYP and explore the development of a Unit of Inquiry. In years 4 and 5, key teachers will continue to be trained through IBO in Level 2 training. These teachers will serve as teacher leaders to turnkey information until all staff is trained and all units are developed. It is projected that much more time will be needed in years 4 and 5.
to develop and begin to implement IBPYP units than in the years prior; therefore, two Wednesdays staff
development days a month will be allocated for this component.

TIMELINE FOR INTERNATIONAL BACCALAUREATE WORLD SCHOOL

Becoming authorized as an International Baccalaureate Primary Years Programme (IBPYP) school is an extensive
and rigorous process, taking several years of training to prepare teachers to organize and implement their own
thematic units based on the “backwards design” model. From its inception, GICS will begin to develop and
implement inquiry-based units in all grades, with the goal of becoming fully authorized as an International
Baccalaureate World School by approximately 2013 or 2014.

International Baccalaureate is a world-renowned authorization process—an educational model rather than a
defined curriculum. The template provides the framework upon which the teachers can develop California State
Standards aligned units. The IB North American (IBNA) office is located in New York and has jurisdiction over the
authorization of all schools in the United States. During the candidate phase an experienced IB educator will be
assigned to GICS to mentor and guide the school and every administrator and teacher will have the opportunity
to participate in at least one IBNA sanctioned IB workshop to master the philosophies and framework of this IB
model. At the end of the candidacy phase (usually two to three years) and after six units have been developed
and implemented in every grade level, GICS will make a comprehensive authorization application to the IBNA.
Included in the application will be a detailed overview of their Plan of Inquiry and all 36 grade level unit plans,
as well as their progress towards the implementation of the Learner Profile. After IBNA reviews all written
materials and deems them adequate, they will grant an authorization visit to GICS. A team of three seasoned IB
experts will then spend two days at our school, carefully scrutinizing whether or not GICS has evidenced
adherence to all IB Standards and Practices. Only when GICS has met these rigorous requirements, will they
become authorized by IBNA to become officially known as an International Baccalaureate World School.
<table>
<thead>
<tr>
<th>Year One: 2008-2009</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>50% German Immersion Model in Place</strong></td>
<td></td>
</tr>
<tr>
<td>Hire part time Language Coordinator August</td>
<td></td>
</tr>
<tr>
<td>Train at least one Board Member and Administrator on IBPYP Level 1 January-June</td>
<td></td>
</tr>
<tr>
<td><strong>Year Two: 2009-2010</strong></td>
<td></td>
</tr>
<tr>
<td><strong>50% English/50% German Immersion Model in Place/ IB Consideration Phase</strong></td>
<td></td>
</tr>
<tr>
<td>Identify Part-time IB Coordinator (train if necessary) August</td>
<td></td>
</tr>
<tr>
<td>Develop curriculum to address IBPYP Learner Profile attributes September-June</td>
<td></td>
</tr>
<tr>
<td>Submit Application A to International Baccalaureate Organization (IBO) June</td>
<td></td>
</tr>
<tr>
<td><strong>Year Three: 2010-2011</strong></td>
<td></td>
</tr>
<tr>
<td><strong>IB Candidacy Phase</strong></td>
<td></td>
</tr>
<tr>
<td>Hire Part-time/Full time Technology Specialist August</td>
<td></td>
</tr>
<tr>
<td>Hire Part-time/Full time PE teacher August</td>
<td></td>
</tr>
<tr>
<td>Train all teachers on Level 1 IBPYP August-January</td>
<td></td>
</tr>
<tr>
<td>Develop one Unit of Inquiry per grade level January-June</td>
<td></td>
</tr>
<tr>
<td><strong>Year Four: 2011-2012</strong></td>
<td></td>
</tr>
<tr>
<td><strong>IB Candidacy Phase</strong></td>
<td></td>
</tr>
<tr>
<td>Train new teachers on IBPYP Level 1 September-January</td>
<td></td>
</tr>
<tr>
<td>Train one teacher per grade on IBPYP Level 2 September-June</td>
<td></td>
</tr>
<tr>
<td>Train IB Coordinator on IBPYP Level 2/3 September-June</td>
<td></td>
</tr>
<tr>
<td>Develop 3 and teach 2 Units of Inquiry per grade level Sept.-May</td>
<td></td>
</tr>
<tr>
<td>Hire part time/full time Librarian August</td>
<td></td>
</tr>
<tr>
<td>Develop curriculum to address IBPYP attitudes January-June</td>
<td></td>
</tr>
<tr>
<td>IBPYP professional development on-site focus on Assessment On-going</td>
<td></td>
</tr>
<tr>
<td><strong>Year Five: 2012-2013</strong></td>
<td></td>
</tr>
<tr>
<td><strong>IB Candidacy Phase</strong></td>
<td></td>
</tr>
<tr>
<td>Train all new staff IBPYP Level One September-December</td>
<td></td>
</tr>
<tr>
<td>Train at least one teacher per grade level on IBPYP Level 2 September-December</td>
<td></td>
</tr>
<tr>
<td>Develop 6 and teach 4 Units of Inquiry per grade level September-May</td>
<td></td>
</tr>
<tr>
<td>Begin development of IBPYP report card Jan.-May</td>
<td></td>
</tr>
<tr>
<td>Submit Application B to IBPYP May</td>
<td></td>
</tr>
<tr>
<td>IBPYP professional development on-site focus on Internationalism On-going</td>
<td></td>
</tr>
<tr>
<td>Charter Renewal September-March</td>
<td></td>
</tr>
<tr>
<td><strong>Year Six: 2013-2014 Authorization</strong></td>
<td></td>
</tr>
<tr>
<td>Train all new staff on IBPYP Level 1 September-Jan.</td>
<td></td>
</tr>
<tr>
<td>Train 4 teachers on IBPYP Level 2 September-June</td>
<td></td>
</tr>
<tr>
<td>Teach 6 Units of Inquiry per grade level September-May</td>
<td></td>
</tr>
<tr>
<td>Prepare for IBO Authorization visit As scheduled by IBO</td>
<td></td>
</tr>
<tr>
<td>Implement IBPYP report card Sept.</td>
<td></td>
</tr>
</tbody>
</table>
ADDRESSING THE NEEDS OF ALL LEARNERS

Goethe International Charter School will be an international school and open to all students, irrespective of race, sex, sexual orientation, religion, ethnicity, national origin, gender, disability, or any other protected classification, who seek an international education based on the International Baccalaureate Primary Years Programme, in a multi-lingual setting. The Goethe International Charter School will be open to students who wish to strengthen their English skills using the school’s German language program, and as such will be open to students of all language backgrounds. The school is prepared to meet the needs of various special populations, including English and German language learners, gifted students, at-risk and/or below-grade level students, and those with special education needs. (The school intends to operate as a “school of the District” in regards to special education).

Plan for Students Who Are Low-Achieving Academically

Goethe International Charter School will serve its remedial students by offering small class sizes and small teacher-to-student-ratios, individualized instructional plans, after school tutoring and skills instruction programs, extended-day, homework support/remedial tutorial services and after-school enrichment programs. Additionally, direct phonetic-based instruction is taught in both German and English and we have structured our instructional day to include a 90-minute time period of proven language arts teaching strategies including direct phonics instruction, whole group/shared reading, small group/guided reading, silent sustained/individual reading, and comparative literary analysis and comprehension strategies which support all of our students, especially those needing remediation. GICS will strive to be proactive in identifying and intervening early with struggling students to prevent the need for comprehensive remediation in later grades.

Additionally remediation to at-risk students will be provided with extended-day language and math tutoring provided by an hourly paid tutor, homework club and leveled reading practice about 2 hour per day after school. Beyond that we expect to provide academic enrichment programs that include such things as chess club, children’s choir, karate, cultural cooking for kids, folk dancing and German theatre.

Students with academic challenges who are achieving below grade level are identified through teacher observation, their course performance (low C or F), and multiple measures tools such as; Developmental Reading Assessment, SDCOE Standardized Writing Assessment and standards-based mathematics textbooks assessments and CST/CAT 6 standardized testing (defined as Below Basic or Far Below Basic on STAR Testing).

Student Success Team and Process

Students identified as remedial will be referred to the Student Success Team (SST), which will be comprised of parents, teachers, the principal, and other school professionals (such as resource teacher and/or school psychologist). The Student Success Team will develop a plan of action for individualized, targeted interventions that includes early, consistent and effective communication with parents concerning student’s academic challenges and may include state-adopted re-view and re-teach programs.

The Student Success Team (SST) process can be recommended by the teacher, a parent, or the principal. The SST will meet regularly to design and implement support strategies for students with academic or social needs. Students who continue to have ongoing academic challenges that are not resolved may be referred for special education evaluations.

The Student Success Team (SST) protocol will include but is not limited to the following steps.

- Early identification of at-risk students through academic assessments, multiple measures, and teacher judgment.
- Early, consistent and effective parent communication concerning student’s academic challenges.
- Grade level team meetings (SST I) to strategize individualized interventions.
- Consistent implementation of identified interventions.
• Invite parent to meet with teacher, principal and resource support staff (SST II) to review effectiveness of interventions, discuss academic achievement deficiencies and discuss further support strategies.
• Continue to monitor progress of interventions and monitor academic progress; if student continues to function substantially below grade level then...
• Refer student for formal testing (SST III) and with parent permission, develop an assessment plan.
• Meet with parent to review assessment results and develop an Individualized Education Plan (IEP) if needed according to District, State and Federal policies and guidelines. Additionally, clear lines of communication between GICS administration and staff and District special education staff as they implement the SST process will be maintained to better meet the needs of student with disabilities.
• Consistently provide services identified in IEP.

Plan for Students Who Are Academically High-Achieving

In general, Goethe International Charter School will provide a rigorous academic program that challenges all students including students who are achieving substantially above grade level. The very nature of our educational model, with content being taught in two languages, provides a continual academic challenge. Once implemented, the International Baccalaureate (IB) model is designed around inquiry-based learning experiences that are self-leveling permitting a student to develop deeper and more extensive projects according to their individual capacity.

High Achieving students will be initially identified using multiple sources of assessment data within the first 30 days of the school year, although on-going assessments will be reviewed monthly in team meetings. These include; standards-based testing scores, classroom performance, teacher recommendation, parent referrals, a psychologist administered “Raven Progressive Matrix” Special care will be made to ensure the make up of identified high achieving students reflect the overall diversity of the school population. Once identified, students will be provided with opportunities that allow for rigorous instructional programs that are planned to provide differentiated learning experiences throughout the regular school day as suggested by the California State Board of Education Standards for Programs for the Gifted and Talented. It is the goal of Goethe to have at least one GATE trained teacher to serve as teacher leader in this area to facilitate implementation of modification strategies.

These modifications may include the following:
• acceleration across grades in all or specific content areas
• flexible classroom groupings to allow for like-peer interaction
• independent study
• adjustments to curriculum pacing
• augmented or supplemented materials
• depth and complexity of content adjustment to exceed state core standards
• development of skills in the areas of research, critical thinking, creativity and problem solving
• placement of written materials of varying levels in the classrooms in order to meet varied capacities and interests
• focus on the development of ethics, self-concept, cultural sensitivity and societal responsibility.
• access to the school library and extended opportunities to do computer research

Should students identified as high achieving perform “at-risk” or below their capabilities, available school services, such as counseling, may be made recommended.

GICS' educational model was designed for students working at multiple ability levels, to encourage them to collaborate and to enhance one another’s work. Collaborative learning, therefore, becomes a tool for specialization on some projects, so a student who is gifted in one area can contribute a particular expertise to the project, acknowledging that students can be gifted in a multiplicity of modalities.

Once IB is implemented, the open-ended inquiry based projects provide opportunity for high-achieving students to extend their research and understanding beyond the minimum required. Though minimum standards are
established through a defined rubric, maximum standards are not define and students will be given or may identify their own inquiry challenges that will increase the capacity and depth of the project to meet the needs of the high achieving student.

If you were to take for example, the third grade IB unit of inquiry on Sharing our Planet: Human choices and actions affect our environment, and view the summative assessment “Pollution Project” (see pages 44 and 45) considering how an academically high-achieving student may engage in that project. These students might be encouraged to contact the Bay Watchers, an environmental group that monitors the quality of the costal waters along the California coast and volunteer to take water samples for one month. They would participate in analyzing the samples, identifying the pollutants, tracking run off patterns and proposing solutions to the problems. The scope of this project is not limiting, but rather self-leveling with high-achieving students given the opportunity to extend the project into an authentic scientific exploration and a meaningful contribution to the community.

Plan for English Language Learners

The report of the American Institutes for Research and WestEd (Parrish et al, 2006) on the effects of implementation of Proposition 227 on English Language Learners (ELL) K-12 defines the factors that are associated with high levels of academic achievement among this population of students. The researchers constructed a model for identifying high ELL performance schools regardless of schools’ model of ELL instruction that pinpoints four key elements: “1) Staff capacity to address ELL needs; 2) school-wide focus on English Language Development and standards-based instruction; 3) shared priorities and expectations in regard to educating ELL; and systematic, ongoing assessment and data-driven decision-making. (p. IV-1) Schools designated as high performing and contributors to excellence in ELL education shares factors that specifically focused on addressing the needs of ELL—ensuring the needed support and on-going professional development to put in place “…systematic, carefully designed plans for provision of ELD instructional services and deliberately fostering academic language and literacy development across the curriculum.” (p. IV-1)

As evidenced by the success of Albert Einstein Academies Charter School (AEACS) located in San Diego, the German language is the ideal intermediary language to support these students in becoming proficient in English language arts because of the commonality of the languages. AEACS has consistently scored above 800 on the State API index, most recently achieving 878. GICS intends to duplicate this model and use German as a transitional language to support Spanish-speaking student population in developing their English language proficiency. GICS anticipates that significant proportion of the student population will be comprised of students who are classified as English Language Learners (ELL) based on their levels of English proficiency. As outlined above in the description of the linguistic demographics of the students, ELL may be from various home language backgrounds and have different levels of English proficiency as measured by the CELDT. In describing how GICS addresses the particular needs of these students through an enriched additive language and academic learning model, it is important to keep in mind that the baseline program state-mandated program for ELL is Sheltered English Immersion, also called Structured English Immersion (SEI). The GICS immersion approach provides all of the features and components of effective SEI programs and school-wide planning and implementation (Parrish et al, 2006), with additional features and benefits. Please refer to the characteristics of the GICS language education model above for further elaboration.

- All instruction is sheltered for all learners, not only ELL. Professional development and a school-wide commitment to sheltered instruction is provided through SIOP training.

- Language instruction is differentiated for ELL according to their levels of language proficiency and the language arts skill that is the emphasis of development along the continuum of language learning.

- Metalinguistic knowledge and the transfer of skills across languages is emphasized, which enables ELL to increase their knowledge of English as a linguistic system, including phonology, morphology, syntax and grammar. Recent research suggests that immersion may be an effective model for students who do not speak English or the immersion language because of a “leveling of the playing field” effect that may
occur when all of the students in a class are functioning in a second language (de Courcy, Warren, and Burston, 2002; Swain & Lapkin, 1991; Bild & Swain, 1989).

- The implementation of thematically organized unit fosters a multi-sensory approach to learning. Each of the environmental concepts introduced is accompanied by images and sounds that are familiar (polluted beaches, forest fires, filling cars with gas, hearing loud noises) and therefore connect to their prior experience and knowledge.

- Grouping patterns give ELL access to linguistic input from the teacher and from peers partner or group work is consistent with the principles of differentiated instruction in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) as in the SEI program model. Groupings are strategically based homogeneously within similar language abilities and during other times are heterogeneous in order to support and improve language development of high interest topics.

- The school fosters strong parent involvement and home language learning activities to support instruction. Concepts are also connected to home experiences, as students are asked as a frontloading activity to interview their parents about ways in which they help the environment or reduce their contribution to environmental pollution.

- Structured vocabulary learning, reading and writing are provided to scaffold learning. For example, assignments may begin with the collection of basic word lists (ex: write down factors of noise pollution) and then in small groups broaden these lists into sentences and finally paragraphs with introduction, body and conclusion.

- There is a variation of resources and appropriately leveled texts and materials are utilized for ELL. For example, text levels in German and in English are diverse to meet needs of ELL learners.

- The Instructional Media Center offers a large collection of Spanish materials to support concepts in primary language.

The Home Language Survey given to all students upon enrollment will identify English Language Learners (ELL). Those students whose primary language at home is other than English, as indicated on the Home Language Survey, will be administered the California English Language Development Test (CELDT) test within 30 days of enrollment. If they qualify as an English Language Learner as a result of the CELDT, they will be tested annually, tracking their English proficiency progress until they are reclassified.

All GIS teachers will hold Bilingual Cross-Cultural Language Acquisition Design (BCLAD) or Cross-Cultural Language Acquisition Design (CLAD) certification, possessing both the skills and qualifications to strategically support the needs of second language learners. Learning language under the dual-language model all students in GICS are considered to be second-language learners and the strategies the teachers learn through BCLAD certification support the underlying premise of language instruction for all students.

The GIS instructional programs are designed to meet the needs of all students. English Language Learners will have full access to the content and curriculum. Explicit, annual training in California State English Language Development standards will be provided, as well as comprehensive ELD professional development driven by the framework of the Sheltered Instruction Observation Protocol (SIOP) model. The GIS Professional Development plan supports a collaborative approach for addressing the needs of English Language learners. One Wednesday per month is designated to support the implementation and understanding of the SIOP model school wide. In addition, one Wednesday will be dedicated to the analysis of assessments and students data which includes monitoring the implementation of support strategies and their effect on the success of ELL students’ progress. This forum will also support the identification of critical students who are facing challenges, while assuring the necessary intervention pieces are put in place to support and track the performance of individual students.

Primary language support will be provided not only to German-speaking students but also to Spanish speaking
students, our expected large group of English Language Learners. Offering primary language support for homework and classroom assignments will provide additional assistance through the use of state approved materials in their native language. As noted in Component 4, Spanish-language Instruction, a language policy will be developed in conjunction with parents to support the mother tongue of all students. Within this policy, parents will identify their needs for information and support by providing such things as translation of parent newsletters and other forms of communication. Parents will also have the ability to access the state curriculum and gain knowledge of ELD standards through materials in their primary language as defined and developed within the language policy that will best support the parents to help their children at home. Parents will be encouraged to build their children’s language and literacy skills in their home language through homework assignments that involve interaction with parents on a high cognitive level and through reading and sharing language play and children’s literature in the home language.

**Primary Language Support for Spanish-Speaking Students**

GICS acknowledges that support may be needed for Spanish-speaking students in order for our educational model to be successful for all learners. The demographic analysis of the target population indicates that Goethe International must be prepared to support the learning of a significant percentage of Spanish-speaking students who are not proficient in either English or German.

How then would the Plan for English Language Learners, described above, translate into meaningful, authentic practice for the Spanish-speaking child in an English or German immersion setting?

As noted above, the number one indicator of high academic achievement among ELL students is staff capacity. To assure the success of Spanish-speaking students that enroll in GICS, one of the most critical actions the administrator will take is to hire a highly qualified English Language Learner (Spanish) Support Coordinator/Teacher (see description of duties in Element 5) whose primary focus is addressing the special learning challenges of the Spanish-speaking students. Not only would he/she provide direct, small-group instruction to the students, but coordinate and implement trainings for classroom teachers, assess students’ English language development, manage assessment data, and direct curricular modifications to meet diverse language proficiencies and learning modalities.

This ELL Coordinator/Teacher will be responsible for converting the research-based theory sighted in the GICS Language Education Program Model (p.19) and the Plan for English Language Learners (p.66) into a succinct, coordinated and differentiated plan to support the Spanish-speaking student and his/her family. Let’s take a hypothetical example of a student whose parents have determined that GICS will meet the educational needs of their son, Pedro, and have just enrolled him in the first grade.

Pedro’s home language survey indicates that Spanish is spoken exclusively in the home. The ELL Coordinator/Teacher evaluates him during his first month of school by administering the California English Language Development Test (CELDT) and it is determined that his English proficiency is at the beginner level. After evaluating the forty students in the first grade, the ELL Coordinator/Teacher determines the number of students who are considered to be English Language Learners and whose primary language is Spanish. The Coordinator then homogenously groups students according to their various CELDT levels.

**Primary Language Preview/Review**

The ELL teacher, working with these homogenously grouped students will consistently use the Primary Language Preview/Review approach to enhance the Spanish speaking students’ understanding. Preview/Review is bilingual instructional approach in which content areas are previewed in one language, presented in the other, and reviewed in the first (Lessow-Hurley, 1990). “The conceptual load of new content is intensified for ESL students by their lack of familiarity with the language. It is exacerbated by the linguistic complexity of accompanying text, which is most often written for native English speakers. The immediate goal of the teacher is to make content comprehensible (Krashen & Terrell, 1983).”

The primary language “preview”, will consist of an introduction and explanation of the main input for the
content focus given in Spanish. This is like an anticipatory set in the primary language which includes key vocabulary. The “review” component, conducted in Spanish, will consist of checking for understanding of the key vocabulary, reviewing the main concepts of the lesson, providing the opportunity for students to ask clarifying questions and share their discoveries. This approach will be employed as a support strategy in both the English and German immersion classroom.

English Week ELL Support

The mechanism by which the ELL Coordinator/Teacher differentiates classroom instruction is organized around target skill activities based upon thematic units. “The Four by Four Model defines how language, literacy, and content instruction are designed within a classroom to meet the learning needs and challenges of L2 learners at four different levels of CELDT language proficiency (beginner, early intermediate, intermediate, early advanced) in each of the four language arts skills (listening, speaking, reading and writing).” (Mora, 2006, see Appendix R for more detailed information)

The ELL coordinator/teacher will reference the following instructional planning matrix to provide appropriate support for Pedro and his ELL peers. He/she will collaborate with the classroom teacher to create support activities based on the thematic units or content area focus to develop small-group activities that are specially targeted to content standards goals, as well as differentiated, developmental language goals as determined by ELD Standards.

2. EXAMPLE

<table>
<thead>
<tr>
<th>Student(s)</th>
<th>CELDT Level</th>
<th>Grade</th>
<th>Schedule Day/Time</th>
<th>Immersion Language</th>
<th>Content Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedro and homogeneous CELDT level group</td>
<td>Beginner</td>
<td>1st Grade</td>
<td>Monday 30 minute pull-out Thursday 30 minute push-in</td>
<td>English</td>
<td>2.b. Both plants and animals need water, animals need food, and plants need light.</td>
</tr>
</tbody>
</table>

Language Arts Skill: Writing - Sentence Completion

Students will be given an incomplete sentence strip such as;
“Plants need ___________ to live.

- On white board, teacher will complete sentence with a word, students must determine if word is correct or incorrect.
- ELL teacher will assist students in creating a list of words that correctly completes the sentence.
- Students will select from the list of words to write their sentences.
- Students will draw a picture that correlates with the sentence they wrote.
- Sentences will be bound into a small book to be used for review and activities in future small group sessions.
### Learning Activities

**Beginner-Level 1:** “…the pre-production stage of English in which speaking and understanding is limited to a few words and phrases. The emphasis at this stage is on developing listening skills.” (Mora, 2006)

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contextual Clues</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Listening Vocabulary</td>
<td>Simple Requests or Commands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Following Simple Directions</td>
<td>Commonly Used Vocabulary</td>
<td>Sight Words</td>
<td></td>
</tr>
<tr>
<td>Anticipating Information</td>
<td>Simple Recounting</td>
<td>High Frequency Words</td>
<td>Modified Cloze Passage</td>
</tr>
<tr>
<td>Discriminating Sounds and Words</td>
<td>Patterned Responses</td>
<td>Language Experience Stories</td>
<td>Sentence Completion</td>
</tr>
</tbody>
</table>

### Learning Activities:

**Early Intermediate-Level 2:** “…students speak and understand some English. They can construct sentences, but must be conscious of process to do so. Their control of structure is limited and their vocabulary is restricted to the concrete, context-related and practical”. (Mora, 2006)

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contextual Vocabulary Building</strong></td>
<td>Defining Vocabulary through Synonyms and Antonyms, etc.</td>
<td>Decoding (Sight Words and Phonics)</td>
<td>Sight Word Spelling</td>
</tr>
<tr>
<td>Following a Series of Directions</td>
<td>Using Idiomatic Expression</td>
<td>Reading Simplified Text</td>
<td>Sentence Transformation</td>
</tr>
<tr>
<td>Discriminating Sounds</td>
<td>Role Playing</td>
<td>Guided and Shared Readings</td>
<td>Structured Narratives</td>
</tr>
</tbody>
</table>

### Learning Activities

**Intermediate-Level 3:** “…students speak and/or understand enough English for communication but have difficulty performing ordinary class work in English. They can construct sentences to express their own ideas but cannot understand more abstract or academic language.” (Mora, 2006)

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contextual Vocabulary Expansion</strong></td>
<td>Creative Expression</td>
<td>Independent Reading</td>
<td>Basic Composition</td>
</tr>
<tr>
<td>Listening for Meaning and Detail</td>
<td>Discussing and Explaining</td>
<td>Reading for Content</td>
<td>Encoding using Phonics and Structural Analysis</td>
</tr>
<tr>
<td>Content Vocabulary Expansion</td>
<td>Creative Expression</td>
<td>Independent Reading</td>
<td>Basic Composition</td>
</tr>
<tr>
<td>Discriminating and Phonemes for Spelling</td>
<td>Correcting Speech Patterns and Pronunciation</td>
<td>Building Study Skills</td>
<td>Utilitarian Writing, (Letters, Forms, Messages)</td>
</tr>
</tbody>
</table>
Learning Activities

Beginning Advanced-Level 4: “students have a high intermediate fluency in English that allows them to develop academic concepts and vocabulary in the content areas of social studies, science, mathematics and literacy studies, but require specialized teaching strategies (SDAIE).” (Mora, 2006)

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing</td>
<td>Oral Presentations and Reports</td>
<td>Indentify Characters, Setting and Plot in</td>
<td>Schematic Mapping and Concept</td>
</tr>
<tr>
<td>Content-area Concepts</td>
<td></td>
<td>Literature</td>
<td>Clusters</td>
</tr>
<tr>
<td>Note-taking and</td>
<td>Contributing Ideas to Groups</td>
<td>Organizing and Outlining from Reading</td>
<td>Modeled Writing</td>
</tr>
<tr>
<td>Outlining</td>
<td>and Tasks</td>
<td>Assignments</td>
<td></td>
</tr>
<tr>
<td>Defining</td>
<td>Defining and Explaining</td>
<td>Applying Critical Thinking Skills</td>
<td></td>
</tr>
<tr>
<td>Technical</td>
<td>Concepts</td>
<td></td>
<td>Formatted Essays and Reports</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Asking Questions to Gather</td>
<td>Applying and Expanding on Background</td>
<td></td>
</tr>
<tr>
<td>Discerning and</td>
<td>Information</td>
<td>Information</td>
<td>Basic Research and Library</td>
</tr>
<tr>
<td>Organizing</td>
<td></td>
<td></td>
<td>Projects</td>
</tr>
<tr>
<td>Important</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. SCHEDULE OF SUPPORT

Grades K-2

The ELL Coordinator will schedule his/her support around the daily 30-45 minute Language Exchange period. During this time, on a weekly basis, the Coordinator will pull-out homogenous groups according to their CELDT levels and implement instruction based upon the Four by Four model. In addition, each group will also receive an additional 30 minutes of push-in support targeted to address unit content objectives by providing appropriate instructional modifications and accommodations to meet the needs of the English Language Learners.

Grades 3-5

As Grades 3-5 may or may not have a scheduled Language Exchange period depending on the English/German language proficiency of the students, the ELL Coordinator will work with grade-level teams to determine the best ways to support English Language Learners. Students will be grouped according to English proficiency levels and will receive at least 1 hour per week of instructional support based upon the Four by Four model. This support may be push-in instruction, pull-out instruction, or a combination of the two.

4. SAMPLE SCHEDULE

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>K B Pullout</td>
<td>El Pull-out</td>
<td>Non-teaching</td>
<td>I Pull-out</td>
<td>EA Pull-out</td>
</tr>
<tr>
<td>30 minutes</td>
<td>30 minutes</td>
<td>duties</td>
<td>30 minutes</td>
<td>30 minutes</td>
</tr>
<tr>
<td>1</td>
<td>30 minutes</td>
<td>30 minutes</td>
<td>30 minutes</td>
<td>minutes</td>
</tr>
<tr>
<td>---</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td>1</td>
<td>B Pull-out 30 minutes</td>
<td>El Pull-out 30 minutes</td>
<td>I Pull-out 30 minutes</td>
<td>EA Pull-out 30 minutes</td>
</tr>
<tr>
<td></td>
<td>I Push-in 30 minutes</td>
<td>EA Push-in 30 minutes</td>
<td>B Push-in 30 minutes</td>
<td>El Push-in 30 minutes</td>
</tr>
<tr>
<td>2</td>
<td>B Pull-out 30 minutes</td>
<td>El Pull-out 30 minutes</td>
<td>I Pull-out 30 minutes</td>
<td>EA Pull-out 30 minutes</td>
</tr>
<tr>
<td></td>
<td>I Push-in 30 minutes</td>
<td>EA Push-in 30 minutes</td>
<td>B Push-in 30 minutes</td>
<td>El Push-in 30 minutes</td>
</tr>
<tr>
<td>3</td>
<td>B Pull-out or Pull out 30 minutes</td>
<td>El Pull-in or Pull out 30 minutes</td>
<td>I Pull-in or Pull out 30 minutes</td>
<td>EA Pull-in or Pull out 30 minutes</td>
</tr>
<tr>
<td></td>
<td>I Push-in or Pull-out 30 minutes</td>
<td>EA Pull-in or Pull-out 30 minutes</td>
<td>B Pull-in or Pull-out 30 minutes</td>
<td>El Pull-in or Pull-out 30 minutes</td>
</tr>
<tr>
<td>4</td>
<td>Year 2</td>
<td>B Pull-in or Pull out 30 minutes</td>
<td>El Pull-in or Pull out 30 minutes</td>
<td>I Pull-in or Pull out 30 minutes</td>
</tr>
<tr>
<td></td>
<td>I Push-in or Pull-out 30 minutes</td>
<td>EA Pull-in or Pull-out 30 minutes</td>
<td>B Pull-in or Pull-out 30 minutes</td>
<td>El Pull-in or Pull-out 30 minutes</td>
</tr>
<tr>
<td>5</td>
<td>Year 3</td>
<td>B Pull-in or Pull out 30 minutes</td>
<td>El Pull-in or Pull out 30 minutes</td>
<td>I Pull-in or Pull out 30 minutes</td>
</tr>
<tr>
<td></td>
<td>I Push-in or Pull-out 30 minutes</td>
<td>EA Pull-in or Pull-out 30 minutes</td>
<td>B Pull-in or Pull-out 30 minutes</td>
<td>El Pull-in or Pull-out 30 minutes</td>
</tr>
</tbody>
</table>

German Week ELL Support
As Pedro and his ELL peers enter their German immersion week, it is equally as important that support be provided by the ELL Coordinator/Teacher and/or German Language Coordinator. This support will tie together linguistic commonalities among the three languages in order to create confidence and self-efficacy while honoring Spanish as the linguistic linchpin that connects the multilingual environment.

During the German Week, the ELL Coordinator/Teacher and/or German Language Coordinator will continue to support small group, push-in and/or pull out instruction of Spanish-speaking students based upon English language proficiency levels and according to the sample schedule above. The skill focus; however, shifts dynamically to explicit and systematic instruction in “metacognitive" linguistic awareness as defined above in features; 4) Language learning strategies (LLS) are taught explicitly and systematically to support and enhance rapid and efficient language acquisition and content learning and 5) Metalinguistic knowledge is taught explicitly and systematically to enhance constrastive and analytical abilities across student’s L1, L2 and L3. Beyond a succinct continuance of vocabulary development and the support of other literacy skills focused on in English week, the German week will provide the opportunity for ELL students to think about their own thought processes and the ways in which they retain and make meaningful connections with the language learning strategies,
embedded in the SIOP model such as building background knowledge, scaffolding, providing opportunity for interaction, and incorporating hands-on experiences and appropriate pacing.

Furthermore, ELL students will be made aware of the commonalities between their primary language of Spanish (L1) and the target languages of instruction (German and English, L2 and L3) as an abstract symbolic system. Students will be guided explicitly to compare and contrast the common elements of Spanish and the other languages. For example, students may be asked to create a chart of all the graphemes and phonemes of each language to discover how many of the alphabetic symbols and phonemic sounds are shared commonly between Spanish, German and English. Additionally, as the students develop their metacognitive skills they will be guided to identify common patterns in grammar, syntax, and pragmatics between German and English as compared to their linguistic understanding of Spanish. These inquiries into the structural commonalities of the languages will accelerate and enhance English and German language development.

Parent Engagement

GICS will actively work to engage Spanish-speaking families into the school culture. In addition to Spanish translation of all parent letters and communications, upon enrollment, an explanation of the home language survey will be given to families in their native tongue. The ELL Coordinator will also provide a workshop for parents on the purpose and procedure of CELDT administration, as well as provide parent conferences to discuss the results and collaboratively create student achievement goals. Classroom teachers will provide parents with translated content specific information at the beginning of a new unit in order to give parents an opportunity to communicate on the topics at home in their native tongue.

Monthly skill-based parent workshops will be held in Spanish to provide families with strategies geared to help them support their child’s education. These workshops may include homework tips, information about selecting proper reading materials, home support of math and literacy development, understanding the English Language Development standards, or may be informational to help provide clarity in regards to the American system of education. In all cases, these meetings and workshops should be a reflection of parental needs and interests, as determined in relation with parents and school staff who work with the families.

In an effort to encourage further parent involvement, the school will provide meaningful volunteer opportunities. At the beginning of each school year, a parent survey will be administered inquiring in what capacities families would be willing and comfortable to serve within the school community. These activities may include, but are not exclusive to, classroom support, office support, fundraising, school beautification, or committee participation. Finally, opportunities for both student homework support as well as parent volunteering will be provided during the after school Homework Club.

Plan for Special Education Students

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

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

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

The Charter School will adhere to the requirements of the Chanda Smith Modified Consent Decree and court orders imposed upon LAUSD pertaining to special education and will submit documents and information,
participate in reviews, and attend informational sessions and meetings.

The Charter School will use District forms to develop, maintain, and review assessments and IEPs in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD polices and procedures. The charter will maintain copies of assessments and IEP materials for district review. The Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

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

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

The Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the Charter School. The Charter School may request related services (e.g., Psychological assessments, Counseling, Occupational Therapy, Adapted P.E., Nursing, etc.) from the District, subject to availability and on a “fee-for-service” basis, by submitting written requests to the Charter Office. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

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

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

Upon parents request for assessment, the Charter School will be responsible for the development of assessment plans for students with suspected disabilities. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents’ written consent. The Charter School shall conduct an Individualized Education Program (IEP) team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

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

The Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The Charter School general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

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

The Charter School will ensure that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student’s IEP. The Charter School will maintain responsibility for monitoring progress towards IEP goals for the student with special needs. The Charter School will assess and develop Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

The Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Act of 1973, regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions. Prior to recommending expulsion for a student with disabilities, the charter school will convene a manifestation determination IEP. The Charter School will collect data pertaining to the number of special education students suspended or expelled.

**Procedural Safeguards/Due Process Hearings**

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

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

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

Because the Charter School will manage, and is fiscally responsible for, its students’ special education instruction and services, the Charter School will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that the Charter School failed to fulfill its responsibilities under
state and federal special education laws and regulations (which include, among other things, identifying students with disabilities, assessing students, conducting IEP team meetings, developing appropriate IEPs, and implementing IEPs).

If parents’ attorneys’ fees and costs are to be paid because parents are the prevailing party as a result of a due process hearing or settlement agreement based on the Charter School’s alleged failure to fulfill its responsibilities under state and federal special education laws and regulations, the Charter School will be responsible for payment of those attorneys’ fees and costs.

Complaints

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

Special Education Local Plan Area (SELPA)

The District is approved to operate as a single-district SELPA under the provisions of the California Education Code, Section 56195.1(a). Charter schools authorized by the District are deemed to be public schools within the District for purposes of special education. The District will determine the policies and procedures necessary to ensure that the protections of special education law extend to students in the charter schools in the same manner as students in all District schools.

Funding for Special Education

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

The District will collect a fair share contribution from independent charter schools for district-wide costs for special education instruction and services. District-wide costs include but are not limited to: 1) maintaining a full continuum of program options; 2) professional development and training; 3) consultation and technical support for programs; 4) administration of due process proceedings, excluding any legal representation; 5) investigation of complaints; 5) assistance/participation at IEP team meetings and other opportunities from special education support units and 6) implementation of the Modified Consent Decree.

The fair share contribution collected for 2008-09 will not exceed 27%. The fair share contribution will be reviewed annually by the Budget Division, the Charter Schools Office, and the Division of Special Education and may be adjusted to reflect changes in expenditure patterns or in federal or State special education revenue streams. The calculation of the fair share contribution shall be based upon a rationale designed by the District’s Budget Services Office with consideration of the District’s encroachment and other factors.

District Responsibilities Relating to Charter School Special Education Program

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.
To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to Charter School staff.

**Modifications to Special Education Responsibilities and Funding**

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

**Plan for Socio-Economically Disadvantaged Students**

Students who come from economically disadvantaged environments may need additional support and scaffolding to become successful learners. One of the crucial components of academically successful children is the broad, enriching exposure to the world. We expect to provide such enrichment activities once per quarter at each grade level.

Even the very young child has some awareness of where he or she fits within the socio-economic strata. One of the ways GICS will mitigate the sense of isolation that often results from poverty is our uniform policy, which neutralizes the effect of the “have” and the “have not” social status. It is our belief that uniforms help to even the playing field. All students enter the doors of GICS in an emotionally equal atmosphere that promotes confidence and parity. Assistance for the purchase of uniforms will confidentially provided to families either through purchase of new uniforms or our annual “uniform swap” event.

The International Baccalaureate Primary Years Programme provides rich exposure to all children through “front-loading”, field trip experiences (at no cost to the students/families) in the community which help to compensate for limited opportunities.

IBPYP sparks interest and connection in all students that encourages academic engagement no matter what their previous life experiences may have been. The structure of interdisciplinary units promotes the student’s natural curiosity and addresses the needs of the underprivileged child equal to their more affluent peer. Learning takes place through a variety of avenues beyond the prescribed sequence of the textbook and is driven by the questions that are framed by the students themselves. This very sense of ownership and control over their learning empowers children in GICS with confidence and engagement that transcends their economic status.

GICS will offer after school enrichment programs. These programs may include arts enrichment, sports, after-school help, and German, English or Spanish tutorials. Although many of these programs will require payment, scholarships will be available for families in need. In addition, parents will be asked to donate classroom supplies at the beginning of the year to their children’s teachers to help her/him ensure all students have the materials they need. Such family donations can be counted toward the “volunteer hours” suggested by the school.
5. **MEASURABLE PUPIL OUTCOMES—ELEMENT 2**

“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.’” CA Education Code 47605 (b) (5) (B)

Students at GICS will master language arts, writing, social studies, science, mathematics and foreign language skills equal to those expected of charter students in the District within five years through researched based curriculum and measured by standardized tests and multiple assessment measures. It is Goethe International Charter School’s goal to exceed the average percentage of students in the district who test proficient and above in 3-5 years.

Students will be measured by the progress towards the established California State Content Standards. In the initial years during the Foreign-language (German) language phase of implementation, careful analysis of students’ language proficiency, prior knowledge and level of vocabulary development, the teachers will identify the language through which each content standard will be taught and therefore measured. Not all content standards can me measured in both German and English; however GICS assures that all will be measured.

During the International Baccalaureate Primary Years Programme phase of implementation process during the fourth and fifth years, the complexity of the program deepens and moves the students beyond skills to guide a student to an enduring, “big-picture” understanding through the inquiry exploration and sophisticated questioning within the IB units of inquiry. A student’s evolving mastery of the California State Standards is monitored and measured by teachers through a students’ daily participation in thematic units. Furthermore, less quantitative, more subjective components such as attitudes, cultural acceptance, self-motivation and social responsibility become elements of student outcomes. Though GICS sees these goals essential to the development of the “whole” child, the challenge of creating quantitative measures can be complicated.

A. **MEASURABLE STUDENT ACHIEVEMENT TARGETS**

**SCHOOL WIDE GOALS:**

- GICS will meet or exceed the average API of Comparison Resident Schools and the Comparison Demographically Similar Schools (as defined by the LAUSD). GICS’s goal is to meet the average API score of Comparison Resident Schools of 786 in year 3, to reach 805 in year 4 and 825 by the fifth year.
- GICS will meet AYP measures required by NCLB for all schools.
- GICS Students scoring proficient or above in Math and Language Arts will meet or exceed the average proficiency of the Comparison Resident Schools and the Comparison Demographically Similar Schools (as defined by the LAUSD). GICS goal it to meet the average percentage of students testing proficient or above in Comparison Resident Schools in year 2 and to exceed them by at least 5% each progressive year. **Math:** Match year 2 = 51.5%, year 3 = 54%, year 4 = 57%, year 5 = 60%. **ELA** match year 2 = 42.6%, year 3 = 44.7%, year 4 = 47%, year 5 = 49.3%.
- GICS Students will score 75% on summative assessments in state-approved textbooks for Social Studies by the end of the 4th year
- GICS Students will score 75% on summative assessments in state-approved textbooks for science by the end of the 4th year and 5th grade students will exceed the average proficiency of the Comparison Resident Schools and the Comparison Demographically Similar Schools (as defined by the LAUSD) by 5% of end of the 4th year
- **GICS Students will score 75% on Math Unit Assessments. Students will move at least one DRA grade level per year with a goal of 70% being on grade-level by year 4.**
- In Writing and Math Performance assessments: goal of 70% proficient or above by year 4
- Students will progress by one level of German Language proficiency as measured by a standardized oral language acquisition assessment such as SOPA., i.e., Jr. Intermediate High to Jr. Advanced Low (see Appendix 0)
• Students in grades 3rd grade and above will score 75% on summative assessments in state-approved textbooks for Spanish language by the end of the 4th year
• All GICS English Learners will progress at least one level overall on the CELDT per year as required for all schools.
• GICS special education-designated students will make progress toward the learning goals as outlined in their IEP and as measured trimesterally with the school-wide multiple measures outlined below.
• GICS will have a higher student attendance rate than the average attendance of a LAUSD elementary school (93.3%). Goethe International’s goal is to have an ADA of 94% from year 1.
• GICS will develop a professional atmosphere that will produce a higher teacher retention rate and higher teacher attendance rate than the average LAUSD elementary school.
• GICS will maintain a higher parent involvement rate than the average LAUSD elementary school, as measured by an 85% satisfaction rate on the annual parent survey.

Above and beyond these school wide goals, GICS has established the following student outcome goals. The goals outlined below denote a comprehensive view of the development of a child in GICS representing its foundational philosophy that the whole child must be nurtured. GICS commits to a rigorous focus on achievement standards in the key academic areas outline in Student Goal 1. GICS will meet or exceed the state standards where they have been established in the following areas:
STUDENT GOALS

Student Goal 1: Students will excel and reach their academic potential

- Proficiency in reading and other language arts skills including writing and oral communication as outlined by the California State Standards.
- Mastery of age appropriate principles of mathematics and logical reasoning and the ability to apply them to real life situations as defined by California State Standards.
- General knowledge of social studies including global knowledge of communities, history, geography and cultures as defined by the International Baccalaureate educational model and the California State Standards.
- Sufficient knowledge, skills, and strategies of science as defined by the California State Standards that enables students to hypothesize, evaluate data, and define and solve problems within the areas of life, physical and earth sciences.

Progress towards all of the above mentioned sub-goals will be measured annually by the California Standards Test (CST).

Student Goal 2: Students can communicate in more than one language

- Mastery of second language acquisition; age appropriate ability to understand, speak, read and write in both English and German.
- Mastery of foreign language learning; age appropriate development of foreign language skills in Spanish (beginning in 3rd grade)
- Demonstrate the ability to function in multilingual communities

Student Goal 3: Students embrace a spirit of discovery and possess critical thinking skills (intrinsic and lifelong motivation to learn).

- Students will set personal learning goals and monitor progress towards those goals
- Students demonstrate the ability to ask probing and thoughtful questions
- Students will identify, access, integrate and use available informational resources, including technological sources
- Students are enthusiastic and engaged in the learning process
- Students demonstrate the ability to plan, initiate and complete a project including self-reflection and evaluation.

Student Goal 4: Students demonstrate character development based on a platform of values that evidence global perspective, cultural acceptance and personal responsibility.

- Students can articulate the meaning the following attributes and demonstrate what it means to be a: a Thinker, an Inquirer, Knowledgeable, a Communicator, Principled, Open-minded, Caring, a Risk-taker, Balanced and Reflective (International Baccalaureate Learner Profile)
- Students will understand that these values are the basis for productive and peaceful interactions in all social contexts from local to global levels (i.e. family, school, neighborhood and with people from all nationalities and cultures
- Students will collaborate and work effectively with others in a cooperative group
- Students understand the common needs of human beings within their communities and around the world
- Students will demonstrate knowledge of cultures throughout the world through a multiplicity of disciplines including visual and performing arts
6. METHODS OF ASSESSING STUDENT OUTCOMES - ELEMENT 3

“The measurable student outcomes identified for use by the charter school. ‘Student outcomes' means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” CA Education Code Section 47605(b)(5)(C)

GICS will comply with all state (API) and federal (AYP) assessment and accountability requirements applicable to charter schools.

Goethe International Charter School will use both formal and informal entry-level evaluations along with continual monitoring of student progress through formative and summative assessments. These may at times include performance-based assessments, portfolio reviews, authentic project-based assessments (within each unit of inquiry, and developed using the preferred IBPYP backward design model), and standardized assessment tools. These assessments will influence curricular choices and drive instruction providing a basis for scaffolding and differentiated instruction. Pre-assessments will assist the teachers in capitalizing on each child’s cultural capital, activating prior knowledge, and identifying any significant gaps in student understanding. All formal performance-based assessments will be accompanied by a rubric that clearly outlined for the student the objectives of their assessment.

These authentic, multiple measured, ongoing assessments will serve as a lens to view the “whole-child” to whom GICS is dedicated to educating.

A. STUDENT GOAL 1

Students will excel and reach their academic potential

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>ASSESSMENT MEASURE</th>
<th>MONITORING TIMELINE</th>
<th>REPORTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>GICS will meet or exceed the average API of Comparison Resident Schools and the Comparison Demographically Similar Schools (as defined by the LAUSD).</td>
<td>API</td>
<td>Test Administered in May/June annually. Results reviewed in Aug/Sept annually</td>
<td>Parents/guardians, staff, Board of Trustees, community, SARC, annual performance report to LAUSD</td>
</tr>
<tr>
<td>GICS will meet AYP measures required by NCLB</td>
<td>AYP</td>
<td>Test Administered in May/June annually. Results reviewed in Aug/Sept annually</td>
<td>Parents/guardians, community, Board of Trustees SARC, annual performance report to LAUSD</td>
</tr>
<tr>
<td>GICS Students scoring proficient or above in Math and Language Arts will meet or exceed the average proficiency of the Comparison Resident Schools and the Comparison Demographically Similar Schools (as defined by the LAUSD). 70% of students will meet grade level standards in math/writing by end of 4th year</td>
<td>California Standards Test (CST) STAR for Math &amp; Language Arts</td>
<td>Test Administered in May/June annually. Results reviewed in Aug/Sept annually per unit</td>
<td>Parents/guardians, staff, Board of Trustees annual performance report to LAUSD</td>
</tr>
<tr>
<td>GICS Students will score 75% on summative assessments in state-approved textbooks for Social Studies by the end of the 4th year</td>
<td>State Approved Textbooks summative assessments</td>
<td>Trimesterally: Nov/March/June</td>
<td>Parents/guardians, staff, Board of Trustees annual performance report to LAUSD</td>
</tr>
<tr>
<td>GICS Students will score 75% on summative assessments in state-approved textbooks for Science by the end of the 4th year and 5th grade students will exceed the average proficiency of the Comparison Resident Schools and the Comparison Demographically Similar Schools (as defined by the LAUSD) by 5% of end of the 4th year</td>
<td>California Standards Test (CST) STAR for Science (5th grade only) State Approved Textbooks summative assessments</td>
<td>Trimesterally: Nov/March/June</td>
<td>Parents/guardians, staff, Board of Trustees annual performance report to LAUSD</td>
</tr>
</tbody>
</table>
Students will progress by one level of German Language proficiency as measured by a standardized oral language acquisition assessment tool such as SOPA., i.e., Jr. Novice High to Jr. Intermediate Low (see Appendix O).

<table>
<thead>
<tr>
<th></th>
<th>SOPA (Student Oral Proficiency Assessment)</th>
<th>Text Administered in</th>
<th>Parents/guardians, staff, Board of Trustees annual performance report to LAUSD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Annually: May</td>
<td></td>
</tr>
</tbody>
</table>

All English Learners will progress at least one level overall on the CELDT per year.

<table>
<thead>
<tr>
<th></th>
<th>CELDT</th>
<th>Test Administered in</th>
<th>English Learners, parents/guardians</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Sept/Oct each year. Results reviewed in February</td>
<td></td>
</tr>
</tbody>
</table>

Special education-designated students will make progress toward the learning goals as outlined in their Individualized Education Plans.

<table>
<thead>
<tr>
<th></th>
<th>IEP</th>
<th>IEP Goals Annually per the IEP schedule</th>
<th>Parents/guardians, teachers, administrators</th>
</tr>
</thead>
</table>

GICS will have a higher student attendance rate than the average attendance of a LAUSD elementary school.

<table>
<thead>
<tr>
<th></th>
<th>Student records of Annual Average Daily Attendance (ADA)</th>
<th>Each year in July</th>
<th>Parents/guardians, community, Board of Trustees SARC, annual performance report to LAUSD</th>
</tr>
</thead>
</table>

GICS will develop a professional atmosphere that will produce a higher teacher retention rate and higher teacher attendance rate than the average LAUSD elementary school.

<table>
<thead>
<tr>
<th></th>
<th>Teacher attendance records and annual retention rate Annual, anonymous staff surveys</th>
<th>Each year in July</th>
<th>Parents/guardians, community, Board of Trustees SARC, annual performance report to LAUSD</th>
</tr>
</thead>
</table>

GICS will maintain a higher parent satisfaction rate than the average LAUSD elementary school.

<table>
<thead>
<tr>
<th></th>
<th>Annual parent survey</th>
<th>Each year in March</th>
<th>parents/guardians, community, Board of Trustees SARC, annual performance report to LAUSD</th>
</tr>
</thead>
</table>

### ACADEMIC SKILLS

The goals outlined above denote a comprehensive view of the development of a child in GICS representing its foundational philosophy that the “whole” child must be nurtured. GICS commits to a rigorous focus on achievement standards in the key academic areas outline in Student Goal 1. GICS will meet or exceed the state standards where they have been established in the following areas:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>MEASURABLE OUTCOMES</th>
<th>ASSESSMENT TOOLS/FREQUENCY</th>
</tr>
</thead>
</table>
| Reading & Language Arts | • Read grade level material and expository text  
                           • Enjoy and appreciate a variety of literary genres  
                           • Develop grade level vocabulary with associated meaning and transfer into written text  
                           • Ability to sequence a story, recall details and summarize main ideas.  
                           • Write compositions with appropriate grade level conventions of writing  
                           • Competence in oral presentations | Standards or Norm Referenced Assessments:  
Anually: May  
- California Standards Test (CST)  
Trimesterally: Nov/March/June  
- Diagnostic Reading Assessment (DRA) or similarly nationally-normed reading assessment tool  
- CA Writing Standards Assessment (SDCOE)  
- State-approved Textbook Summative Assessments  
Standards-aligned Rubric Assessment (Teacher/Grade-level Developed)  
Monthly or IB Unit Cycle  
- Student portfolios  
- Student Journals  
- Oral Presentation  
- Published Writing  
- IB Units Project-based Assessments  
- Summative Content-Specific Assessments |
| Mathematics | • Develop basic grade level computational and procedural skills  
              • Analyze problems and frame the appropriate operations to solve the problem | Standards or Norm Referenced Assessments:  
Anually: May  
- California Standards Test (CST)  
Trimesterally: Nov/March/June  
- State-adopted textbook computation and application assessments |
### Mathematics
- Develop grade level mathematical terminology
- Develop logical thinking through the analysis of evidence
- Connect mathematical algorithms and processes with real life application
- Master visual representations such as graphs, models, signs and symbols association with mathematical understanding
- Evidence understanding of all standard and non-standard measurement concepts, including foundational geometry functions

- **Mathematics (Assessing the Standards the Performance Way) K-7 (SDCOE)**
  - State-approved Textbook Summative Assessments

**Standards-aligned Rubric Assessment**
- (Teacher/Grade-level Developed)
  - **Monthly or IB Unit Cycle**
    - Student portfolios
    - Student Math Journals
    - IB Units Project-based Assessments
    - Summative Content-Specific Assessments

### Social Studies
- Develop grade level chronological and spatial skill in relationship to historical knowledge
- Exhibit an understanding of research based evidence, points of view & their impact on forming personal opinion
- Identify key historical events and their relationship to current cultural and social norms
- Synthesize information from a variety of cultural and historical sources
- Understand the democratic process and their responsibility to civic values
- Obtain a factual and conceptual understanding of history, humanities, geography and other social sciences.

- **Standards or Norm Referenced Assessments:**
  - **Trimesterally: Nov/March/June**
  - State-approved Textbook Summative Assessments

**Standards-aligned Rubric Assessment**
- (Teacher/Grade-level Developed)
  - **Monthly or IB Unit Cycle**
    - Student portfolios
    - Student journals
    - Published Writing
    - IB Units Project-based Assessments
    - Summative Content-Specific Assessments

### Science
- Participate in hands-on, grade level investigative experiences
- Learn to hypothesize and evaluate data throughout the scientific process
- Learn to use technology in support of scientific research
- Master foundational scientific facts appropriate to grade level understanding
- Develop ability to ask higher order questions motivating students to investigate further
- Receive focused instructions in:
  - Life Sciences
  - Physical Sciences
  - Earth Sciences
  - Scientific Process

- **Standards or Norm Referenced Assessments:**
  - **Annually: May**
    - California Standards Test (CST) 5th grade only
  - **Trimesterally: Nov/March/June**
    - State-approved Textbook Summative Assessments

**Standards-aligned Rubric Assessment**
- (Teacher/Grade-level Developed)
  - **Monthly or IB Unit Cycle**
    - Student portfolios
    - Oral Presentation
    - IB Units Project-based Assessments
    - Summative Content-Specific Assessments
    - Science Fair Exhibits
    - Scientific Methods Lab Book

### Foreign Language
- Develop grade level appropriate vocabulary in the target language of German
- Master the ability to understand content through the second language in all key areas through the following modalities
  - Auditory Comprehension
  - Oral and Physical Response
  - Reading
  - Writing/ Spelling

- **Standards or Norm Referenced Assessments:**
  - **Annually: May**
    - Student Oral Proficiency Assessment (SOPA)
  - **Trimesterally: Nov/March/June**
    - School-wide (K-5) Standardized German Language Development Assessment Test (developed by AEACS)
    - State-approved Spanish Textbook Summative Assessments

**Standards-aligned Rubric Assessment**
- (Teacher/Grade-level Developed)
  - **Monthly or IB Unit Cycle**
    - Student Portfolios
    - Student Performances
    - Oral Presentations
    - Content-Specific, Foreign-Language Vocabulary Tests
    - Foreign-language Grammar Assessments
    - IB Units Project-based Assessments
    - Summative Content-Specific Assessments
### Visual Performing Arts
- Process, analyze, and respond to sensory information through the literature and skills unique to the visual arts
- Create, perform, and participate in the visual arts
- Understand the historical contributions and cultural dimensions of the visual arts
- Respond, analyze, and make judgments about works in the visual arts
- Make connections between visual arts and other subject areas
- Process, analyze, and respond to sensory information through the language and skills unique to music
- Create, perform, and participate in music
- Understand the historical contributions and cultural dimensions of music
- Respond, analyze, and make judgments about music
- Make connections between music and other subjects

### Physical Education
- Demonstrate the motor skills and movement patterns
- Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
- Maintain a level of physical fitness to improve health and performance.
- Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to appropriate social behaviors while participating in sports

### Standards-aligned Rubric Assessment
(Teacher/Grade-level Developed)
- Monthly or IB Unit Cycle
  - Oral/theatrical/musical Performances
  - IB Units Project-based Assessments
  - Summative Content-Specific Assessments
  - Student art portfolios
  - Art Show
  - Student participation/performance in choral or instrumental music, dance or rhythms

### Standards or Norm Referenced Assessments:
- Annually: May
  - California Standards Fitness Gram Test

### B. STUDENT GOAL 2
**Students can communicate in MORE THAN ONE language**

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>ASSESSMENT MEASURE</th>
<th>MONITORING TIMELINE</th>
<th>REPORTING</th>
</tr>
</thead>
</table>
| Mastery of second language acquisition; age appropriate ability to understand, speak, read and write in both English and German. | - CELDT Tests  
- Teacher Observation  
- Oral Assessments  
- GICS Standardized Written/Reading Assessment  
- Student Projects | - Establish annual baseline language proficiency level by Oct. 30  
School-wide (K-5) Standardized German Language Development Assessment Test (developed by AEACS): Nov./Mar./Jun | Parents/Guardians  
Teaching Teams  
Students  
Semester Report Cards |
| Mastery of foreign language learning; age appropriate development of foreign language skills in Spanish (beginning in 3rd grade) | - Teacher Observations  
- Oral Participation  
- Written Exams  
- Projects | - Establish annual baseline language proficiency level by Oct. 30  
- State-approved Spanish Textbook Summative Assessments: Nov./Mar./Jun | Parents/Guardians  
Teaching Teams  
Students  
Semester Report Cards |
| Demonstrate the ability to function in multilingual communities | Participation in Multilingual and Extracurricular Activities (Plays, Sports, Art, etc.)  
- Programs | Ongoing | Parents/Guardians  
Teaching Teams  
Students |
## C. STUDENT GOAL 3

**Students embrace a spirit of discovery and possess critical thinking skills**

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>ASSESSMENT MEASURE</th>
<th>MONITORING TIMELINE</th>
<th>REPORTING</th>
</tr>
</thead>
</table>
| Students will set personal learning goals and monitor progress towards those goals | - IB portfolios  
- Self-Assessments  
- Student-led conferences | Ongoing through 6 units of inquiry  
Each Trimester | Students, parents/guardians, teaching teams |
| Students demonstrate the ability to ask probing and thoughtful questions | - Teacher Observation  
- IB Portfolio  
- Report Card | Ongoing through 6 units of inquiry  
Each Trimester | Students, parents/guardians |
| Students will identify, access, integrate and use available informational resources, including technological sources | - IB project-based assessments  
- Report card | Each Trimester | Students, parents/guardians |
| Students are enthusiastic and engaged in the learning process | - Self-Assessments  
- Teacher Observations  
- Peer Assessments  
- Student-led conferences | Ongoing through 6 units of inquiry  
Each Trimester | Students, parents/guardians, Teaching teams |
| Students demonstrate the ability to plan, initiate and complete a project including self-reflection and evaluation | - IB project-based assessments  
- Rubrics  
- IB Portfolio  
- Self Assessment  
- IB Exhibition | Ongoing through 6 units of inquiry  
Spring of Grade 5 | Students, parents/guardians, Teaching teams  
School-wide viewing |

## D. STUDENT GOAL 4

**Students demonstrate character development based on a platform of values that evidence global perspective, cultural acceptance, and personal responsibility**

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>ASSESSMENT MEASURE</th>
<th>MONITORING TIMELINE</th>
<th>REPORTING</th>
</tr>
</thead>
</table>
| Students can articulate and demonstrate what it means to be: a Thinker, an Inquirer, Knowledgeable, a Communicator, Principled, Open-minded, Caring, a Risk-taker, Balanced and Reflective (International Baccalaureate Learner Profile) | - Teacher Observations  
- IB Portfolios  
- Student Self-Assessment | Ongoing through 6 units of inquiry  
Each Trimester | Students, Parents/Guardians  
Students, Parents/Guardians |
| Students will understand that these values are the basis for productive and peaceful interactions in all social contexts from local to global levels (i.e. family, school, neighborhood and with people from all nationalities and cultures.) | - Teacher Observations
- IB Portfolios
- Student Self-Assessment
- Report Card | Ongoing through 6 units of inquiry | Students, Parents/Guardians |
|---|---|---|---|
| Students will collaborate and work effectively with others in a cooperative group | - Teacher Observations
- Self-Assessments
- Peer Assessments | Ongoing through 6 units of inquiry | Students, Parents/Guardians |
| Students understand the common needs of human beings within their communities and around the world | - IB project-based assessments
- Self assessments
- IB Portfolios | Ongoing through 6 units of inquiry | Students, Parents/Guardians, Teaching Teams |
| Students will demonstrate knowledge of cultures throughout the world through a multiplicity of disciplines including visual and performing arts | - IB project-based assessments
- IB Portfolios
- Presentations | Ongoing through 6 units of inquiry | Students, Parents/Guardians, Teaching Teams |

GICS has created this assessment matrix with the belief that in order to accurately assess student achievement, and effectively plan for further instruction, assessments must meet the following criteria:

1. **Authentic**: Student assessments must be authentic. GICS will use the Backward Design planning model to ensure assessments measure the actual learning that has taken place in the classroom. Within this model, pretests will be given, learning outcomes established, and assessments will be designed before any learning activities are introduced. Teachers need to specifically know what skills and information they want their students to attain before they can design the learning steps necessary for achievement. Because of this, there will be less “textbook developed” tests and more project-based assessments.

2. **Multiple Measures**: Just as students have many different learning styles, they also respond differently to different forms of assessments. GICS will, therefore, ensure a variety of assessments (i.e. content-specific tests, observations, projects, standardized tests, classroom discussions, presentations) be used to determine student achievement. This multiple measures approach will improve the reliability of assessment data.

3. **On-going**: Students need on-going assessments in order to ascertain whether skills and knowledge have been truly internalized. Teachers will use formative (specific skills), summative (overall concepts), and portfolio assessments as evidence of student achievement. This compilation of student data will be used to drive instruction, confer with parents, and set learning goals within and across grade levels.
ASSESSMENT TOOLS DESCRIPTIONS

**Diagnostic Reading Assessment:** The Developmental Reading Assessment (DRA) is a quick, accurate, research-based assessment that helps you target instruction for student success. Standardized, leveled reading passages make it easy for teachers to use and score assessments, identifying specific reading deficiencies, assessing decoding skills, fluency and comprehension. It additional training and support in the form of a Teacher’s Guide to develop skills in running records, testing protocols and for placing students in the correct instructional level.

**SDCOE Writing Standards Assessment:** This writing assessment tool is a comprehensive resource for teaching and assessing writing in grades K-8. A standards-based writing prompt, graphic organizer and scoring guide are presented for each grade level. It contains the background necessary for effective instruction in the selected writing genre for each grade level is outlined, as well as detailed instructions for administering the assessment. Authentic student samples and standards-based scoring guides are provided for each writing prompt to assist teachers in determining levels of student proficiency. It was published by the San Diego County Office of Education in Fall of 2000.

**Mathematics (Assessing the Standards the Performance Way) K-7:** This assessment tool was developed by the San Diego County Office of Education which is a collection of student-based performance assessments aligned to the content standards and to assist teachers in instruction. These models include task, teacher commentary, standardized rubrics, sample student work and a professional development model. It assesses three strands per grade level, as determined by a big idea at that level. It required students to evidence their understanding by drawing a visual proof or representation of the solution.

**Standardized German Language Development Assessment:** GICS has purchased the a school-wide language assessment tool from Albert Einstein Academies in San Diego, CA which they painstakingly developed over a five-year period to track growth in German-language development in the students. Finding no available resource to assess and monitor their students, AEA developed a school-wide standardized assessment sequence based reading fluency and comprehension, vocabulary development, oral expression and grammatical configuration aligned with the content standards taught at that grade level. GICS will administer the assessment trimesterally to advice instruction and monitor progress.

USE AND REPORTING OF DATA

GICS is convinced that data collection and analysis play a key role in the quality and efficiency of the school. The school has selected the web-based Power School Information program as the core of the school’s student data management program. This system:

- Allows comprehensive tracking of student information, including student attendance, demographic data, free and reduced lunch eligibility and emergency information.
- Enables GICS to collect, analyze and review data on student achievement in their academic skills by school-wide standardized multiple measures
- Provides a platform from which to measure growth in affirmative attitudes, cultural tolerance, self-motivation and social responsibility

Demographic data, free and reduced lunch eligibility and emergency information will be entered at the beginning of the school year by the (volunteer) office staff and updated when necessary. In the first year, student attendance data will be collected daily by the teacher on attendance sheets and then transferred to the online system at the end of the school day by the teachers or the office volunteer. In the following years the teachers will hand their attendance sheets to paid office staff that will enter the data into the system.

Following each testing cycle, assessment data will be collected by the teacher and entered into Power School.
The data will then be analyzed and reviewed by the teachers and the principal as a formative tool to drive curriculum development and inform instruction, as well as, a summative measure of student progress.

**Annual California Standards Test (CST) Data**
California Standards Test will be administered annually (most commonly in May) to determine the level of proficiency of GICS students in grades 2\textsuperscript{nd} through 5\textsuperscript{th} when compared to the established content standards. Though the data is somewhat delayed (student data for previous students is published in August) administrators and teachers complete a broad analysis of data to determine areas of strength and weakness in their instructional methods and academic programs.

**Trimesteral School-wide Standardized Skills Test Data**
Following are the multiple measures assessments administered trimesterally in November, March and June of each for every student in every grade level to constantly monitor their growth toward the academic content skills. These measures provided timely data to analyze effectiveness of teaching strategies, as well as evidence a student’s longitudinal growth over time.

- Diagnostic Reading Assessment (DRA) or (similar nationally-normed reading assessment tool)
- CA Writing Standards Assessment (SDCOE)
- State-adopted Mathematics Textbook Summative Computation & Application Test
- *Mathematics (Assessing the Standards the Performance Way) K-7* (SDCOE)
- State-approved Social Studies Textbook Summative Test
- State-approved Science Textbook Summative Test
- School-wide (K-5) Standardized German Language Development Assessment Test
- (developed by AEACS)
- State-approved Spanish Textbook Summative Assessments (3\textsuperscript{rd} grade and above)

**Monthly (or End of Unit) Standards-aligned Rubric Assessments**
Beyond academic skills assessment, GICS will employ many other authentic assessments that are measured by rubrics developed by teachers and students within their focused unit of study. Though these assessments do not measure a student against a standard or a norm, they serve to inform students, teachers and administrators of progress towards conceptual understanding and academic progress.

- Student portfolios
- Student writing, math and science journals
- Oral presentation
- Published writing
- IB Units Project-based assessments
- Summative Content-Specific assessments
- Oral/theatrical/musical performances
- Student art portfolios

Clear indication of a student’s academic success is evidence through the accumulative data of these many layers of ongoing measurement of growth.

**Student Assessment Data will be:**

- Processed and provided to staff in a graphic or tabular format that is easily understood.
- Provided to staff during staff meetings and as guided by the Principal, used to help monitor and improve individualized student achievement
- Provided to parents and guardians when they meet with their child’s teacher at a tri-annual parent conference.
- Analyzed and discussed during grade level meetings and across grade levels to target specific areas of strength and weakness in overall student achievement.
• Evaluated to create a school-wide strategic plan to address any areas in need of improvement within the school’s overall educational program.

The School will issue comprehensive, standards-based report cards. In addition, Interim Progress Reports will be distributed as needed, but the school retains the ability to adapt the frequency of such reports in order to provide more effective and meaningful feedback to students and parents. Formal parent/teacher conferences will be organized twice annually to encourage open communication and detailed dialogue concerning individual student’s academic progress.

Annual parent surveys will be conducted to measure the levels of parent participation and satisfaction with all aspects of the school’s educational program. The School Accountability Report Card (SARC) will be developed and published annually before April deadline.

Goethe International Charter School asserts that assessment data must drive instructional practice, not the reverse. As teachers analyze the student data within their weekly team meetings, they strategically plan for the “safety nets” and scaffolding necessary to support underperforming students. Beyond that however, they measure the effectiveness of their own instructional practices as valued by their students’ ability to comprehend and to quantify their understanding of conceptual ideas. A continuous process of self-reflection and data analysis will identify any needed adjustment in methodologies and delivery of curriculum.

In addition to this process of self-evaluation by the teachers, the Principal will evaluate the effectiveness of the teachers’ instructional practices by reviewing the progress of students towards established standards, their instructional techniques and strategies and their adherence to curricular objectives. These performance evaluations are designed to identify the developmental needs and goals of teachers and provide targeted, appropriate support and to develop a shared vision of teaching and improve teaching practices school wide in order to increase student learning.

The principal will provide desegregated data with comprehensive analysis of student achievement to the Board of Trustees as least twice annually highlighting information that will assist the Board in developing policy, identifying budgetary needs and recommending curricular adjustments.
7. GOVERNANCE STRUCTURE - ELEMENT 4

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement in supporting the school’s effort on behalf of the school’s pupils.” (Source: California Education Code § 47605(b)(5)(D))

A. LEGAL STATUS

Goethe International Charter School (GICS) will be a directly funded independent charter school and will be constituted as a California Nonprofit Public Benefit Corporation pursuant to California law. As of April 2007, GICS has filed Articles of Incorporation with the State of California. In July 2007, the “1023 Application for Recognition of Exemption Under Section 501(c) (3) of the Internal Revenue Code” was submitted. Our nonprofit status may be pending during the petition submission process.

GICS will operate autonomously from the LAUSD, with the exception of the supervisory oversight, as required by statute, and other contracted services as negotiated between LAUSD and GICS. Pursuant to California Education Code Section 47604(c), Los Angeles Unified School District shall not be liable for the debts and obligations of GICS operated as a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by GICS as long as the District has complied with all oversight responsibilities required by law. (See tab 5 c for Articles of Incorporation, tab 5 b Corporate By Laws and Appendix M Conflict of Interest Code of GICS)

GICS will comply with the Brown Act.

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

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

GRIEVANCE PROCEDURE FOR PARENTS AND STUDENTS

GICS will designate at least one employee to coordinate its effort to comply with and carry out its responsibility 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 GICS alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. GICS will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

GICS 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.

GICS 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, mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

LAUSD CHARTER POLICY

GICS will comply with LAUSD policy related to charter schools, as it may change from time to time.
RESPONDING TO INQUIRIES

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

PUBLIC LAWS

GICS agrees to comply with all laws that apply to public agencies.

NOTIFICATIONS

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

AUDIT AND INSPECTION OF RECORDS

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

- GICS is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitor the fiscal condition of GICS.
- The District is authorized to revoke this charter for, among other reasons, the failure of GICS 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 the GICS 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.

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

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

The governance structure of GICS is intended to facilitate the work of the school and the fulfillment of the school’s mission and vision.

THE STRUCTURE

The Board of Trustees, which will include representatives from the business community and the education field, as well as parents, will provide external accountability, oversight and guidance to ensure the school’s ongoing success. It will meet at least monthly to review GICS achievements and provide support in achieving short-term and long-term goals set by the school. The principal will manage the day-to-day governance of GICS.

COMPOSITION OF THE BOARD OF TRUSTEES

The Board of Trustees’ composition consists of nine voting members who will focus on governing and supporting the school’s core values and mission. Of these nine trustees, seven are appointed and two will be elected after the school begins operation. The additional two members will be parent representative seats who will be elected in an open election by members of the GICS Parents’ Association (see Section E). To be eligible, a candidate must be the parent of an enrolled child. During the first year of operation the Board of Trustees will appoint two parents to temporarily fill the parent representative seats until the election is held. In addition the principal and a teacher representative elected by the faculty may be non-voting members on the Board.

The current board was established between July 2007 and February 2008. A spirit of internationalism, a breadth of professional experience, and most of all the level of involvement with the project were critical factors in the selection of board members. The founding board members are all intimately knowledgeable about the students that GICS intends to serve. Almost all founding board members have been involved with the school since November of 2006, have done substantial research about the student population in the neighborhoods and live and work in the surrounding neighborhoods.

Six members currently represent the Board of Trustees. The names of the board members are (see tab 9 for resumes):

- Elke Miller, President
- Frank Beuthin, Treasurer and Vice President
- Kirsten Paul, Secretary and Vice President
- Kami Cotler, Education
- Luci Fowers, Education
- Jose Gonzalez, Community Outreach

The Board of Trustees is currently seeking the seventh appointed Board member to add to the diversity of the board and to strengthen its educational expertise. Until such person will have been recruited the president will have two votes to avoid possible ties.

Four of the current Board of Trustees members have experience with fiscal management and/or charter school budgets: Luci Fowers as the Executive Principal of Albert Einstein Academies, Kami Cotler as former Director of Ocean Charter School, Frank Beuthin as a Controller at a large insurance company and Elke Miller as a Director of Finance at a Government Contractor.

BOARD DEVELOPING PLAN

In order to ensure institutional continuity, seats on the Board of Trustees are staggered; of the seven appointed
seats on the board, four are for two-year terms and three are for one-year terms. To fill appointed seats, the board will create a school governance committee to reach out into the community, identify qualified candidates, and make recommendations to the full board. Vacancies will be filled only by resolution of the Board, selecting from the pool of nominations brought forward by the school governance committee.

BOARD DUTIES

Our Board of Trustees will be keenly aware of its fiduciary duties as well as its educational responsibilities and is committed to:

- **Fulfilling a legal responsibility:** A charter school requires a Board of Trustees to whom the management of the school is accountable. Our board will be comprised of a diverse group who are volunteering their time and their expertise in particular disciplines. No voting board member will be directly involved in operations of the school. No voting member will have financial interest in the school. This allows impartial financial oversight.
- **Promoting the school’s mission:** The support and promotion of the school and its mission are paramount, sustaining singular educational vision that will be offered by GICS.
- **Hiring a gifted principal/administrator:** It has been said that the single most important mandate of a board is to hire a qualified principal who is dedicated to the school’s mission and who can inspire the staff to tirelessly follow suit.
- **Strategic direction:** The board members will skillfully guide the direction of the school through a long-term approach, strategic thinking and shared decision-making. The board will initiate the creation of important policies.
- **Functional operation support:** The board will support the principal to ensure that the challenges of daily operation never overshadow the mission of the school.
- **Sustaining resources:** The board will plan ahead, anticipating the needs of a developing school and forging and maintaining networks of influence that support the school as it grows.
- **Positive self-reflection:** All board members will welcome improvement and revitalization of the board through planned turnover.

RESPONSIBILITIES OF THE BOARD

The responsibilities of the board include, but are not limited to, the following:

- Regularly measuring progress of both student and staff performance.
- Executing all responsibilities required under all government codes.
- Developing of board policies and procedures.
- Developing schedule of board meetings.
- Approval of charter amendments.
- Hiring and evaluating the principal of the school
- Approval of all general policies of the school. These will include effective human resource policies for career growth and compensation of the staff.
- Approval of personnel handbooks.
- Developing and monitoring an operational business plan that focuses on student achievement and fulfillment of the International Baccalaureate Primary Years Program and the foreign (German) language immersion curriculum.
- Approval and monitoring of the annual budget.
- Approval of all contractual agreements and investment of funds (scheduled) with budget approval.
- Approval of all unscheduled contractual agreements and investment of funds with a value in excess of $20,000.
- Approval of the borrowing of money available through financial institutions and the revolving credit line available through the California Department of Education.
- Approval of all other monthly, annual and fiscal performance audits.
• Contracting an external auditor to produce an annual financial audit according to generally accepted accounting practices.
• Participating in dispute resolution and complaint procedures
• Appointing an administrative panel to act as a hearing board and take action on recommended student expulsions.
• Approving the school calendar.
• Establishing Governance Committees including parents, educators and professionals.
• Involving parents and the community in support of school programs.

The board will be responsible for all facets of the school’s financials including the annual budget and fiscal affairs. It will establish all major educational policies consistent with the charter and LAUSD regulations and monitor the development and implementation of major administrative policies. The board will provide external accountability, oversight and guidance to ensure the school’s ongoing success. The board will support the administration, provide training, develop policies aligned with GICS’s mission, raise funds, address major issues raised by stakeholders and review assessments of student progress. All major changes to the school’s overall goals, visions, as well as the curriculum have to be approved by the Board of Trustees. The board will not be involved in the day-to-day operation of the school.

**BOARD COMMITTEES**

At the beginning of the school year, the Board of Trustees shall initiate the formation of the following governance committees

- Finance
- Community Relations
- School Governance Committee

Teachers, parents and community stakeholders shall be recruited to fill these committees and ensure their respective missions are accomplished. Since parent involvement is critical to the success of governance, the Board shall ensure adequate representation of parents on the committees. Each committee shall elect a chairperson and a recording secretary. The committees shall keep meetings that do not involve confidential matters open and public to all interested parties. Meetings of these committees are subject to the rules of the Brown Act. As such, the chairperson will need board approval. If need be the board will provide special training to the chairperson to ensure adherence to the law prior to approval. Committees shall meet no less than once per quarter while school is in session, and more often when required. Committees will not have power of attorney for the school, unless designated by the Board.

**ADMINISTRATIVE COMMITTEES**

In addition to the board committees listed above, GICS will have the following administrative committees initiated by the Principal:

- Facilities
- Site Committee (ad-hoc committee)
- Curriculum Development
- Human Resources
- Fundraising

Teachers, parents and community stakeholders shall be recruited to fill these committees and ensure their respective missions are accomplished. Since parent involvement is critical to the success of governance, the principal shall ensure adequate representation of parents on the committees. Parents will have an instrumental, advisory role on administrative committees. Teachers will also take an active part in the committee structure, as
curriculum experts and day-to-day bearers of the GICS vision and mission. The principal can select committee members at her discretion and preference. To insure parents actively participate in the selection of their representatives, each grade has the option to elect one parent as a representative in these committees.

BOARD MEETINGS

The Board of Trustees will meet at least once a month and as needed in order to ensure the seamless operation of the school. In addition, the board will meet annually for the summary purposes of organizational review, appointment of officers and the transaction of all business, which may be properly submitted. The annual meeting will be held at a specified time, date and place established through a board resolution.

Regular public meetings of the Board of Trustees, including annual meetings, shall be held at such times as may from time to time be fixed by the Board of Trustees. Board meetings will be held in places accessible to the public, such as the school building or available public facilities in the target area. In accordance with the Brown Act, at least 72 hours before a regular meeting, the Board of Trustees, or its designee, shall post a notice and an agenda in a public space at the school (e.g. exterior door of school office), on the website and via listserv. The notice will specify the location and time of the board meeting and the agenda shall contain a brief description of each item of business to be transacted or discussed at the meeting.

The President of the Board of Trustees, the Secretary, the Vice President or any two Trustees may call special meetings of the Board of Trustees for any purpose at any time. The party calling a special meeting shall determine the place, date, and time thereof.

In accordance with the Brown Act, special meetings of the Board of Trustees may be held only after twenty-four (24) hours notice is given to each trustee and to the public through the posting of a notice and an agenda in a public space at the school (e.g. exterior door of school office), the website and distributed via listserv. Additional details regarding the notice of special meetings can be found in the GICS Bylaws. (See tab 5.b)

Minutes for regular and special meetings will record all actions taken by the Board of Trustees. All recorded minutes as well as public documents will be archived and available at the school office to the parents and the community in general.

BROWN ACT

Critical to the operational success of GICS in California is full compliance with the Brown Act (Open Meeting Law). GICS will comply with all federal laws and regulations and state codes as they pertain to charter schools. GICS will be nonsectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability.

The GICS shall adopt a conflicts code that shall comply with the Political Reform Act, Corporations Code Conflicts of Interest rules, and any GICS specific conflicts of interest regulations. The draft conflicts code is attached within Appendix M.
C. ORGANIZATIONAL CHART

- Board of Trustees
- Parent Association
- Board Committees
  - Finance
  - School Governance
  - Community Relations
- Principal
- Administrative Committees
  - Facilities
  - Site Committee
  - Curriculum Development
  - Human Resources
  - Fundraising
- Financial Service Provider
- Teachers
- Support Staff Volunteers
- IB & German-Language Coordinator
D. BY-LAWS OF THE BOARD OF TRUSTEES

Any amendments to the charter school’s bylaws or the bylaws of a “parent” nonprofit corporation that affect or impact the charter or school operations must be approved through the District’s petition amendment process.

E. PARENT PARTICIPATION AND COMMUNITY INVOLVEMENT

Dedicated and caring parents and a cooperative community are critical to the successful function of GICS. Parents' direct involvement with their child’s education is the lifeblood of a successful school. We anticipate the application of some tried and successful methods to involve parents:

- GICS will facilitate the development of board and administrative committees containing parents who will act in an advisory capacity to the Board or the Principal.
- All parents of enrolled students are members of the Parent Association. The Parent Association will facilitate open communication between the entire GICS community through monthly meetings where parents share information and have the opportunity to learn more about GICS activities and educational programming. Meetings will feature updates on committee work, curriculum education from our faculty and administration and guest speakers. Beginning in the second year, the Parent Association will host a “Parent University” that includes instruction on the ideas underpinning our curriculum and strategies for parents to strengthen their support of their children. The Parent Association will also encourage community participation in school activities including performances, fundraisers, site beautification projects and other volunteer opportunities. A president of the Parent Association will be elected by the membership each spring to serve the following year.
- Each spring the parents will elect two Parent Association members to fill the parent representative seats on the Board of Trustees. In GICS’ first year of operation, these posts will be filled through board appointments. One of the two parents on the board will serve on the Governance Committee.
- GICS will also encourage active parent involvement through opportunities to visit campus, assist with field trips, meetings with teachers, and parent-volunteer positions during class time. We will recommend that parents volunteer an average of at least one hour per week at or for the school. This is not a requirement for attendance of the child.
- GICS will strive to create a myriad of opportunities for parent/school communication via parent surveys, teacher newsletters, and paper and emailed school bulletins. Where appropriate, children will have homework designed to involve their parents, thereby providing another means of parent/school interaction.
- GICS supports parent homework involvement through the following means: At the beginning of the school year, German teachers provide handouts with key German vocabulary that will assist parents with homework. This vocabulary and the classroom homework procedures are addressed at back to school night. In addition, parents have access to: 1) any and all translations upon request from their child’s teacher throughout the school year, 2.) a homework help website that provides support in English and Spanish, and 3.) a German Homework club that provides academic and language translation help to parents in need. 4.) should German homework support prove to be an issue, a parent workshop will be provided by a German teacher to give parents the tools they need to assist their children with homework (i.e. key vocabulary, common mistakes, basic pronunciation and phonics). This homework support workshop would be made available in English or Spanish.
- We plan to involve the community through invitations to our on-campus events and through good neighbor activities. These include field trips requiring our students to enter the community thereby showing ambassadorship and good will.
F. MEMORANDUM OF UNDERSTANDING

Our working relationship with LAUSD will be delineated in a Memorandum of Understanding. GICS will retain the right to contract administrative or other services from the District or from other providers. Services contracted from the District will be under mutual agreement and will be specified in another Memorandum of Understanding. These procedures are designed to comply with the terms of California Education Code §47605 (g) and to provide information regarding proposed GICS operations and any potential effects of the School upon the District.

G. CONTRACT SERVICES

GICS plans to operate an efficient campus as a non-profit entity. This will at times require the contracting of outside services. Potential sources will include the District and private providers. Contract services can include food supplies/prepared meals, police and security, credential and criminal review of personnel and other services common to non-profit schools. GICS understands that the District is required by law to provide oversight and to monitor the operation and the performance of the school. Monitoring may take place in the form of financial auditing, enrollment verification, site visits to the campus, review of school/student performance and, resolution of disputes and consideration of charter school amendments and renewal. GICS has allowed a percentage of funds in the budget to compensate the District for all oversight and monitoring provided by them.
8. EMPLOYEE QUALIFICATIONS - ELEMENT 5

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

Our mission and vision statements will always inform selection of all staff members. From the principal to aide or teacher to clerk, every person must have a working understanding of our educational objectives and a commitment to our common mission. Each job description will be framed with that objective in mind.

GICS will comply with the mandates of No Child Left Behind (NCLB) as they apply to charter schools. GICS teachers will hold the appropriate California Commission on Teacher Credentialing certificate, permit or other document as required for their teaching position and teachers who provide instruction to English Language Learners (ELL) will have a CLAD or BCLAD certificate. The Goethe International Charter School's office will maintain current copies (front and back) of all teachers and paraprofessional credentials such that they are easily accessible.

Before any employee can begin service at GICS they must provide evidence of a current negative tuberculosis (TB) test and GICS must receive background clearance from the FBI and DOJ. Records of fingerprinting/background screening and TB test will be kept on file and will be available for audit.

GICS will not discriminate against any employee on the basis of race, religious belief, color, sex, pregnancy, sexual orientation, age, national origin, ancestry, physical or mental disability, medical condition, marital status, or any other protected classification, in accordance with applicable law.

A. EMPLOYEE QUALIFICATIONS AND RESPONSIBILITIES

**PRINCIPAL**

_**Qualifications of Principal**_

The Principal at Goethe International Charter School should possess leadership abilities and an educational vision that is consistent with the school's mission and educational program. He or she should be familiar with and committed to implementing both the International Baccalaureate Primary Years Program and the GICS foreign language (German) immersion program. In addition, the GICS Principal should possess skills in recruiting, hiring and supervising teachers, technological and data-analysis experience, and, if possible, business experience. Experience in a school serving at-risk and diverse populations is highly desirable.

_**Responsibilities of Principal**_

The Principal is responsible for ensuring that GICS is meeting its mission and vision through leadership of faculty, staff and volunteers and through consultation and coordination with the Board of Trustees and the district. With the support of the finance committee and financial service provider, the Principal designs and oversees the budget and all fiscal procedures. The Principal supervises faculty and staff and leads the hiring process with the support of the human resources committee. The Principal's leadership sets the tone for the school, establishing a safe and supportive learning and work environment for students, staff and parents.

The Principal leads faculty development of curriculum and instructional strategies, evaluates student assessment data, designs a staff development plan which is data driven and consistent with measurable student outcomes, enhances teachers' understanding and instruction of California frameworks/content standards and facilitates meeting API/AYP targets and furthers the mission of GICS.

The Principal will also:

• Oversee day-to-day school operations
• Facilitate effective communication between all stakeholders
• Enforce student discipline policy
• Provide regular evaluations to support staff improvement and success
• Prepare credentialing paperwork and monitoring processing
• Utilize assessment data to improve student achievement
• Collaborate with facilities committee on strategic plans for site development
• Report to the board of directors
• Evaluate faculty and staff
• Oversee school's progress towards International Baccalaureate authorization
• Support work of board committees
• Oversee work of administrative committees

GERMAN-LANGUAGE COORDINATOR

Qualifications for German-Language Coordinator

The second-language coordinator must have linguistics or second-language acquisition education and/or experience. The coordinator should have experience in implementing, managing and evaluating an educational program and specific experience in assessing the effectiveness of a language program. Ideally, the coordinator will be familiar with language immersion. The coordinator must have experience overseeing and developing teachers. The second-language coordinator will be bi or multi-lingual.

Responsibilities of German-Language Coordinator

The Second-Language Coordinator will be responsible for overseeing second-language acquisition at GICS. They will manage the set-up of the GICS German/English immersion curriculum and the GICS Spanish language instructional program. The coordinator must measure the success of the programs using California content standards, IB requirements, German language arts standards and the national standards for foreign language learning. The Coordinator is responsible for developing or is it reviewing and adapting authentic assessment tools to track second language mastery as well as for evaluating the students’ understanding of the content delivered through that language.

The german-language coordinator will also:

• Assist teachers with curriculum development
• Participate in curriculum development committee
• Write and submit reports regarding program goals and student progress as required by the Principal
• Assist the Principal in all aspects of the instructional design of the program including: curriculum design, instructional strategies, professional development training, coordination of assessment, observation and evaluation of instructors, and coordination with community partners
• Support the school's progress towards International Baccalaureate authorization

ENGLISH LANGUAGE LEARNER (Spanish) SUPPORT COORDINATOR/ TEACHER

Qualifications for ELL (Spanish) Support Coordinator/Teacher

• A bachelor’s degree;
• A California multiple subject credential BCLAD certificates
• Bilingual Spanish-speaking
• Minimum of 3 years of experience working in multi-lingual classrooms with high populations of Spanish-speaking children
• Demonstrated subject competency through appropriate examination or coursework
• Evidence knowledge of Shelter Instruction Observation Protocol (SIOP) and Four by Four Model of Integrated Thematic Planning (Mora, see Appendix **)  
• A Background Clearance from FBI/DOJ  
• TB Clearance  
• A commitment to train in the International Baccalaureate Primary Years Program

Responsibilities of ELL (Spanish) Support Coordinator/Teacher

• The English Language Learner (Spanish) Support Coordinator/Teacher’s primary responsibility will be to provide strategic support for Spanish speaking students with the classroom while providing training and support for the classroom teacher.

These responsibilities include:
• Review home language surveys, complete CELDT testing requirements, maintain records of all ELL assessments, manage reclassification of ELL students  
• Monitor progress and provide assessment data to administrator and staff  
• Assure progress is made per student achievement (formative and summative), re: standards, benchmarks and AYP  
• Train teachers and support staff on the Shelter Instruction Observation Protocol (SIOP) support model  
• Train staff on California ELD Standards  
• Coordinate instruction with the teacher’s content focus and provide on-going support and direct instruction for ELL students.  
• Suggest/demonstrate methods and techniques related to the ELL instructional support  
• Plan in-service/professional development activities for classroom teachers.  
• Ensure parent training and ensure effective home/school communications.

INTERNATIONAL BACCALAUREATE COORDINATOR

Qualifications & Responsibilities of International Baccalaureate Coordinator

The IBPYP Coordinator will be responsible for developing and implementing the IBPYP standards within the school environment. The Coordinator is expected to drive the school through the application and candidacy phases necessary to become an Authorized IB World School and will have a working understanding of the program from an instructional and administrative level. The Coordinator must monitor and measure the success of the Programme of Inquiry and its alignment with the California content standards, school mission, and 2nd language curriculum.

These responsibilities include:
• Organize off-site professional development through International Baccalaureate Organization (IBO) Workshops  
• Lead on-site staff development to support staff in the development of the essential elements of the PYP  
• Attain and manage documentation as mandated by IBO  
• Drive and monitor the authorization process  
• Serve as a liaison between the GICS, International Baccalaureate Organization, and other IB World Schools  
• Inform parents and greater community about the elements of the IBPYP  
• Lead development of assessment policy that measures student progress in the elements of the program both
horizontally and vertically.

- Serve as instructional leader for inquiry-based instruction

**TEACHERS**

**Qualifications for Teachers**

All teachers at Goethe International Charter School will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to have. All GICS teachers teaching core subjects will be “highly qualified” as that term is defined under NCLB and further defined by California State regulations implementing the NCLB requirements, unless such requirements are not deemed by the federal or state government to apply to Charter schools such as Goethe International Charter School.

Teachers at GICS will be expected to be knowledgeable about child development and have experience working collaboratively.

- A bachelor’s degree;
- A California multiple subject credential or an University Intern Permit (for no more than three years while actively working toward completion of their state credential)
- CLAD or BCLAD certificates
- Demonstrated subject competency through appropriate examination or coursework
- A Background Clearance from FBI/DOJ
- TB Clearance
- A commitment to team-teaching in a foreign language immersion / IBPYP program
- A commitment to train in the International Baccalaureate Primary Years Program

**Responsibilities for Teachers**

Teachers will be responsible for implementing the GICS educational program in their classrooms. They must coordinate their planning and instruction with their teaching partner and work collaboratively with the second-language coordinator, Principal and faculty. Teacher will design assessments, evaluate assessment results and adjust their instruction based on these results. Teachers will need to follow and enforce GICS policies such as attendance reporting, at-risk identification & intervention and student behavior procedures.

**OFFICE/CLERICAL SUPPORT STAFF**

**Qualifications for Office/Clerical Support Staff**

Office staff may include administrative assistants, enrollment clerks, receptionists, library assistants, etc. Office staff members will be required to submit a current TB and have a verified background check. Staff members who work with students must have current CPR and First Aid certificates and experience working with elementary age children. Office clerical staff must have training, experience and/or education equivalent to two years of college experience. All staff must have strong communications skills and an excellent record of dependability. They must show evidence of skills such as word processing, record keeping and other office skills as required for their specific position.

**Responsibilities of Office/Clerical Support Staff**

The office and clerical staff will be responsible for setting up and maintaining and organized front and back
school office. They will follow school procedures for attendance keeping, ordering, inventory and record-keeping. They will also play a key role in communicating important information to students, parents, faculty and administration.

Office/Clerical staff responsibilities will also:

- Receive, greet and screen office callers and refers them to proper persons and/or information.
- Exercise diplomacy in answering questions and resolve situations involving students, parents, public and staff through knowledge of school policies.
- Maintain a high degree of confidentiality regarding all aspects of the school site operation.
- Maintain and insure proper use of confidential files, which may include student, personnel and payroll records.
- Perform routine clerical duties such as posting data, filing, maintaining filing systems, proofreading, copying data and operating office machines and equipment.
- Prepare and maintain employee and/or student attendance records as required.
- Attend to student health and welfare as needed.
- Sort and distribute incoming mail.
- Perform specialized secretarial duties designed to relieve supervisor of clerical detail.
- Receive and distribute mail; prepare outgoing mail.
- Order, maintain inventory, and distribute supplies and equipment as required.

**INSTRUCTIONAL AIDES AND RECESS/LUNCH SUPERVISORS**

**Qualifications for Instructional Aides and Recess/Lunch Supervisors**

Instructional aides and recess/lunch supervisors must have current CPR and First Aid certificates. They must have experience supervising elementary aged children and/or training in child development, behavior and instructional strategies. Strong communication skills and evidence of good attendance and timeliness will be required. Additionally they will need to have at least one year of experience or two years of volunteer experience. They must possess a personality that engages the children and encourages positive student/adult relationships.

**Responsibilities for Instructional Aides and Recess/Lunch Supervisors**

Instructional Aides will support teachers' instruction, and meet all of the requirements to be qualified to do so. They will assist teachers in the classroom, tutor individual students or groups and assist with the maintenance of student records.

Lunch and recess supervisors will ensure that lunch and recess areas are ready for student use, notify administration of any unsafe conditions, and supervise students lunch and recess time to ensure behavior meets GICS expectations.

**CUSTODIAN**

**Qualifications & Responsibilities for Custodian**

Custodians will be required to submit a current TB clearance and to have a FBI/DOJ background clearance. Custodian should also have at least 1-2 years experience performing custodial duties. They will be responsible for basic custodial and maintenance responsibilities for the campus grounds and the buildings.
B. ANNUAL EVALUATIONS

Principal and teacher evaluations will be performed annually. Performance measures will be crafted to evaluate all school personnel.

PRINCIPAL EVALUATION

Evaluation Basis: The board will evaluate the Principal according to the following criteria:

- Maintaining a fiscally sound charter school including a balanced budget
- Overall implementation of educational program as outlined in the charter
- Student achievement as evidenced by school wide multiple measures and State testing
- Effective communication skills
- Parental satisfaction as defined by annual survey
- Community and parental participation in school processes
- Professional conduct
- Establishment of a school culture that is respectful and inclusive of all members of the learning community

Evaluation Goals: The Principal’s performance evaluations are designed to meet the following goals:

- To identify if the emergent skills of the administrator to provide targeted, appropriate support.
- To monitor the implementation of a shared vision by observing the principal’s effectiveness in establishing a positive school culture
- To enhance the adult learning community and provide professional growth opportunities.
- To provide detailed and objective information about administrator’s performance, both in educational leadership and in other school management responsibilities.
- To evaluate his or her ability to make sound and defensible decisions about contract renewals and promotion to leadership positions.

Performance Criteria: The following criteria will be used in assessing Principal’s performance:

- Establish and communicate state and district visions and goals for student focused instructional improvement
- Create awareness and familiarity with state standards for all instructional team members and core subjects
- Guide the full implementation of approved instructional program texts and materials
- Direct and support proven staff training and professional development activities for uniform instruction and material use
- Manage data and assessment for the purpose of guiding teacher decisions regarding student interventions and school site instructional practices
- Fully utilize technology and fiscal and human resources for the purpose of student academic success.

Timeline & Expectations: Timeline and Expectations for Principal Performance Evaluations:

End of October: Principal will meet with board to establish professional SMART goals for the year, based on the defined criteria and self-identified areas of weakness.

End of January: Principal will have submitted a detailed action report to the Board detailing evidence of how he or she is actively pursuing professional support and education to reach stated goals.

March 15: Parents and staff will be given the opportunity to provide evaluative input as to the principal’s administrative skills through an annual Principal’s Survey.

Annual Audit: Board members will review the findings of the annual audit to measure and to determine if any
deficiencies exist, and will manage and monitor all aspects of school administration.

**Curriculum Leadership Team:**

The curriculum leadership team will consist of second-language coordinator, IB coordinator and as the student population necessitates, the ELL Coordinator.

**Evaluation Basis:** The Principal will evaluate the curriculum coordinator according to the following criteria:

- Overall implementation of educational program as outlined in the charter
- Student achievement as evidenced by school-wide multiple measures and state testing
- Effective communication skills
- Ability to provide professional development training within their area of expertise
- Progress towards their professional goals

**Evaluation Goals:** The curriculum leader’s performance evaluations are designed to meet the following goals:

- To identify the emergent skills of the staff leaders and provide targeted, appropriate support
- To monitor the implementation curriculum as outlined in the charter petition
- To enhance the adult learning community and provide professional growth opportunities.
- To provide detailed and objective information to enhance their professional growth
- To evaluate his or her ability to make sound and defensible decisions about implementation of curricular programs

**Performance Criteria:** The following criteria will be used in assessing Curriculum Leaders’ performance:

- Establishes and communicates implementation plans of curricular programs
- Demonstrate ability to identify and articulate actions needed to improve curricular components
- Guides the full implementation of approved instructional program texts and materials
- Directs and supports proven staff training and professional development activities for uniform instruction and material use
- Manages data and assessment for the purpose of guiding teacher decisions regarding student interventions and school site instructional practices
- Fully utilizes technology for the purpose of student academic success.

**Timeline & Expectations:** Timeline and Expectations for Curricular Performance Evaluations:

*End of October:* Principal will meet with curricular leaders to establish professional SMART goals for the year, based on the defined criteria and self-identified areas of weakness.

*End of January:* Curricular leaders will have submitted a detailed action report to the Principal detailing evidence of how he or she is actively pursuing professional support and education to reach stated goals.

*March 15:* Principal will meet with curricular leader to determine their progress towards their professional goal

*Annual Assessment Data:* Principal will review the findings of the annual assessment to measure the effectiveness of the implementation of curricular programs on student achievement and will identify areas of commendation and needed improvement.
TEACHERS EVALUATIONS

Evaluation Basis: The Principal will evaluate the teachers according to the State standards for effective teaching which include the following:

- Progress of students towards established standards
- Instructional techniques and strategies
- Adherence to curricular objectives
- Establishment of a suitable learning environment
- Performance of non-instructional duties

Evaluation Goals: The GICS teacher performance evaluations are designed to meet the following goals:

- Identify the developmental needs and goals of teachers and provide targeted, appropriate support
- Develop a shared vision of teaching and improve teaching practices school wide in order to increase student learning
- Enhance the adult learning community and provide professional growth opportunities
- Provide detailed and objective information about teachers’ performance, both in the classroom and in other school-related activities
- Make sound and defensible decisions about contract renewals and promotion to leadership positions

Evaluation Criteria: The following criteria will be used in assessing teacher performance:

- The California Standards for the Teaching Profession which include:
  - Engaging and Supporting All Students in Learning
  - Creating and Maintaining Effective Environments for Student Learning
  - Understanding and Organizing Subject Matter for Student Learning
  - Planning Instruction and Designing Learning Experiences for All Students
  - Assessing Student Learning
  - Developing as a Professional Educator
- Teacher performance expectations as established by the International Baccalaureate Organization.

All teachers will have at least one formal evaluation per school year. Each of these observations will include pre-observation communication from the principal regarding timeline and expectations (see below) as well as a post-observation conference. These observations will help teachers meet their professional goals and will provide the basis for decisions about contracts and promotions.

Timeline & Expectations: Timeline and Expectations for Teacher Performance Evaluations:

End of October: All teachers will have established professional SMART goals for the year, based on the California Standards for the Teaching Profession, IB and multiple measures of student performance patterns.

End of First Semester: All teachers will have had at least one formal evaluation or informal classroom observation. Working with the principal, teachers who fall below expectations, as per above criteria, will develop formal, written plans for professional growth including specific timelines.

March 15: All teachers will have had at least one formal observation. Principal meets with all faculty members individually to discuss contract status for following school year.

End of Second Semester: All teachers will complete a short, end-of-year written self-evaluation based on their stated goals and the established expectations. Teachers will receive a written evaluation from the administrator every year.
STAFF EVALUATION FORMS

See Appendix A for sample teacher evaluation forms. The Board of Trustees will develop evaluation forms for the Principal. The Principal with the assistance of the Human Resources committee will develop evaluation forms for other staff using GICS mission and job descriptions as a guide. The Principal and the Curriculum and Development committee will develop a teaching rubric to use as a guide for evaluation.

GRIEVANCE PROCEDURES

If a grievance arises regarding the evaluation or process, an employee should attempt to resolve the issue with his or her immediate supervisor. If the dispute cannot be resolved at this level, the employee should address his or her grievance in writing to the Principal who will, in turn, schedule a meeting regarding the grievance issues with all parties involved at a time and place that is mutually convenient for all. If the issue still remains unresolved, the staff member may write to the Board President or designee to request a meeting with the Board of Directors who will then provide a final decision in the matter.

COMPLIANCE AND RECORD KEEPING

Goethe International Charter School agrees to comply with the provisions of No Child Left Behind (NCLB) as they apply to certificated and paraprofessional employees of charter schools. It will conform to the legal requirement that all GICS teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

The Principal or designee will ensure that credentials are processed and monitored in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State’s interpretation of Highly Qualified for the purpose of compliance with No Child Left Behind. Credentials will be reviewed during the hiring process for new teachers and reviewed on an annual basis for all staff. Staff members will be informed of any required modifications/updating of credentials. All credentials will be kept at the school.

SALARIES AND BENEFITS

The school’s yearly calendar, length of workday and work year, sick days, personal days, and due process procedures for disputes will be further developed by a leadership team consisting of members of the human resources committee and a representative of the teaching faculty. Their recommendations will be provided to the Board of Directors for review and approval on an annual basis.
C. TEACHER RECRUITMENT

An administrative Human Resources (HR) committee will be formed each year in January that will have a broad representation of vested stakeholders, which may include parents, teachers (one of which must be the teaching team partner), principal and board members. The committee will support the principal’s responsibility to identify vacant positions and hire new personnel. It will perform such duties as recruiting, screening applications, developing interview questions, participating on the interview committee and making recommendations to the principal. The committee will be appointed by the principal. In addition, each grade has the option to elect one parent representative to Human Resources committee. Ultimately all hiring decisions are the responsibility of the principal as delegated by the Board of Trustees.

The Principal with support of the HR committee will select teachers on an application and interview basis. Postings for all open positions will be published to a broad professional audience with intent to recruit and hire a diverse staff that reflects GICS’ international curriculum. GICS will not discriminate against any applicant or employee on the basis of race, color, age, gender, sex, national origin, sexual orientation, marital status, etc. All staff will be expected to be sensitive to the linguistic and cultural needs of students and expand their understanding of such needs through participation in staff development opportunities.

In order to support its foreign language immersion model GICS will recruit bilingual German/English or Spanish/English teachers for the language instruction.

GICS intends to actively recruit its duly credentialed teachers through EdJoin, the California Charter School Association, the Charter School Development Center, the LAUSD website and local and professional newspapers. In addition, GICS will use international exchange organizations such as Amity, an accredited organization that sponsors international, professional teachers to teach in USA schools.

The human resources committee will review candidate’s resumes and cover letters. Promising candidates will submit application packets including information regarding education, job experience, appropriate certificates or credentials, and disclosure of criminal records. These will be evaluated by the human resources committee and members of the administration and the human resources committee will formally interview the most qualified candidate. References will be contacted and, when possible, demonstration lessons will be scheduled and observed by the administration and members of the human resources committee. The selection committee will recommend individuals for hiring and the Principal will complete reference/background checks. The Principal is responsible for reviewing application packets, including appropriate certificates or credentials, disclosure of criminal records, child abuse and confirmation of negative TB testing and finger printing results before an offer of employment is made.

Legal requirements such as confirmation of negative TB testing and finger printing results will be completed prior to hiring. The contracts of successful candidates will be forwarded to the Board of Trustees for approval.
9. HEALTH AND SAFETY - ELEMENT 6

Governing Law

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237—California Education Code Section 47605 9(b)(5)(F)

GICS is committed to providing a safe, healthy, and protective environment in which every member of the school community will grow and prosper. GICS will ensure the safety of the students and staff by complying with the current LAUSD independent GICS standards and policies for health and safety as well as all state and federal laws.

A. HEALTH AND SAFETY GUIDELINES

In order to provide safety for all students and staff, GICS will adopt and implement full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. GICS will carry the following types of insurance: Workers’ Compensation, General Liability, Directors and Officers Errors and Omissions, and others if recommended by a financial services consultant. The District will be provided evidence of insurance upon request. The health and safety policy will be reviewed and updated on an annual basis, in consultation with staff and parents. This policy will be distributed to all staff and parents. A full draft will be provided to the District for review at least 30 days prior to operation.

The following is a summary of the health and safety policies of GICS:

PROCEDURES FOR BACKGROUND CHECKS

Employees and contractors of GICS will be required to submit to a criminal background check and finish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the school shall monitor compliance with this policy and report to GICS’s Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

TB TESTING

Faculty, staff and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

IMMUNIZATIONS

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.
MEDICATION IN SCHOOL
GICS will adhere to Education Code Section 49423 regarding administration of medication in school.

VISION, HEARING/SCOLIOSIS
Students will be screened for vision, hearing and scoliosis. GICS will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

FOOD SERVICE AND OTHER AUXILIARY SERVICES SAFETY
GICS will contract with an outside agency for its food service needs. GICS will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement from the State. GICS will ensure that its auxiliary services such as food services, transportation, custodial services are safe and free from hazardous materials.

EMERGENCY PREPAREDNESS
GICS shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but will not be limited to the following responses: fire, flood, earthquake, terrorist threats and hostage situations. Assuming that the facility chosen for GICS has historically been used as a school site, any existing emergency preparedness plans for that site shall be used as a starting basis for updating the handbook for the Charter School.

BLOOD BORNE PATHOGENS
GICS shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

If exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT
GICS shall function as a drug, alcohol and tobacco free workplace.

COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES
GICS is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. GICS will develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at GICS (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in a sexual misconduct policy.
INSURANCE REQUIREMENTS

No coverage shall be provided to GICS by the District under any of the District’s self-insured programs or commercial insurance policies. The GICS shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] in order 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. Directors and Officers’ Insurance in order to protect the board and school leadership from liability claims.

2. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect the charter school from claims under Workers’ Compensation Acts which may arise from its operations, including Employers Liability limits of: $1,000,000 bodily injury each accident, $1,000,000 bodily injury by disease each employee and $1,000,000 bodily injury by disease policy limits.

3. Commercial General Liability coverage of not less than $5,000,000 for each occurrence. 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 primary despite any conflicting provisions in the charter school’s policy. Coverage shall be maintained with no self-insured retention above $25,000 without approval of the LAUSD.

4. Commercial Auto Liability coverage with limits of $1,000,000 combined single limit unless the Charter School operates student bus services; if providing student bus services coverage limits not less than $5,000,000 combined single limit shall be required. 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 primary despite any conflicting provisions in the charter school's policy.

5. 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.

6. Professional Educators Errors and Omissions liability coverage including sexual molestation and abuse coverage [if that coverage is not afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy] with minimum limits of $3,000,000 per occurrence.

7. Excess/umbrella insurance with limits of not less than $10,000,000 required of all high schools and any school which 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 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 primary despite any conflicting provisions in the charter school's policy.
EVIDENCE OF INSURANCE

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

“The insurance afforded by this policy shall not be suspended, canceled, 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 however the District reserves the right to require complete certified copies of the required insurance policies.

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

HOLD HARMLESS/INDEMNIFICATION PROVISION

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

ASBESTOS MANAGEMENT

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

HEALTHY SCHOOLS ACT

Among the many health and safety laws that will be followed is the Healthy Schools Act - California Education Code Section 17608, which details pest management requirements for school.
B. FACILITIES

The targeted neighborhood is the Mar Vista/Palms area in West Los Angeles, within the boundaries of the Los Angeles Unified School District, District 3. GICS has looked at several properties in this neighborhood recognizing the challenge to find a location that is financially and otherwise suitable. A team of 10 people including two professional architects and a commercial realtor is continuing to vigorously search for a facility within the targeted neighborhoods. GICS has also applied for space assignment under Proposition 39 in December 2007, but will not qualify for space to open in Fall 2008, since our charter petition was not approved by the March 1, 2008, deadline.

So far, we have identified a facility in the 90045 Zip code. This facility is within the LAUSD district:

Westchester Christian Church
8740 La Tijera Boulevard
Los Angeles, CA 90045

GICS’ team members have met with the pastor of this church several times and have agreed to a cost of $1.12 per square foot. This rate is well below the anticipated rate of $1.50 to $3.00 per square foot for other commercial or non-profit owned facilities that GICS has seen. GICS has not yet signed a lease for this facility, since the school has not been authorized and since its team is striving to find a facility within the targeted neighborhood.

Except the fact that the facility is not in the target area, it is a very viable option for the following reasons:

- At approximately 9300 square feet of academic (administration plus classroom) space, this site is big enough to accommodate GICS’ for the first four or perhaps even five years if we were to add classroom trailers.
- This site offers exceptional physical features compared to any our team has thus far visited. In addition to the more than 9000 square feet of more-than-adequate academic space, it offers an auditorium, indoor multipurpose room including a stage, a large outdoor play area and green areas.
- A thorough inspection by two team members who are practicing architects revealed that nearly no renovation would be required to meet code requirements.
- The facility is located within a zone that allows a school “by right”.
- We have forged a good working relationship with the church during the past months and all parties seem to indicate that our use of this facility would be a positive and workable situation.

The distance that students would need to travel to reach the site from the Mar Vista/Palms neighborhood is not burdensome. The zip code of the site (90045) is in fact nearly contiguous with that of Mar Vista (90066). The distance to the facility from the approximate geographic center of our target neighborhood (Overland Boulevard and Palms Avenue) is approximately four miles. To cover this distance, the Los Angeles County Metropolitan Transport Authority’s online “Trip Planner” identifies a total of four public transportation options. Because the lease rate of this facility is lower than our budgeted amount, we might be able to fund or partially-fund our own transportation program. At the very least, we are confident that the level of dedication we have already witnessed by parent volunteers will extend to a formalized carpool network.

We have based our space needs on the following assumptions:

- 40 sq. ft. per student or 4,800 total (class room space)
- 800 sq. ft. additional “inside space”
- 2400 sq. ft. outside space needs
- Total space needs are (inside and outside) approximately 8,000 sq. ft. or roughly 66 sq. ft. per student.

The Westchester Christian Church site meets or exceeds all of these criteria.

GICS has intensively searched for a facility since August 2007 and is planning to conclude the site search process
in the target neighborhoods by May 2008. That would give ample time to renovate or prepare the site for a Fall opening. If a facility in Mar Vista / Palms will not have been identified by the end of May, GICS and the Westchester church will sign a lease. GICS is in a fortunate unique situation where the pastor fully supports and welcomes another multi-cultural organization to the community.”

The facility search in the target neighborhood focuses on the following:

- Schools (privately owned or public)
- Church schools
- Commercial space to be transformed for school use

The school’s facilities and any modifications made to its facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

GICS assures that a site will be secured with an appropriate Certificate of Occupancy 45 days prior to the opening of school. GICS assures that a school safety plan will be developed and kept on file for review, and that school staff will be trained annually on the safety procedures outlines in the plan.

If LAUSD facilities are used during the term of this charter GICS shall abide by all LAUSD policies relating to Maintenance and Operations Services.

FACILITY SAFETY

The GICS shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

FIRE, EARTHQUAKE, AND EVACUATION DRILLS

The School shall develop, drill and adhere to a comprehensive emergency safety plan. As part of that plan, the School shall conduct fire drills monthly and in conjunction with the District (if at District facilities). Students will be regularly instructed in disaster drills including the “duck and cover” routine and fire drills. Office personnel will maintain a record of drills and, for fire drills, record the total required time for complete evacuation. In an actual emergency, teachers will maintain, take and re-take roll calls throughout the duration of the emergency in order to account for all students. Students will be supervised at all times by teachers, paraprofessionals, or other qualified adults according to state law. Teachers will stay with their class for the duration of the emergency. In case of evacuation of the school facilities, all students will stay with their teachers at the designated evacuation site until the administration staff gives the “all clear” signal. In the event students cannot return to the school, the administrative staff will notify parents and/or the media where students can be picked up. In the event of an earthquake or national disaster, teachers are designated “Civil Defense Workers” and are not allowed to leave the school until they receive official clearance from administrative staff.
10. RACIAL AND ETHNIC BALANCE - ELEMENT 7

Governance Law—
“The means by which the school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the district’s territorial jurisdiction” (Ed. Code 47605(b)(5)(G).

Goethe International Charter School will strive to achieve racial and ethnic balance reflective of the District through a carefully considered recruitment and community outreach drive.

Goethe International Charter School has been engaged in relationship building with parents in and around the Mar Vista and Palms area for the last two years. A group of over 50 families is committed to getting involved in their children’s education and to spreading the word about this new education alternative to parents and students.

By offering a combined program of language immersion model and IBPYP Goethe International expects to appeal to an ethnically and socio-economically diverse student population. GICS’s educational program honors students’ diverse backgrounds and embraces the challenges and benefits inherent to learning a second language. Furthermore, the IBPYP is a curriculum that is known throughout the world for its rigor and high standards.

A. ANNUAL OUTREACH EFFORTS

It is the role of the Community Relations/Outreach committee to educate the community about GICS’s program and the benefits it offers to the diverse ethnic and socio-economic population of Mar Vista, Palms and Westchester (see pages 11ff Students to be Served). The Community Relations/Outreach committee has developed a calendar of outreach events and recruits parent volunteers to staff each event (the “Outreach Team”). To ensure a systematic approach, our community outreach plan considers geography (“Where?”), the value of varied communication modes and information delivery methods (“How?”) and the importance of consistent and frequent outreach efforts (“When?”). The current outreach plan is described below.

WHERE? THE GEOGRAPHIC AREAS THAT WILL BE TARGETED IN OUTREACH EFFORTS

The map below (and in larger format in Appendix N) illustrates the geographic target area for GICS outreach. We will focus our efforts in the Mar Vista/Palms and Westchester neighborhoods of Los Angeles.
HOW? USING A VARIETY OF COMMUNICATION METHODS TO ADVERTISE AND TO RECRUIT STUDENTS

Goethe International Charter School has used and will continue to use a variety of strategies to recruit a diverse population including:

**Fliers**

Fliers in English and Spanish outlining the mission and vision for the school and providing invitations to monthly community meetings have been and will continue to be distributed. So far, a total of at least 18000 fliers were distributed at a variety of community locations (fifty locations have been identified, see Appendix B for a record of outreach efforts thus far). These include several key locations to reach socio-economically disadvantaged members of the community, including the Mar Vista Family Center, Mar Vista Gardens and Head Start Preschool Zip 90066), Head Start Preschool (Zip 90034), Westchester Christian Church, Westchester Family YMCA, the Neighborhood Youth Association and Success Inc as well as grocery stores and restaurants. We distributed a total of 6000 fliers to these organizations between September 2007 until mid April 2008: 5000 fliers in Spanish and 1000 fliers in English.

**Local Community Meetings**

In addition to distributing fliers, GICS has done presentations and will continue to do presentations at the community meetings of the key locations listed above. GICS strongly believes that our outreach efforts must be in their gathering places in order to be effective. Efforts will be made to attend local city meetings to make brief presentations during open forum about GICS’ intent to locate in their community. We will forge local partnerships and reach out to community leaders by defining the advantages of having a high-performing charter option available for their constituents and families.

**Electronic Media**

The school web site (www.goethecharterschool.org), hosted and designed by parent volunteers, was launched on the World Wide Web in Spring, 2007. It provides detailed information about the school’s instructional model and includes contact information for parents seeking more detailed information. The site also provides contact information to representatives of GICS that are fluent in English, Spanish and German.

**Press Release Campaigns**

The Public Relations team of GICS will send out quarterly press releases to newspapers providing progress reports and invitations to community meetings, starting February 2008. All press releases will be translated into Spanish and German if required or appropriate. The following publications will be included:

- Los Angeles Sentinel newspaper
- Los Angeles Wave newspaper
- Santa Monica Daily Press newspaper
- The Argonaut newspaper
- LA Families magazine
- LA Parent magazine
- LA Weekly newspaper
- Los Angeles magazine
- Los Angeles Times newspaper
- Tu Ciudad magazine
- Impacto USA newspaper
- La Opinión newspaper
- La Ola · Los Angeles
- El Aviso magazine
- Hoy newspaper
- California Staatszeitung newspaper
- German World newspaper

We believe these periodicals will reach communities with different backgrounds and nationalities represented in the target area.
Regular Community Meetings
Open to the general public, these meetings will equip parents to make informed decisions about enrolling their children in Goethe International Charter School. At each meeting, GICS representatives will collect visitor information including names, addresses, telephone numbers and email addresses of the interested families. Meetings commenced in November 2006 and were held nearly every month starting in March 2007. The GICS Leadership Circle appoints at least two representatives each month to conduct these meetings. A Spanish-speaking representative of GICS is available to assist non-English speaking parents of prospective students. The meetings locations that GICS has chosen are widely known and frequented by families of all backgrounds and include the Mar Vista Branch Library, the Mar Vista Recreation Center and the Fire Station 59.

Individual/Family Meetings
GICS will provide opportunities for meetings with prospective students and their parents in Spanish, German and English starting upon approval of the school. The Community Outreach team will appoint team members to conduct these meetings.

GICS will provide documented proof of all recruitment efforts, in writing where appropriate, to LAUSD.

WHEN? ACHIEVING CONSISTENCY IN OUR OUTREACH EFFORTS

Please see Appendix B. for current schedule of outreach efforts. The Community Relations/Outreach Committee will organize similar outreach efforts for 2008-2009. In summary, GICS will achieve a racial and ethnic balance among its students that is reflective of the general population by:

- Engaging in thorough outreach designed to be accessible to diverse communities
- Reaching out to neighborhoods that include a variety of ethnicities and races
- Informing these communities about the advantages of the GICS program
- Offering an international educational program that is well-regarded around the world (IBPYP)
- Embracing the benefits of being multi-lingual through a foreign language immersion program
- Sharing with the community the improved test scores of Hispanic/Latinos and English Language Learners at an IBPYP school in Pasadena

See Appendix B for evidence that the geographical area being targeted for outreach is ethnically and racially diverse and indicates that an ethnically and racially diverse student population will be attracted to GICS.
B. COMPLIANCE

PUBLIC SCHOOL CHOICE TRAVELING STUDENTS

The District and Goethe International 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”). Goethe International Charter School agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s PSC program. The parties agree to separately memorialize any agreed-to number of PSC placements of District students at the school.

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

Goethe International Charter School 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. Goethe International Charter School 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 Goethe International Charter School under the PSC program increases in subsequent years, Goethe International Charter School agrees to discuss with the District the possibility of increasing the number of PSC places available at the school.

FEDERAL COMPLIANCE

To the extent that Goethe International Charter School is a recipient of federal funds, including federal Title I, Part A funds, Goethe International Charter School 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. Goethe International Charter School 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. Goethe International Charter School also understands that as part of its oversight of the school, the Charter School Office may conduct program review of federal and state compliance issues.

The mandated requirements of NCLB include, but are not limited to, the following:

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

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 that is within a 70:30 or 30:70 ratio. Our Outreach Plan is described above (see VII.A). The Community Relations/Outreach Committee is responsible for updating our written plan to achieve and maintain the District’s ethnic balance goal as needed.
11. ADMISSIONS REQUIREMENTS - ELEMENT 8

“Admission Requirements, if applicable.” Ed. Code § 47605 (b)(5)(H)

A. ADMISSION REQUIREMENTS

As a charter school, Goethe International Charter School is a school of choice. As called for in Education Code 47605 all students in the Los Angeles Unified School District and all other districts in the State of California are eligible to attend, including educationally challenged students. In order to achieve GICS’ goal of a student body that mirrors the racially, linguistically and economically diverse neighborhood, the school will design an admissions process that reaches out to all families and enables the school to have a diverse student body.

The school will not charge tuition and will not discriminate against any pupil on the basis of ethnicity, national origin, gender, religion or disability. The school will extend preferences in the following order:

- Children of founding members of the charter, not to exceed 10% of the charter school population.
- Siblings of students enrolled at GICS. Sibling preference extends to siblings of children who graduated from GICS. A family can use sibling preferences only once per sibling.
- Children of employees, not to exceed 10% of the student population.
- Students within L.A. Unified School District boundaries have priority over students living outside of District boundaries.

The school will comply with minimum age requirements for public school attendance Ed. Code 47610 (c) and will maintain student records in accordance with Education Code section 47612.5.

B. RECRUITING LOW-ACHIEVING AND ECONOMICALLY DISADVANTAGED STUDENTS

GICS is actively recruiting low-achieving and socio-economically disadvantaged children through focused outreach in its targeted neighborhoods. To this end, GICS has identified numerous local organizations (churches, free preschools, community centers, low cost housing projects etc.) that serve a dense population of low income families. Strongly believing that our outreach efforts must be in their gathering places, GICS has been and is continuing to distribute fliers at these locations and has been and is continuing to do regular presentations at the community meetings of these organizations (please see Appendix B).

So far, a total of 6000 fliers have been distributed at organizations and places that serve low income families (e.g. Mar Vista Family Center, Head Start Preschools 90034 and 90066, Neighborhood Youth Association, Mar Vista Gardens); 5000 in Spanish and 1000 in English. In addition, GICS has done several presentations at these organizations reaching approximately 200 families. We estimate that this outreach could result in recruiting at least 45 meaningfully interested students.

C. ADMISSION PROCESS / TIMELINE

The application process is comprised of the following:

- Parent attendance at a school orientation meeting
- Completion and submission of a student enrollment form
- Lottery for classes that have more applicants than seats
- Parent signature of School Contract
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form

The following is a tentative timeline of the admissions and enrollment process at GICS:
• Parents of students applying for admissions need to complete a non-discriminatory application form during one of the school’s open enrollment periods: Period 1: June 2, 2008 to June 9, 2008. Period 2: June 16 to June 20, 2008. If space remains available after the enrollment periods and there are no children on the waiting list for that specific grade level, school may enroll students on a first come, first serve basis as they apply. If waiting list exceeds 100 during any given enrollment period, the school may choose to cancel subsequent enrollment periods for that school year.

• A parent or guardian must attend a scheduled informational meeting during which a staff member details the school’s expectations of both student and family. The purpose of these orientations is to help parents make an informed educational choice for their child and shall never operate as a means of exclusion.

• Should GICS receive a number of applications from potential students exceeding the number of spaces available within the school, it will conduct a random public lottery. The lottery will take place within 15 days of closing the open enrollment period as defined above. The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so. The date and location of the lottery shall be publicly posted on the GICS website at least 30 days prior and applicants will be invited to attend. The lottery will be organized and officiated over by both the Principal and one or two members of the Board of Trustees.

• Once a grade level is drawn to capacity, applications will continue to be drawn for position on the wait list. This wait list will allow students the option of enrollment in the case of an opening during the school year. Under no circumstance will a wait list carry over to the following school year.

• Notification to parents of children who have been offered a position in GICS will take place within 10 days of the drawings. After the two lotteries, parents will have to notify the school within 10 days of such notification to accept or reject the offered position.

• Once a student has been selected by lottery, enrollment documents must be completed by parents, which, at a minimum, would include: proof of residency, immunization records, birth certificate, contact information, home language survey, health information, etc.

GICS agrees to adhere to applicable state and federal laws governing the privacy and confidentiality of pupil records. In order to ensure continuity of record keeping, the sponsoring district will provide GICS upon request, complete copies of the cumulative records of the students who attend GICS. Upon leaving GICS, student records will be processed accordingly and shared with the student's new school district. GICS will adhere to all admissions regulations as mandated in AB 544.

GICS School will comply with the McKinney-Vento Homeless Assistance Act for homeless children.
12. FINANCIAL AUDITS - ELEMENT 9

“The manner in which annual, independent financial audits shall be conducted. These audits shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” California Education Code 47605 (b)(5)(l)

GICS, LA will be a fiscally independent, direct funded charter school. A system of internal control will be instituted and maintained by the GICS Principal with the assistance of the business services consultant. An independent audit by an accountant certified by the State of California with knowledge of school budget and accounting procedures will be performed annually. This audit will be conducted according to generally accepted accounting practices (GAAP) to verify the accuracy of the schools financial statements, attendance, and enrollment accounting principals and review the schools internal controls. Audit exceptions and deficiencies will be resolved in conference with an auditing agency prior to the completion of the auditor’s final report. The treasurer of GICS’s Board of Trustees will participate in the audit process along with the Principal. The designated fiscal officer for the first year will be the GICS’s principal, assisted by an accredited accounting firm. GICS will provide LAUSD with the final audit results within 60 days of completion of the audit report. Audit exceptions and deficiencies in the final report will be resolved to the satisfaction of LAUSD. GICS will utilize attendance accounting procedures that will satisfy requirements for LAUSD, LACOE and CDE. This includes reporting enrollment and attendance figures to LAUSD on a monthly basis. The GICS School will use a student information software package, such as Power School, for attendance recording.

GICS will submit the following reports to LAUSD:

- Provisional Budget - May 15 to operating budget
- Final Budget - July 1 of the budget fiscal year
- First Interim Projections-December 15 of Operating Fiscal Year
- Second Interim Projections- March 15 of Operating Fiscal Year
- Unaudited Actuals- July 15 following the end of the fiscal year.
- Classification Report - monthly the Monday after close of the last day of the school month
- Statistical Report- monthly the Friday after the last day of the school month. In addition:
  - P1, first week of January
  - P2, the first week of May
  - Bell Schedule - annually by November 1
- Audited Financial Statements- December 15 (also to State Controller, State Department of Education and County Superintendent of Schools)
- Other reports requested by LAUSD

GICS shall promptly respond to all reasonable inquiries from the District, including but not limited to inquiries regarding financial records, and shall consult with the District regarding any inquiries.

DISTRICT OVERSIGHT COSTS

The District may charge GICS for the actual costs of supervisory oversight not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisory oversight of GICS not to exceed 3% if GICS is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allow under the law as it may change from time to time.
13. STUDENT EXPULSIONS - ELEMENT 10

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

A. DISCIPLINE POLICY

Students learn best in an environment where there are clear expectations about behavior and when the culture of the school values and respects all stakeholders.

In order to maintain a positive learning environment, Goethe International Charter School staff will develop by June 1, 2008, a comprehensive set of student discipline policies through the work of a committee that includes all interested parents, guardians, students, and staff and is in accordance with California Education Code Section 48900. The Goethe International Charter School student discipline policy and procedures for suspension and expulsion shall include positive behavioral interventions. These policies will be distributed through the school’s student handbook and will describe the school’s expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, violence, and substance abuse. Each family will receive a copy of these policies and be required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

The discipline policy developed by Goethe International Charter School staff will not be discriminatory or arbitrary. The process will follow general principles of due process. Students will sign agreements related to their understanding of and responsibility to the standards set forth in the discipline policy within the handbook. Students who do not live up to their responsibilities and who violate the school rules may expect some consequences for their behavior, such as:

- Warning
- Loss of Privileges
- Notices to parents by telephone or letter
- Referral to the administrator
- Request for parent conference
- In-school suspension
- Suspension
- Expulsion

A student may be suspended or expelled for any of the acts enumerated in this section that are related to school activity or school attendance that occur at any time or location, including, but not limited to, the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.

Prior to suspension/expulsion proceedings, a Student Success Team will be formed of involved teachers, parents, and Principal to support the student in the improvement of his/her behavior. The SST will develop specific modifications and intervention strategies for the student to follow. Student behavior will be monitored with the expectation that the student will comply with the plan. Students who habitually fail to comply with these policies and/or who present an immediate threat to the health and safety of others may be suspended.
B. SUSPENSION AND EXPULSION

A Pupil Suspension and Expulsion Policy will be established in order to promote learning and protect the safety and well being of all students at Goethe International Charter School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as GICS'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.

GICS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

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

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.

Goethe International Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed to, during the period of suspension or expulsion. Students will be provided all classroom assignments and related materials with the expectation that these assignments will be completed while on an extended suspension.

The School will comply with the mandates of IDEIA. GICS will comply with the federal Gun Free Schools Act of 1994. The Gun-Free Schools Act must consider the mandates of the IDEIA. A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance due process to such students. Goethe International Charter School recognizes the necessity and importance of the manifestation determination or, in cases of 504 accommodations, the link determination. Goethe International Charter School shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.

Grounds for mandatory suspension include:

- Possessed, sold, or otherwise furnished any knife, or other dangerous object.
- Possessed, sold or otherwise furnished, or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
- Offered, furnished, or sold any substitute substance represented as a controlled substance, or intoxicant of any kind.
- Committed or attempted to commit robbery or extortion.
- Stole or attempted to steal school or private property.
• Unlawfully possessed, offered, furnished, or sold any drug paraphernalia.
• Knowingly received stolen school or private property.
• Committed hate crimes.

Grounds for discretionary suspension include:

• Threatened, attempted, or caused physical injury to another person.
• Willfully used excessive force or violence upon the person of another, except in self-defense.
• Disrupted school activities or willfully defied the valid authority of school personnel.
• Was party to actions that caused the mandatory suspension of another student.
• Willfully damaged or vandalized school property.
• Committed an obscene act or engaged in habitual profanity or vulgarity.
• Committed sexual harassment.
• Possessed or used tobacco or any product containing tobacco or nicotine products, including clove cigarettes.

The above lists are not exhaustive and depending upon the offense, a student may be suspended for misconduct not specified above when such conduct warrants suspension.

A student will not be expelled for truancy or tardiness.

SUSPENSION OR EXPULSION ALTERNATIVES
No student shall be immediately suspended or expelled for a first time offense, except in extreme cases enumerated above. Interventions shall be first attempted first and will include student study teams, behavior modification plans and contracts. Additionally, alternatives to suspension or expulsion will first be attempted with pupils who are truant, tardy, or otherwise absent from assigned school activities. Tardiness and truancies are dealt with through the Goethe International Charter School attendance policy and are not in and of themselves a student discipline issue.

SUSPENSION PROCEDURES AND SUSPENSION APPEAL PROCESS
Suspensions from School shall be initiated according to the following procedures:

Conference
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.
Notice to Parents/Guardians

At the time of the suspension, an administrator 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. The written notice may request a meeting with the parent/guardian to discuss the causes and the duration of the suspension.

Length of Suspension

The length of suspension for students may not exceed a period of five (5) consecutive school days unless an administrative recommendation has been made and agreed to by the student’s parent/guardian. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the fifth (5th) day of suspension. All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student will be considered for expulsion after receiving suspensions totaling 10 days in a single school year.

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. The Principal or designee upon either of the following determinations will make this determination: 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.

Suspension Appeal Process

The parent or guardian of a suspended student or the suspended student himself or herself may appeal the suspension decision within 5 working days directly to the Board of Trustees or its designee. The Board of Trustees or its designee will expeditiously review the case with the parent and/or student in question within 5 working days of receipt of the appeal. The Board or its designee may gather information from the teacher, student, parent or guardian to determine whether or not the administration suspended the student properly and followed all applicable procedures. The Board of Trustees or its designee will consider the reasons the family feels the suspension was incorrect or inappropriate. If the Board or its designee determines that the student has not violated one of the rules in the student handbook as agreed to by the student and parent or believes that extenuating circumstances should mitigate the consequences of such an action, then the suspension decision may be reversed.

Based on the information submitted or requested, the Board or its designee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Determine that the suspension was not within the school’s guidelines, overturn the suspension, and order
that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

The Principal will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision.

During the required parent conference, information is provided to the student and parent or guardian about their right to appeal a suspension, along with information about the appeal process.

**AUTHORITY TO EXPEL**

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the School’s governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

**GROUNDS FOR MANDATORY EXPULSION**

- Possessed, sold, or otherwise furnished a firearm, explosive or other life threatening weapons. (Federal Gun-Free Schools Act of 1994: expulsion for one calendar year for anyone who takes a gun to school.)
- Knowingly participated in activities that seriously endangered students, parents, or staff.
- Committed or attempted to commit sexual battery or sexual assault.
- Possessed, sold or otherwise furnished, or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
- Committed or attempted to commit robbery or extortion.
- Unlawfully possessed, offered, furnished, or sold any drug paraphernalia.

**GROUNDS FOR DISCRETIONARY EXPULSION**

- Offered, furnished, or sold any substitute substance represented as a controlled substance, or intoxicant of any kind.
- Stolen or attempted to steal material school or private property.
- Knowingly received stolen school or private property.
- Repeated offenses that would be grounds for suspension.

The above lists are not exhaustive and depending upon the offense, a student may be expelled for misconduct not specified above when such conduct warrants expulsion.

**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.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. 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:

- The date and place of the expulsion hearing.
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
- A copy of the School's disciplinary rules that relate to the alleged violation.
- 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.
- 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.
- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the School 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.

- 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.
- The 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.
- 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.
- 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.
- 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.
- 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.
- If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the 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.
- 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.
- 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 no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

- Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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 recommendation 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 Board, 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 expelled 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 and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

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

Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student
- 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 the School.
The Principal or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

- The student’s name
- The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, 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.

**Expulsion Appeal Process**

A request for appeal of expulsion must be received within five (5) working days after the written notice received by the parent/guardian. The student will be considered suspended until a meeting is convened. The appeal itself will occur within ten (10) working days after the written notice received by the parent/guardian, and must be attended by parent(s)/guardian(s). In the case of expulsion, a fair and impartial panel of representatives appointed by the Board of Directors will hear the appeal, and its decision will be final.

**DISCIPLINARY RECORD**

The School shall maintain the confidentiality of Pupil Records of all student suspensions and expulsions in locked files at the School. These files will only be accessible to the Principal and any staff members providing services to the students. Signatures will be required of those utilizing the confidential files. Such records shall be made available to the District upon request.

**EXPELLED PUPILS/ALTERNATIVE EDUCATIONS**

In the event of a decision to expel a student from Goethe International Charter School, the school administration will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled.

If a student is under an expulsion order from another school district (LEA), all information must be provided to the Goethe International Charter School Board of Trustees for review. The DHS Board of Directors will determine if enrollment will be granted.

**REHABILITATION PLANS**

Pupils who are expelled from Goethe International Charter School shall be given a rehabilitation plan upon expulsion as developed by GICS’s Governing Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to GICS for readmission. Expulsions shall not exceed one year in length.

**READMISSION**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of GICS’s Governing Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the
rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

C. SPECIAL EDUCATION STUDENTS & SUSPENSION/EXPULSION OF STUDENTS WITH EXCEPTIONAL NEEDS

SUSPENSION

While special education students are subject to suspension on the same grounds as general education students, special education students may be suspended for up to, but not more than, 10 consecutive school days if he/she poses an immediate threat to the safety of himself or herself or others.

• Suspension will be imposed only when other means of correction fail to bring about proper conduct.
• This will be done though a positive behavior intervention plan developed by the IEP team.

EXPULSION

In the event that a special education student commits one of the acts enumerated in the “Grounds for Mandatory Expulsion” or the “Grounds for Discretionary Expulsion” sections, she or he is subject to expulsion only if all of the following conditions are met:

• The IEP team determines that the misconduct was not caused by, or was not a direct manifestation of, the student’s identified disability.
• The team determines that the student had been appropriately placed at the time of the misconduct occurred.

The Charter School recognizes that disciplinary procedures are different for special education students. Disciplinary action will be taken according to federal, state, and District policies addressing the appropriate treatment of special education students. The Charter School will adhere to all laws and/or consent decrees affecting individuals with exceptional needs, including all provisions of Special Education Modified Consent Decree, PL 94-142, the Individual with Disabilities Education Improved Act (IDEIA), its amendments, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Office for Civil Rights mandates, and AB 602. The IEP team and the principal or designated administrator will be responsible for managing continued violations of school policies.

A manifestation determination will be deemed necessary when a change of placement occurs, such that a special education student is removed for more than ten consecutive days or is subjected to a series of removals that appear as a pattern because they accumulate to more than ten school days in a school year. Consideration in this decision will be given to such factors as the length of each removal, the total amount of time the student is removed and the proximity of the removals to each other.
14. RETIREMENT PROGRAMS - ELEMENT 11

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605 (b)(5)(K)

The Charter School will make participation in the State Teachers’ Retirement System (STRS) available to teachers and the Public Employees Retirement System (PERS) and a 403b will be available to other eligible persons working at the school. The Charter School will make any contribution that is legally required of the employer, including STRS, PERS, social security, and unemployment insurance. All withholdings from employees and the charter school will be forwarded to the STRS fund as required. The Charter 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. The Goethe International Charter School Principal shall be solely responsible for ensuring that such retirement coverage is arranged and shall forward any required payroll deductions and related data to LACOE as required by Education Code Section 47611.3.
15. ATTENDANCE ALTERNATIVES - ELEMENT 12

“The public school attendance alternatives for pupils residing within the school district that choose not to attend charter schools.” Ed. Code § 47605 (b)(5)(L)

No student may be required to attend the Goethe International Charter School. Students who reside within the District, who choose not to attend GICS may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district.

Parents and guardians of each student enrolled in the charter school will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.

The address of Goethe International Charter School is Westchester Christian Church, 8740 La Tijera Boulevard (@ Sepulveda Eastway), Westchester, CA 90045

The phone number of Goethe International Charter School is 310.344.0039.

The contact person for Goethe International Charter School is Elke Miller (President, Board of Trustees).

The number of rooms at Goethe International Charter School is 9.

The grade configuration is K-5

The number of students in the first year will be 120.

The grade level(s) of the students in the first year will be K-3.

The opening date of Goethe International Charter School is Tuesday, September 2, 2008.

The admission requirements include completion of an application, attendance at an informational meeting, a signed parent compact, verification of reading the parent/student handbook and completion of enrollment materials.

The operational capacity will be 240 students.

The instructional calendar will be: 180 instructional days

The bell schedule for the charter school will be:

**DAILY SCHEDULE FOR 2008-09**

*Regular Day:*
Kindergarten: 8:25 am to 2:30 pm  
Grades 1-5: 8:25 am to 3:00 pm

*Minimum Day:*
Kindergarten: 8:25 am to 12:45 pm  
Grades 1-5: 8:25 am to 1:15 pm
Projected Instructional Minutes:

GICS assures to offer at least the minimum number of instructional minutes set forth in EC 47612.5. See Appendix Q for projected daily schedules for the first five years and a calculation of instructional minutes.

- Kindergarten: 46,950
- Grades 1-5: 53,165

**Daily Bell Schedule: Monday, Tuesday, Thursday and Friday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM - 8:20 AM</td>
<td>Supervision - Certificated Staff</td>
</tr>
<tr>
<td>8:20 AM</td>
<td>Students line up</td>
</tr>
<tr>
<td>8:25 AM</td>
<td>Instruction begins</td>
</tr>
<tr>
<td>10:00 AM - 10:20 AM</td>
<td>Recess (Kindergarten)</td>
</tr>
<tr>
<td>10:30 AM - 10:50 AM</td>
<td>Recess (1st - 5th)</td>
</tr>
<tr>
<td>11:20 AM - 12:00 PM</td>
<td>Lunch (Kindergarten) and recess</td>
</tr>
<tr>
<td>12:00 PM - 12:40 PM</td>
<td>Lunch and recess (1st-5th)</td>
</tr>
<tr>
<td>2:30 PM</td>
<td>Kindergarten Dismissal</td>
</tr>
<tr>
<td>3:00 PM</td>
<td>1st - 5th Dismissal</td>
</tr>
</tbody>
</table>

**Daily Bell Schedule: Wednesday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM - 8:20 AM</td>
<td>Supervision - Certificated Staff</td>
</tr>
<tr>
<td>8:20 AM</td>
<td>Students line up</td>
</tr>
<tr>
<td>8:25 AM</td>
<td>Instruction begins</td>
</tr>
<tr>
<td>10:00 AM - 10:20 AM</td>
<td>Recess (Kindergarten)</td>
</tr>
<tr>
<td>10:30 AM - 10:50 AM</td>
<td>Recess (1st - 5th)</td>
</tr>
<tr>
<td>11:20 AM - 12:05 AM</td>
<td>Lunch (Kindergarten) and recess</td>
</tr>
<tr>
<td>12:00 PM - 12:40 PM</td>
<td>Lunch and recess (1st-5th)</td>
</tr>
<tr>
<td>12:45 PM</td>
<td>Kindergarten Dismissal</td>
</tr>
<tr>
<td>1:15 PM</td>
<td>1st - 5th Dismissal</td>
</tr>
</tbody>
</table>

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

Pupils who choose not to attend Goethe International Charter School may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district.
16. RIGHTS OF DISTRICT EMPLOYEES - ELEMENT 13

"A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." (Ed Code § 47605(b)(5)(N))

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

District employees who have left employment at the District to obtain employment with The Goethe International Charter School shall not have any right to return to the District except as agreed upon by the District at its discretion in accordance with District Board Policy and applicable collective bargaining agreements. Such former District employees shall also not continue to earn service credit in LAUSD while employed by GICS unless the District otherwise provides. All provisions pertaining to leave and return rights for district union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreements.

District employees will have no special rights to work in the charter school. Applications for employment by District employees will be evaluated on a similar basis as all other applicants.
17. DISPUTE RESOLUTION - ELEMENT 14

“The Procedures to be followed by the charter school and the entity granting the charter to resolve disputes in relation to provisions of the charter.” (Ed Code § 47605(b)(5)(M))

The staff and governing board members of Goethe International Charter School 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 GICS, except any controversy or claim that 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 or claim 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 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School: Goethe International Charter School  
c/o Margarette Bouterse  
Westchester Christian Church  
8740 La Tijera Boulevard (@ Sepulveda Eastway)  
Westchester, CA 90045

To Director of Charter Schools: Director of Charter Schools  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20th Floor  
Los Angeles, California 90017

(2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the claim or controversy (“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 may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration.

(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 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.

**DISPUTE RESOLUTION**

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

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

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, Board members, and partner organizations, will be resolved pursuant to policies and practices developed by the school. The Los Angeles Unified School District (LAUSD) will, as an initial step, refer any complaints or reports regarding such internal disputes to the Board or administrative staff of GICS for resolution. If the matter is not resolved to the satisfaction of the person or persons complaining, LAUSD may, among other things, refer the complaining person or persons to the appropriate state or federal agency.

Any employee who seeks to complain about an improper action by an employee of GICS may bring a complaint to the Principal for informal discussion with the goal of resolving the issue. If the discussion and related action fail to resolve the problem, and the employee wishes to seek further action, the following procedures will be adhered to:

- Employee brings a verbal warning or written complaint to the Principal to seek resolution. Throughout this process, each party has the right to representation. The Principal is responsible for documenting and reviewing all allegations and complaints made. She/he shall provide fair judgment based on the merits of the case within 10 working days. The employee will be provided information on the process to appeal the judgment.
- If the employee is not satisfied with the resolution, the employee submits a written appeal to the GICS Board of Trustees or it’s designee within 5 working days of the judgment.
- The GICS Board of Trustees or it’s designee will make a determination within 10 days of receipt of written complaint. The employee will be provided information on the process to appeal the determination.
A. Charter Revocation

The District may revoke the charter of GICS if GICS commits a breach of any terms of its charter. Further, the District may revoke the charter if GICS 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 Goethe International Charter School on any of the following grounds:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d), the District will notify Goethe International Charter School in writing of the specific violation, and give Goethe International Charter School 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.
B. Charter Renewal

The Charter School must submit its renewal petition to the District’s Charter School Division no earlier than September of the year before the charter is due to expire and no later than January 31 of the year the charter is scheduled to expire.

AMENDMENTS AND SEVERABILITY

Any amendments to this charter will be made by the mutual agreement of the governing boards of Goethe International Charter School and LAUSD. Material revisions and amendments will be made pursuant to the standards, criteria, and timelines in California Education Code section 47605.

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter will remain in effect, unless otherwise mutually agreed upon by LAUSD and Goethe International Charter School. The district and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

RELATIONSHIP TO LAUSD

With the exception of services performed by LAUSD in providing fiscal oversight to Goethe International Charter School, all charter-requested services from LAUSD will be on a fee-for-service basis. Mutually agreed upon fees must be in place prior to the charter-requested service. If available, LAUSD services which Goethe International Charter School may request on a fee-for-service basis are:

- Food Services
- Payroll Services
- Student information system
- District purchasing contracts
- Environmental health /safety consultation

GICS will meet with LAUSD as early as possible following approval of its charter petition to discuss the following:

- Funding levels for GICS
- Provision of Special Education services by the District to meet the needs of its students
- Process to be utilized regarding inquiries by either party
- Legal services responsibilities

GICS shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The District Board of Education shall be named as an additional insured on all policies of Goethe International Charter School. By June 30, 2007 GICS shall provide evidence of the above insurance coverage to the District.

LIABILITY OF DISTRICT/COUNTY IN CASE OF CHARTER SCHOOL DEFAULT

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by GICS if the authority has complied with all oversight responsibilities required by law. GICS shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District requested protocol to ensure the District shall not be liable for the operation of the Charter School.
TERM AND RENEWAL

This charter for Goethe International Charter School will be for the term of up to five years. The proposed term will begin on July 1, 2008 and expire June 30, 2013. The charter may be renewed for subsequent five-year terms by the Los Angeles City Board of Education of the Los Angeles Unified School District. Goethe International Charter School must submit its renewal petition to the District’s Charter School Office by January 31 of the year the charter is scheduled to expire (2013).
18. EMPLOYER STATUS AND COLLECTIVE BARGAINING - ELEMENT 15

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

Goethe International Charter School shall be deemed the exclusive public school employer of the employees (as opposed to the Los Angeles Unified School District) of the charter school for the purposes of the Educational Employment Relations Act (“EERA”) and will set the terms and conditions for all employees. GICS recognizes the employees’ rights under the EERA provisions to organize for collective bargaining. GICS will not discriminate against any applicant or employee on the basis of race, creed, color, national origin, age, gender, disability, sexual orientation other basis prohibited by law.
19. SCHOOL CLOSURE - ELEMENT 16

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed Code § 47605(b)(5)(P))

The following are closing procedures that abide by Cal. Educ. Code § 47605(b)(5)(P), should the school close for any reason. The decision to close Goethe International Charter School either by the Goethe International Charter School 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 not 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:

- Written notification to parents/guardians/caregivers of the enrolled students of Goethe International Charter School will be issued by Goethe International Charter School 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.
  - 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.
  - 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.
  - 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.
- 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.
- Transfer of student records to the receiving schools, within seven calendar days from the determination of an Action to Close.
- Written notification to the California Department of Education and the Los Angeles County Office of Education of the Closure Action shall be made by Goethe International Charter School by registered mail within 72 hours of the decision to Closure Action.
- Goethe International Charter School shall allow LAUSD access, inspection and copying of all school records, including financial and attendance records, upon written request by LAUSD.
- A financial closeout audit of the school will be paid for by Goethe International Charter School 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 Goethe International Charter School will be the responsibility of Goethe International Charter School and not LAUSD. Goethe International Charter School understands and acknowledges that Goethe International Charter School will cover the outstanding debts or liabilities of Goethe International Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source Goethe International Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA, and other categorical funds will be returned to the source of funds.
- For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Goethe International Charter School Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.
- The Goethe International Charter School Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.
- In addition to a final audit, Goethe International Charter School will also submit any required year-end financial reports to the California Department of Education and LAUSD in the form and time frame required.
- If the charter school is a nonprofit corporation, the corporation does not have any other functions than
operation of the charter school, the corporation will be dissolved according to its bylaws.

- The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.
- A copy of the corporation’s bylaws containing the information on how assets are to be distributed at the closure of the corporation is 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 Goethe International Charter School’s right to operate as a charter school or cause Goethe International Charter School and the 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.

Should the Charter School cease operation, all assets secured from the appropriation of public funds, including private funds granted or donated to the charter school, and all assets originally transferred to the charter school by the District, shall be returned to the District to the extent permitted by the terms of any grant or gift. Priority will be given in the dissemination of the remaining assets to satisfy any outstanding debts of the charter school. All other assets will be distributed in accord with laws and regulations in force that govern the dissolution of non-profit public benefit corporations.

**FACILITIES**

If GICS fails to submit a certificate of occupancy to the District not less than 45 days before the school is scheduled to open, it may not open unless an exception is made by the Charter Schools Division. If GICS moves or expands to another facility during the term of this charter, GICS shall provide a certificate of occupancy to the District for each facility at least 45 days before school is scheduled to open in the facility or facilities. GICS shall not open in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the 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 (Element 14).