



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Report Number:	###-08/09
Date:	March 5, 2009
Subject:	Renewal of the Charter of Lakeview Charter Academy
Responsible Staff:	
Name	José J. Cole-Gutiérrez Executive Director
Office/Division	Charter Schools Division
Telephone No.	(213) 241-2665

A. EXECUTIVE SUMMARY

Action Proposed: Staff recommends the following action:

Renewal of the Charter of Lakeview Charter Academy pending its renewal petition being deemed reasonably comprehensive by the Charter Schools Division

Please note that the petition in its current form, as attached, does not meet the standard for being deemed reasonably comprehensive. This analysis is being undertaken by Charter Schools Division staff currently and will be completed before the charter renewal is sent to the Board of Education for ratification. Of particular note, the charter school must document its participation in a Special Education Local Plan Area (SELPA). To be a participant in the LAUSD SELPA, the charter school must execute a Special Education Memorandum of Understanding prior to ratification by the Board of Education.

Staff Recommendation and Rationale:

The Charter Schools Division confirms that the charter renewal being considered has met the performance criteria established for renewal:

- Assessment that the petitioners are *likely* to successfully implement the program;
- The school achievement data shows that the charter school has met the minimum student achievement criteria under Education Code § 47607(b), also referred to as AB 1137;
- Analysis of the charter school's performance based on the Charter Schools Division oversight of student achievement and educational performance; governance and organizational management; fiscal operations; and fulfillment of the charter.

Staff is currently reviewing the charter renewal petition to address the additional renewal criterion:



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- Ensure the educational program is sound; contains the required affirmations and number of signatures; contains reasonably comprehensive descriptions of the 16 elements

Upon confirmation of a reasonably comprehensive petition, the Charter Schools Division will present the item to the Board of Education for final ratification/approval.

A public hearing for consideration of the charter renewal is being held at the Charters and Innovation Committee Meeting of March 5, 2009.

School Data Information:

For detailed data, please refer to the attached information prepared by the District's Planning and Assessment Division.

B. BOARD REPORT

Action Proposed:

Staff recommends the following action:

Renewal of the Charter of Lakeview Charter Academy pending its renewal petition being deemed reasonably comprehensive by the Charter Schools Division.

Expected Outcomes

Lakeview Charter Academy is expected to operate their charter school in a manner consistent with local, state, and federal ordinances; laws; and regulations; and the terms and conditions set forth in their petition.

Board Options and Consequences:

“Yes” – The approval of the renewal would grant Lakeview Charter Academy the right to continue operation as a charter school under the terms of the renewal petition for a five year period, beginning July 1, 2009.

“No” – The denial of the renewal petition would cause the charter to expire on June 30, 2009, unless Lakeview Charter Academy appeals the denial and the appeal is granted by the County Board of Education or State Board of Education.

Policy Implications:

No policy implications have been identified by staff.

Budget Impact:

State Revenue Limit income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure savings may not occur in such cases. Under Education Code section 47604(c), a school district that grants a charter to or operates a charter school is



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not held liable for the charter school's debts or obligations as long as the school district complies with all oversight responsibilities. The District will continue to have monitoring and supervisory responsibility for charter school finances, as specified in the Charter Schools Act. Any modifications to the charter school's petition with significant financial implications would require District approval prior to implementation. Petition approval is also contingent upon adequate liability insurance coverage.

Issues and Analysis:	No legal issues have been identified by legal counsel at this time.
Applicable Board Delegations:	The Board of Education has delegated to the Charters and Innovation Committee the consideration of certain public hearings and recommendations.
Reporting Requirements and Benchmarks:	Lakeview Charter Academy is expected to comply with local, state, and federal reporting requirements and the terms and conditions set forth in their petition.
Accountable Staff	Mary H. Shambra, Director
Superintendent's Comments: Miscellaneous Issues and Matters:	
X Informative	

C. SUMMARY OF SCHOOL INFORMATION

Lakeview Charter Academy was originally approved by the Board of Education in November 2003 and has been in operation a total of 5 years since September 2004. It serves students in grades 6 and 7. The School is located in Board District 6, Local District 2, at 11465 Kagel Canyon, Lakeview Terrace. The charter school has provided to the Charter Schools Division a certificate of occupancy for use of the facility as a charter school.

The Charter Schools Division has analyzed the performance of the charter school using established criteria in the following four areas:

- I. Student Achievement and Educational Performance
- II. Governance and Organizational Management
- III. Fiscal Operations
- IV. Fulfillment of the Charter



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I. Student Achievement and Educational Performance

First, the Charter Schools Division has confirmed whether or not the charter school has met at least one of the following minimum criteria set forth in Education Code 47607(b) for schools in operation at least four years:

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years; *or*
2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years; *or*
3. Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years; *or*
4. (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
(B) The determination made pursuant to this paragraph shall be based upon all of the following:
 - (i) Documented and clear and convincing data.
 - (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) for demographically similar pupil populations in the comparison schools.
 - (iii) Information submitted by the charter school.”

Note: If a charter school has not been in operation for at least four years, this section of Education Code serves as reference. The Charter Schools Division will present findings based on its performance analysis of the school’s data to date, and of the academic, operational, and fiscal soundness of the charter school based on the Charter Schools Division oversight.

Lakeview Charter Academy has met the minimum statutory requirement as evidenced below.

1. § 47607 (b)(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.

Lakeview Charter Academy met this criterion.

Year	API Base	Growth Target	API Growth	Actual Growth
2005-06	708	5	751	43
2006-07	754	5	733	-21
2007-08	733	5	805	72
Aggregate Growth		15		94

2. § 47607 (b)(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

Lakeview Charter Academy met this criterion.



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Lakeview Charter Academy’s State API ranking is:

Year	API State Rank	API Similar Schools Rank
2005	4	9
2006	7	10
2007	6	10

3. § 47607 (b)(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically similar school in the prior year or in two of the last three years.

Lakeview Charter Academy met this criterion.

Lakeview Charter Academy’s Similar Schools API ranking is:

Year	API State Rank	API Similar Schools Rank
2005	4	9
2006	7	10
2007	6	10

Upon determining that the charter school has met the minimum student achievement requirements, the Charter Schools Division analyzes the school’s performance obtained through multiple measures, including, but not limited to, the attached data set and a comprehensive school visit.

Charter Schools Division staff noted an increase in student achievement growth as reflected by California Standards Test results. Analysis reveals that the following factors may have contributed to the increase:

- Intensive collaboration and professional development of teachers during monthly and summer institute
- Monthly data analysis of periodic assessments in numeracy and literacy
- Common school-wide language focused on the Dimensions of Depth and Complexity
- Learning cycle lesson planning strategy

Comprehensive analysis of student achievement data suggests these positive trends:

- Out-performed median resident schools in 2007 and 2008
- Out-performed median comparison schools in 2007 and 2008
- API increase of 72 points, to 805



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Charter Schools Division oversight deemed Student Achievement and Educational Performance at the school to be accomplished.

An evaluation of *accomplished* applies to operations characterized, overall, by strengths. There are very few weaknesses and any that do exist do not diminish the students' experience. While an evaluation of *accomplished* represents a high standard of operating, it is a standard that should be achievable in all schools. It implies that it is fully appropriate for a school to continue its operations without significant adjustment. The school would always be expected to continue to take advantage of opportunities to improve, however.

Areas of particular strength include

- High expectations of students and staff
- Time on task increased with new bell schedule
- Extremely high-functioning special needs department and resource teacher
- Strong leadership focused on learning by students and staff

Areas recommended for improvement include:

According to California Department of Education data 0.0% of English Learners were reclassified in 2007 -08. English Learners comprise 26% of Lakeview students. English Learners must be reclassified and their reclassification must be reported in a timely fashion.

Lakeview Charter Academy was granted accreditation by WASC in 2007 for a period of three years.

II. Governance and Organizational Management

Charter Schools Division oversight deemed Governance and Organizational Management at the school to be accomplished.

An evaluation of *accomplished* applies to operations characterized, overall, by strengths. There are very few weaknesses and any that do exist do not diminish the students' experience. While an evaluation of *accomplished* represents a high standard of operating, it is a standard that should be achievable in all schools. It implies that it is fully appropriate for a school to continue its operations without significant adjustment. The school would always be expected to continue to take advantage of opportunities to improve, however.

Areas of particular strength include

- Monthly board meeting announced and posted
- Brown Act training for all members
- Academic needs of the community infused in development of the school
- Lakeview Charter Academy operated by Partnerships to Uplift Communities (PUC)- Lakeview Terrace



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III. Fiscal Operations

Charter Schools Division oversight deemed Fiscal Operations at the school to be proficient.

An evaluation of *proficient* applies to operations characterized by a number of strengths. There are weaknesses, but neither singly nor collectively do these have a significant adverse impact on the student experience. An evaluation of *proficient* may be arrived at in a number of circumstances. The school may provide a productive student experience, but it may not provide consistent challenge for students. Typically operations will be characterized by strengths, but one or more weaknesses reduce the overall quality of the student experience.

Areas of particular strength include

- No material weaknesses/findings
- Stable, manageable student growth
- Strong PUC financial organization

Areas recommended for improvement include

- Net assets are negative

IV. Fulfillment of the Charter

Charter Schools Division oversight deemed Fulfillment of the Charter at the school to be accomplished.

An evaluation of *accomplished* applies to operations characterized, overall, by strengths. There are very few weaknesses and any that do exist do not diminish the students' experience. While an evaluation of *accomplished* represents a high standard of operating, it is a standard that should be achievable in all schools. It implies that it is fully appropriate for a school to continue its operations without significant adjustment. The school would always be expected to continue to take advantage of opportunities to improve, however.

Areas of particular strength include

- Purpose-filled, progressive daily operations
- Data-driven, student-centered instructional and learning programs
- Committed adherence to charter components and District partnership

Areas recommended for improvement include: N/A



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Respectfully submitted,

RAMON C. CORTINES
Superintendent of Schools

APPROVED AND
PRESENTED BY:

APPROVED BY:

JOSÉ J. COLE-GUTIÉRREZ
Executive Director
Charter Schools Division

JAMES MORRIS
Chief of Staff

DRAFT

LOS ANGELES UNIFIED SCHOOL DISTRICT
Inter-Office Correspondence

INFORMATIVE – Board Report ###

TO: Members, Charters and Innovation Committee
Ramon C. Cortines, Superintendent

DATE: March 5, 2009

FROM: José J. Cole-Gutiérrez, Executive Director
Charter Schools Division

**SUBJECT: SUPPORTING DOCUMENTS FOR LAKEVIEW CHARTER ACADEMY
RENEWAL**

Background

The Charter Schools Division has recommended the renewal of the Lakeview Charter Academy based upon an analysis of multiple measures, including the school's performance in the areas of student achievement and educational performance, governance and organizational management, fiscal operations, and fulfillment of the charter.

The analysis of the school's student achievement and educational performance included a comparison of the academic achievement of the charter school's students to the academic achievement of three sets of comparison District schools:

1. District schools of similar demographic characteristics ("LAUSD Similar Schools") as identified by the California Department of Education (CDE)
2. The residence schools the charter school students would have otherwise attended ("Resident Schools")
3. Comparison schools identified in the original charter petition or the most recent renewal petition ("Comparison Schools in Charter")

I. Comparison LAUSD Similar Schools

The CDE identifies those schools throughout the State which share similar educational challenges and opportunities. The "LAUSD Similar Schools" comprised those District schools included in the CDE's similar schools list for the charter school.

The comparison LAUSD similar schools for the Lakeview Charter Academy are:

1. Academia Avance Charter Middle School
2. Audubon Middle School
3. Berendo Middle School
4. Bethune Middle School
5. Carver Middle School
6. City Life Downtown Charter
7. Clay Middle School
8. Clinton Middle School
9. Cochran Middle School
10. Drew Middle School
11. Edison Middle School
12. Foshay Learning Center
13. Gage Middle School
14. Gompers Middle School
15. Harte Prep Middle School
16. Hollenbeck Middle School

17. KIPP Academy of Opportunity
18. Los Angeles Academy Middle School
19. Maclay Middle School
20. Mann Middle School
21. Markham Middle School
22. Muir Middle School
23. New Designs Charter Middle School
24. Nimitz Middle School
25. Northridge Middle School
26. Olive Vista Middle School
27. Southeast Middle School
28. Sun Valley Middle School
29. Virgil Middle School
30. Vista Middle School
31. Wilmington Middle School

II. Comparison Resident Schools

“Resident Schools” were selected by using the charter school students’ home addresses to identify the District schools they otherwise would have attended. The five District schools most represented at the charter school were chosen as comparison “resident schools.”

The comparison resident schools for the Lakeview Charter Academy are:

1. Byrd Middle School
2. Maclay Middle School
3. Olive Vista Middle School
4. Pacoima Middle School
5. San Fernando Middle School

III. Comparison Schools as Identified in the Charter

“Comparison Schools in the Charter” were identified for the purpose of comparison by the petitioners in their original charter petition or most recent renewal petition. The District “Comparison Schools in the Charter” for Lakeview Charter Academy are:

1. Community Charter Middle School
2. Maclay Middle School
3. Olive Vista Middle School
4. San Fernando Middle School

Attachments

Attached please find the following supporting documentation:

- Test score and other data for the charter school and the comparison District “Similar Schools,” District “Resident” schools and District comparison schools identified by the charter petitioner in the original or the most recent petition.

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

c: Jefferson Crain
Judy Elliot
Dave Holmquist
Jim Morris
Randy Ross
Jerry Thornton

**LAKEVIEW CHARTER ACADEMY
CRITERIA SUMMARY WITH COMPARISON SCHOOLS**

**Criteria
(1)**

Year	API Base	Growth Target	API Growth	Actual Growth
2005-06	708	5	751	43
2006-07	754	5	733	-21
2007-08	733	5	805	72
Aggregate Growth		15		94

(2)

Year	API State Rank	API Similar Schools
2005	4	9
2006	7	10
2007	6	10

(3)

Year	API State Rank	API Similar Schools
2005	4	9
2006	7	10
2007	6	10

(4)

Median API

	2008 API Growth	2007 API Base
Lakeview Charter Academy	805	733
Median LAUSD Similar Schools from CDE	602	579
Median Resident Schools	633	628
Median Comparison Schools in Charter	633	613

2007-08 CST Comparison

	English Language Arts		Mathematics	
	Basic, Below Basic & Far Below Basic	Proficient & Advanced	Basic, Below Basic & Far Below Basic	Proficient & Advanced
Lakeview Charter Academy	53%	47%	48%	52%
Median LAUSD Similar Schools from CDE	81%	18%	89%	12%
Median of Resident Schools	75%	25%	81%	19%
Median of Comparison Schools in Charter	77%	23%	83%	19%

AYP Goals

	Adequate Yearly Progress (AYP)		
	# Criteria	# Met	% Met
Lakeview Charter Academy	17	17	100%

**LAKEVIEW CHARTER ACADEMY
CRITERIA SUMMARY WITH COMPARISON SCHOOLS**

School: Lakeview Charter Academy
Address: 1445 Celis St, San Fernando
Span: 6- 7

LD	BD	Loc Code	School	Fall 2007 # of Students	Multl - Track	PI Status 07-08 Blank = not in PI	Met 2008 Schoolwide Growth Target	Met all Subgroup Growth Targets	2008 API Growth	2007 Base API	2007 Base API State Ranking
R	6	8212	LAKEVIEW CHARTER SCH	117	No		Yes	Yes	805	733	6
LAUSD Similar Schools from CDE's "Similar Schools List"											
1	3	8283	NORTH RIDGE MS	1159	No	4	Yes	No	646	620	2
8	7	8490	WILMINGTON MS	2148	No	5	Yes	Yes	674	638	2
2	6	8306	OLIVE VISTA MS	1855	No	5	No	No	633	628	2
6	5	8153	SOUTHEAST MS	1331	No	3	Yes	No	658	636	2
6	5	8151	GAGE MS	3478	Yes	5	Yes	Yes	594	561	1
1	6	8117	VISTA MS	2016	No	3	Yes	No	613	575	1
2	6	8228	MACLAY MS	1091	No	5	No	No	596	588	1
5	2	8179	HOLLENBECK MS	2509	No	5	No	No	592	589	1
6	5	8268	NIMITZ MS	3265	Yes	5	Yes	No	644	613	1
7	1	8132	FOSHAY LC	3171	Yes	5	Yes	Yes	645	621	2
4	2	8057	BERENDO MS	3066	Yes	5	Yes	No	645	608	1
4	2	8462	VIRGIL MS	2734	Yes	5	Yes	Yes	641	585	1
7	7	8113	EDISON MS	2152	Yes	5	Yes	No	576	542	1
5	2	8062	CLINTON MS	1102	No	1	Yes	Yes	577	548	1
2	6	8396	SUN VALLEY MS	2660	Yes	5	Yes	No	616	604	1
7	1	8255	MUIR MS	2278	Yes	5	No	No	553	552	1
R	2	8260	NEW DESIGNS	412	No	1	No	No	622	621	2
8	1	8099	CLAY MS	1745	No	5	No	No	524	535	1
5	7	8094	CARVER MS	2312	Yes	5	Yes	No	573	549	1
R	1	8458	KIPP ACADEMY OF OPP	334	No		No	No	748	762	7
3	1	8245	COCHRAN MS	1835	No	5	Yes	No	605	580	1
R	2	8495	CITYLIFE DWNTWN CHT	207	No		--	--	--	579	1
3	1	8028	AUDUBON MS	1487	No	5	No	No	578	568	1
5	7	8200	LOS ANGELES ACAD MS	2371	Yes	5	Yes	No	604	578	1
7	7	8112	DREW MS	2504	Yes	5	Yes	No	539	522	1
7	1	8060	BETHUNE MS	2482	Yes	5	Yes	No	600	570	1
7	7	8160	GOMPERS MS	1754	No	5	Yes	No	561	541	1
7	7	8237	MARKHAM MS	1618	No	5	Yes	No	542	519	1
8	1	8170	HARTE PREP MS	1563	No	5	Yes	No	591	557	1
3	1	8236	MANN MS	1357	No	5	Yes	No	544	521	1
R	5	8003	ACADEMIA AVANCE	135	No		Yes	Yes	708	619	1
Median LAUSD Similar Schools from CDE				1855	--	5	--	--	602	579	1

**LAKEVIEW CHARTER ACADEMY
CRITERIA SUMMARY WITH COMPARISON SCHOOLS**

School : Lakeview Charter Academy
Address: 1445 Celis St, San Fernando
Span: 6- 7

LD	BD	Loc Code	School	Fall 2007 # of Students	Mul ti - Track	PI Status 07-08 Blank = not in PI	Met 2008 Schoolwide Growth Target	Met all Subgroup Growth Targets	2008 API Growth	2007 Base API	2007 Base API State Ranki ng
R	6	8212	LAKEVIEW CHARTER SCH	117	No		Yes	Yes	805	733	6
Resident School s											
2	6	8321	PACOIMA MS	2187	No	5	Yes	Yes	663	643	2
2	6	8080	BYRD MS	1776	No	5	Yes	Yes	679	651	2
2	6	8358	SAN FERNANDO MS	1963	No	5	Yes	Yes	632	597	1
2	6	8306	OLIVE VISTA MS	1855	No	5	No	No	633	628	2
2	6	8228	MACLAY MS	1091	No	5	No	No	596	588	1
Medi an Resident School s				1855	--	5	--	--	633	628	2
Comparison School s from the Renewi ng School 's Charter											
R	6	8453	COMMUNITY CHARTER MS	249	No	3	No	No	720	729	5
2	6	8358	SAN FERNANDO MS	1963	No	5	Yes	Yes	632	597	1
2	6	8306	OLIVE VISTA MS	1855	No	5	No	No	633	628	2
2	6	8228	MACLAY MS	1091	No	5	No	No	596	588	1
Medi an Comparison School s in Charter				1473	--	5	--	--	633	613	2

**LAKEVIEW CHARTER ACADEMY
CRITERIA SUMMARY WITH COMPARISON SCHOOLS**

2007 Base API Similar Schools Rank	% Free/ Reduced Lunch	% Special Educ	% GATE	% ELL	% RFEP	% Hispani c	% Whi te	% Afri can Ameri can	% Asi an	% Fili pi no	SCI
10	73	9	3	26	42	95	1	3	0	1	150.337
6	82	16	8	44	32	82	5	6	3	3	152.075
8	84	17	11	33	36	95	1	2	0	1	151.938
7	89	11	7	42	30	95	2	2	0	0	151.895
8	90	13	6	34	45	98	0	1	0	0	151.889
2	87	9	7	38	45	99	0	0	0	0	151.815
2	86	13	6	48	37	92	1	2	1	5	151.744
3	86	12	3	52	32	93	1	5	0	0	151.620
3	93	10	8	36	46	99	0	0	0	0	151.606
6	91	11	12	38	45	99	1	0	0	0	151.147
7	87	12	7	28	37	78	0	22	0	0	150.745
6	95	9	8	46	46	95	0	1	3	0	150.690
4	92	11	6	45	40	88	0	3	3	5	150.527
2	93	10	5	45	41	96	0	3	0	0	150.356
2	84	8	4	52	36	93	0	7	0	0	150.338
6	89	11	7	40	44	95	2	1	1	1	150.249
2	81	11	4	46	24	76	0	24	0	0	149.894
8	100	0	0	25	0	31	0	66	0	0	149.814
1	80	13	4	22	17	46	0	53	0	0	149.745
2	93	10	5	50	37	93	0	7	0	0	149.407
10	79	9	0	1	10	18	0	80	0	0	149.343
4	83	14	4	36	30	77	0	22	0	0	148.073
4	97	8	1	67	23	97	0	1	0	1	148.001
3	78	15	10	14	11	31	0	67	0	0	147.570
4	90	12	6	46	38	90	0	10	0	0	146.975
1	87	9	5	43	30	82	0	18	0	0	146.482
3	89	10	5	42	35	85	0	15	0	0	146.278
2	84	11	4	35	26	69	0	30	0	0	145.855
1	84	11	4	39	26	72	0	27	0	0	145.771
2	86	12	5	36	20	63	0	37	0	0	145.103
1	81	15	3	25	14	47	0	53	0	0	144.916
7	98	13	0	51	25	97	1	2	0	0	144.742
3	87	11	5	40	32	90	0	7	0	0	149.8938

**LAKEVIEW CHARTER ACADEMY
CRITERIA SUMMARY WITH COMPARISON SCHOOLS**

2007 Base API Similar Schools Rank	% Free/ Reduced Lunch	% Speci al Educ	% GATE	% ELL	% RFEP	% Hi spani c	% Whi te	% Afri can Ameri can	% Asi an	% FI I I pi no	SCI
10	73	9	3	26	42	95	1	3	0	1	150.337
5	87	9	13	33	38	93	5	1	0	1	155.841
7	83	14	8	34	40	89	4	1	2	3	154.043
3	79	12	7	39	37	97	1	2	0	0	152.959
7	89	11	7	42	30	95	2	2	0	0	151.895
3	86	12	3	52	32	93	1	5	0	0	151.620
5	86	12	7	39	37	93	2	2	0	0	152.959
10	73	8	4	26	37	98	1	0	0	1	159.937
3	79	12	7	39	37	97	1	2	0	0	152.959
7	89	11	7	42	30	95	2	2	0	0	151.895
3	86	12	3	52	32	93	1	5	0	0	151.620
5	83	12	6	41	35	96	1	2	0	0	152.427

**LAKEVIEW CHARTER ACADEMY
CRITERIA SUMMARY WITH COMPARISON SCHOOLS**

School : Lakeview Charter Academy
Address: 1445 Cellis St, San Fernando
Span: 6- 7

LD	BD	Loc Code	School	Total Enrollment	% Sp Ed	% GATE	% EL	% HI sp.	% White	% Af. Amer.	% Asian
R	6	8212	LAKEVIEW CHARTER SCH	120	9	8	34	98	0	3	0
LAUSD Similar Schools from CDE's "Similar Schools List"											
R	5	8003	ACADEMIA AVANCE	206	10	5	47	96	0	0	0
3	1	8028	AUDUBON MS	1325	17	12	13	33	0	66	0
4	2	8057	BERENDO MS	2316	11	11	47	92	0	1	5
7	1	8060	BETHUNE MS	2431	11	7	42	86	0	14	0
5	7	8094	CARVER MS	2181	11	5	48	93	0	6	0
R	2	8495	CITYLIFE DWNTWN CHT	--	--	--	--	--	--	--	--
8	1	8099	CLAY MS	1583	15	3	22	46	1	52	0
5	2	8062	CLINTON MS	1181	9	4	44	91	0	9	0
3	1	8245	COCHRAN MS	1738	14	4	36	77	0	22	1
7	7	8112	DREW MS	2328	10	7	43	83	0	16	0
7	7	8113	EDISON MS	2024	11	5	44	96	0	3	0
7	1	8132	FOSHAY LC	3383	12	8	28	78	0	21	0
6	5	8151	GAGE MS	3351	9	10	36	99	0	0	0
7	7	8160	GOMPERS MS	1717	11	5	35	69	0	30	0
8	1	8170	HARTE PREP MS	1458	11	6	31	65	0	34	0
5	2	8179	HOLLENBECK MS	2437	11	8	33	99	0	0	0
R	1	8458	KIPP ACADEMY OF OPP	346	10	--	1	14	0	86	0
5	7	8200	LOS ANGELES ACAD MS	2336	11	6	44	90	0	9	0
2	6	8228	MACLAY MS	1094	12	4	47	94	0	5	0
3	1	8236	MANN MS	1298	16	4	23	48	0	51	0
7	7	8237	MARKHAM MS	1573	12	5	35	71	0	28	0
7	1	8255	MUIR MS	2168	12	5	42	77	0	23	0
R	2	8260	NEW DESIGNS	319	13	3	56	36	1	63	0
6	5	8268	NIMITZ MS	3065	11	13	35	99	1	0	0
1	3	8283	NORTHRI DGE MS	1117	16	11	42	82	5	6	3
2	6	8306	OLIVE VISTA MS	1847	12	9	36	95	2	2	0
6	5	8153	SOUTHEAST MS	1374	11	7	30	98	0	1	0
2	6	8396	SUN VALLEY MS	2552	12	7	40	94	2	2	1
4	2	8462	VI RGI L MS	2183	11	6	44	86	1	2	4
1	6	8117	VI STA MS	2134	13	7	43	91	1	2	1
8	7	8490	WI LMI NGTON MS	2089	16	12	29	94	1	2	0
Median LAUSD Similar Schools from CDE				1936	11	6	38	88	0	8	0

**LAKEVIEW CHARTER ACADEMY
CRITERIA SUMMARY WITH COMPARISON SCHOOLS**

School : Lakeview Charter Academy
 Address: 1445 Cellis St, San Fernando
 Span: 6- 7

LD	BD	Loc Code	School	Total Enrollment	% Sp Ed	% GATE	% EL	% Hisp.	% White	% Af. Amer.	% Asian
Resident Schools											
2	6	8080	BYRD MS	1744	14	10	32	90	3	1	1
2	6	8228	MACLAY MS	1094	12	4	47	94	0	5	0
2	6	8306	OLIVE VISTA MS	1847	12	9	36	95	2	2	0
2	6	8321	PACOIMA MS	2165	10	14	35	93	4	1	0
2	6	8358	SAN FERNANDO MS	1716	13	8	38	97	1	1	0
Median Resident Schools				1744	12	9	36	94	2	1	0
Comparison Schools from the Renewing School's Charter											
R	6	8453	COMMUNITY CHARTER MS	305	9	--	31	98	1	0	0
2	6	8228	MACLAY MS	1094	12	4	47	94	0	5	0
2	6	8306	OLIVE VISTA MS	1847	12	9	36	95	2	2	0
2	6	8358	SAN FERNANDO MS	1716	13	8	38	97	1	1	0
Median Comparison Schools in Charter				1405	12	8	37	96	1	1	0

**LAKEVIEW CHARTER ACADEMY
CRITERIA SUMMARY WITH COMPARISON SCHOOLS**

% FIII .	Transi ency Rate
0	--
1	--
0	46
1	23
0	40
0	26
--	--
0	49
0	23
0	25
0	32
0	27
0	24
0	23
0	35
0	30
0	18
0	--
0	32
1	36
0	42
0	38
0	37
0	--
0	20
3	29
0	26
0	22
1	39
7	26
5	22
1	12
0	27

**LAKEVIEW CHARTER ACADEMY
CRITERIA SUMMARY WITH COMPARISON SCHOOLS**

% FIII .	Transi ency Rate
3	24
1	36
0	26
1	19
0	25
1	25
1	--
1	36
0	26
0	25
0	26

**LAKEVIEW CHARTER ACADEMY
CRITERIA SUMMARY WITH COMPARISON SCHOOLS**

2008	API Growth and Annual Change			Adequate Yearly Progr	
	2008 API Growth	2007 API Base	Change	# Criteria	# Met
Lakeview Charter Academy	805	733	72	17	17
Median LAUSD Similar Schools from CDE	602	579	24		
Median Resident Schools	633	628	20		
Median Comparison Schools in Charter	633	613	7		

2007	API Growth and Annual Change			Adequate Yearly Progr	
	2007 API Growth	2006 API Base	Change	# Criteria	# Met
Lakeview Charter Academy	733	754	-21	13	13
Median LAUSD Similar Schools from CDE	579	578	2		
Median Resident Schools	628	624	-1		
Median Comparison Schools in Charter	613	607	12		

**LAKEVIEW CHARTER ACADEMY
CRITERIA SUMMARY WITH COMPARISON SCHOOLS**

ess (AYP)
% Met
100%
52%
52%
55%

ess (AYP)
% Met
100%
52%
62%
57%

**LAKEVIEW CHARTER ACADEMY
CRITERIA SUMMARY WITH COMPARISON SCHOOLS**

RECLASSIFICATION OF ENGLISH LEARNERS

2008

	# EL Students Reclassified	# English Learners (prior year)	Percent Reclassified	Change from prior year
Lakeview Charter Academy	0	47	0.0%	0.0%
Median LAUSD Similar Schools from CDE	150	790	18.9%	4.3%
Median Resident Schools	200	791	23.9%	6.8%
Median Comparison Schools in Charter	157	686	24.8%	5.4%

2007

	# EL Students Reclassified	# English Learners (prior year)	Percent Reclassified
Lakeview Charter Academy	0	43	0.0%
Median LAUSD Similar Schools from CDE	143	853	14.6%
Median Resident Schools	133	891	17.1%
Median Comparison Schools in Charter	158	803	19.4%

**CALIFORNIA STANDARDS TESTS (CST)
Median Comparison Schools**

LAKEVIEW CHARTER SCH

	2007-2008 CST ENGLISH LANGUAGE ARTS																
	# Students Counted	Number of Students by Performance Band or Range								Percent of Students by Performance Band or Range							
		Far Below Basic	Below Basic	Basic	Proficient	Advanced	Below & Far Below Basic	Basic, Proficient & Advanced	Proficient & Advanced	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Below & Far Below Basic	Basic, Proficient & Advanced	Proficient & Advanced
Median LAUSD Similar Schools from CDE	1,908	401	490	605	274	80	853	935	339	23%	26%	32%	15%	4%	50%	50%	18%
Median Resident Schools	1,714	296	420	649	354	100	738	1,103	454	17%	24%	35%	19%	5%	40%	60%	25%
Median Comparison Schools in Charter	1,388	284	359	475	220	49	646	742	268	18%	24%	35%	18%	5%	42%	58%	23%
LAKEVIEW CHARTER SCH	122	1	13	51	40	17	14	108	57	1%	11%	42%	33%	14%	11%	89%	47%

ELA Totals:									
5,010	981	1,269	1,729	848	229	2,237	2,780	1,061	

ELA Average:	45%	55%	21%
ELA Median:	42%	58%	23%

	2006-2007 CST ENGLISH LANGUAGE ARTS																
	# Students Counted	Number of Students by Performance Band or Range								Percent of Students by Performance Band or Range							
		Far Below Basic	Below Basic	Basic	Proficient	Advanced	Below & Far Below Basic	Basic, Proficient & Advanced	Proficient & Advanced	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Below & Far Below Basic	Basic, Proficient & Advanced	Proficient & Advanced
Median LAUSD Similar Schools from CDE	1,834	448	559	615	228	44	1,003	889	274	25%	31%	29%	12%	2%	56%	44%	14%
Median Resident Schools	1,834	318	462	618	332	85	789	1,009	417	18%	26%	34%	19%	5%	43%	57%	23%
Median Comparison Schools in Charter	1,455	269	400	494	194	39	669	762	233	18%	27%	35%	16%	4%	46%	54%	20%
LAKEVIEW CHARTER SCH	117	9	13	55	34	6	22	95	40	8%	11%	47%	29%	5%	19%	81%	34%

ELA Totals:									
5,123	1,035	1,421	1,727	754	168	2,461	2,660	924	

ELA Average:	48%	52%	18%
ELA Median:	46%	54%	20%

**CALIFORNIA STANDARDS TESTS (CST)
Median Comparison Schools**

LAKEVIEW CHARTER SCH

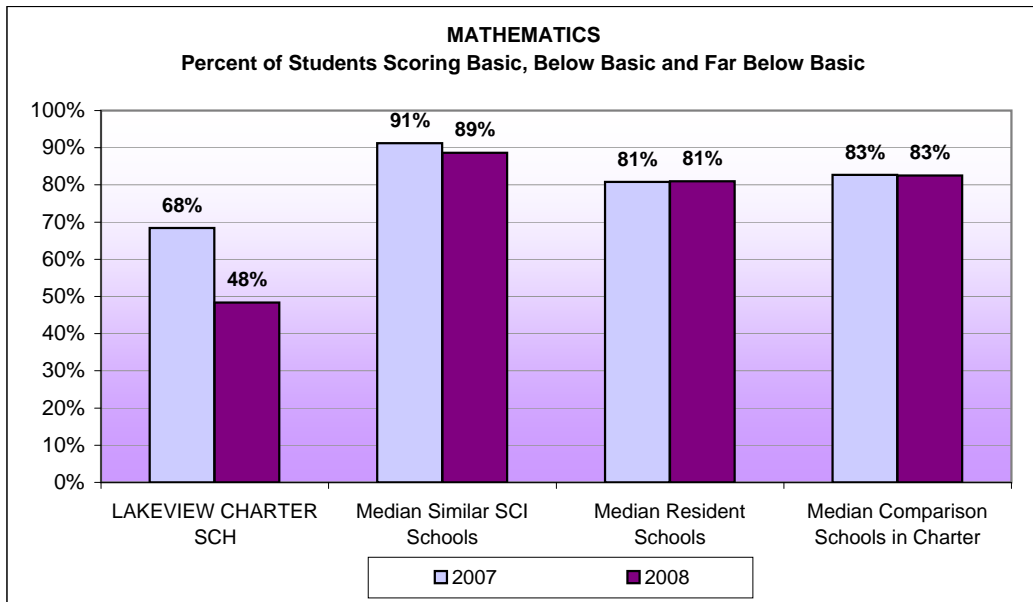
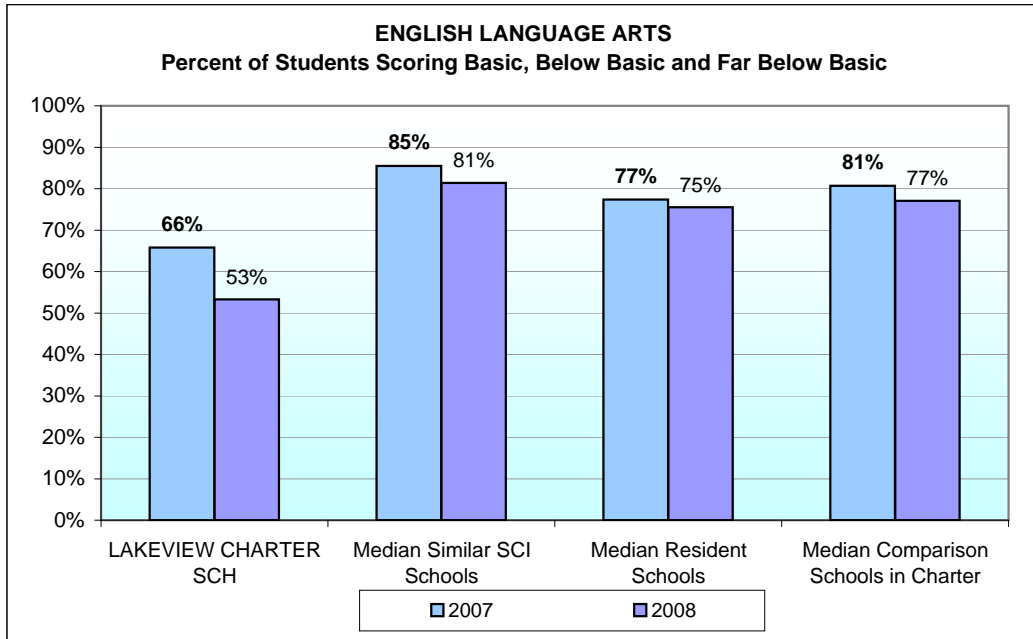
	2007-2008 CST MATHEMATICS																
	# Students Counted	Number of Students by Performance Band or Range								Percent of Students by Performance Band or Range							
		Far Below Basic	Below Basic	Basic	Proficient	Advanced	Below & Far Below Basic	Basic, Proficient & Advanced	Proficient & Advanced	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Below & Far Below Basic	Basic, Proficient & Advanced	Proficient & Advanced
Median LAUSD Similar Schools from CDE	1,888	360	676	448	212	36	999	693	241	21%	41%	24%	11%	2%	64%	36%	12%
Median Resident Schools	1,708	256	614	513	256	81	870	838	338	15%	36%	30%	15%	4%	51%	49%	19%
Median Comparison Schools in Charter	1,383	217	509	383	191	50	726	636	247	16%	36%	30%	14%	5%	53%	47%	19%
LAKEVIEW CHARTER SCH	122	1	12	46	45	18	13	109	63	1%	10%	38%	37%	15%	11%	89%	52%
Math Totals:										Math Average:			52%	44%	17%		
4,978	832	1,799	1,344	659	167	2,595	2,167	826	Math Median:			53%	47%	19%			

	2006-2007 CST MATHEMATICS																
	# Students Counted	Number of Students by Performance Band or Range								Percent of Students by Performance Band or Range							
		Far Below Basic	Below Basic	Basic	Proficient	Advanced	Below & Far Below Basic	Basic, Proficient & Advanced	Proficient & Advanced	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Below & Far Below Basic	Basic, Proficient & Advanced	Proficient & Advanced
Median LAUSD Similar Schools from CDE	1,833	415	756	452	178	30	1,123	659	210	22%	43%	24%	9%	1%	67%	33%	10%
Median Resident Schools	1,833	235	659	576	287	64	896	960	351	13%	35%	31%	16%	3%	49%	51%	19%
Median Comparison Schools in Charter	1,452	206	534	453	198	35	740	713	233	14%	36%	33%	14%	3%	50%	50%	17%
LAKEVIEW CHARTER SCH	117	4	28	48	35	2	32	85	37	3%	24%	41%	30%	2%	27%	73%	32%
Math Totals:										Math Average:			54%	46%	16%		
5,118	856	1,949	1,481	663	129	2,759	2,332	794	Math Median:			50%	50%	17%			

**CALIFORNIA STANDARDS TESTS (CST)
Median Comparison Schools**

LAKEVIEW CHARTER SCH

Students Scoring Basic, Below Basic & Far Below Basic								
English Language Arts					Mathematics			
Year	LAKEVIEW CHARTER SCH	Median Similar SCI Schools	Median Resident Schools	Median Comparison Schools in Charter	LAKEVIEW CHARTER SCH	Median Similar SCI Schools	Median Resident Schools	Median Comparison Schools in Charter
2007	66%	85%	77%	81%	68%	91%	81%	83%
2008	53%	81%	75%	77%	48%	89%	81%	83%

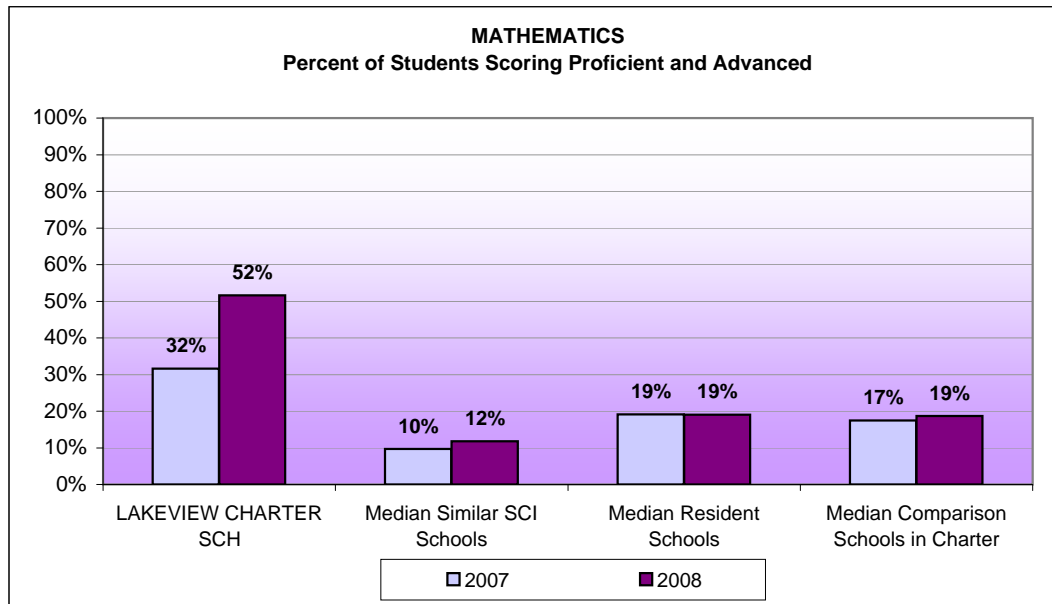
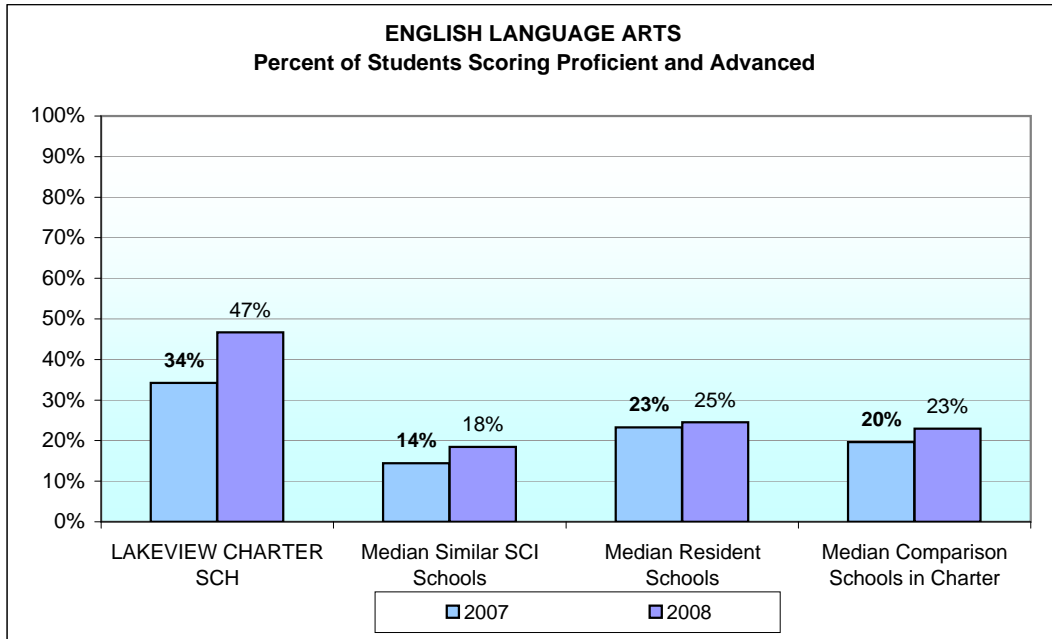


NOTE: "0%" in above charts indicates that no data are available for that category

**CALIFORNIA STANDARDS TESTS (CST)
Median Comparison Schools**

LAKEVIEW CHARTER SCH

Students Scoring Proficient & Advanced								
English Language Arts					Mathematics			
Year	LAKEVIEW CHARTER SCH	Median Similar SCI Schools	Median Resident Schools	Median Comparison Schools in Charter	LAKEVIEW CHARTER SCH	Median Similar SCI Schools	Median Resident Schools	Median Comparison Schools in Charter
2007	34%	14%	23%	20%	32%	10%	19%	17%
2008	47%	18%	25%	23%	52%	12%	19%	19%



NOTE: "0%" in above charts indicates that no data are available for that category

Petition Note

Please note that this is the original charter renewal petition. It has not been reviewed by the Charter Schools Division staff for reasonable comprehensiveness. It will have been reviewed and a petition review document will be attached when the charter renewal is forwarded to the Board of Education for ratification.

Lakeview Charter Academy
A PUC-Lakeview School

RENEWAL PETITION

Partnerships to Uplift Communities



Jacqueline Elliot
Ref Rodriguez
Partnerships to Uplift Communities-Lakeview (PUC-Lakeview)
818-559-7699 Voice
818-559-8641 Fax

Submitted: February 17, 2009

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Introduction

It is requested that the duration of this initial charter petition be for five years.

Lakeview Charter Academy (LCA), a PUC-Lakeview School, opened in September, 2004. The middle school was established to offer a charter alternative to existing public middle schools serving the communities of the Northeast San Fernando Valley. Currently, two other charter middle schools (Community Charter and Triumph) serve the students living in this geographic area. A third middle school, Nueva Esperanza will open in September, 2009. All PUC middle schools, including Lakeview, have extensive waiting lists for entry into sixth grade.

PUC- Lakeview Terrace, PUC-Valley, and PUC-LA schools have a track record of success. Dedicated to serving students who live in the two geographic areas of NE Los Angeles and the NE San Fernando Valley, the first PUC-Lakeview school, Community Charter Middle School, was opened in the valley in 1999. The API score for the first year of operation was 528. The 2007 - 2008 API score was 720, demonstrating growth of almost 200 points over the course of eight years of operation. California Academy for Liberal Studies (founded in 2000) has experienced similar growth with an API score of 719 on the most recent test. LCA earned a score of 805 on their most recent API score, which ranked them as the fifth highest scoring middle school in LAUSD. Milagro, PUC-LA's only elementary school (serving NE Los Angeles) scored 835 during their first year of operation. The API scores have consistently exceeded those of the schools in the same geographic areas. The students at all PUC-Lakeview and PUC-LA schools are predominantly Title 1.

LCA offers a high quality, rigorous and standards based academic program focusing on the core content areas: mathematics, history, science, language arts, arts, and physical education. It operates in a safe and caring environment where the entire community learns, grows and lives strong character values. It provides ample opportunities for parents to be actively involved in the educational development of their children and emphasizes the concept of stewardship in its fiscal and organizational management.

As a charter school, LCA will continue to:

- operate as a small community of learners
- offer a challenging curriculum grounded in sound educational theory with enough support to ensure success
- integrate the use of arts and technology into the curriculum
- work with parents to develop their child's character
- support parents as partners in the educational development of their children
- Employ a committed and qualified teaching staff

- implement a community based decision making structure that honors the unique needs of the school community.
- offer its teaching staff a standards based professional development program
- offer students extended day enrichment and academic support programs
- create bridges with local public and private elementary and high schools and local colleges and universities
- offer programs specifically designed to expose and prepare students for higher education

LCA is located in Lake View Terrace which is part of the Northeast San Fernando Valley. As a charter school LCA offers the residents of the Northeast San Fernando Valley an alternative to the overcrowded middle schools, which currently serve the area.

Assurances

LCA will:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of ethnicity, national origin, gender or disability.
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy, adopted and maintained pursuant to the Crawford court order, by Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan to achieve & maintain the LAUSD’s ethnic balance goal which is within a 70:30 or 30:70 ratio.
- Not require any child to attend the charter school nor any employee to work at the charter school.
- Comply with all laws relating to public agencies in general, all federal laws and regulations and state codes.

- Accepts and understands the grounds on which a charter may be revoked.
- In accordance with Education Code Section 47605 (d)(2)(A), admit all pupils wishing to attend the school.
- In accordance with Education Code Section 47605 (d)(2)(B), determine attendance by a public random drawing with preference extended to pupils who reside in the district, if the number of pupils who wish to attend the school exceeds the school capacity.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the 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.
- LCA accepts and understands obligations to comply with specific sections of the Education Code: Sections 47611 (STRS) and 41365 (Revolving Loan Fund), and all laws establishing minimum age for public school attendance.

Element 1: Educational Program

1.1 Students the School Is Attempting To Educate

LCA Charter Academy will be located in and serve the community of the North East San Fernando Valley. As a charter school, LCA Charter Academy will offer the residents of North East San Fernando Valley an alternative to the overcrowded middle schools, which currently serve the area. LCA will open with at least 100 sixth-grade students in September 2009 and we will continue to add a new sixth grade class each year until we reach a maximum capacity of 300 students.

1.2. Community Demographics

Compiled from United States Department of Commerce Census Data 2000

	Pacoima	San Fernando	Lake View Terrace
<u>Total population</u>	97,300	33,373	81,970
<u>High school graduates</u>	26,567	7,306	28,591
<u>College Graduates</u>	3,083	932	6,004
<u>Hispanic</u>	80,361	29,560	53,869
<u>Below poverty level</u>	18,626	1,064	10,334

1.2.1 Demographic Information for Prospective Site (Surrounding school data –Middle Schools)

Compiled from Data Obtained from the California Department of Education Web site

The data below is reflective of the 2006 – 2007 school year. For the 2007-2008 school year, Lakeview earned an API of 805.

By and large most middle school students, who reside in the Northeast San Fernando Valley, attend one of the four middle schools listed below. The feeder high schools are San Fernando Senior High School, Sylmar High School and the new Community Charter Early College High School.

LAUSD Schools	# of students	Multi-Track School	Program Improvement?	Met Schoolwide Growth Target	Met Subgroup Growth Target	API Score	API State Ranking	Similar Schools Rank	Students Eligible for Free/Reduced Lunch	Major Ethnicity #1	Major Ethnicity #2	Major Ethnicity #3
Maclay Middle	1,117	No	Year 5	No	No	588	1	5	84.5%	Hispanic	African American	White
San Fernando Middle	2,013	No	Year 4	Yes	Yes	597	1	2	77.0%	Hispanic	African American	White
Sylmar High School	3,630	No	Year 5	No	No	587	1	4	68.5%	Hispanic	African American	White
San Fernando High School	3,753	No	Year 1	No	No	561	1	5	81.6%	Hispanic	African American	White
Charter Schools												
LCA Charter (PUC-Lakeview)	116	No	No	No	No	733	7	10	77.6%	Hispanic	African American	White
Community Charter School Middle School (PUC-Lakeview)	251	No	Year 2	Yes	Yes	729	3	6	74.1%	Hispanic	African American	White
Discovery Charter Preparatory	341	No	N/A	Yes	Yes	614	1	1	97.1%	Hispanic	African American	White
BERT CORONA	308	No	Year 2	No	No	729	2	1	82.8%	Hispanic	African American	White

1.3 LCA Mission Statement

The mission of Lakeview Charter Academy is to increase academic and personal achievement among pupils who reside in the Northeast San Fernando Valley. The charter school will meet the demands of the community for a charter middle school that educates children in a smaller and more nurturing environment, where learning gaps will be filled through personalized instruction. The program will focus on the unique needs of each individual student in a holistic manner. The school will provide a learning environment where students in grades six through eight develop the attributes of scholars, a sense of connectedness, a sense of importance, a sense of responsibility, a sense of well-being, a sense of mutual respect and a sense of academic initiative. The vision of the school is that all students will access post-secondary educational opportunities. Lakeview Charter Academy will implement a rigorous state standards driven instructional program. The program will continue to utilize instructional strategies chosen on the basis of research that insures success. Students will graduate from the school with a commitment to the greater community, academic skills, personal skills, technological skills, vision and goals that will enable them to succeed in high school and beyond and become productive, educated people of the 21st Century. The entire school community: students; faculty; staff; parents; board members; business and educational partners will work collaboratively to create a community of learners in which all partners are empowered by their own sense of connectedness and responsibility to the school community. We are committed to challenging students to develop to their fullest potential. Lakeview Charter Academy will continue to guide and nurture its students as they discover and cultivate their unique gifts and talents.

1.3.1 CORE VALUES

LCA believes that the following community values are essential for the students' success in higher education and beyond. These core values will assist in the development of students who become self-motivated, competent, life-long learners and who will enrich the communities in which they live:

Scholarship	We will invest in our futures by continually striving for academic excellence.
Leadership	We adopt a "can do" attitude, grasp opportunities and challenges, and work with others to bring ideas to life.
Social Justice	We participate fully in creating a more just society; if we are not part of the solution, we are part of the problem.
Responsibility	We are accountable for our behavior and strive to make decisions based on good judgment and sound thinking.
Integrity	We live up to the highest ethical standards by always trying to do what is right even when it is costly or difficult.
Dignity	We honor our heritages through poise and self-respect.

Citizenship	We do our part for the common good by using our talents to make positive contributions to our communities.
Perseverance	We don't give up when things seem difficult; we work harder, always do our best, and learn from our mistakes.
Respect	We are considerate of others treating them with civility and courtesy. We accept personal difference and resolve conflicts with compassion.
Commitment	We pledge to invest in our futures by being reflective and disciplined learners.

1.4 School-Wide Vision

We recognize that a school wide vision evolves as the entire community examines its values, beliefs and goals. Core to the vision is a culture focused on a *cycle of continuous improvement*. The following is a statement about what we aspire to create at LCA, based on our current PUC-Lakeview values, beliefs and goals:

1.4.1 Educational Excellence

The LCA community (students, parents, teachers, and administrative staff) will be focused on fostering educational excellence and creating a dynamic and meaningful learning environment to ensure that all LCA students are prepared for college success.

- Teachers will create a rigorous and engaging curriculum with opportunities for extension and enrichment that motivates students to learn.
- Teachers will use a combination of assessment techniques, including traditional methods, performance-based assessments, and self-assessments.
- Administrators will provide ongoing professional development that is relevant and pertinent.
- While producing quality work, students will use various modes of communication (writing, oral, artistic) to express their understanding of complex ideas and concepts.
- Students will be equipped with and utilize the necessary, reading strategies, writing skills, and critical thinking skills to participate in all content areas and begin to be prepared for college level coursework.
- High academic expectations will be communicated, demonstrated, and internalized by all (parents, students, teachers, and administrators).

1.4.2 Supportive Learning Community

The LCA community will be focused on an on-going process that develops and supports meaningful relationships between all members (students, parents, teachers, and administrative staff) to ensure that all LCA students will be prepared for college success.

- LCA parents will be in full support of preparing their child for college and will be enrolled as an active part of their education.
- Students will work collaboratively and encourage each other to use their strengths.
- The community will develop and exhibit supportive relationships.
- Teachers, students, and parents will monitor student progress, both academic and social, to collaboratively develop plans for improvement.
- Teachers will work collaboratively across all content areas and play an active role to contribute to the growth and success of the school.

1.4.3 Personal Development

The LCA community will be focused on the personal development of all its members (students, parents, teachers, and administrative staff) to ensure that all LCA students are prepared for college success.

- LCA teachers will continuously reflect, revise, and improve their teaching methods and provide innovative, instruction that prepares students for college.
- Administrators will be effective leaders in supporting teachers' needs by receiving education and training on school leadership and design in order to best serve our students.

1.5 Educational Philosophy: Beliefs About How Learning Best Occurs

The assumptions underlying the LCA curriculum are that students at the middle school level are in the process of developing the power to reason and they are learning to become responsible and informed contributors to society. The school believes that learning is best achieved when associated with students' individual needs, their natural curiosity and their desire to be challenged. Second, learning encourages risk, requires self-examination and promotes the understanding that humans, while interdependent, must ultimately take responsibility for their own lives. Third, learning manifests itself in the joy of discovery, the pride of accomplishment and the satisfaction of personal growth. Finally, learning is fostered by supportive relationships with teachers and administrators.

PUC-Lakeview and PUC-LA Schools take the recommendation from the middle school educational reform documents *Taking Center Stage* and its predecessor, *Caught in the Middle*, to provide for every middle grade student a common, comprehensive, academically oriented core

curriculum. The rationale behind a PUC school's curriculum is that a common core of knowledge exists which all educated citizens should possess. This core includes lessons to be gained from the study of literature, history, science, mathematics and the arts. Additionally, we believe that the core curriculum should address a student's ability to fully participate in the global economy of the 21st century.

LCA curriculum is defined by a set of standards and implemented through a program of planning backwards into classroom practice. The vision for the curriculum at LCA is taken from the adopted *State Content Standards* and the *California Frameworks* for curricula.

LCA will create a rigorous academic core curriculum that includes reading, writing, listening, and speaking; mathematical problem-solving and conceptual understanding; the life, earth and physical sciences; career; health education; the visual and performing arts; and a regular program of physical activity. Specific content in all subject areas will be drawn from the adopted *State Content Standards* and will adhere to the *California Frameworks* for curricula.

1.6 Educated Persons of the 21st Century

Educated persons of the 21st century possess the following essential skills and knowledge which will allow them to be self-directed, self-motivated and self-reliant in an information-based society and economy:

Academic Skills and Knowledge

- Demonstrate effective written and verbal communication to a variety of audiences.
- Identify and understand mathematic facts, concepts, principles, and theories, applying them in problem situations within and outside the school setting.
- Demonstrate comprehension of a variety of printed materials when reading for pleasure and/or information.
- Demonstrate a general understanding of history in order to perceive the complexities of social, economic, and political problems.
- Demonstrate a general understanding of major concepts and processes that are common to all of the sciences.
- Demonstrate critical thinking and ability to solve problems when making decisions.
- Demonstrate an ability to use technology efficiently to achieve specific goals.
- Demonstrate the ability to evaluate information across a range of media.

Non-Academic skills

- Demonstrate the desire to pursue learning as a life-long endeavor.
- Demonstrate collaboration, teamwork and interpersonal skills.
- Demonstrate self-confidence and leadership capabilities.
- Know how to set priorities in order to achieve personal and community goals.
- Understand, preserve, and appreciate their culture and the heritage of others.
- Demonstrate personal, social, and civic responsibility.

- Demonstrate the ability to adapt to an ever-changing environment.

These persons will be sophisticated, critical, and independent thinkers who are proficient in the use of modern technology and who view themselves as belonging to and serving a global society. They will have a strong sense of themselves and of their cultural values and will be keenly aware of the subtle differences in the cultural values of others.

1.7 Program Goals

The following program goals will enable our students to become or remain self-motivated, competent, and lifelong learners:

1. The educational program will enable pupils to become self-motivated, confident, and lifelong learners.
2. Pupils will master the basic skills in context, develop concepts and become critical thinkers and become problem solvers.
3. Pupils will receive an enriched curriculum in language arts, mathematics, science, social studies, technology, health, physical education, and performing and visual arts.
4. Pupils will develop an attitude of self-respect, respect for others, and an appreciation for the strength of diversity.
5. Pupils will demonstrate cooperative pro-social behavior with a sense of responsibility to their school, home, and community. Students will display this sense of responsibility by being of service to their school and community.
6. Pupils will be exposed to career and post-secondary opportunities to develop personal and professional life goals.

1.8 Typical Day at LCA When School Vision is Accomplished

Once the school vision is accomplished a visitor will witness a community of learners where students, parents, teachers, and administrators consistently ask how they can improve to achieve more.

In a typical day, students will arrive at the school and go directly to their first period class. The first period class has at least 15 extra minutes at the beginning to provide a homeroom for the students. During this homeroom time, the students will engage in a community circle twice per week that builds positive relationships between the students and with their teachers. The topics addressed in the circle support the vision of scholarliness that is foundational to the vision of the school. Students are engaged in reading comprehension activities on the remaining three homeroom days.

When first period begins, the visitor will note that students are on task immediately as they enter their classroom because all teachers will have a “Do-Now” or Warm-up ready. The teacher will deliver lessons that are standards based and rigorous. A visitor will see teachers accessing students’ prior knowledge, extending this knowledge, applying the knowledge and reflecting on the learning. Students will be engaged in the classroom as both teachers and students use inquiry to have in-depth conversations of the content they are learning. Students that finish assignments early will be engaged in opportunities for extension and enrichment and every minute of instruction will be used to its fullest.

In the classroom, a visitor will see student work posted with criteria such as rubrics or task lists that display various modes of communication (written, oral, artistic). This work will display students’ understanding of complex ideas and concepts in all content areas.

A visitor will see students, parents, teachers, and administrators articulating the high academic expectations in the school and how these will prepare them for college preparatory high school coursework. This will be displayed while a student flaunts about the vast amount of work that they do on a daily basis. The student will be able to explain how the academic work they do prepares them for success.

On this typical day, the student will take an English, math, history, and science class. In addition to the four traditional content courses, all students will take an art class and physical education. The sixth grade students will also have a MESH class which will integrate math and science in the first semester and English and social studies in the second semester. In these classes a visitor will hear common language and see the same rigor in instruction in every content area.

On a typical day at nutrition and lunch time, teachers have an open door policy for students who need extra assistance with class work or simply wish to discuss school related or social issues with them.

1.8.1 Supportive Learning Community

On a regular day, a visitor will see a parent in the classroom writing his/her observations. These observations will be shared with the teacher, student and administrator. A visitor will hear students articulate how their parents support their preparation to succeed in a preparatory high school. This includes meeting with teachers to create personalized plans to increase learning and meeting with the administrator to create systems to support the learning such as parent observations. Parents will be able to articulate the explicit active role he/she takes to support his/her child in preparation for a college preparatory high school.

Teachers will engage in inquiry groups during grade level and/or staff meetings, discuss their peer observations, and engage in formal and informal discussions to improve their instruction and increase learning. A visitor will see the instructional leader or principal engaged in activities that support student learning such as observing classes or meeting with a teacher to discuss improvements on curriculum and instruction. The teachers will also share with the leaders how they can improve to increase their ability to increase learning.

A visitor will also observe that teachers, students, and parents monitor students’ progress, both academically and socially. This will be evident as teachers share assessment results with students and those students set goals that parents revise and support. In addition, a visitor will also see that students who have exemplified scholarly behavior have been given distinctions that celebrate both their academic achievement and social development.

1.8.2 Personal Development

On a typical day a visitor will also see evidence of teachers’ involvement in a cycle of continuous improvement through reflection, revision, and improvement of their teaching methods that will ultimately provide innovative instruction that prepares students for college preparatory high schools. The visitor will see that teachers, students and administrators have professional portfolios that show their improved work. The visitor will see the administrator in the classroom giving feedback to both teachers and students.

1.9 Daily Schedule and Instructional Calendar

The following daily student schedule illustrates the allocation of instructional time to different subject areas. We believe that in order to bridge the gap of knowledge that currently exists in this community there is a need to increase the minutes of instruction for students. In addition, LCA will allocate at least 120 minutes of physical education and similarly for the arts.

6th Grade w/ MESH

Subject	Instructional Minutes
Enrichment	75 minutes per week
English Language Arts	320 minutes per week
Math	320 minutes per week
Science	320 minutes per week
Social Science	320 minutes per week
MESH (Math, English, Science, History)	320 minutes per week
Physical Education	120 minutes per week
Arts	120 minutes per week
Weekly Instructional Minutes	1,915 minutes per week
Annual Instructional Minutes (176 days)	68,640 minutes per year

7th and 8th Grade

Subject	Instructional Minutes
Enrichment	100 minutes per week
English Language Arts	315 minutes per week
Math	315 minutes per week
Science	315 minutes per week

Social Science	315 minutes per week
Physical Education	120 minutes per week
Arts	180 minutes per week
Weekly Instructional Minutes	1,660 minutes per week
Annual Instructional Minutes (176 days)	55,440 minutes per year

1.9.1 Weekly Instructional Minutes (54,000 required annually)

LCA will make adjustments to the schedule and instructional minutes based on up to date data from the student population we will serve. Nevertheless, LCA will offer, at minimum, 54,000 instructional minutes set forth in the Educational Code §47612.5

1.9.2 LCA Teacher Collaboration

On a weekly basis, the teachers have one structured staff meeting, one structured grade level meeting, one coaching session and one peer observation and the rest of the periods they have without students may be used for planning, grading, etc. The LCA schedule and school environment is such that, even if they do not have a structured time to meet, you will find teachers in each other’s rooms asking questions and collaborating with their peers.

1.9.3 Intervention Strategies

The teachers utilize data from in-class assessments, progress reports, benchmarks and MAP testing to determine those students who are basic or below basic and can be moved to the next level with a little more guidance.

The teachers then create a scope and sequence for this intervention class along with a pre, mid, and post assessment to track the success of the intervention class.

The classes are held after school and in some cases are taught by two teachers.

1.9.4 School Academic Calendar

LCA will adopt at least a 176-day instructional calendar divided into trimesters. Teachers and selected staff will be required to participate in at least 8 additional professional development days during the summer to prepare for the upcoming school year in addition to 8 professional development days during the year.

July 2009				
Monday	Tuesday	Wednesday	Thursday	Friday
27 CSUN week begins	28 Family Orientation Assessments	29 Family Orientation Assessments	30	31 CSUN week ends

August 2009				
Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11	12	13 Family Orientation Night	14
17 Summer Institute	18 Summer Institute	19 Summer Institute	20 Summer Institute	21 Summer Institute
24 Summer Institute	25 Summer Institute	26 Summer Institute	27 Summer Institute	28 Summer Institute

September 2009 (18 days of school)				
Monday	Tuesday	Wednesday	Thursday	Friday
	1 Summer Institute	2 Summer Institute	3 First day of school for students	4
7 Labor Day No School	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29 Professional Development, Pupil Free Day	30		

October 2009 (21 days of school)				
Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6	7	8	9

12	13	14	15	16
19 Professional Development Pupil Free Day Progress Reports Sent to Parents	20	21	22	23
26	27	28	29	30

November 2009 (16 days of school)				
Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6 Professional Development, Pupil Free Day
9	10	11 Veterans Day No School	12	13
16	17	18	19	20
23	24	25	26 Thanksgiving Recess No School	27 Thanksgiving Recess No School

December 2009 (14 days of school)				
Monday	Tuesday	Wednesday	Thursday	Friday
	1 Trimester I Exams	2 Trimester I Exams	3 Trimester I Exams	4 Trimester I Exams
7 Trimester 2 begins	8	9 Report Card Night (4-8 PM)	10	11
14	15	16	17	18
21 Winter Recess No School	22 Winter Recess No School	23 Winter Recess No School	24 Winter Recess No School	25 Winter Recess No School
28 Winter Recess No School	29 Winter Recess No School	30 Winter Recess No School	31 Winter Recess No School	

January 2010 (14 days of school)				
Monday	Tuesday	Wednesday	Thursday	Friday

				1 Winter Recess No School
4 Winter Recess No School	5 Winter Recess No School	6 Winter Recess No School	7 Winter Recess No School	8 Winter Recess No School
11	12	13	14	15
18 MLK, Jr. Holiday No School	19	20	21	22
25 Progress Reports Sent to Parents	26	27	28	29 Professional Development Pupil Free Day

February 2010 (18 days of school)				
Monday	Tuesday	Wednesday	Thursday	Friday
1 Professional Development Pupil Free Day	2	3	4	5
8	9	10	11	12
15 Legal Holiday	16	17	18	19
22	23	24	25	26

March 2010 (19 days of school)				
Monday	Tuesday	Wednesday	Thursday	Friday
1 Professional Development Pupil Free Day	2	3	4	5
8 Trimester II	9 Trimester II	10 Trimester II	11 Trimester II	12 Trimester II

Exams	Exams	Exams	Exams	Exams
15	16	17	18	19 Trimester 2 Ends
22 Trimester 3 Begins	23	24 Report Card Night (4-8 PM)	25	26
29 Spring Recess No School	30 Spring Recess No School	31 Spring Recess No School		

April 2010 (18 days of school)				
Monday	Tuesday	Wednesday	Thursday	Friday
			1 Spring Recess No School	2 Spring Recess No School
5 Professional Development Pupil Free Day	6 Professional Development Pupil Free Day	7	8	9
12	13	14	15	16
19	20	21	22	23
26 Progress Reports Sent to Parents	27	28	29	30

May 2010 (20 days of school)				
Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7

10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31 Memorial Day No School				

June 2010 (18 days of school)				
Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24 Trimester 3 Ends Last Day of School	25
28	29	30 Last Day for Teachers		

1.10 A Framework for Educational Reform

LCA resists the notion that there is one educational reform panacea. Grounded in the experience of the most effective urban charter schools—schools that have shown strong results in our nation’s cities over the past decade—LCA recognizes that elevating students’ achievement and transforming their lives requires constant maintenance on a myriad of different elements. Below we describe some of the core approaches and practices that LCA will employ.

1.10.1 Expect Excellence

LCA aims to emulate the very strongest schools in expecting its students to work for and achieve the most rigorous academic standards. The school is founded on the belief that students rise to meet the high bar that is set for them. It hires teachers and staff who share that belief and work ceaselessly to encourage its students and their parents to own that belief as well. Deep down, students want to be pushed by adults because they see it as a sign of caring. This was most recently articulated by inner-city adolescents in interviews with education researchers Dick Corbett and Bruce Wilson. Students said that the best teachers, the ones they preferred, were not

those who let them off the hook, but those who nagged and pressed for the very best, who tolerated no excuses.¹

1.10.2 Data Driven Instruction

The charter schools with the most impressive results in elevating student achievement use assessment to diagnose student needs and the effectiveness of their teaching strategies to meet those needs. *The teacher analysis of the assessment allows for a pattern of continuous reflection and improvement; a key element contributing to the success of the schools that have a similar population as LCA.*² By establishing consistent school-wide assessments and administering them on a consistent basis, teachers can always determine which performance standards students have mastered and which are still to be addressed.

1.10.3 Extended Day Schedule

LCA will use an extended-day schedule to allow students enough time to meet grade-level requirements and to enable individualized instruction to take place. This extended schedule allows the school to increase learning opportunities for all pupils, with special emphasis on students who are identified as academically low achieving. LCA will open its door at 7:00 am and close the school at 5:30 pm in order to accommodate working parents and to allow students to stay in school during peak hours.

1.10.4 Develop Scholarliness

LCA works purposefully to inculcate in its students the attributes of scholarliness. One way LCA works on developing these attributes that includes a culture of mutual respect is through our **Family Nights** and **Community Circles**. For example, students meet in a community circle in their home room. The circle enables students and staff to interact in a positive and thoughtful manner where each voice is heard and respected. It also enables teachers to identify students who are not feeling well, either physically or psychologically. The needs of these students are able to be identified and addressed immediately through one to one teacher/student discussions or referral to support personnel. Family Nights take place monthly and are strategically designed to engage parents in the process of their students education and in the development of scholarliness.

In order to address the particular challenges presented in middle school and maintain a sense of connectedness and caring within each student, the community circle has been incorporated into the Lakeview program. The circle builds a sense of community and increases communication skills among the students and staff. The norms of the circle are anchored in our core values (1.3.1). The circle not only addresses the affective domain, but also builds oral language and communication skills and builds self-confidence for public speaking.

¹ Corbett and Wilson. *Listening to Urban Students: School Reform and the Teachers They Want* (State University of New York Press, 2001).

² Innovation in Education: Successful Charter Schools. U.S. Department of Education Contract No. ED-01-C0-0012, Task Order D010, with West Ed. Rod Paige, Nina S Rees, Michael J. Petrilli and John Fiegel.
http://www.uscharterschools.org/pub/uscs_docs/scs/full_print.htm

Both the circle and Family Nights are essentials of the Lakeview program which intends to build student character and scholarship and engage parents in the circle of communication between students, parents, and staff.

1.10.5 Maintain a Small Community of Learners

One of the great lessons of the charter school movement is that small schools work. When all of the teachers know all of the students, there is a heightened sense of responsibility, accountability, and fellowship that children miss in factory-size schools. LCA opted to start the school with only one grade level and build its culture slowly and purposefully while adding one grade level per year.

LCA will further the Los Angeles Unified School District's vision to transform its schools into the "best public school system in the nation within the next 10 years" as stated in the district's Small Schools Alliance (SSA) mission. LCA incorporates the SSA's "Six Tenets of High Performing Public Schools," one of which includes having a student body of no more than 500 students.

1.10.6 Scaffold, Not Remediate

A school that sets a higher bar has an even greater responsibility to work toward moving all students over that bar. One accomplishes this not by lowering the standard, but by giving students every possible chance to learn. Rather than placing students into lower or higher tracks we will provide students with the same rigorous content and scaffold the support. The students who need more support will receive the necessary assistance to ensure that every student is performing at grade level. LCA will work toward this goal by offering after-school tutoring, frequent calls home, study hall, and summer school.

1.10.7 Engage Parents

Parents are essential partners in their children's educational program. Each parent is requested to spend one day per year shadowing their child during academic classes. They are welcome to observe classes any day, at any time they deem necessary, and to give feedback on instructional programs. Also, they are invited to attend breakfast forums in which they discuss their collective observations of classroom visits. In addition, parents participate in the monthly Family Meetings where they discuss among other things, school and home strategies to improve academic achievement of their students.

1.10.8 Supporting Services: Pathways to College

To support a college-going culture, LCA will also take students on at least one college visit during their middle school years. In addition, parents participate in workshops at least twice during their child's middle school years to learn about financial aid, scholarships, requirements for college entry and other aspects of the path to college. This is done in order to prepare parents for what will be required in order to ensure that their children achieve the vision of Lakeview

Charter Academy. The PUC Valley Parent Center also provides support for parents in preparing their students to be successful now and in the future. k

1.11 Curriculum Philosophy and Teaching Methodologies

Students at the middle school level should be prepared with a common core of knowledge that will allow them to succeed in higher education and to participate as responsible and informed contributors to society. This core includes lessons to be gained from the study of literature, history, science, foreign language, mathematics, technology, and the arts.

Every middle grade student should pursue a common, comprehensive, academically oriented core curriculum irrespective of primary language or ethnic background.

-Caught in the Middle, California Department of Education

1.11.1 Direct Instruction and Discovery Approach Working Together

It is our philosophy that as we work to achieve educational excellence for our targeted population, we should not experience a tension between teaching a common core of knowledge with basic skills and teaching with progressive principles. Instead, the basic tenets of both educational theories are needed and will be adopted to provide a high-quality educational experience for our students. We agree with the Middle Grades Task Force that “direct instruction and discovery instruction are complementary strategies used to enhance learning.”³

1.11.2 Standards-Based Education

The *California Frameworks* and *State Content Standards* will serve as a foundation for LCA’s internal learning targets. These learning targets will be based on the traditional academic standards as well as social-emotional learning standards from the Collaborative for Academic, Social and Emotional Learning, CASEL. The National Middle School Association has reported that it is essential that students develop emotional intelligence. Further, social and emotional learning standards have proven to increase student achievement.⁴ Teachers will refine and develop the learning targets to ensure that they remain rigorous, clear, measurable, and aligned with state standards and other successful college preparatory programs.

The school’s instructional program is geared towards demonstrating student mastery of LCA’s learning targets. The standards will be the basis for the teacher-designed curriculum. Teachers will use benchmark assessments to refine and improve the methods used to delivery instruction, but objectives of each classroom will be based on the California Standards set by the California Department of Education.

³ California Department of Education. *Taking Center Stage: Middle Grades Task Force*. <http://www.cde.ca.gov/ci/gm/documents/summary.pdf>, 2001.

⁴ Joseph Zins, Roger Weissberg, Margaret Wang and Herbert J. Walberg. *Building Academic Success on Social and Emotional Learning: What Does the Research Say?* (Teachers College: Columbia University, 2004).

1.11.3 Designing and Refining Curriculum in a Cycle of Continuous Improvement

This curriculum will reflect the finding that if instruction is connected to issues relevant to students' lives, they will excel academically.⁵ During the summer, teachers will use the backwards design method to prepare curriculum alignment templates that will serve as yearly academic plans. Each teacher will use at least one resource approved by the state of California as a base of knowledge that include recommended pedagogical strategies for their content, but they will add and change the lessons based on the teachers' professional expertise, existing research-based curricula that have succeeded with students of similar demographics, and successful curricular practices of existing district and charter schools. Teachers will determine which learning setting, traditional classroom or field based activities, is most appropriate for each given unit or lesson.

1.11.4 Multiple Intelligences

Faculty members are expected to develop a wide array of classroom methods. Based on Dr. Howard Gardner's theory of *Multiple Intelligences*; we believe that our teachers must address the different types of learners in their classrooms. Based on the reform document *Taking Center Stage*, "curricular content is presented in multiple ways: deductively, inductively, aurally, orally, visually, or by 'hands-on' doing."⁶

1.11.5 Improving Instruction Based on Data

LCA teachers are expected to consistently modify and re-design lessons based on the effectiveness of instruction as shown through the school wide assessment program. This assessment program consists of at least four assessments aligned to the California State Standards. These assessments will be analyzed at least four times during the year to assess the effectiveness of learning and teaching. The data will determine how effective our resources are, and LCA's philosophy is to change the resources if they are not producing the achievement we expect.

1.11.6 Selection of Curriculum, Materials and Instructional Activities

The selection of curriculum, materials and instructional activities will occur as a result of a collaboration that will take place between the Principal (instructional leader of the school) and the teachers. All selections will be aligned with the California state standards and will also be aligned with the instructional philosophy, vision and mission of the school.

⁵ Linda Darling-Hammond. *The Right to Learn* (San Francisco: Jossey-Bass, 1997); p. 74

⁶ California Department of Education. *Taking Center Stage: Middle Grades Task Force*. <http://www.cde.ca.gov/ci/g/mg/documents/summary.pdf>, 2001.

1.12 Language Arts Curriculum Overview and Scope and Sequence

1.12.1 Language Arts Curriculum Overview

Developing grade appropriate reading and writing skills are one of the most essential benchmarks for all students enrolled at LCA. General guidelines for instruction and literature will be drawn from the California Framework for Language Arts. Specific content will be taken from the adopted State Content Standards.

To promote achievement for all students, teachers in all disciplines will be trained in teaching reading comprehension using metacognitive strategies. Research demonstrates that weak readers do not use a strategic approach to understanding text and that teachers can increase reading comprehension by teaching specific metacognitive practices.⁷

In alignment with the California Standards, grade six will focus on developing word recognition and decoding, especially in reading aloud. Vocabulary acquisition will include a study of word origins, including roots, prefixes and suffixes and the process of discerning vocabulary from context. Grade seven focuses on drawing vocabulary from a variety of texts. Grade Eight will focus on applying skills from earlier course work to increasingly more sophisticated reading materials.

Grade six will concentrate on comprehension and interpretation. Grade Seven will step up Bloom's taxonomy of thinking skills to the more complex task of evaluating materials. Grade Eight will use both skills with an increasingly difficult selection of material. Throughout the years, the overall value of reading and literacy will be emphasized.

Reading comprehension is one of the most essential areas to teach metacognitive strategies. Methods proven to be successful, particularly with remedial readers, will be taught to the faculty in all subject areas. Such methods include reciprocal reading, book club style discussions, Socratic seminar, SSR, PQRR, direct instruction, and structures for construction of gist, rule-based and hierarchal summaries.⁸

Written and Oral Communication

Beginning with sixth grade, all students will learn to use a multi-step approach to formal writing. Using rubrics aligned to adopted State content standards, students will learn to internalize standards of competency and to make effective use of the peer evaluation process.

Sixth grade will focus on summative and expository writing. Preliminary structure of argumentative paragraphs will be explored including business letter format. Introductions to the elements of narrative or creative writing will be included. Seventh grade will introduce evidence

⁷ Weir, C. *Using embedded questions to jump-start metacognition in Middle School remedial readers.* Journal of Adult and Adolescent Literacy. March 1998.

⁸ Harmon, J. *Vocabulary teaching and learning in a seventh-grade literature-based classroom.* Journal of Adult and Adolescent Literacy. April 1998. Vol 41, Issue 7, p518-530. And Hynd, C. *Teaching students to think critically using multiple texts in History.* Journal of Adult and Adolescent Literacy. March 1999. Vol. 42, Issue 6, p428-436.

based argumentative paragraphs. Students will also study a variety of prose forms. Eighth grade will demand practice and proficiency in all formats and students will be expected to show deeper analysis and more effective arguments and use of research.

Grammar will be taught consistently throughout every grade level and supported through the use of mini-lessons. Grammar lessons will address the basic middle school grammar curriculum (outlined in the State content standards) including parts of speech, parts of a sentence, and the functions of phrases and clauses. Students will study grammar in context by evaluating and constructing sentences. Once students show mastery of the elements of the sentence, the class will go on to address punctuation, agreement, proper noun usage, etc. Additionally, throughout the year, students will revisit grammar through the writing and editing process. Training for effective peer evaluation will provide a case study approach to instruction in proper conventions of writing. Computer software will be used to provide additional drill and practice in editing and improvement of a student's own work.

Socratic seminar style pedagogy and scored discussions aligned with the adopted State content standards will be used to promote highly effective oral communication. Peer evaluation and rubrics, aligned to State content standards, will allow students to begin to internalize standards of high quality public speaking. Practice in public speaking will begin with prepared statements in small groups.

1.12.2 Language Arts Grade Level Scope and Sequence

In addition to the curriculum below, teachers will implement guided reading groups that will provide students with opportunities to explore textbooks based on their lexile score which is a score that determines students reading levels. In the guided reading groups teachers will work with students to increase their reading level.

6th Grade

Unit Title	Standards Addressed	Timeline
Unit 1: Seed Folks by Fleischman	Reading: 1.1-1.5, 2.6, 2.7, 3.1-3.7 Writing: 1.1, 1.2 1.4, 1.5, 1.6, 2.3, 2.4 , 2.5 Written and Oral Conventions: 1.1 – 1.7 Listening and Speaking: 1.3,1.4, 1.5, 1.6, 2.3, 2.5	September-October
Unit 2: Informational Text	Reading: 1.1-1.5,2.1, 2.1-2.8 Writing: 1.1,1.3, 2.4 Written and Oral Conventions: 1.1 – 1.7 Listening and Speaking: 1.3, 1.4, 1.5, 1.6, 1.9, 2.3	October - December
Unit 3: Poetry	Reading: 1.1-1.5, 2.6, 2.7, 3.4, 3.5, 3.7 Writing: 1.1, 1.4, 1.5, 2.4 Written and Oral Conventions: 1.1 – 1.7 Listening and Speaking:1.4, 1.5, 1.8 2.3, 2.5	December-February

Unit 4: Short Stories	Reading: 1.1-1.5, 2.6, 2.7, 3.1-3.7 Writing: 1.1, 1.4, 1.5, 1.6, 2.1-2.5 Written and Oral Conventions: 1.1 – 1.7 Listening and Speaking: 1.1-1.6, 2.3, 2.5	February-April
Unit 5: The Outsiders	Reading: 1.1-1.5, 2.6, 2.7, 3.1-3.6 Writing: 1.1, 1.4, 1.5, 1.6, 2.3 2.4, 2.5 Written and Oral Conventions: 1.1 – 1.7 Listening and Speaking: 1.4, 1.5, 1.6, 2.1-2.5	May -June

7th Grade

Unit Title	Standards Addressed	Timeline
Unit 1: The Circuit	Reading: 1.1-1.3, 2.4, 2.6, 3.1-3.6 Writing: 1.1-1.3, 1.4-1.7, 2.0-2.5 Written and Oral Conventions: 1.1 – 1.7 Listening and Speaking: 1.1-1.3, 1.7, 1.8, 2.1-2.4,	September- October
Unit 2: Informational Text	Reading: 2.1-2.6 Writing: 1.4-1.7 Written and Oral Conventions: 1.1 – 1.7 Listening and Speaking: 1.4 -1.6	December
Unit 3: Poetry	Reading: 1.1-1.3, 2.4, 2.6, 3.1-3.6 Writing: 1.1-1.3, 1.4-1.7, 2.0-2.5 Written and Oral Conventions: 1.1 – 1.7 Listening and Speaking: 1.1-1.3, 1.7, 1.8, 2.1-2.4,	January
Unit 4: Short Stories	Reading: 1.1-1.3, 2.4, 2.6, 3.1-3.6 Writing: 1.1-1.3, 1.4-1.7, 2.0-2.5 Written and Oral Conventions: 1.1 – 1.7 Listening and Speaking: 1.1-1.3,	February-April
Unit 5: The Pearl	Reading: 1.1-1.3, 2.4, 2.6, 3.1-3.6 Writing: 1.1-1.3, 1.4-1.7, 2.0-2.5 Written and Oral Conventions: 1.1 – 1.7 Listening and Speaking: 1.1-1.3, 1.7, 1.8, 2.1-2.4	May –June

8th Grade

Unit Title	Standards Addressed	Timeline
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Unit 1: House on Mango Street	Reading: 1.1, 1.2, 1.3 2.2, 2.3 and 2.4, 2.5, 3.2., 3.3, 3.3, 3.5, 3.6, 3.7 Writing: 1.0-1.6, 2.2- 2.5 Written and Oral Communications: 1.1, 1.2, 1.3 1.4, 1.5 1.6 Listening and Speaking: 1.1-1.7, 2.1-2.4	September- November
Unit 2: Informational Text	Reading: 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 2.6, Writing: 2.5, 2.6 Written and Oral Conventions: 1.1, 1.2, 1.3 1.4, 1.5 1.6 Listening and Speaking: 1.8, 1.9	December- January
Unit 3: Poetry	Reading: 1.1- 1.3, 2.3, 2.4, 2.7, 3.1, 3.4-3.7 Writing: 2.2 Written and Oral Conventions: 1.1 – 1.6 Listening and Speaking: 2.2, 2.5	January
Unit 4: Short Stories	Reading: 1.1, 1.2, 1.3, 2.3, 2.4, 2.7, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 Writing: 1.1- 1.6, 2.1, 2.2, Written and Oral Conventions: 1.1 – 1.6 Listening and Speaking: 1.1-1.7, 2.1-2.4	February-March
Unit 5: To Kill A Mocking Bird	Reading: 1.1- 1.3, 2.3, 2.4, 2.7, 3.2-3.7 Writing: 1.1- 1.3, 2.1, 2.2, 2.4 Written and Oral Conventions: 1.1 – 1.6 Listening and Speaking: 1.1-1.7, 2.1-2.4	April –May
Unit 6: The Crucible	Reading: 1.0- 1.3, 2.3, 2.4, 2.7, 3.2 - 3.5, 3.7 Writing: 1.4 - 1.6, 2.1- 2.4 Written and Oral Conventions: 1.1 – 1.6 Listening: 1.1- 1.7, 2.2, 2.3	May –June

1.13 History/Social Science Curriculum Overview and Scope and Sequence

1.13.1 History/ Social Science Curriculum Overview

The primary mission of the History and Social Science curriculum is to teach history, culture heritage and geography that will enable students to know themselves more fully as developing individuals in a changing historical context and as active participants in their local, national and world communities. The school will seek to nurture each student's enjoyment of history; teach a body of knowledge; develop skills in research, writing and oral expression; implement learning activities which systematically develop critical thinking; and instill in students a sense of service to others and responsibility for their world.

The History-Social Science program will examine global human experience in light of such unifying themes as the process of change over time and the interrelationships among societies.

Information will be selected to stimulate student interest and understanding of historical concepts and patterns. Issues of race, religion, gender, ethnicity and class will be incorporated into the curriculum along with current events, geography, and an introduction to social sciences: anthropology, sociology, psychology, economics and international relations.

LCA will draw its content for the Social Sciences program from the State content standards and the California State Framework for History-Social Science. Specifically, sixth grade content will focus on Ancient Civilizations, seventh grade on World History and Geography and eighth grade on United States History and Geography.

The history-social science program will be enriched by the correlation of content with other subject areas. Students use skills acquired in other subject areas to facilitate their understanding of history-social science.

The use of an integrated Language Arts and Social Sciences will make the LCA program more likely than traditional schools to meet this goal. Faculty who teach history will be trained in integrating elements of both curricula to enable students to practice skill transfer between Language Arts and Social Science. All teachers will have the opportunity to work together during planning periods to plan and design thematic integrated lessons and units that will allow students to make concrete connections between course content.

Geography will be a core element of the curriculum at each grade level giving students the concrete information to make more abstract connections between time and place. Students are expected to emerge from the LCA program with a solid knowledge of chronology in major world events and a permanent sense of basic world geography. In accordance with the State Content Standards, U.S. geography will be covered in detail during the eighth grade year.

Students will learn from first hand experiences about the beauty and power of diversity. Moreover, students will learn to apply a multi-cultural perspective to their study of history-social science by reflective writing, Socratic seminar discussions, studying primary texts and historical accounts and exposure to art, artifacts, costumes, dances, etc. of a particular historical period.

Use of Socratic seminar discussions in history-social science will allow students to consider multiple perspectives and analyze controversial issues in a safe and controlled environment. Students will feel comfortable speaking their minds on major topics, peoples and historical events. Additionally students will be able to internalize historical issues and relate them to contemporary events.

Students will be taught and given assignments/projects that will require research and analysis using primary and secondary source materials. Students will be taught how to use resources available through the public library, the internet, list serves and other mediums to obtain relevant information. Most importantly, students will be taught how to filter and discern information. Throughout the year, students will work on projects, graded by rubrics that will require students to use primary and secondary sources to obtain information.

Social Science instructors will work collaboratively with the Visual and Performing Arts instructors to design integrated thematic lessons that will allow students to study visual and performing arts from a historical context. A two-year grant from the Department of Education will assist in the professional development of arts educators to work with and mentor content level teachers to integrate arts into all content areas but in particular the humanities.

The 8th grade community services project requires that students demonstrate an on-going commitment to improving their community. The after school program will be used to provide a variety of opportunities for a wide-range of service learning experiences. Research has demonstrated that students, particularly boys in at-risk categories, improve engagement in school and self-reported values when they engage in regular community service.

1.13.2 History/Social Science Grade Level Scope and Sequence

The following set of Historical and Science Analysis Skills are integrated in all grade levels:

Chronological and Spatial Thinking 1-3 (CST)

Research, Evidence, and Point of View 1 -5 (REP)

Historical Interpretation 1-6 (HI)

6th Grade*

Unit Title	Standards Addressed	Timeline
Unit 1: Archeology, Geography and History	6.1.2, 6.1.3 CST 1-3, REP 1-5, HI 1-6	September
Unit 2: Hunter and Gatherers/Early Humans	6.1.1- 6.1.3, CST 1-3, REP 1-5, HI 1-6	October
Unit 3: Mesopotamian Civilization	6.2.1, 6.2.2, 6.2.4, 6.2.9, CST 1-3, REP 1-5, HI 1-6	October-November
Unit 4: Egyptian and Kush Civilization	6.2.1- 6.2.3, 6.2.5 – 6.2.9, CST 1-3, REP 1-5, HI 1-6	November – December
Unit 5: Hebrew Civilization	6.3.1-6.3.5, CST 1-3, REP 1-5, HI 1-6	January
Unit 6: Greek Civilization	6.4.1 – 6.4.8, CST 1-3, REP 1-5, HI 1-6	February – March
Unit 7: Roman Civilization	6.7.1 – 6.7.8, CST 1-3, REP 1-5, HI 1-6	March –April
Unit 8: Indian and Chinese Civilization	6.5.1-6.5.7, 6.6.1-6.6.8, CST 1-3, REP 1-5, HI 1-6	May – June

* The pacing plan for 6th grade was adopted from David Govea, Teach for America fellow and currently a PUC teacher at Community Charter Middle School.

7th Grade

Unit Title	Standards Addressed	Timeline
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Unit 1: Uncovering the Remote Past	7.2.1, 7.2.6, 7.3.5, 7.4.1, 7.6.1, 7.7.1, 7.7.5, CST 1-3, REP 1-5, HI 1-6	September
Unit 2: The Fall of Rome	7.1.1-7.1.3, CST 1-3, REP 1-5, HI 1-6	October
Unit 3: Growth of Islam	7.2.1-7.1.6, CST 1-3, REP 1-5, HI 1-6	October- November
Unit 4: African States	7.4.1-7.4.5, CST 1-3, REP 1-5, HI 1-6	November – December
Unit 5: Civilizations of the Americans	6.3.1-6.3.5, CST 1-3, REP 1-5, HI 1-6	January
Unit 6: China	7.3.1-7.3.6, CST 1-3, REP 1-5, HI 1-6	February – March
Unit 7: Japan	7.5.1-7.5.6, CST 1-3, REP 1-5, HI 1-6	March –April
Unit 8: Europe	7.6.1-7.6.9, CST 1-3, REP 1-5, HI 1-6	
Unit 9: Renaissance & Reformation	7.6.8, 7.8.1-7.8.5, 7.9.1-7.9.7, CST 1-3, REP 1-5, HI 1-6	
Unit 10: Scientific Revolution	7.10.1-7.10.3, CST 1-3, REP 1-5, HI 1-6	
Unit 11: The Age of Exploration and Enlightenment	7.7.1-7.7.5, 7.11.1-7.11-6, CST 1-3, REP 1-5, HI 1-6	May – June

8th Grade

Unit Title	Standards Addressed	Timeline
Unit 1: Our Colonial Heritage	8.1.1, 8.1.4, CST 1-3, REP 1-5, HI 1-6	September
Unit 2: A New Nation	8.1.1-8.1.3, CST 1-3, REP 1-5, HI 1-6	September – October
Unit 3: The U.S. Constitution	8.2.1-8.2.7 8.3.1 – 8.3.3, CST 1-3, REP 1-5, HI 1-6	October – November
Unit 4: Launching the Ship of State	8.2.3 8.3.4 – 8.3.7 8.4.1- 8.4.4, 8.5.1- 8.5.3, CST 1-3, REP 1-5, HI 1-6	November – January
Unit 5: The West	8.8.1- 8.8.6, CST 1-3, REP 1-5, HI 1-6	January – February
Unit 6: The Northeast	8.6.1-8.6.7, CST 1-3, REP 1-5, HI 1-6	February – March
Unit 7: The South	8.7.1- 8.7.4, CST 1-3, REP 1-5, HI 1-6	March – April
Unit 8: A More Perfect Union (1850 – 1879)	8.9.1- 8.9.6, 8.10.1- 8.10.7, CST 1-3, REP 1-5, HI 1-6	April-May
Unit 9: Reconstruction	8.11.1- 8.11.5, CST 1-3, REP 1-	May

	5, HI 1-6	
Unit 7: Rise of Industrial America (1877 – 1914)	8.12.1- 8.12.9, CST 1-3, REP 1-5, HI 1-6	June

1.14 Science Curriculum Overview and Scope and Sequence

1.14.1 Science Curriculum Overview

Science is an active enterprise, made active by our human capacity to think. Because scientific knowledge is generated when scientists think about objects and events, test their ideas in meaningful ways, and develop thoughtful explanations that integrate the results, the scientific enterprise is both what we know (content) and how we come to know it (process). The best way for students to appreciate the scientific enterprise, learn important scientific concepts, and develop the ability to think well, is to engage them directly in situations in which they actively construct ideas through their own explorations, investigations, and analysis

The interrelated nature of math and science requires that the two subjects be closely joined in middle school. Middle school science courses, which serve as a transition to the more advanced science to come, should encourage a variety of experiences. The science program will follow the California Science Framework. Content for the Science program will be taken directly from the adopted State content standards. The math and science teachers will work together to develop integrated lesson plans and activities.

The science curriculum will:

- Provide the necessary background and skills to enable students to become scientifically literate in order to make responsible decisions;
- Actively involving students in problem solving, qualitative and quantitative analysis, and verbal and written communications;
- Develop in students an appreciation of science as an investigative process rather than as merely a body of knowledge.

The sixth grade science courses will focus on the theme of Earth Science. In accordance with the adopted State content standards, Students will explore the organization of the universe and Earth's place in it. The Geologic Time Table, the theory of continental drift and plate tectonics, and how fossils form will help students create an overall view of planet Earth's history. Students will also explore geological characteristics of the Earth, including volcanoes, earthquakes, and factors of change such as erosion. Finally, students will study global weather and changes in weather patterns.

Sixth grade science will introduce students to writing experiments and following experimental method. Students will create their own lab experiments including problem, hypothesis, procedure, data and conclusions. Hands-on activities, such as creating a classroom long time-

table and exploring how fossils form, will provide students with authentic science experiences. Lab activities will stimulate scientific thinking and encourage further exploration.

Sixth grade science will create a foundation for science to come. Sixth grade math and science teachers will coordinate and develop interdisciplinary theme units and activities with specific content from the adopted state content standards. Sixth grade students will complete Earth Science with a clearer understanding of the world around them and will be ready to begin study of life in seventh grade.

In accordance with the adopted State content standards, the seventh grade science curriculum will focus on Life Science. Students will explore life from the cellular level to groups of organisms. The course will focus on understanding the development of life from genetic and evolutionary standpoints to the organization, structure and function of living things. Hands-on lab experiments will enhance the concepts learned and stimulate critical thinking necessary to draw conclusions from observations.

To further their understanding of the scientific method and practice, the culminating project for the year will require students to work in pairs to develop science experiments. Students will conceive, design, run and report on the experiment of their choice. Students will utilize the Internet and other resources to research the background of their topics and assist in developing their experiment. To help students select challenging projects, teachers will arrange for speakers during the school year to conduct experiments with the students or demonstrate scientific technology. Teachers will also closely monitor the progress of projects. Seventh grade science will serve to develop experimental practice and curiosity in students to learn more about life on earth.

In accordance with the adopted State content standards, Science in the Eighth grade will focus on the more abstract concepts of Physical Science. Focusing on the concepts of Energy and Motion, students will incorporate skills learned in Algebra to utilize formulas in calculating speed, force, heat and other quantities. Graphing data and interpreting trends from graphs will assist students in drawing conclusions from lab experiments. Continuing the hands-on nature of the science program, students will conduct experiments to investigate average speed, friction force of gravity, patterns of waves in wave tanks and many others.

Given the more abstract nature of Physical Science questions posed will include the critical thinking variety. Critical thinking questions will draw upon the concepts learned and require students to consider multiple aspects of a given problem. Critical thinking questions will be included with the conclusion questions on labs and on exams. Use of pertinent data and information will be required as evidence to support their answers to these questions. Science teachers will develop a rubric to assess these questions in an effort to help students improve their critical thinking skills.

The culminating project for eighth grade science will be the portfolio project in Science Design. The project will incorporate both math and science and will include experimental design, calculations and reasoning. Science teachers will work in conjunction with math teachers to

develop a well-rounded inclusive portfolio project. In preparation for this project, teachers will continue to arrange for interactions with scientist and engineers.

Eighth grade science will be closely related to topics discussed in Algebra I and will help students develop abstract thinking skills relative to science. Rigorous in nature, the course will prepare students for the even more rigorous courses to come in high school.

LCA's science program, utilizing the California Science Framework and the adopted State Content Standards, will provide students with a variety of experimental and critical thinking opportunities. At the end of the science program, students will be able to design and run their own experiments, drawing conclusions based on their observations. Through interactions with scientists and engineers in the community, students will see science in action and become motivated toward further investigation in science.

1.14.2 Science Grade Level Scope and Sequence

6th Grade

Unit Title	Standards Addressed	Timeline
Unit 1: Plate Tectonics and Earth's Structure	1.a – 1.g, 2.a – 2.c, 7.a – 7.h*	September – December
Unit 2: Heat (Thermal Energy)	3.a – 3.d, 7.a – 7.h	December – January
Unit 3: Energy in the Earth System	4.a – 4.e, 6.a, 7.a – 7.h	February – March
Unit 4: Ecology	5.a – 5.e, 6.b – 6.c, 2.d, 7.a – 7.h	April – June

* The Investigation and Experimentation strand is integrated into each unit so that students can use the standards authentically to process, manipulate, and communicate information directly related to the grade level standards.

7th Grade

Unit Title	Standards Addressed	Timeline
Unit 1: Earth and Life History	4.a – 4.g, 7.a - e*	September – October
Unit 2: Structure and Functions of Living Things	5.a – 5.g, 6.d, 6.i - j, 7.a - e	October – December
Unit 3: Cell Biology	1.a – 1.f, 7.a - e	January
Unit 4: Genetics	2.a – 2.e, 7.a - e	February – March
Unit 5: Evolution	3.a – 3.e, 7.a - e	March - April
Unit 6: Physical Principles of Light	6.a – 6.g, 7.a - e	May – June

* The Investigation and Experimentation strand is integrated into each unit so that students can use the standards authentically to process, manipulate, and communicate information directly related to the grade level standards.

8th Grade

Unit Title	Standards Addressed	Timeline
Unit 1: Forces and Motion	1.a – 1.f, 2a – 2.g, 9.a – 9.g*	September – November
Unit 2: Periodic Table	7.a – 7.c, 9.a – 9.g	November – December
Unit 3: Structure of Matter	3.a – 3.f, 9.a – 9.g	January
Unit 4: Reactions	5.a – 5.e, 9.a – 9.g	February
Unit 5: Chemistry of Living Systems	6.a – 6.c, 9.a – 9.g	March - April
Unit 6: Earth in the Solar System	4.a – 4.e, 9.a – 9.g	April – May
Unit 7: Density and Buoyancy	8.a – 8.d, 9.a – 9.g	June

* The Investigation and Experimentation strand is integrated into each unit so that students can use the standards authentically to process, manipulate, and communicate information directly related to the grade level standards.

1.15 Mathematics Curriculum Overview and Scope and Sequences**1.15.1 Mathematics Curriculum Overview**

As we move further into the 21st century, it is becoming more and more essential that students encounter as much math as possible. Rapid changes in technology require students to understand complex systems. We must help our students develop the skills needed to succeed in advanced mathematics courses. Mastery of algebra is the “gatekeeper” to entry into college and subsequent college success. The earlier the student experiences and completes Algebra, the more likely he/she is to proceed to and succeed in higher level mathematics courses (Reys and Robinson, 1999). By offering our students Algebra prior to graduation, we will challenge them to complete advanced mathematics courses. It is the primary goal of LCA to prepare students to enter Geometry as ninth grade students and that this will lead to further studies in mathematics at the high school level. It is our intent for all eighth grade students to have completed Algebra I and to have scored 35 or higher on the UCLA Mathematics Diagnostic Testing Project (MDTP) Geometry Readiness Exam prior to graduation.

LCA is committed to the goal of Algebra for all graduates. Recognizing that our students will come from a myriad of mathematical experiences, our mathematics curriculum will focus on first helping students “catch up” with regard to the basic skills necessary to succeed. Students will complete a course in Pre-Algebra and then Algebra.

Because students will come to LCA from different schools, with different levels of mathematics skills, sixth grade will serve as the “leveling” year. Using and expanding on the NCTM Standards and the adopted State content standards, students will spend the year solidifying skills involving operations with whole numbers, decimals and fractions. Students will convert fractions to decimals and percentages and use these numbers to calculate percents of numbers.

Through individual and cooperative group work, students will tackle problem solving and algebraic thinking activities. Students will work with positive and negative numbers, comparing and ordering them with and without number lines.

Since the goal is to solidify basic computational skills in addition to introducing algebraic concepts, students will be introduced to Math Minutes ©, timed activities in which students must complete sixty basic math problems in sixty seconds. Students will encounter Math Minutes © on a daily basis, building basic skills and confidence. The math curriculum will be augmented with Math Minutes © which will be used for practice in addition, subtractions, multiplication, division, writing lowest terms fractions and writing fractions and decimals as percents.

Assessment for sixth grade mathematics will include daily homework assignments which must be checked off and signed by parents, weekly short quizzes, group projects, computer activities and cumulative tests. The sixth grade math teachers will determine a rubric, aligned to the adopted State content standards, for group and other projects that support mathematical development.

For seventh graders, Pre-Algebra will facilitate an increased exposure to algebraic concepts and thinking. It will include development of abilities involving operations with integers, order of operations, two-step equations, rational and irrational numbers, percents, inequalities, graphing linear equations, and an introduction to geometry. Pre-Algebra will prepare students for the more advanced math to come.

The strength in LCA's Pre-Algebra course will come from students' increased exposure to problem solving activities and manipulation of variables. Students will use computer and Internet activities to enhance classroom experience.

The first half of the school year will continue to develop number sense. Students will encounter complex order of operation expressions, convert fractions, decimals and percents and solve operations involving fractions. Throughout this part of the year, integers will be introduced and used to develop skills with positive and negative numbers.

The second half of the school year will focus on algebraic expressions and solving equations. Students will develop algebraic reasoning skills and be able to solve multi-step equations and inequalities. Problem-solving activities will be developed from real life situations and encourage students to learn more about math in occupations. The Pre-Algebra teachers will work closely with science teachers to develop an integrated curriculum that demonstrates the interrelated nature of mathematics and science.

A full year of Algebra I will be taught to students in the 8th grade. Manipulation of symbols teaches students to think logically, critically and solve complex problems (Coolie, 1996). Students in the Algebra I course will develop an understanding of symbols and the language of mathematics. This course will focus on building the algebraic skills and concepts necessary for success in advanced math courses. Students will use these skills to solve a wide-variety of word problems and puzzles.

The Algebra I course will be developed closely from the adopted State content standards, the NCTM Standards and will address concerns raised from TIMSS. Algebraic activities will include authentic situations demonstrating direct applications to students' lives. Technology will be used to enhance the curriculum and to assist with skills development.

By integrating the Algebra and eighth grade science curricula, further realization of authentic application will occur. Math and science teachers will work together to develop projects and activities that require application of concepts from both disciplines. Such activities may involve manipulation of formulas for calculations in labs, interpretation of data graphs and validation of results.

Beyond Algebra I

Students who complete Algebra I prior to eighth grade will have the opportunity to participate in an applied Algebra course. The course will be developed to use the skills acquired in Algebra I to solve complex problems. Students will use technology, including the Internet to acquire data and solve multi-faceted problems.

LCA's Mathematics Program aims to provide a variety of math experiences and real-life applications. The program provides the opportunity for students from a variety of backgrounds to enter the school and develop the math skills necessary to complete Algebra. It also aspires to integrate math and science in an effort to further real-life application.

We believe that our goal of Algebra for all graduates is attainable, but also realize that for some students, more math instruction will be necessary. We intend to support these students in any way possible, relying on tutors and one-on-one interactions when necessary. Consistent assessments of student's progress in math are paramount to the success of our program. Assessments and articulations of students' needs will allow intervention for students that are not demonstrating appropriate academic progress to occur. A student who is not progressing in a manner that is consistent with academic achievement will be referred to the Student Success Team. The Student Success Team will work with the student to develop an appropriate intervention plan (please refer to the Search and Serve subsection in the Special Education section of this petition for additional information on the Student Success Team). Through the combined efforts of all math instructors, parents and students, success in math is attainable.

1.15.2 Mathematics Grade Level Scope and Sequence

6th Grade

Unit Title	Standards Addressed	Timeline
Unit 1: Whole Numbers and Integers	Number Sense: 2.3 Algebra and Functions: 1.1-1.4 Measurement and Geometry: 1.3, 2.2, Statistic, Data Analysis, and Probability: 1.1-1.4, 2.1 – 2.5 Mathematics Reasoning: 1.2, 1.3, 2.1 – 2.7, 3.1- 3.3	September – October

Unit 2: Rational Numbers	Number Sense: 1.1, 2.1, 2.2, 2.4 Algebra and Functions: 1.1, 1.4 Measurement and Geometry: 1.1-1.3 Statistic, Data Analysis, and Probability: 1.1-1.4 Mathematics Reasoning: 1.1, 1.2, 1.3, 3.1-3.3	October – December
Unit 3: Percents	Number Sense: 1.4 Algebra and Functions: 1.1 Statistic, Data Analysis, and Probability: 3.1 – 3.5 Mathematics Reasoning: 1.2, 1.3, 2.1 – 2.7, 3.1-3.3	January and February
Unit 4: Rates, Ratios, Proportions	Number Sense: 1.2, 1.3 Algebra and Functions: 1.1, 2.1-2.3, Statistic, Data Analysis, and Probability: 1.1, 3.3 Mathematics Reasoning: 1.2, 1.3, 2.1- 2.7, 3.1-3.3	February – March
Unit 5: Geometry	Number Sense: 1.3, 2.1-2.4 Algebra and Functions: 3.1, 3.2 Measurement and Geometry: 1.1-1.3, 2.1-2.3 Mathematics Reasoning: 1.2, 1.3, 2.1- 2.7, 3.1-3.3	March – April
Unit 6: Pre-Algebra	Number Sense: 1.3, 1.4, 2.1-2.4 Algebra and Functions: 1.1-1.2, 3.1, 3.2 Measurement and Geometry: 1.3, 2.2 Mathematics Reasoning: 1.2, 1.3, 2.3, 2.1 – 2.7, 3.1-3.3	April – June

7th Grade

Unit Title	Standards Addressed	Timeline
Unit 1: Integers	Number Sense: 1.1, 1.2, 2.1, 2.3, 2.4, 2.5 Algebra and Functions: 1.1, 1.2, 1.3., 2.1, 2.2, 4.1, 4.2 Measurement and Geometry: 2.1, 2.2, 2.3 Mathematics Reasoning: 1.1- 1.3, 2.1-2.8, 3.1-3.3	September
Unit 2: Decimals and Fractions	Number Sense: 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3 Algebra and Functions: 1.1, 1.2, 1.3, 2.1 Mathematics Reasoning: 1.1- 1.3, 2.1-2.8, 3.1-3.3	October – December
Unit 3: Percents	Number Sense: 1.2, 1.3, 1.5, 1.6, 1.7 Measurement and Geometry: 2.1, 2.2, 2.3 Mathematics Reasoning: 1.1- 1.3, 2.1-2.8, 3.1-3.3	December – January
Unit 4: Rates, Ratios, Proportions	Number Sense: 1.2, 1.3 Algebra and Functions: 1.1, 1.2, 1.3, 3.4 Measurement and Geometry: 1.1, 1.2, 1.3, Mathematics Reasoning: 1.1- 1.3, 2.1-2.8, 3.1-3.3	February

Unit 5: Algebra	Number Sense: 1.2, 1.4 Algebra and Functions: 1.1 – 1.5, 2.1-2.2, 3.1-3.4, 4.1, 4.2 Measurement and Geometry: 3.2, 3.6 Mathematics Reasoning: 1.1- 1.3, 2.1-2.8, 3.1-3.3	March – April
Unit 6: Geometry	Number Sense: 1.2, 1.4 Algebra and Functions: 1.5, 3.2 Measurement and Geometry: 1.1-1.3, 2.1-2.4, 3.1-3.6, Mathematics Reasoning: 1.1- 1.3, 2.1-2.8, 3.1-3.3	May
Unit 7: Statistics	Number Sense: 1.1, 1.2 Statistic, Data Analysis, and Probability: 1.1 -1.3 Mathematics Reasoning: 1.1- 1.3, 2.1-2.8, 3.1-3.3	June

Algebra I

Unit Title	Standards Addressed	Timeline
Unit 1: Polynomials	10, 1.1, 2.0, 4.0, 11, 24.1- 24.3	September – October
Unit 2: Rational Expressions	10, 1.1, 2.0, 4.0, 12, 14, 25.2, 25.2, 25.3	November
Unit 3: Equations and Inequalities in One Variable	2-5, 14, 19, 24.3, 25.1	December – January
Unit 4: Equations and Inequalities in Two Variables	6-8, 16- 18, 20-21	February
Unit 5: System of Equations	9, 25.3, 6, 8	March – April
Unit 6: Algebra in Real Life	5, 15, 23	May
Unit 7: Algebra Proofs	24.1-24.3, 25.1 – 25.3	June

1.16 Visual and Performing Arts

The visual and performing arts curriculum will adhere to the California Visual and Performing Arts Framework and the adopted State content standards. In accordance to the frameworks, artistic perception, creative expression, historical and cultural understanding, aesthetic valuing and connecting, relating and applying the arts to what is learned in other disciplines and to

careers will be fundamental components of all instruction in the arts. The curriculum will recognize the importance of artistic development in the individual and society. This development includes creative expression, technique, knowledge of the classics, a contemporary perspective, understanding of the forms and the discipline required of all artists. It will provide an understanding and appreciation of an integrated arts program as well as of the arts of various cultures and peoples.

The arts curriculum will be broken out into five disciplines—dance, music, theater, film and visual arts. While enrolled at LCA students must take at minimum of one class in each of the five disciplines. Advanced classes will be offered to students who wish to pursue one or more of the disciplines in a more focused manner.

LCA understands the importance of integrating the Visual and Performing Arts across the curriculum. Therefore, faculty will work together to design integrated lessons and thematic units which will give students a basis for the study of the arts. Teachers will work together during the common pupil free period to accomplish this important goal.

A two year grant awarded to PUC schools by the Department of Education in 2004 is developing artists as coaches in order to assist core content teachers with the integration of arts into the core curriculum as a way of differentiating instruction. In addition, the recent award of a Dissemination grant from CDE will augment professional development for all teachers within the PUC school system.

1.17 Physical & Health Education

We strongly believe that middle school is an ideal time for students to gain knowledge and establish life-long practices of a healthy lifestyle. However, most middle school physical education curriculums fall short of accomplishing these two important goals. By and large traditional physical education programs aim to teach students how to play different sports and games; most of which students will never participate in again. Instead of teaching students the values of a healthy lifestyle and the means to achieving one, traditional physical education programs force students to participate in team sports they are not interested in playing nor good at. While the athletically gifted excel at these types of programs, the average student can become turned off to physical activity.

The primary goal of the LCA physical education program is to instill in its students a life-long pursuit of healthy living. To do so, the LCA physical/health education program will focus on each student's individual short-term and lifelong physical/health goals and needs. The LCA physical education curriculum will be based on concepts outlined in the *Health Framework for California Public Schools*.

Students will be required to take three years of physical education classes while enrolled at LCA. At each grade level, students will enroll in workshop style classes that will introduce students to health and fitness concepts and techniques. Each workshop will concentrate on a specific area including cardiovascular endurance, strength, nutrition & health and flexibility. We believe the

workshop approach, allowing student choice and broader participation, will be more successful than traditional models of physical education classes within the school day. Research demonstrates that the majority of students spend only 8% of their P.E. class time in actual activity and are instead generally waiting or observing (Gutfeld, G. and Sangiorgio, M. *P.E. or not P.E.* Prevention. July 1993, Vol. 45, Issue 7, p 18).

Students will pursue a health and fitness program much in the same way as an adult does, thereby beginning to foster the belief that fitness can be pursued and sustained throughout one's lifetime.

Cardiovascular endurance is the body's ability to do large muscle work, i.e. moving the body over a period of time. This ability is dependent on the cardiovascular system's ability to pump blood and deliver oxygen through the body. Cardiovascular endurance should be a central component of an overall fitness program. Improving cardiovascular endurance increases the supply of oxygen and energy to the body. It also decreases the risk of heart disease, stroke, high blood pressure and other life-threatening diseases.

Strength training increases muscle strength and mass, bone strength and the body's metabolism. It can help a person maintain or lose weight and improve body image and self-esteem. Resistance training increases muscle strength by putting more than the usual amount of strain on a muscle. This increased load stimulates the growth of small proteins inside each muscle cell that play a central role in the ability of the body to generate force.

Students will learn different methods of strength training including the use of free weights, calisthenics and resistance tubing. When using free weights, dumbbells and one's own body weight, the student is responsible for both lifting the weight and determining and controlling the body position through the range of motion. When using weight machines, the machines allow the student to lift plates; but the machine dictates the movement performed. Calisthenics, such as chin-ups, push-ups and sit-ups require the student to use his/her own body weight as the resistance force. And resistance tubing involves the use of an elastic band that provides resistance to the active muscles.

Flexibility exercises use gentle, stretching movements to increase the length of muscles and the effective range of motion in joints. They may consist of a series of specific stretching exercises, or be a part of a larger exercise program such as yoga, dance or aerobics classes.

While flexibility exercises don't offer the dramatic overall benefits of aerobic or resistance exercise, regular stretching can be an important way to maintain the body's mobility and freedom of movement. Stretching exercises can improve posture and be very relaxing, both physically and mentally.

Students will learn to incorporate stretching as part of an overall fitness program. They will understand the benefits and the proper forms for stretching each of the body's major and minor muscle groups.

Curriculum for Health Education will focus primarily on the personal habits appropriate to the changing needs of adolescents. Students will be given the opportunity to explore and practice the skills necessary for developing lifelong positive health habits. If study of human reproductive organs is included, permission of a parent or guardian will be obtained (Education Code, Section 51550). Materials used for presenting health instruction will be chosen in accordance to the recommendations made in chapter 6 of the *Health Frameworks for California Public Schools*.

In accordance with Education Code Section 60800, all 7th grade students will participate in the FITNESSGRAM[®]. This assessment will support the school to evaluate student fitness in order to best assist students in developing habits to become active and fit as children and adults.

Based on the curriculum of the Health Education Workshops, the following outcomes will be expected:

- Students will demonstrate ways in which they can enhance and maintain their own health and well-being.
- Students will demonstrate behaviors that prevent disease and speed recovery from illness.
- Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to such situations in ways that help to protect their health.
- Students will demonstrate health practices within the school and the community, including maintaining positive relationships with peers.
- Students will understand the variety of physical, mental, emotional and social changes that occur throughout life.
- Students will understand and accept individual differences in growth and development.
- Students will understand their developing sexuality, and will choose to abstain from sexual activity, and will treat the sexuality of others with respect.

1.18 Integration of Computer Technology

Technology will be utilized as a tool for learning. The research literature on learning “with” technology versus learning “from” technology takes into account larger issues of the learning context and educational benefits that are harder to quantify than basic skills. Current instructional technologies can give visual representation to higher-order concepts, use graphics and simulations to link mathematical concepts to real-world applications, provide tools for data analysis which can reveal subtle patterns in data, and supply contextual information through interactive dictionaries, encyclopedias, and similar resources. With technology, students can spend less time doing calculations and more time creating strategies for solving complex problems and developing a deep understanding of the subject matter. Word processors have greatly simplified some aspects of writing, editing, and rewriting. Video has long been a way to

present unfamiliar material that would be difficult to conceptualize when presented verbally, and today's interactive video combines the power of visual presentation with the interactive and information-processing capabilities of the computer (Knapp & Glenn, 1996).

Evidence indicates that computers can help students improve their performance on tests of basic skills, but researchers investigating the use of technology in education have found that technology is most powerful when used as a tool for problem solving, conceptual development, and critical thinking (Culp, Hawkins, & Honey, 1999; Sandholtz, Ringstaff, & Dwyer, 1997; Means, 1994). To use technology effectively, teachers must understand how its use fits into the larger curricular and instructional framework. Courseware (computer software designed to be used in an educational program) should reflect curricular standards, and should take into account research on how students learn. Using technology within the curriculum framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments (Sandholtz et al., 1997; "Critical Issue," 1999).

The intent of the use of technology at LCA is to enhance the instruction and education of its students through the integrated use of technology in the support of a standards-based curriculum. Technology facilitates the creation, location, organization, manipulation, and presentation of information by teachers, students and administration. Technology also enhances communication and information exchange between teachers, parents, students, and administration. The students of LCA will be well-versed in the use of computer hardware and software, including email, the Internet, educational software, and reference material. They will utilize these technologies to locate, organize, manipulate, create, and present information. They will become information navigators with the help of their teachers and parents.

As a result, technology use at LCA, shall be guided by the following principles:

- The use of technology at LCA will not be viewed as a separate curricular area but as a tool used daily to support the existing curriculum.
- It is essential to keep children's needs at the center of technology implementation.
- Ongoing staff development will be crucial to the successful implementation of the Technology Use Plan and effective technology integration.
- Ongoing parent education about the applications and use of technology at LCA will be a critical component to student success.
- Equitable hands-on experience with instructional technologies will be provided for all students at all grade levels.
- Computers are a dynamic learning tool used for information processing, skill development, artistic expression, writing and composition, research, and other numerous applications for daily life and learning.

- The writing and editing process is enhanced by the use of computer applications.
- Students will access an infinite source of visual information from an abundance of sources world wide continually available to all learners to enhance and reinforce their learning experiences.
- Communication with students who are geographically and culturally different will be enhanced by the use of telecommunications.
- Students and teachers will be required to meet national standards in technology.
- Teachers will collaboratively acquire, adapt and develop ideas that incorporate using technology in the learning process.
- Teachers at every level and in all subject areas will recognize and take advantage of instructional technologies as powerful and concrete devices for teaching critical-thinking and problem-solving skills.
- Teachers will integrate technology into the curriculum while facilitating the learning process for students through modeling, coaching and monitoring.
- Teachers will use a school-wide communication device to allow constant and promote collegial interaction.
- Teachers will use the computer as an effective instructional tool for preparing materials and presenting lessons.
- Teachers will be the instructional leaders in their classrooms and control how computers and technology are used to further learning outcomes.
- Teachers will access art works from around the world as one means of integrating the visual arts into the core curriculum thereby enhancing learning and helping students to meet standards in all areas.

1.19 Modifying Curriculum and Scope and Sequences

LCA will use the previous scope and sequences as a baseline to meet content standards at each grade level. However, it will not limit students to the skills listed in the scope and sequences. Additionally, teachers will work with the principal to adjust scope and sequences based on assessment data and the ongoing needs of individual grade levels and classes. LCA will modify the content of the curriculum and the scope and sequence to ensure we bridge any gaps in skills or content.

1.20 Use of Textbooks as a Resource in a Standards-Based School

Teachers will be using the standards and curriculum frameworks to guide their curriculum design and will use textbooks as a primary source to support the implementation of the curriculum based on the students' need. PUC Schools has witnessed similar success with different textbooks used in different classrooms. Therefore, LCA expects that teachers will use additional sources to complement lessons that need to be better aligned with the California Standards and our educational philosophy. The following are the list of textbooks that we plan to use as primary sources:

Subject	Textbook
Language Arts	<ol style="list-style-type: none"> 1. Strategies That Work, Teaching Comprehension to Enhance Understanding (Harvey and Goudvis, 2000) 2. SCHOLASTIC READ 6-8 (Hasselbring, 2006) 3. Reading in the Content Area (McRel, 2005) 4. Write Source (Houghton Mifflin Company, 2008)
Mathematics	<ol style="list-style-type: none"> 1. College Preparatory Math Courses Foundations To Algebra Year 1 and 2 and Algebra (CPM, 2006) 2. McDougal Little Course 1 and 2 , Larson and Others 3. McDougal Little Structures and Methods California Edition 4. CGP California Standard-Driven Algebra I Program
Social Science	<ol style="list-style-type: none"> 1. History Alive, 2000 2. McDougal Little, 2004 3. Prentice Hall
Science	<ol style="list-style-type: none"> 1. Prentice Hall 2. McDougal Little 3. Holt, Rinehart, and Winston California Aligned 4. FOSS Kits

1.21 English Language Learners

LCA will meet all requirements of Federal Law relative to equal access to curriculum for English learners. The instructional program will be presented in English with provisions to ensure comprehension for English language learners and development of English as a second language. The instructional program for LCA is designed to promote language acquisition, oral language development and enriched learning opportunities for all students in the following manner:

- Students will interact through cooperative learning activities in all content areas.
- Students will make oral presentations in all content areas.
- Students will collaborate for group performances and reports.
- ELL instruction will be provided during the language arts period.
- Additional ELL tutoring will be made available in the extended day program.

- English language learners will be mainstreamed with fluent English proficiency students and bilingual students.
- Teachers will utilize SDAIE techniques.

Curriculum will be presented to English learners at beginning ELD levels in English utilizing Specially Designed Academic Instruction in English (SDAIE) techniques. Native language support will be provided as needed in all content areas by bilingual staff and volunteers in order to ensure comprehension of instructional input. Students will be provided ESL instruction during the instructional day and will also be offered additional ELL learning opportunities and ELL tutoring instruction during the extended day program. Students at beginning ELD levels will be mainstreamed with fluent English speaking students and fluent bilingual students in order to support English language development and comprehension of instructional input.

In the event a student enters LCA without records and or prior assessment, a Home Language Survey will be completed. If a language other than English is indicated on the survey, the Language Assessment Scale will be used to determine English proficiency.

The criteria used to determine entry into “transition phase” of English language development will be the E.S.L. portion of the CARE test. Passing this test will signify entry into ELD level 4. The criteria used to determine full academic fluency will be the CELDT. English learners will receive formal E.L.L. instruction on a daily basis using appropriate curricular materials. Instruction will be aligned with state standards. The instruction will be delivered during the language arts time block. SDAIE techniques will be embedded into the instructional program to meet the needs to English learners. Additional E.L.L. instruction will be offered to students in the extended day program as needed.

1.22 LCA Special Education Responsibilities

A Memorandum of Understanding (“MOU”) will be executed by and between the Los Angeles Unified School District and LCA regarding the provision and funding of special education services consistent with the requirements of the LAUSD SELPA Local Plan for Special Education.

1.23 Meeting the Needs of Low Achieving Students

The entire school community will play an important part in ensuring that student outcomes are met and in meeting the needs of students who are not achieving at expected levels. If a student is not progressing in a manner consistent with academic success, the school will arrange immediate interventions. These interventions will include individual tutoring and small group instruction, which will take place before, during and after the regular school day. Teachers and tutors will implement tutoring clinics or Saturday academies, which will operate throughout the school year. Tutoring will be accompanied by ongoing assessments to document progress. Personnel will also collaborate and compare data over time, in order to identify areas of growth and concern, and implement strategies and interventions, accordingly. In addition, personnel will track

students over time to identify the percentage of students who move on into post-secondary educational opportunities, thus achieving the school's ultimate mission.

1.24 Meeting the Needs of Gifted Students

The entire school community is committed to designing learning experiences that differentiate for different populations of students including gifted or talented students. We agree with Kathy Checkley when she states teachers must use assignments that “allow different levels of complexity in students’ responses” to better serve all learners including gifted students.⁹ LCA believes that differentiation does not imply that teachers must use a different curriculum, but that the complexity and depth of assignments differ to meet the student’s need in increasing their knowledge base. Instead of assigning busy and extended work, lessons are crafted to challenge the students to think more critically and engage in the content in depth.

As a member of the California Association for the Gifted (CAG), LCA teachers will keep up to date with the research and methods of teaching that best serve the diverse community of gifted students. The following are examples of differentiation strategies our teachers will use to accelerate curriculum for students. Differentiation strategies modify what students will know (content), how students will think (process), and how students will summarize and share their learning (products). One example is using different dimensions of depth and complexity in all lesson plans. Differentiation will also be facilitated through flexible groupings and regrouping of students for different tasks. The groupings will also be based on need, interest, and ability. Students will have the opportunity to experience the content by going on expeditions that allow them to see how scholars use the content they learn in class in a real-life context. In addition, teachers will offer differentiated independent research projects as a strategy to challenge these students to increase their learning. Teachers will use advanced learning opportunities that allows students to participate in out-of grade-level activities using and selecting resources beyond grade level when appropriate. The teachers will also adjust the time needed to learn, noting that some students learn more quickly than others.

1.25 Ensuring Equal Access to Academically Low Achieving and Gifted Students

LCA adopts from the Accelerated Schools Model the belief that those students considered “at risk” are those who are unlikely to succeed in schools as schools are currently constituted. These students are deemed at risk because they bring a different set of skills, resources and experiences than those on which school success is traditionally based. An “at risk” student is caught in a mismatch between the experiences he or she has at home, with family or community on the one side, and what schools traditionally expect for their success on the other. For this reason, a child is referred to as caught in an at risk situation. Once educators cease to view the child as “at risk” and instead view the situation the child is placed in as at risk, we can then change the situation. (VPPCHS, 2003).

⁹ Teaching Gifted Children (and all others) to Think Better. Kathy Checkley. Classroom Leadership, 2003, Volume 7 Number 3.

LCA will provide every student and in particular those who are placed in at risk situations and those identified gifted and talented with a powerful, engaging and accelerated curriculum that will enable them to succeed. Our goals for student success are as follow:

- The educational program will enable pupils to become self-motivated, confident, and life-long learners.
- Pupils will master the basic and augmented skills in context, develop concepts and become critical thinkers and problem solvers.
- Pupils will receive an enriched curriculum in language arts, mathematics, science, social studies, technology, health, physical education, and performing and visual arts.
- Pupils will develop an attitude of self-respect, respect for others, and an appreciation for the strength of diversity.
- Pupils will demonstrate cooperative pro-social behavior with a sense of responsibility to their school, home, and community. Students will display this sense of responsibility by being of service to their school and community.
- Pupils will be exposed to career and post-secondary opportunities to develop personal and professional life goals.
- Pupils will begin to establish long-term, post-secondary goals and identify strategies, resources and support to help them achieve these goals.
- LCA will adhere to all legal requirements and mandates, under the No Child Left Behind Act, as they pertain to all students but in particular those who have been traditionally academically low achieving.

The parents of each child will be cultivated as critical partners in the children's education and will be critical in supporting their progress. Parents will learn what is expected of them as partners in this process at parent meetings and workshops, beginning at the start of each school year, and continuing throughout the year. Parents will support the school in consistently monitoring students' progress, through dialogues with the child, and review of his/her class work. If students do not demonstrate adequate progress based on their level, their parents will be informed immediately. We will enlist their support in addressing their challenges. Teachers will regularly communicate with parents about the progress of any student who is receiving interventions.

1.26 Meeting the Needs of Low Socio-Economic Students

More than 80% of students currently in the Northeast San Fernando Valley qualify for free or reduced lunch and are considered having low socio-economic status. Hence, the academic program in this petition was designed to meet these student needs. Ruby Payne (Educational Leadership, 2008) specifies powerful practices that have shown to address the needs of students

with low socio-economic status. One of these strategies includes assessing each student's resources in order for the school to accommodate for any gaps. The following are some of the resources that a student may not have and specific steps the charter will take to meet their needs:

- Financial Resources: In accordance with California Education law, if a student does not have the financial resources for specific materials such as mandatory uniforms, the school will provide them.
- Physical Health: School's counselors will service students that need mental health support. In addition, the school will provide resources and information to support the family in obtaining the necessary health care.
- Support systems: Our staff will work with parents to create support systems outside of school. In addition, students that don't have academic support will be provided time and a place to work on their academics (homework) before and/or after school. These students will also have free tutoring and intervention programs available at the school.
- Knowledge of unspoken rules: Our school's advisory program will teach students the hidden rules of school and those of norms and habits of a group. This will ensure that students will be confident to work in any environment intermingled with any social group.
- Pathways to College: Parents will be provided with educational workshops throughout 6th-8th grade related to how socio-economic status does not have to be an obstacle in the child's path college

1.27 Enrollment of Parents & Family in our Educational Program

Parents will be provided with information on an ongoing basis regarding the content of the educational program, required student outcomes and how they can help their children achieve. Staff will advise and consult with parents regarding the school's educational programs at meetings held prior to the onset of each school year and at minimum, once per month thereafter.

In collaboration with charter school staff, parents of enrolled students will assist in the development and annual revision of a Home-School Agreement and Student/Parent Handbook, designed to involve parents as partners in the education of their children. Parents will be encouraged to sign the Home-School contract, accordingly. The agreement will be reviewed on an ongoing basis by parents and staff to determine necessary modifications and additions.

The charter school's parents will be encouraged to engage in a variety of activities that will enable them to be of support to their children as they grow, learn and achieve academically and personally. Parents will learn how to provide support that will insure that the vision of college graduation for their children is achieved. Following, are some of the activities in which parents will participate:

- A parent of each student will be encouraged to accompany their child to school for at least one full day per year, and spend the day attending all classes with their child. In this

manner, parents will develop a deeper understanding of the LCA instructional program and also learn about the strengths and challenges of their child.

- Parents will be strongly encouraged to attend regular meetings that will include instruction in LCA program components and training on how to support their children in their quest for academic and personal achievement.
- Parents will be provided with and encouraged to attend parenting classes that will help them deal with their pre-adolescent and adolescent children.
- Parents will be provided with workshops where they learn about university and college requirements. They will learn how and where their children can attend college. They will learn about and understand the different types of college financial aid and how it is applied for.
- Parents will be encouraged to commit to school service and involvement. The exact dates and nature of school service will be determined by the parent, in collaboration with teachers and administrators, and will be based on the skills and interests of the parent as they relate to the needs of the school and the students. School personnel will demonstrate flexibility in requesting hours and dates of service, based on parents' schedules.
- Interest surveys and needs assessments will be distributed to parents once a year to determine what charter school staff can provide for parents in order to meet their needs in the area of supporting the educational program and student achievement. Selections for workshops and services for parents will be guided by the survey results.
- Parents will be encouraged to reinforce the educational program by monitoring their child's progress, reinforcing homework and school behavior standards, responding to written notices and reports, engaging in conversations with school personnel as needed, attending Student Led Conferences and additional conferences when requested and permitting their children to stay for additional tutoring when recommended by school personnel.

1.28 Enrollment of Staff in our Educational Program

LCA's administration shall consult with teachers regularly regarding the school's educational programs and student progress. Teachers shall engage in articulation weekly regarding program effectiveness and student achievement. Staff will receive professional development that will enhance and improve their role as effective educators and will enhance their ability to implement the instructional program of LCA.

Staff will promote a positive environment that ensures human growth, learning and effective communication among all stakeholders. Staff will continually strive for excellence in their roles as educators and in their expectations for students. All staff will work in the spirit of collegiality and support with a shared commitment to the mission and school wide vision of LCA. The belief that all students can learn and achieve the goals of the charter school will shape the attitude and actions of the staff at all times. In order to help facilitate the realization of each student's full potential, teachers and administrators will work in collaboration with one another to implement an integrated curriculum that is matched to all state standards. In order to nurture and maintain the role of parents as partners with staff in the education of the children, staff will facilitate regular communication through conversations, written reports and conferences. Teachers will

maintain a systematic and open flow of communication with students regarding individual progress in order to empower the students as partners in their own education. Teachers will elect an individual to represent the teacher voice and serve on the school’s governing Board as a voting member and serve as a communication liaison.

1.29 Enrollment of Students in our Educational Program

Students will take responsibility for their role as partners in their own education. Students will be nurtured and encouraged to commit to high standards of personal behavior and academic excellence that will contribute to the well being and character of the school community. Students will assume responsibility for their roles in contributing to a safe and nurturing environment that promotes learning opportunities for all.

Students will be encouraged to complete all academic work as assigned, request help from staff as needed, attend school regularly and with punctuality and agree to accept extra tutoring and support as recommended by staff. Students will be encouraged to maintain a systematic and ongoing open flow of communication with teachers regarding their progress and learning needs in order to empower them as partners in their own education.

Students will design academic and personal goals with parents during student led conference sessions. Goals will be revisited and progress evaluated by parents and students.

1.30 Enrollment of our Community in our Educational Program

Efforts will be ongoing to involve the entire community in the goals and vision of LCA. Existing partnerships will continue to be nurtured and new partnerships developed. The educational and business community will be encouraged to support both the existing educational program and long-term goals for the students. Individuals from the greater community shall serve on the school’s advisory board. The entire community will work together to achieve the standards for student growth and achievement as set forth in NCLB.

1.31 Time Line for Implementation of Instructional Program

February - June 2009	Recruiting for expansion (LCA will add 8 th grade in fall 2009)
February 2009	Lottery for incoming students for fall 2009
March – May 2009	Professional Development plan for summer 2009 Draft of Teacher Learning Experiences Purchase of Instructional Materials for 8 th grade
June- July 2009	Assessment of Incoming Students Creation of School Improvement Plan

August 2009	<p>Teacher Summer Institute Creation of the Learning Targets Creation of Curriculum Alignment Templates Creation of Weekly Curriculum Creation of School Wide Comprehensive Exams Training on Big Idea and Inquiry Groups Preparing Classrooms</p>
September 2009	<p>Delivery of Pre-Assessments/ Data Analysis Modification of Weekly Curriculum Parent meetings to set goals with students</p>
December 2009	<p>Delivery of Comprehensive Exam (Benchmark I) Data Analysis & Modifications of Weekly Curriculum Parent meeting to review goals with students</p>
March 2010	<p>Deliver of Comprehensive Exams (Benchmark II) Data Analysis & Modifications of Weekly Curriculum Parent Meetings to review goals with students</p>
May 2010	<p>CST Testing</p>
June 2010	<p>Deliver of Final Exams / Data Analysis Modifications of Weekly Curriculum for Next Year Reflection on Resources and plan changes for the next academic year Parent meetings to reflect and create goals for the next academic year</p>

1.32 Recruitment of Quality Teachers

Even the best-intentioned charter application or detailed curriculum will be hollow and ineffective without a team of strong teachers, who are accomplished in their craft both as classroom managers and masters of their subjects and who are committed to investing the time and energy it takes to motivate their students.

LCA approaches the task of building a school with a similar framework. To recruit and keep the strong teachers, the school intends to create professional, collegial environment. LCA will adopt the core propositions of the National Board for Professional Teaching Standards (NBPTS) to strengthen educators in developing an instructional program that is culturally relevant and demands high achievement of all its members; students, teachers, parents, and administrators.¹⁰

¹⁰ See Exhibit 1. National Board for Professional Teaching Standards Five Core Propositions:
<http://www.nbpts.org/about/coreprops.cfm>

LCA will begin by raising awareness by attending job fairs hosted by PUC-Lakeview Schools in addition to implementing print and online advertising campaigns. LCA plans to attend recruiting events both inside and outside of California by attending job fairs in graduate schools of education. LCA plans to create a recruitment team that can ensure that information sessions and brochures frame the mission and the school in a consistent manner.

Teachers’ induction begins with the hiring process. LCA will follow the process below when hiring teachers:

- Step 1 Phone or Personal Interview
- Step 2 Demo Lesson that includes debrief and coaching from principal
- Step 3 Case Study: examine writing in this process
- Step 4 Summer Institute for Induction

1.33 Professional Development

LCA believes that professional development is the cornerstone for educational equity and academic achievement for all students. All professional development opportunities are designed in alignment with research-based guidelines.

At LCA putting professional development at the center of the school culture will be essential in developing a learning community for students, teachers, and administrators. Professional development will be designed and delivered in response to specific teacher and student needs determined from data analysis. Professional development spans a broad range of job-embedded learning opportunities such as co-planning, observing and co-teaching model lessons, interactive application-based workshops, and analysis of student work. The following principles will guide all professional development opportunities:

- Instructional change is a long multistage process.
- Shared expertise is the driver of instructional change.
- A focus on system-wide and classroom specific improvement.
- Clear expectations and responsibility for achieving them are shared by all.
- Environment of collegiality which results in learning for all.
- Respect and care for the students and the adults working to meet their needs;
- Focus on content and instruction. (Elmore, 1997)

Teachers will have reasonable teaching schedules with adequate preparation time and ample opportunity in the schedule to collaborate with colleagues on academic ideas or strategies for working with particular students. This is in addition to having weekly professional learning communities as seen from schedule (1.9.3).

The following are tentative topics and the potential providers or facilitators for our professional development activities:

Tentative Professional Development Topics	Provider
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Preparing Students to Graduate College (<i>Mission & Core Values 1.3 & 1.10.4</i>)	Manuel N. Ponce, Jr., the Principal/Instructional leader at LCA.
Data Driven and Standards Based Instruction (<i>1.10.1 & 1.10.2</i>)	
Critical Friends & Inquiry Groups	
Multiple Intelligence & Multiple Approaches (Direct Instruction meets Discovery Approach) (<i>1.11.1 & 1.11.4</i>)	
Backwards Planning & Learning Cycle	Kelly Montes De Oca, PUC SCHOOLS, Senior Director of Curriculum and Leadership.
Parent Engagement (<i>1.10.7</i>)	Leslie Chang, Parent Organizer and Principal of CALS Middle School.
Pathways to College (<i>1.10.8</i>)	College Board Fidel Ramirez, Former Assistant Director of Student Outreach and Recruitment at CSUN
Differentiation, Scaffolding, Accelerating, but not Remediate (<i>1.10.6</i>)	California Association of the Gifted (CAG) led by Sandra N. Kaplan ¹¹ Glenda Aleman, SDAIE specialist
Writing Across Contents	Nik Orlando & Lisa Tremain Instructional Leaders at PUC Schools
Refining Curriculum in a Cycle of Continuous Improvement (<i>1.11.3</i>)	New Schools Venture Fund & Catalina Saenz

Every summer teachers will focus on topics that are geared towards planning their curriculum and putting in action what they learn during their professional development. During the year teachers will focus on reflecting and increasing the quality of implementation of strategies learned through professional development.

¹¹ Sandra N. Kaplan, Ed.D., is Clinical Associate Professor in the Rossier School of Education, University of Southern California. She is a past president of both the California Association for the Gifted and the National Association for Gifted Children, as well as the chair of CAG's Educational Committee.

Element 2: Measurable Pupil Outcomes

2.1 Standards Based Curriculum and Instruction

The California State Content Standards will serve as the foundation of curriculum and instruction and will promote equity, rigorous learning, and achievement on standards-aligned state testing measures.

At LCA:

- All students will engage in active meaning-making across all content areas, are held to high standards, and have access to quality teachers and meaningful learning experiences.
- All students will have access to rigorous, standards-based curricula, academic courses and learning paths for college success.
- Teachers will maintain high expectations for learning of rigorous content, differentiate instruction for varied learning styles, and give students multiple opportunities to learn and demonstrate their learning.

Teachers will maximize their instructional minutes by aligning all learning experiences with clearly defined, standards-based learning targets. The expectations necessary to meet these learning targets are clearly articulated to the students.

2.2 Benchmarks to be met

The achievement of LCA will be measured in both growth and absolute measures and will be compared to the achievement of selected District schools that are similar in demographic and other characteristics. The criteria for selecting the comparison schools are:

I. Comparison Schools

In gauging the success of LCA during the renewal term, a group of comparison district schools will be selected that meet the following criteria. The District will identify the comparison schools and will inform the charter of the names of the schools and the specific data used to identify them.

The analysis of the school's academic performance will include a comparison of the academic achievement of the charter school's students to the academic achievement of two sets of comparison District schools:

1. The residence schools the charter school students would have otherwise attended ("Resident Schools"); and
2. District schools of similar demographic characteristics ("Demographically Similar Schools").

Comparison Resident Schools

Resident Schools” will be selected by using the charter school students’ home addresses to identify the District schools they otherwise would have attended. The District schools most represented at the charter school will be chosen as comparison “resident schools.”

Demographically Similar Schools will be selected by using a modified version of the formula utilized by the state for creating its similar schools list.

II. Primary Growth Measures

Growth in student achievement is the primary measure that will be used to determine whether the school has been an academic success in its renewal period. The growth of LCA will be measured annually against the growth of the comparison schools. At the time of renewal, if LCA has met all of the following benchmarks either in the previous year or in two of the previous three years, the charter school will be considered an academic success:

1. LCA’s “value added” for English Language Arts is greater than the median value added for the comparison schools (prepared annually by PERB.)
2. LCA’s “value added” for Math is greater than the median value added for the comparison schools. (Prepared annually by PERB)
3. LCA’s API growth is 1.25 times the median growth of the comparison schools.
4. LCA’s API growth for all subgroups is 1.25 times the median growth of the comparison schools.
5. The decrease in percentage points of students scoring Below Basic & Far Below Basic on the CST for ELA is 1.25 times the median decrease for the comparison schools.
6. The decrease in percentage points of students scoring Below Basic & Far Below Basic on the CST for Math is 1.25 times the median decrease for the comparison schools.
7. The increase in percentage points of students scoring Advanced & Proficient on the CST for ELA is 1.25 times the median increase for the comparison schools.
8. The increase in percentage points of students scoring Advanced & Proficient on the CST for Math is 1.25 times the median increase for the comparison schools.
9. The increase in percentage points of students scoring Early Advanced & Advanced on the CELDT is 1.25 times the median increase for the comparison schools.

III. Other Measures

If LCA fails to meet the primary growth measures, the following measures will be considered to determine whether the school should, nevertheless, be considered an academic success:

1. LCA's API score at the time of renewal is greater than the median API score for the comparison schools.
2. The percentage of LCA students scoring Advanced & Proficient in ELA on the CST is greater than the median percentage for comparison schools.
3. The percentage of LCA students scoring Advanced & Proficient in Math on the CST is greater than the median percentage for comparison schools.
4. The percentage of LCA students scoring Below Basic & Far Below Basic in ELA on the CST is below the median percentage for comparison schools.
5. The percentage of LCA students scoring Below Basic & Far Below Basic in Math on the CST is below the median percentage for comparison schools.
6. The percentage of LCA ELL students re-designated to English proficiency is greater than the median for comparison schools.
7. LCA has met its AYP goals and is not in Program Improvement

IV. Annual Self-Study

Applying the measures in II and III above, LCA will submit to the LAUSD Charter Schools Division an annual progress report. The district will identify the comparison schools; provide the names and specific data by which they were selected. LAUSD PERB will prepare annual report on "value added" benchmark. The Charter Schools Division will review the progress report and provide comments to LCA within 60 days.

V. Board Discretion

At the time of renewal, the Charter Schools Division will present an analysis of its findings with respect to II and III above, with a recommendation for action. The determination of whether LCA will be renewed will be based upon the requirements of the Education Code and is within the purview of the Board determination.

2.3 Assessment

We believe that consistent data analysis is essential in closing the achievement gap for all students. Data-analysis is conducted on multiple levels: school-wide, at each grade-level, and in individual classroom. This data serve to drive instructional decision and to maximize student progress.

At LCA:

- Multiple assessments will be designed and implemented with regularity to ensure that all students are progressing toward mastery of the standards-aligned learning targets.
- Teachers will be provided with time and supports to analyze the data yielded from these assessments and collaborate to define the instructional applications for their students.
- Teachers and administrators will be aware of and apply appropriate, legal accommodations for testing students with special needs including Second Language Learners.

- All assessments will be used as tools to adjust and modify curricula and instruction to meet the specific needs of our students not as a vehicle to deliver negative instructional consequences.

2.4 Forms of Assessment

We believe in an assessment process that fosters teacher collaboration, on-going inter and intra department communication, and supports on-going, authentic teacher/student communication to help students monitor their own progress and development. Because any one assessment measure is specific to a student's performance at that time, it is important that we regularly check progress towards state-content standards and expected student learning outcomes using multiple forms of assessments. In order to ensure continued growth for all students, LCA assessment measures will take the following forms:

- ***Standardized Tests:*** Norm-reference and criteria-reference tests such as the California Standards Tests will be administered annually as required by the State. Results from these tests will be analyzed prior to the beginning of the subsequent school year to create school-wide, grade-level, and department-level instructional goals. These goals will drive professional development at the site.
- ***School-wide Comprehensive Assessments:*** Using standards-aligned, teacher-designed assessment measures in Math, Writing, Reading Comprehension and Fluency, Science, and Social Science, all LCA students will be evaluated three times annually to ensure growth and to determine specific individual support for each student. These tests are initially administered in September to generate baseline data and then again in December and March or at the end of each trimester.
- ***Performance Assessments:*** Performance assessments will be projects, papers, or tasks that require students to produce a product. LCA emphasizes authentic performance tasks or real-world application whenever possible and is developing benchmark assessments (exit exams) for every discipline at each grade level. Through this articulation, we can ensure that our students are not only ready to perform well on end of the year summative assessments, but will be prepared to enter college.
- ***On-going Classroom Assessment:*** On-going, periodic assessment is an integral part of the learning process for both teachers and students. Assessment of student progress will occur at the end of units of study, before, during, and after individual lessons, and as needed to check for understanding and to measure the internalization of new concepts and skills. In addition to measuring student growth, these assessments will serve as an important reflection tool for teachers to use in assessing the effectiveness and impact of their instruction.
- ***Rubrics and Criteria Charts:*** Teacher and student-generated rubric and criteria charts will be utilized to evaluate student work. Rubrics may be tailored to a classroom assignment, to a grade level benchmark assessment, or a school-wide assessment.

LCA places a high priority on the utilization of these tools to ensure that students have clear criteria for producing quality work and work to become self-regulated evaluators of their own performance. Grades of A, B, C, D, and F will be used.

Measurable Pupil Outcome	Measurement Instrument(s)
<p>Students will have strong reading, writing, listening, speaking and presentation skills. Students will be able to effectively communicate ideas, opinion and information orally and in writing.</p>	<ul style="list-style-type: none"> • Classroom Assessments • Project Portfolios • STAR Tests: CST, CAT 6 • CELDT • Comprehensive Exams
<p>Students will apply and understand civil responsibilities in and outside of their communities. Students will have civic, historical, economic and geographical knowledge of diverse cultures/peoples throughout the world.</p>	<ul style="list-style-type: none"> • Classroom Assessments • Project Portfolios • STAR Tests: CST, CAT 6 • Comprehensive Exams
<p>Students will develop abilities to reason logically and learn and apply mathematical concepts in abstract and real life situation.</p>	<ul style="list-style-type: none"> • Classroom Assessments • Project Portfolios • STAR Tests: CST, CAT 6 • Comprehensive Exams
<p>Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts from various branches of science.</p>	<ul style="list-style-type: none"> • Classrooms Assessments • Senior Academy Project Portfolios • STAR Tests: CST, CAT 6 • Comprehensive Exams
<p>Among students who attend LCA continuously from the onset of 6th grade, there will be a minimum of 5% increase per year in the number of students who score at proficient or advanced on the California Standards Test.</p>	<ul style="list-style-type: none"> • California Standards Test

Over the course of the charter, LCA will meet or exceed its API growth target three out of five years. LCA's baseline target score will be at least an API score of 700 in its first year of operation, in 2009. The charter targets an API score greater than the median API score for the comparison schools.

- Academic Performance Index (API) Rating
- CST results
- Adequate Yearly Progress Report

LCA will meet "adequate yearly progress" as set forth under the federal No Child Left Behind Act (NCLB) AYP Yearly Progress set by the California Department of Education

LCA's student average attendance rate, when compared to surrounding high schools, will be higher.

- Attendance records

Element 3: Method For Measuring Pupil Progress

3.1 Process for Measuring Measurable Pupil Outcomes

The school principal and teaching staff will be accountable for student progress and for the achievement of student growth and achievement required by NCLB regulations.

LCA will be committed to the academic success of each of its students. For this reason, the instructional program will be assessment based and data driven. Students will enter LCA at various skill levels in literacy and math. Some will demonstrate below grade level performance in a number of areas. If the vision of academic and personal success for each student is to be achieved, measurements must begin immediately, appropriate follow up takes place immediately, and further assessments with accompanying analysis take place on a regular and ongoing basis. Students' learning gaps must be filled as soon as they are identified. Assessments will begin for entering students at the onset of the academic year, in order to identify and appropriately address strengths and weaknesses in a timely manner. These gaps will be identified through a variety of assessments and filled through the application of a variety of strategies. Assessment and timely interventions will be ongoing. To ensure that each student is actively pursuing achievement in each of the outcomes listed above, the faculty and staff will closely monitor each student's progress on a regular basis using the following strategies:

- Performance Tasks and Assessments
- Publisher and Teacher generated assessments
- School Wide Comprehensive Exams
- Student/Teacher conferences
- Parent/Student/Teacher conferences
- Student Led Conference Evenings Utilizing Portfolios
- Ongoing Teacher Observation
- Collaborative teacher teams' examination of student work
- Progress reports
- State mandated standardized tests including CST, CAT 6, CELDT pursuant to Education Code Section: 60602.5
- Progress Reports, Report cards, Examination and Analysis of state test results
- The grading policy will consist of the use of traditional grades of A, B, C, D, F

3.2 Role of School Personnel in ensuring that Pupil Outcomes are Met

The school principal and teaching staff will be accountable for student progress.

If a student is not progressing in a manner that is consistent with academic success, timely intervention will be infused, immediately. These interventions will include one to one tutoring and small group instruction, which will take place before, during and after the regular school day. Teachers and tutors will implement tutoring clinics or Saturday academies. Tutoring will be accompanied by ongoing assessments, to document progress. The tutoring clinics will take place throughout the school year. Personnel will also collaborate and compare data over time, in order to identify areas of growth and concern, and implement strategies and interventions, accordingly. In addition, personnel will track

students over time to identify the percentage of students who move on into post-secondary educational opportunities, thus achieving the ultimate vision of the school.

3.3 Role of Parents in ensuring that Pupil Outcomes are Met

The parents of each child will be cultivated as critical partners in the education of their child and will be critical in supporting the child's progress. Parents will learn what is expected of them as partners in their children's education at parent meetings and workshops, beginning at the onset of each school year, and ongoing throughout the year. They will understand the importance of their support in insuring that their children attend tutoring sessions, as needed and complete their homework nightly. Parents will support the school in monitoring students' progress on an ongoing basis, through dialogues with the child, review of his/her class work and home work and through listening to the child read aloud each night for ten minutes. Parents will be informed as soon as students are not demonstrating adequate progress, in order to enlist their support in addressing the challenges. Progress of the child who is receiving interventions will be communicated to the parents by teachers on an ongoing basis.

3.4 Students with Individualized Education Plans

Following interventions, if a student is still not progressing in a manner that is consistent with academic success he or she can be referred to the Student Success Team as outlined in the Search and Serve subsection of the Special Education Section above. This Student Success Team will serve a function much broader than that of a search and serve vehicle for special education purposes. It will allow the school to take an active role in further identifying and meeting the varying needs of its students.

3.5 Role of Board of Trustees in ensuring that Pupil Outcomes are Met

Each year, the principal, PUC-Lakeview Regional Director and Co-CEO's will be responsible for preparing and presenting an annual report to the Board of Trustees which will detail the school's overall progress toward meeting the above listed measurable pupil outcomes. The PUC-Lakeview Board can take immediate action based on this report to ensure that the school is consistently making progress toward meeting these outcomes. For example, the Board can assign an ad hoc committee made up of parents, teachers, administrators, students and Board Members to evaluate the school's progress and to make appropriate recommendations.

3.6 Testing

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

Element 4: Governance Structure

4.1 Non-profit Public Benefit Corporation

LCA will be an independent charter school governed by the Board of Trustees of PUC-Lakeview, a non-profit public benefit corporation. Articles of Incorporation and By-laws for the non-profit public benefit corporation are included in this section. As provided by California's Charter School Act, the governing board of the District shall be entitled to one representative on the PUC-Lakeview Board of Trustees. PUC-Lakeview is governed by the Board of Trustees in accordance with California's Charter Schools Act and the California Nonprofit Public Benefit Corporation Law. LCA will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. The PUC-Lakeview Board shall conduct or direct the affairs of the corporation and exercise its powers, subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the Articles of Incorporation and the adopted Bylaws. The PUC-Lakeview Board may delegate the management of the activities of the corporation to others, so long as the affairs of the corporation are managed and its powers are exercised, under the Board's ultimate jurisdiction.

4.2 Representation of Interested Parties

PUC-Lakeview encourages all groups to participate in and share responsibility for the educational process and educational results. The organizational structure of the governance of LCA is designed in a manner that will ensure that there will be active and effective representation of interested parties, including but not limited to parents (guardians). This is accomplished in a number of ways that include the formation of School Advisory Councils at each of the PUC-Lakeview school sites.

4.2.1 School Advisory Council

The School Advisory Council consists of parents, students, community members, teachers and school site administrators. Each school's council will participate in developing recommendations for school policies and share in efforts to engage the support of the community. The council will make recommendations and decisions about issues related to the school and participate in reviewing parental and community concerns. The school site administrator will be responsible for communicating all Council policy meeting notes and policy recommendations to the PUC-Lakeview Board of Trustees. The Advisory Councils meet at least once per month and reports from the meetings and policy recommendations from the Site Advisory Councils are forwarded to the PUC –Valley Board of Trustees. School Advisory Council members are encouraged to attend the Board meetings.

4.2.2 Process to Ensure Parent Involvement

LCA believes that parent involvement translates into increased student achievement. The philosophy of LCA is to encourage, honor and respect the parent voice. Parent

involvement and the inclusion of the parent voice will be ensured in the following manner:

School parent meetings will be held regularly while school is in session or more frequently if necessary in order to facilitate the communication process between parents and the governing board.

Parents will be encouraged to serve on the School Site Advisory Council. Parents will be consulted and advised regarding the school's educational programs and student progress through meetings and informational bulletins on an ongoing basis. A school web site will facilitate the dissemination of information on areas of specific interest to parents.

Parents shall be informed regarding progress of students through student led and parent/teacher/student conferences, monthly progress reports, graded report cards, evaluations on portfolio projects and ad hoc meetings and access to PowerSchool. Teachers and administrators will have access to electronic mail to facilitate communication with parents who have e-mail accounts.

Parents will be encouraged to provide service to the school in areas that will enhance the educational development of their children. Service opportunities will include but not be limited to assistance in classrooms, tutoring, supervision, communications facilitation, clerical support, and supervision of student field trips. Service selections will be based on the strengths and preferences of parents and on student and school needs. Parents will determine the type of work they will contribute to the educational development of the children based on their own particular interests, strengths and free time. Details of the type and times of service will be requested during parent/staff conferences held prior to the onset of each school year. Parents will also be encouraged to spend at least one full day per school year in the classrooms with the child.

The school will provide parent workshops and education classes at times that are conducive and suitable for both stay home and working parents. Workshops may include the following:

- Monitoring Your Child's Use of the Internet
- Adolescent Psychology and Behavior
- Helping Your Child with Homework
- Planning Educational Family Outings
- Planning Your Child's Educational Future (High School and College)

The content of these workshops will be designed to assist parents in the educational development of their children. We believe that if given the proper tools parents will become equal partners with the school in the education of their children. We also believe that these workshops will help parents feel connected to each other and the school community.

The staff and school site administrator will maintain open lines of communication at all times with all parents. Parents will meet with staff and administrators for conferences at

regular intervals throughout the year. Parents will be advised that the administrators and teaching staff will be available for additional conferences as needed.

4.2.3 Process to Ensure Teacher Involvement

One of the purposes for establishing a charter school is to allow teachers to become more involved in the governance and instructional program of the school. LCA recognizes the importance of teacher input in matters that directly involve student achievement. To this end, the school's governance structure is set up to be inclusive of the teacher's voice. Teachers will elect two representatives to serve on the School Site Advisory Council. The elected teachers will represent the voice of the teaching staff and will act as a liaison between the teachers and the Advisory Council and visa versa. Teachers will meet on a weekly basis to collaboratively design standards-based curriculum and instruction, and analyze student work. Teachers will work in "lesson study" teams to deepen their knowledge of curriculum content and strengthen instruction. All teachers will attend a mandatory 8 days of professional development during the summer and also at least 8 days during the regular school year. Teachers will meet with the PUC-Lakeview Instructional staff, Regional Director and the Principal on a regular basis to:

- Share teacher concerns
- Communicate teacher requests
- Articulate program progress and effectiveness
- Assess overall student progress, achievement and needs
- Discuss concerns regarding individual student progress and needs

The administrators and the Board of Trustees will, at all times, honor and respect the teacher voice and welcome teacher input. Teachers will support and advise one another in the spirit of collegiality, on an ongoing basis.

4.2.4 Process to Ensure Student Involvement

LCA believes that involvement of students will result in an increased sense of connectedness to the school community and instructional program, increased feelings of self worth and increased student achievement. Student involvement will be ensured in the following manner: Students at LCA will elect a student body president who will serve on the School Advisory Council. Students will also make presentations to the PUC-LAKEVIEW Board of Trustees. In this manner, the student body president will represent the voice of the students and support communications between the students and the School Advisory Council and PUC-LAKEVIEW Board and visa versa. A student government body will also be set up at the school. A teacher will serve as advisor and mentor to the student government body. Students will plan and implement student activities, fund raising events and community service projects. Students will be encouraged to serve on any advisory council formed through a recommendation from the Board of Directors. Students shall be encouraged at all times to communicate freely and openly with the administrators, teachers and staff regarding concerns related to particular situations, conditions or the overall school program. Students will take an active role in articulating their needs and preferences related to the instructional program.

4.3 PUC-Lakeview Board of Trustees

Pursuant to the Articles of Incorporation and the adopted Bylaws the Board of Directors shall consist of a total of nine voting members. Pursuant to Education Code 47604 (b) the sponsoring district will be allowed one nonvoting member to the Board of Directors. The current membership is as follows:

Jacqueline Elliot, PUC-Lakeview Co-CEO/Founder
Ref Rodriguez, PUC-LA Co-CEO/Founder
Jeanne Adams, Professor Education Department, CSU Channel Islands
Dr. John Biroc, Psychologist, professor at CSU Northridge
Gabriel Sandoval, Deputy Council to Los Angeles Mayor Villaragosa
Julie Mikuta, Partner New Schools Venture Fund
Ed Palmer, Real Estate Broker, Grubb & Ellis
George Fatheree, Attorney at Law

4.3.1 Selection of Governing Board Members and Frequency of Board Meeting

The selection of governing board members and frequency of Board Meetings is addressed in the By-laws. Regarding Board Meetings, per the language of the Bylaws, annual Board meetings, regular and special Board meetings are called and held in compliance with the provisions of the Brown Act. Typically, the PUC-LAKEVIEW Board of Trustees holds regular quarterly meetings in addition to the annual meeting. Special Board meetings are called, as needed.

The Bylaws were drafted by the law firm of Precopio, Cory, Hargreaves & Savitch LLP, San Diego, CA.

4.3.2 Composition and Role of Board of Trustees

The PUC-Lakeview Board consists of a maximum of nine (9) regular members plus one seat for the sponsoring district. The Board is responsible for establishing broad policies that affect all PUC-Lakeview schools. The Board and its Executive Committee sets policies related to staff hiring, benefits and compensation, conditions for student suspension or expulsion, controversial issues that affect more than one school site and teacher, and site principal and staff compensation criteria. Members of the Board may also participate in raising funds, investing funds and increasing public awareness of PUC-Lakeview's work.

4.3.3 Posting of meeting notices, distribution of agendas and recording of governing board actions

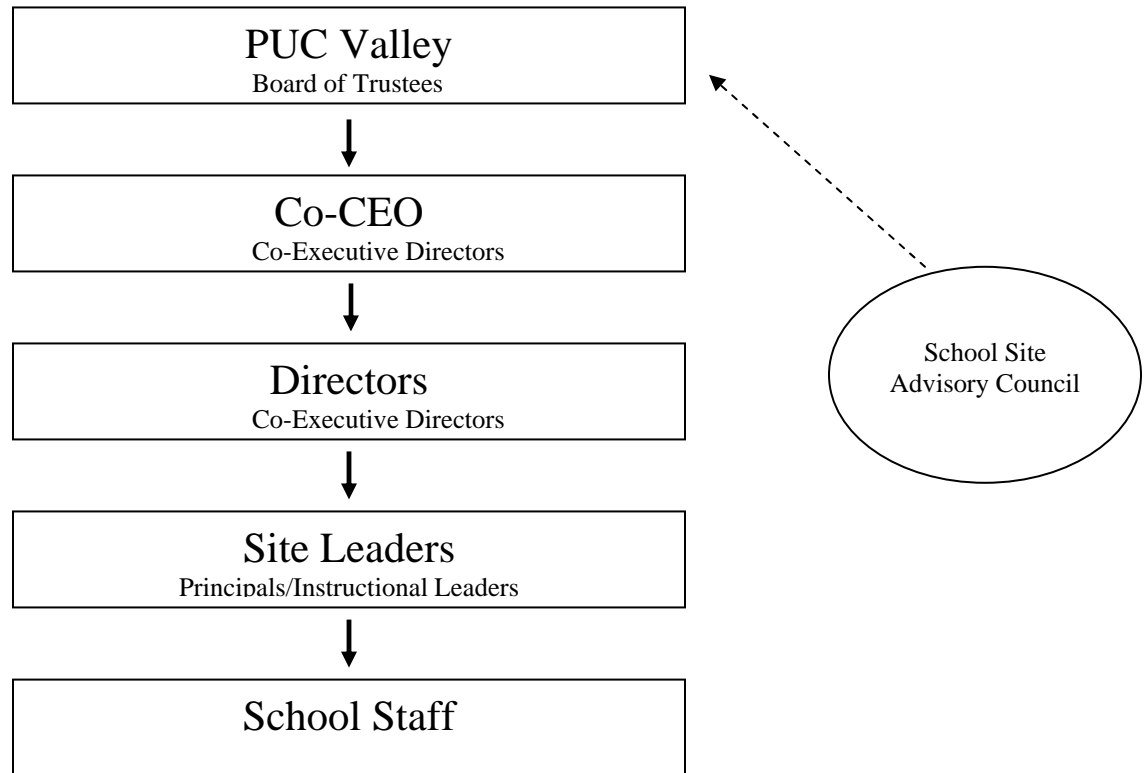
Posting of meeting notices, distribution of agendas and recording of governing board actions are implemented in accordance with the Brown Act. As such, the following takes place prior to a Board meeting:

1. The agenda is created and reviewed by CEOs, generally two weeks prior to the scheduled board meeting.
2. The agenda includes location address (open to public), request for any special accommodations, if teleconference, a phone # is provided and a list of all board member locations are posted (including location where they call in from if they will not be present in person)
3. The agenda is posted at least 72 hours prior to the board meeting on the PUC-Lakeview website and at every PUC-Lakeview school site (in locations where it is visible to parents, visitors, students, and staff).
4. An E-mail is sent to “All PUC-Lakeview”, Board Members, and the Charter Schools Division with the agenda attached.
5. As soon as it is available, a complete board packet with all documents related to the board meeting is mailed via U.S. Mail and/or emailed to the board members.

The specific procedure for calling a Special Board meeting is outlined in Sections 10 and 11 of the Bylaws and is in compliance with the Brown Act

4.4 Organizational Chart

The organizational chart on the below 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.



School Site Advisory Council:

The school site advisory council is a representative body comprised of elected or volunteer members who represent parents, students, faculty, staff and the local community. The Advisory council meets bi-weekly and gives input to the site leader.

Associated Student Body:

Each year students will elect representatives who will form the associated student body (ASB). At minimum, students will elect a president, vice president, treasurer, activities chair and homeroom representative. The ASB president is invited to attend and represent students on the school site advisory council.

PUC-LAKEVIEW Support Services:

PUC-LAKEVIEW will provide support services to all schools including back office support, curriculum and staff development, faculty recruitment and training, technical assistance regarding human resources, health and welfare benefits processing, local, state and federal compliance, and other general administrative assistance.

4.5 Resumes and Questionnaire Responses from Board Members

Resumes and questionnaire responses from board members are provided in the appendix section of the charter.

4.6 Assurance of Brown Act Compliance

During the terms of this charter, LCA and PUC-LAKEVIEW will comply with the provisions of the Brown Act and Government Code Section 1090. Further, PUC-LAKEVIEW agrees to comply with those sections as they are amended from time to time.

4.7 Assurance of Compliance with Federal and State Laws, Nonprofit Integrity Standards and LAUSD's Charter School Policies and Regulations Regarding Ethics and Conflicts of Interest

Members of LCA's executive board, administrators, managers, employees and all committees of LCA shall comply with federal and state laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

4.8 Grievance Procedure for Parents and Students

LCA 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 LCA alleging its

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

LCA 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.

LCA 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.

4.9 LAUSD Charter Policy

LCA will comply with the District policy related to charter schools, as it may be change from time to time.

4.10 Responding to Inquiries

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

4.11 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 LCA.

4.12 Compliance with Laws, Policies, and Regulations

Members of the LCA 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.

4.13 Audit and Inspection of Records

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

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

LCA 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 the LCA operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.

4.14 Legal Council

LCA will retain its own legal counsel when necessary. LCA will retain a list of experienced and reputable attorneys, many of whom are already familiar with the work in PUC-LAKEVIEW schools. It will purchase and maintain as necessary general liability, property, workers' compensation and unemployment insurance policies. The District shall not be liable for the debts or obligations of PUC-LAKEVIEW.

4.15 Sole Responsibility for Debts

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

4.16 Non-Sectarian

LCA is non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student or employee on the basis of race, ethnicity, national origin, gender, sexual orientation or disability.

4.17 Amendments to Charter

Any material changes or revisions to the Charter will require approval by Los Angeles Unified School District Board of Education.

Element 5: Employee Qualifications

5.1 Introduction

LCA is committed to recruiting and hiring a community of professionals who are dedicated to the best practice education of all students. Regardless of their role in the school, every person hired by LCA will actively help to promote the curricular philosophy, instructional program and the school community's guiding principles.

LCA will select its own staff and will not discriminate against any employee on the basis of race, color, age, gender, sex, national origin, actual or perceived sexual orientation, marital status, affiliations, political or religious beliefs, medical condition (cancer-related), physical disability or in retaliation. To best meet families' needs and the school's mission, employee recruitment will seek to create a bilingual, multicultural staff. All staff is expected to be sensitive to the linguistic and cultural needs of students, and to participate in staff development to enhance their skills in this area.

5.2 How Hiring will Occur

The PUC-LAKEVIEW Human Resources Department and the Principal of LCA will recruit potential employees. A personnel committee will be formed each year and will have the responsibility of interviewing and making a recommendation to the principal and executive director on hiring employees for any vacant positions. The executive director is ultimately responsible for hiring employees on behalf of the school's board of trustees.

LCA will require each employee to submit to a criminal background check as required by Education Code Section 44237. LCA will adhere to California laws, including fingerprinting, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. LCA agrees to comply with the provisions of NCLB as they apply to certificated and paraprofessional employees of charter schools. Prior to employment each employee must furnish an up-to-date Mantoux Tuberculosis (TB) test result, and documents establishing legal employment status. The school director and/or administrative designee will monitor and be responsible for maintaining records of tuberculosis and criminal investigation clearances, according to California and Federal laws, for all LCA employees.

All personnel will be hired by at will contracts. Contracts will be renewed based on demonstration of meeting or exceeding the requirements of individual contracts and adhering to policies, procedures, and expectations outlined in the employee handbook. The LCA employee handbook will be developed in a collaborative process including members of the Board of Trustees, administrative staff, certificated staff, classified staff

and community members with expertise in human resources law and personnel evaluation. The expectations outlined in the evaluation process will be designed to support the mission and vision of the school and to comply with applicable state and federal laws.

5.3 Employee Qualifications for Key Positions and Minimal Job Descriptions

All employees of LCA must have potential or demonstrated effectiveness in working with students and parents from diverse backgrounds. Backgrounds investigation including tuberculosis clearance and fingerprints will be required of all employees.

A) Site Principal

At minimum the Site Principal must:

- Hold a Bachelor's degree
- Hold an advanced degree or actively pursuing one (administrative credential preferred but not required).
- Have demonstrated leadership in curriculum design and implementation
- Have worked with students of diverse backgrounds and socioeconomic status

The Site Principal will:

- Be a member of the Instruction Team. He or she will be responsible for the instructional program of the school
- Along with the Regional Director, evaluate instructional staff effectiveness
- Ensure that all measurable pupil outcomes (as outlined in this charter) are met
- Provide opportunities for staff development and professional growth
- Oversee induction of new teaching staff
- Discipline students along with teachers

B) Teachers

LCA will comply with all minimum teachers' qualifications as defined by state and federal law, including California's definition of *Highly Qualified* under No Child Left Behind.

At minimum a Teacher at LCA:

- Hold a Bachelor's degree (Sec. 3.2.1)
- Hold a California Credential or an Intern Credential or Certificate for no more than three years (Sec. 3.2.2)
- Demonstrated core academic subject competence by: (1) Exam: pass a subject matter examination approved by the CCTC in each subject taught; or (2) Coursework: in each core subject area taught completed a) CCTC approved subject matter program, or b) Major, or c) Major equivalent – 32 semester units or the equivalent or d) graduate degree; (3) Advanced Certification: National Board Certification in the core area; or (4) HOUSSE: Complete California's High Objective Uniform Standard of Evaluation. (Sec. 3.2.3)
- Have worked with students of diverse backgrounds and socioeconomic status
- Adhere to all requirements as specific in No Child Left Behind

Teachers will:

- Provide a quality, enriching curriculum
- Provide continual assessment of student progress and maintain records
- Continually evaluate classroom performance to meet the changing needs of students
- Provide an effective classroom environment that reflects and facilitates the academic program
- Continue to work on professional growth
- Provide for open communication with all members of the school community
- Be a participating member of the Teacher Advisory Council
- Adhere to all school policies as established by governing councils

C) Classroom teaching aides

At minimum a teaching aide will:

- Hold an associates degree or have completed 2 years of college
- Have experience or demonstrate potential in working with students of diverse backgrounds and socioeconomic status

Teaching Aides will:

- Assist the classroom teaching in providing a quality, enriching curriculum
- Assist the classroom teacher in monitoring the continual assessment of student progress and maintain records
- Assist the classroom teacher in documenting the evaluation of classroom performance to meet the changing needs of students
- Assist the classroom teaching in providing an effective classroom environment that reflects and facilitates the academic program
- Continue to work on professional growth
- Provide for open communication with all members of the school community
- Adhere to all school policies as established by governing councils

D) After school tutor

At minimum an after school tutor must:

- Have experience or demonstrate potential in working with students of diverse backgrounds and socioeconomic status.

Tutors will:

- Work with teachers and teaching aides to develop intervention plans for students who are struggling academically
- Assist teachers and teaching aides to provide direct instructional strategies to students who are struggling academically
- Provide for open communication with all members of the school community

E) Office Personnel

At minimum office personnel must:

- Have some experience with office technical procedures or a desire and willingness to learn
- Have experience or demonstrate potential in working with students and parents of diverse backgrounds and socioeconomic status

Office personnel will:

- Implement policies and procedures to ensure the smooth operation of the office
- Maintain student records current
- Work in collaboration with teaching staff and maintain an accurate and up to date internal assessment tracking system
- Provide for open communication with all members of the school community
- Perform specific duties as described by the established job descriptions

5.3.1 Requirements for Employment in Compliance with Law

At LCA, all requirements for employment set forth in applicable provisions of the law will be met.

5.4 Credentials and Credential Monitoring

LCA will conform to the legal requirements 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. This documentation will be monitored by the PUC-LAKEVIEW Director of Human Resources, school administrator and appropriate designees. The school director or designee will ensure that credentials are in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State's interpretation of *Highly Qualified* for the purposes of compliance with No Child Left Behind, will be kept at the school.

LCA may also employ or retain qualified non-certificated instructional support staff to serve in an instructional support capacity. Those employees will have an appropriate mix of subject matter expertise, professional experience, and a demonstrated capacity to work successfully in the role of instructional support.

Each student will be assigned to a "teacher of record" who is responsible for overseeing the student's academic progress and who monitors all grading and matriculation decisions as specified in the school's operational policies. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve student work assignments without the approval of the "teacher of record".

All non-instructional (to include classified employees) staff will possess experience and expertise appropriate for their position within the school as outlined in the school's staffing plan and the school's adopted personnel policies. A description of work year, salaries, release time and paid non-work days will be developed and provided to individuals interested in applying for non-instructional staff positions during the recruitment process and once again during "new employee orientation" once a staff

member has been hired. All personnel policies will be enumerated in the employee handbook, which will be forwarded to the LAUSD Charter Schools Division once completed.

5.4.1 Maintenance of Current Copies of Credentials

LCA will maintain current copies of all teacher credentials and they shall be readily available for inspection.

5.4.2 Minimizing Use of Teachers Holding Emergency Permits

LCA will take a very aggressive approach to teacher recruitment of highly qualified teachers in order to insure the minimization of the use of teachers holding Emergency Permits. This will be accomplished through an ongoing recruitment process that will be supported by the PUC-LAKEVIEW Human Resources Department.

5.5 Employee Evaluation

Employees will be evaluated utilizing a process and system developed by a Personnel Evaluation Committee. Beyond evaluating an employee, the process will ensure individual professional growth. The evaluation format will incorporate a self-reflection, a peer evaluation, an administrative evaluation and the analysis of student achievement data (when appropriate). The policies procedures and expectations for employee performance and evaluation will be enumerated in our employee handbook. Should it become necessary to terminate an employee for cause, the employee shall have the right to due process as enumerated in the school's employee handbook. In the event a grievance is filed, LCA will adhere to the procedures enumerated in the employee handbook.

5.6 Child Abuse Reporting Procedures

LCA faculty and staff are mandated child abuse reporters under the state and federal law. It is LCA policy that all employees shall comply with California state law reporting procedures. Reports of suspected child abuse are to be made to an official child protective agency. Unless different procedures are developed and approved by the LCA governing board, LCA employees will follow the protocol and procedures outlined in the LAUSD Bulletin No. BUL-1347 entitled Child Abuse and Neglect Reporting Requirements.

Mandated reporters must file reports of suspected child abuse/neglect with any child protective services agency. These agencies include any police department, sheriff's department, or county welfare department such as the Department of Children and Family Services (DCFS). A report of suspected child abuse is to be made to one agency only. It is the responsibility of the child protective services agency to determine which agency will handle the report and they may reroute the report as they determine.

When a suspected abuse/neglect report is made, the individual who observed or has knowledge of the abuse makes the report in two parts: 1) a telephone report; and 2) a written report. The telephone report must be made immediately or as soon as practically possible; the written report must be completed and mailed within 36 hours of receiving the information concerning the incident.

The reporting person shall include the following information in the oral report:

- Reporter's full name.
- Reporter's business address and telephone number.
- Identification as a mandated reporter.
- The child's name, address, school, grade, class, and present location if known.
- The names, addresses, and telephone numbers of the child's parents/guardians.
- The information that gave rise to the reasonable suspicion of child abuse/neglect including the source(s) of that information.
- The name, address, telephone number, and other relevant personal information about the person(s) who might have abused the child.

During the telephone report, the reporting person should, on the report form:

- Document the date and time the call is made.
- Record contact person's name, title, position, I.D./badge number.
- Apprise the contact person of the time school is dismissed and how the child goes home (i.e., bus, parent.)
- Ascertain and record (in a personal note) the agency's plan regarding what action will be taken, including when an investigation will be initiated, if the contact person indicates an investigation will occur.
- Clarify and record the agency's directive as to what the school should/should not do regarding the reported incident/victim/perpetrator.
- Have the contact person read back the report information verbatim.

If advised by the contact person that there will be no investigation and/or you are to handle the suspected abuse/neglect administratively, your reporting obligation still requires you to complete and submit the written report on the appropriate form.

Any time a reporter feels it necessary to discuss a situation of possible abuse, the reporter may call the Department of Children and Family Services at 1-800-540-4000 and ask to speak with a child protective services worker.

The contents of Suspected Child Abuse Reports and the identity of the reporter must remain confidential (unless otherwise prescribed by law.) To ensure confidentiality for all parties, no other individual, including clerical and other office staff, may read, type, file or be apprised of reports of suspected child abuse. Reports are to be completed only by the reporter and may be handwritten, printed or typed.

5.7 Racial & Ethnic Balance

Staff racial and ethnic balance will comply with Federal laws requiring that no teaching staff be identified as intended for students of a particular race, color, or national origin.

5.8 Salaries and Benefits

The Board of Trustees will set policies for salaries, benefits and annual work calendars of all employees. LCA is committed to equitable and just salaries and benefits for its employees. The Board will always consider matching and/or exceeding the salaries and benefits offered by the sponsoring district. It is the responsibility of the executive director to ensure that the policies as set by the Board of Trustees are followed and implemented. LCA will offer its own health benefits package. LCA will ensure that employee benefits are extended under the provisions of the Family Medical Leave Act (FMLA) and Labor Code 11 ensure that employee benefits are extended under the provisions of the Family Medical Leave Act (CFRA) and Labor Code 233 to all employees.

Element 6: Health and Safety Procedures

The health and safety of our students and staff members is our highest priority. For this reason, LCA will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with the school's insurance carriers.

6.1 School Facility Information

LCA will be located at [1218 Fourth Street San Fernando, CA 91340](#). The facility has been utilized as a PUC-LAKEVIEW school site for the past nine years. The school 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. The school will have a Certificate of Occupancy, issued by the applicable permitting agency, on file with the District.

6.2 Procedures and Policies School Will Follow to Insure Health and Safety of Pupils and Staff

- Each employee of LCA will furnish the school with a criminal record summary as described in §44237. Ed. Code §47605 9b)(5)(F)
- A school safety plan will be developed and kept on file for review. School staff will be trained annually on the safety procedures outlined in the plan.
- A requirement that all enrolling students and staff provide records documenting immunization against appropriate diseases, and Tuberculosis (Mantoux), clearance. Volunteers must obtain a TB clearance before working with children.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policies relating to preventing contact with blood-borne pathogens.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have received Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- A policy that the school location and facility will be investigated, inspected and tested in order to determine that it is free from environmental hazards.

- LCA will contract with a custodial service to perform routine maintenance.
- LCA will adhere to Title IV of *Safe and Drug-Free Schools and Communities Act*, to insure that the campus is kept safe and is tobacco, drug and alcohol free.
- LCA will adhere to all policies and regulations related to provision of food services.
- LCA will follow the Healthy Schools Act – California Education Code section 17608, which details pest management requirements for schools.

These policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and governing Board policies.

LCA will contract with a health professional to provide health services and implement health and safety policies at minimum once a week.

6.3 Insurance Requirements

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

It shall be LCA's responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as *named* additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary despite any conflicting provisions in the charter school's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the charter school from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory

- Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the charter school does not operate a student bus service. If the charter school provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
 4. Fidelity Bond coverage shall be maintained by the Charter School to cover all charter school employees who handle, process or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
 5. Professional Educators Errors and Omissions liability coverage including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy, with minimum limits of \$3,000,000 per occurrence.
 6. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools **and** any other school that participates in competitive interscholastic or intramural sports programs.

*Coverages and limits of insurance will be accomplished through an 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.*

6.4 Evidence of Insurance

LCA 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, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District."*

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

Should LCA 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 LCA.

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

6.5 Hold Harmless/Indemnification Provision

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

6.6 Asbestos Management

LCA 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.

6.7 FERPA/Confidentiality of Pupil Records

LCA will comply with the Federal Educational Rights and Privacy Act (FERPA).

Element 7: Racial and Ethnic Balance

In an attempt to ensure that LCA achieves a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the sponsoring district, Los Angeles Unified School District, notification of application availability will be given to large numbers of students reflective of racially and ethnically diverse backgrounds.

It is the objective of LCA to achieve and maintain LAUSD's ethnic balance goal of 70% non-white and 30% other white. The plan to achieve this balance is detailed below, but will be regularly updated based on LAUSD feedback and guidance for support and success in achieving this balance.

7.1 Annual Outreach Efforts Methods

Annual notification of application availability will be given to large numbers of students reflective of racially and ethnically diverse backgrounds through the following Methods:

- Strategic application handouts in businesses frequented by local community members that are racially diverse,
- Community outreach efforts including working with local council members' field offices, local public libraries, park and recreation centers, community based organizations, churches and synagogues,
- Developing and maintaining a web site with current information about the school, and
- Publicizing our instructional program, hosting community open houses, providing tours of the school and speaking to interested parties

7.2 Geographic Area for Outreach Efforts

The geographic area in which the outreach efforts will take place will be the Northeast San Fernando Valley.

7.3 Language Used for Outreach Efforts

The outreach efforts will be completed in both English and Spanish.

7.4 Attaining a Racial and Ethnic Balance Reflective of the District

In that these efforts will be comprehensive and reach a large number of individuals representing as diverse a population as exists in the Northeast San Fernando Valley, we believe the result will be a racial and ethnic balance that is reflective of the district.

LCA will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school. It will also keep on file, documentation of the efforts the school has made to achieve racial and ethnic balance.

7.5 Public School Choice Traveling Students

The District and LCA 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”). LCA 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 LCA shall have the right to continue attending LCA until the highest grade level of the charter. However, the obligation of the District to provide transportation for a PSC student to LCA shall end in the event the PSC student’s resident District school exits Program Improvement status.

LCA 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. LCA 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 LCA under the PSC program increases in subsequent years, LCA agrees to discuss with the District the possibility of increasing the number of PSC places available at the school.

7.6 Federal Compliance

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

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.

- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

LCA 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.

7.7 Court-ordered Integration

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

Element 8: Admission Requirements

8.1 Admission of All Pupils Who Wish to Attend

LCA will admit all pupils who wish to attend the school as outlined in Education Code 47605 (d)(2)(A).

There will be no specific admissions requirements for the school.

LCA will not discriminate against any student on the basis of race, religion, color, age, sex, national origin, actual or perceived sexual orientation, ethnicity, religion, or disability in all areas of operation. In accordance with Education Code Section 47605(5)(H).

The school will adhere to entrance and enrollment age requirements set by the District.

LCA will be non-sectarian and non-discriminatory in all areas of operation and will not charge tuition. LCA will be non-sectarian in its educational programs, admissions policies, and employment practices.

LCA is committed to serving all students, including those more likely to “slip through the cracks” for lack of adequate support at home or school. We will recruit an ethnically and academically diverse population.

8.2 Recruitment of Academically Low-Achieving and Economically Disadvantaged Students

The following efforts will be employed by LCA in order to recruit low-achieving, economically disadvantaged students:

- Students will be recruited from the Northeast San Fernando Valley where the public schools are characterized by low achievement and a predominantly Title 1 population.
- Flyers announcing the enrollment period will be distributed to the local elementary schools, six weeks prior to the closing of the enrollment period and the implementation of the public random lottery (if needed).
- Flyers will be distributed to local community agencies, six weeks prior to the closing of the enrollment period and the implementation of the public lottery (if needed).
- All students will be encouraged to apply, if interested.
- There will be no special qualifications required for admission to LCA.

A public random drawing will determine enrollment, should there be more applications than available spaces.

8.3 Communication of Lottery Rules to All Interested Parties

Parents and students will be informed of the dates and rules of the public random drawing at the time they fill out a “space request” for admission into the school. Dates and rules of the public random drawing will be printed and available for all staff and other interested parties per request, at the school site.

8.4 Insuring Rules are Fairly Executed

The lottery will be observed by at minimum one administrator and two other school staff members and at minimum three parents in order to insure fair execution of the lottery rules and procedures.

8.5 Timelines for Enrollment and Lottery

The enrollment period will be advertised in the Northeast San Fernando Valley during the months of November and December utilizing the methods listed above. The enrollment period will take place during January 1st through February 15th, during which time space requests will be made available at the school site for applicants.

Application to LCA should be an informed, carefully considered decision. As part of the application process, students and parents or guardians are expected to attend an information session to learn more about the educational program of the school. The content of materials in the admissions process will not be used as a factor of admission, but the requirement helps assure that parents and students are seriously interested in attending LCA.

The school will give admissions priority to the following students in the following order:

1. Siblings of students currently enrolled, or wards of their parents
2. Students who participated in but whose names were not selected in the lottery of another PUC-Lakeview Middle School in the N.E. San Fernando Valley
3. Children of current employees and developers of LCA, not to exceed 10% of the school population.
4. Students who reside in the Los Angeles Unified School District (to include LAUSD traveling students, if space is available)
5. Students living in California

As per EC§47605(d)(2), if the number of applicants exceeds enrollment capacity at the time of the application deadline, students will be admitted to the school through a public random drawing (respecting the admissions priorities stated above). Siblings of children whose names are drawn will automatically be given the next enrollment slot, in order to help keep families together.

Parents and students admitted to the school are expected to attend an orientation session to review the policies and expectations of the school. The site principal will work to

assure that all families understand these policies and expectations and that they are aware of ways to be involved in the school's life and decision-making.

8.6 McKinney-Vento Act

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

Element 9: Annual Audit

LCA will retain the services of an independent auditor/CPA who is familiar with California Public School accounting procedures and public school finances. Such an audit will, at a minimum, verify the accuracy of the school's financial statements, revenue-related data collection and reporting practices, and examine the school's internal controls.

The PUC-LAKEVIEW Chief Financial Officer, in collaboration with the Co-CEO's will be responsible for contracting and overseeing the independent financial audit.

The annual audit will be completed no later than four months after the close of the fiscal year (June 30). As required by AB1994, LCA will send a copy its annual audited financial report to the chief financial officer of the Los Angeles Unified School District, LA County and the California Department of Education by December 15 of each year.

The school's audit committee will review any audit exceptions or deficiencies and report to the school's Board of Directors with recommendations on how to resolve them. The Board will report to the charter-granting agency regarding how the exceptions and deficiencies have been or will be resolved. It is understood that exceptions and deficiencies will be resolved to the satisfaction of the District.

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – August of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – November following the end of the fiscal year
- g. Classification Report – monthly the Monday after close of the last day of the school month
- h. Statistical Report – monthly the Friday after the last day of the school month.

In addition:

 - P1, first week of January
 - P2, first week of April
- i. Bell Schedule – annually by November
- j. Other reports

LCA and (PUC-Lakeview) shall promptly respond to all inquiries and requests for documents from LAUSD and shall consult with LAUSD regarding and inquiries. Furthermore, LCA and PUC-Lakeview will provide any financial information requested by LAUSD during any business day upon request or within 24 hours. In addition, all legally required financial reports will be submitted to LAUSD, in the format required by LAUSD within the time lines specified by LAUSD each year.

9.1 District Oversight Costs

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

Element 10: Student Discipline

At the time of enrollment in LCA, parents and students will be provided with a clearly delineated list of violations for which students may be suspended or expelled.

10.1 Grounds for Suspension or Expulsion

A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- a. While on school grounds.
- b. While going to or coming from school.
- c. During the lunch period whether on or off the campus.
- d. During, or while going to or coming from, a school-sponsored activity.
- e. Students who present an immediate threat to the health and safety of others may also be suspended or expelled.

10.2 Discretionary Suspension

- a. Committed an obscene act or engaged in profanity or vulgarity.
- b. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

EXPULSION

“Expulsion” means removal of the pupil from (1) the immediate supervision and control, or (2) the general supervision of school personnel as those terms are used in E.C. 46300 and 48925.

10.3 Non-Discretionary Suspension and Expulsion

A student shall be immediately suspended and recommended for expulsion for the following behavior while on the campus or at a school activity off the campus (including all that is mentioned above in section 10.1), pursuant to the standards established by the State Department of Education Code under Section 48915 and outlined below:

- a. Per the Federal Gun-Free Schools Act, possessed a firearm.
- b. Possessed a firearm, knife, explosive, or other dangerous object (see above).

- c. Unlawfully possessed a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any substance, including an alcoholic beverage, or an intoxicant of any kind and then either sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e. Possessed or used tobacco, or any products containing tobacco
- f. Committed or attempted to commit robbery or extortion.
- g. Harassment, assault or battery upon any student or school employee.
- h. Made terrorist threats against school officials or school property, or both.
- i. Committed sexual harassment sufficiently severe or pervasive to have negative impact on the victim's academic performance, or to create an intimidating, hostile, or offensive educational environment.
- j. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- k. Caused serious physical injury to another person.
- l. Aided or abetted in the infliction or attempted infliction of physical injury to another person.
- m. Caused or attempted to cause damage, including tagging and graffiti, to school property or private property. As used in this section, school property includes, but is not limited to, electronic files and databases.
- n. Habitually committed obscene acts or engaged in habitual profanity or vulgarity.
- o. Possessed an imitation firearm that is so substantially similar in physical properties to an existing firearm that it leads a reasonable person to conclude that the replica is a firearm.
- p. Knowingly stole or received stolen school property or private property

10.4 Discretionary Expulsion

- a. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

- b. Intentionally engaged in harassment, threats, or intimidation, directed against school personnel or pupils.
- c. Harassed, threatened or intimidated a pupil who is complaining witness or eyewitness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness or both.
- d. Committed an obscene act or engaged in profanity or vulgarity.

10.5 Expulsion Procedures

- a. Pupils recommended for expulsion are entitled to a hearing to determine whether the pupil should be expelled. The student has the right to respond to the charges at the hearing. Unless postponed for good cause, the hearing shall be held within 30 school days after the principal determines that the pupil has committed an expellable offense. The school will be responsible for providing the student with appropriate educational opportunities, while the student is on suspension and awaiting an expulsion hearing.
- b. The expulsion hearing will be presided over by the Board of Trustees or designee. 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.
- c. Written notice of the hearing shall be forwarded to the pupil and the pupil'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 following:
 1. The date and place of the expulsion hearing
 2. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based
 3. A copy of disciplinary rules which relate to the alleged violation
 4. Notification of the pupil's or parent/guardian's obligation to provide information about the pupil's status at the school to any other school district or school to which the pupil seeks enrollment
 5. The opportunity for the pupil or the pupil's parent/guardian to appear in person or to employ and be represented by counsel or an advocate
 6. The right to inspect and obtain copies of all documents to be used at the hearing
 7. The opportunity to confront and question all witnesses who testify at the hearing
 8. The opportunity to question all evidence presented and to present oral and documentary evidence on the pupil's behalf including witnesses

10.6 Record of Hearing

A record of 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.

10.7 Presentation of Evidence

The school principal will gather evidence regarding the incident that may include but not be limited to witness statements, witnesses and photographs.

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 to expel must be supported by substantial evidence that the pupil committed the 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 PUC-LAKEVIEW Board of Trustees 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/her testimony heard in a session closed to the public.

The final decision shall be made within five (5) school days following the conclusion of the hearing.

10.8 Written Notice of Expulsion

The principal, following a decision to expel shall send written notice of expulsion, including the findings of fact, to the pupil or parent/guardian. This notice shall include the following:

- a) Notice of the specific offense committed by the pupil
- b) Notice of the pupil's or parent/guardian's obligation to inform any new district in which the pupil seeks to enroll of the pupil's status with the school
- c) Effective date of expulsion
- d) Date that the student may be reviewed for readmission

Written Notice will also include:

- a) the reinstatement eligibility review date
- b) a copy of the rehabilitation plan
- c) the type of educational placement during the period of expulsion

- d) Appeal procedures.

The principal shall send written notice of the decision to expel to the pupil's district of residence, the Chartering District (LAUSD)

- a) The pupil's name
- b) The specific expellable offense committed by the pupil
- c) Disciplinary Records

LCA will be responsible for facilitating expulsion placements and enrollment to ensure that expelled students do not get lost in the system.

10.9 Guidelines for Administering Discipline to Students

Standards of student behavior shall be enforced at the discretion of the administration within the general guidelines as set forth below.

These guidelines reflect a spectrum of possible actions that shall be appropriate for a specific violation of law or district/school regulations. Within the minimum to maximum actions indicated in the guidelines, the administration shall determine the most effective action based upon knowledge of the facts of the incident and the concept of progressive discipline as an appropriate educational experience.

The following actions are possible with an infraction of a regulation:

- a. Conference regarding violation and a warning.
- b. In-school suspension from a specific class and/or activity.
- c. Detention (or volunteer service in lieu of detention)
- d. Parent conference
- e. Parent/teacher conference
- f. Suspension
- g. Expulsion

Truancy

Upon a pupil's initial classification as a truant, the school shall notify the student's parent or guardian, by first-class mail or other reasonable means, of the following:

1. That the pupil is a truant
2. That a parent or guardian is obligated to compel the attendance of the pupil at school
3. That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution. This refers to prosecution from the courts in the case of repeated trancies that indicate the parent(s) is not being responsible for insuring that the student attends school.
4. That the parent or guardian has the right to meet with appropriate school personnel and/or the School Attendance Review Board (SARB) to discuss solutions to the pupil's truancy

5. That the pupil may be subject to prosecution. This refers to prosecution from the courts in the case of repeated trancies that indicate the parent(s) is not being responsible for insuring that the student attends school.
6. That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day

* The above statements are not applicable for a student's first truancy offense.

10.10 Discipline Policy

LCA will implement a discipline policy that will be printed in the school's student handbook. The discipline policy will be communicated to all stakeholders through distribution of the student handbook. The parent/student handbook will be developed prior to the onset of the opening school year school year as a result of a collaborative process between school staff, parents and students. The process will not be discriminatory, arbitrary or capricious. 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.

Parents will be asked to participate in the Family Support Team process if a student's behavior is not improving. Members of the Family Support Team include the school administrator, school counselor, at least one of the student's teachers, one or both of the student's parents (or guardian) and the student. Appropriate modifications and intervention strategies will be developed by the Family Support Team and the site principal. Students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety may also be suspended. The policies outlined herein will be adapted to conform to federal law regarding students with exceptional needs. At all times students will be accorded due process. When the student's conduct presents an immediate threat to the health or safety of others, that student may be removed from the campus but at all times will be afforded due process.

10.11 Who is Subject to Disciplinary Procedures

School staff shall enforce disciplinary rules and procedures fairly and consistently amongst all pupils. The procedures to be followed should a pupil violate the comprehensive policies for pupil conduct and discipline will also be printed and distributed as part of the school's pupil handbook. The discipline policy will be progressive in nature.

A pupil identified as an individual with disabilities or for whom LCA has a basis of knowledge of a suspected disability pursuant to the Individuals with disabilities in Education Act (IDEA) or who is qualified for services under Section 504 of the rehabilitation Act of 1973 (Section 504) is subject to same due process procedures applicable to regular education pupils except when federal and state law mandates

additional or different procedures. LCA will follow Section 504, IDEA, the Americans with Disabilities Act (ADA) of 1990, and all federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom LCA has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils.

Student discipline and procedures for suspension and expulsion shall include positive behavioral interventions.

10.12 Notification of Policies and Procedures

The site principal shall insure that pupils and their parents/guardians are notified in writing upon enrollment of all policies and procedures for pupil conduct and discipline. All policies and procedures for pupil conduct and discipline shall be available upon request in the main office of the school.

10.13 Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any pupil.

10.14 Suspension or Expulsion Alternatives

No student shall be immediately suspended or expelled for a first time offense, except in extreme cases enumerated above (non-discretionary offenses). Interventions shall be first attempted and will include student study teams, family support team meetings, behavior modification plans and contracts.

10.15 Suspension Procedures

Suspension from Class: A teacher generated suspension from class is for the day of the act and the following meeting of the class. The teacher shall immediately report the suspension to the Principal, who will then report the suspension to the Executive Director. The pupil will be sent to an administrator for appropriate action, which may include suspension from school or other disciplinary measures.

Suspensions from school shall be initiated according to the following procedures:

- a) Informal Conference
- b) Suspension shall be preceded, if possible, by an informal conference conducted by the site principal with the pupil and his or her parent and, whenever practicable, the teacher, supervisor, or school employee who referred the pupil to the principal
- c) The conference may be omitted if the principal determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of pupils or school personnel. If a pupil is suspended without this conference, both the parent/guardian and pupil shall be notified of the pupil’s right to return to school for the purpose of the conference

- d) At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense
- e) 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
- f) No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials

10.16 Notice to Parents/Guardians

At the time of the suspension, a LCA employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a pupil is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the pupil. In addition, the notice may also state the date and time when the pupil 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.

10.17 Suspension Time Limits/Recommendation for Expulsion

- a) Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension, unless suspension is extended by the principal pending an expulsion hearing. A student may not be suspended for more than 20 days in a school year.
- b) When students are suspended, teachers will provide homework for them that will insure that their education continues while they are absent from school. Teachers will meet with the suspended student to review homework and administer tests, as needed.
- c) Upon recommendation of expulsion by the principal, the pupil and 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 determination will be made by the principal upon either of the following determinations: (1) the pupil's presence will be disruptive to the education process or (2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

10.18 Appeal Process

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.

- To initiate an appeal, the student or parent or guardian must contact the executive director in writing within three weeks of the date of the suspension.

- The principal will gather information from the site principal, student, parent or guardian to determine whether or not the principal suspended the student properly and followed all applicable procedures. The executive director will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information.
- Based on the information submitted or requested, the executive director may make one of the following decisions regarding the suspension.
 1. Uphold the suspension
 2. Uphold the suspension but clear the student's record of the suspension at the end of the semester, if the student has no additional discipline problems at the school.
 3. 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. A copy of the decision is also mailed to the school principal.

10.19 Authority to Expel

A pupil may be expelled by the PUC-LAKEVIEW Board of Trustees or designees following a hearing. The Board of Trustees or designees may recommend expulsion of any pupil found to have committed an expellable offense. The student will return to the charter school if not expelled.

10.20 Expulsion Procedures (Due Process)

- a. Pupils recommended for expulsion are entitled to a hearing to determine whether the pupil should be expelled. Unless postponed for good cause, the hearing shall be held within 30 school days after the principal determines that the pupil has committed an expellable offense. The school will be responsible for providing the student with appropriate educational opportunities, while the student is on suspension and awaiting an expulsion hearing.
- b. The expulsion hearing will be presided over by the Board of Trustees or appointed designees that will comprise an administrative panel. In the event an administrative panel hears the case, it will make a recommendation to the PUC-LAKEVIEW Board of Trustees 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.

- c. Written notice of the hearing shall be forwarded to the pupil and the pupil's parent/guardian at least ten (5) 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 following:
1. The date and place of the expulsion hearing
 2. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based
 3. A copy of LCA disciplinary rules which relate to the alleged violation
 4. Notification of the pupil's or parent/guardian's obligation provide information about the pupil's status at the school to any other school district or school to which the pupil seeks enrollment.
 5. The opportunity for the pupil or the pupil's parent/guardian to appear in person or to employ and be represented by counsel or an advocate.
 6. The right to inspect and obtain copies of all documents to be used at the hearing.
 7. The opportunity to confront and question all witnesses who testify at the hearing.
 8. The opportunity to question all evidence presented and to present oral and documentary evidence on the pupil's behalf including witnesses.

10.21 Record of Hearing

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

10.22 Presentation of Evidence (Procedures for Ensuring Rights of Students)

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 Board of Trustees to expel must be supported by substantial evidence that the pupil committed the 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 PUC-LAKEVIEW Board of Trustees 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/her testimony heard in a session closed to the public.

The principal's recommendation to expel a student shall be made in the form of a written recommendation to the PUC-LAKEVIEW Board of Trustees, who will make a final decision regarding the expulsion. The final decision by the LCA Board of Trustees shall be made within ten (10) school days following the conclusion of the hearing.

10.23 Written Notice of Expulsion

The principal, following a decision of the PUC-LAKEVIEW Board of Trustees or designees to expel shall send written notice of expulsion, including the Board's findings of fact, to the pupil or parent/guardian. This notice shall include the following:

- a) Notice of the specific offense committed by the pupil.
- b) Notice that the pupil may have a right to appeal and the date and process by which an appeal may be filed.
- c) Notice of the pupil's or parent/guardian's obligation to inform any new district in which the pupil seeks to enroll of the pupil's status with LCA.
- d) Effective date of expulsion.
- e) Date the student to be reviewed for readmission.

The principal shall send written notice of the decision to expel to the pupil's district of residence and the Chartering District (LAUSD). This notice shall include the following:

- f) The pupil's name;
- g) The specific expellable offense committed by the pupil;
- h) Disciplinary Records.

10.24 Records and Reporting

LCA shall maintain records of all pupil suspensions and expulsions at the school. Both suspension and expulsion data shall be made available for LAUSD's review upon request and shall be included in LCA performance reports. Outcome data will include:

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

Prior to the recommendation to suspend or expel a pupil, the Executive Director or designee shall, in accordance with E.C. Section 48902, notify the local law enforcement authority if certain specified acts have been committed by the pupil. Specified acts include the following:

- Assault with a deadly weapon (Penal Code Section 245);
- Possession or sale of narcotics or a controlled substance;
- Possession of a firearm or firearms at a public school (Penal Code Section 626.9);
- Possession of a dirk, dagger, ice pick, knife having a fixed blade longer than 2 ½ inches, folding knife with a blade that locks in place, razor with an unguarded blade, taser or stun gun, BB, or pellet or other type of air gun, or spot marker (Penal Code Section 626.10)

10.25 Expelled Pupils/Alternative Education

Parents or guardians of pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the County or the student's district of residence. If a student is under an expulsion order from another school district (LEA), all information must be provided to the PUC-LAKEVIEW Board of Trustees for review. The PUC-LAKEVIEW Board of Trustees will determine if enrollment will be granted.

10.26 Expulsion and Rehabilitation Plan

Pupils who are expelled from LCA shall be given a rehabilitation plan upon expulsion as developed by LCA'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 LCA for 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 LCA's governing board 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 pupil's readmission is also contingent upon the capacity of LCA at the time the pupil seeks readmission.

10.27 Special Education Discipline Language

In the case of a special education student, or a student who receives 504 accommodations, the charter 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 Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student may be expelled.

Element 11: Retirement Systems

Staff at LCA will have access to appropriate retirement plans as outlined below.

11.1 Retirement Rights and Systems

Staff at LCA will participate in the federal social security system and will have access to other school-sponsored retirement plans for the school's employees. LCA teachers participate in the State Teachers Retirement System. LCA will contract with the Los Angeles County Office of Education to transmit data to STRS.

11.2 Staff Responsible for Ensuring Coverage

The PUC-LAKEVIEW Director Of Human Resources and PUC-LAKEVIEW Co-CEO's will be responsible for ensuring that appropriate arrangements for the coverage listed below have been made.

11.3 Collective Bargaining Rights

LCA is the exclusive public school employer for purposes of collective bargaining. Any District union employee who is offered employment and chooses to work for LCA will not be covered by his or her collective unit bargaining agreement. LCA may extend the same protections and benefits in individual contracts or as part of a collective agreement with the School.

11.4 Employee Benefits

LCA will offer salary and benefits that will be equal to or better than those offered to employees of the Los Angeles Unified School District. Benefits will include health, dental, vision, and life insurance. Employees will be eligible to receive Worker's Compensation Insurance, unemployment insurance, and Medicare as applicable, with LCA and the employee contributing appropriate amounts.

Prior to any changes in retirement benefit packages, LCA agrees to provide written notification to all employees. LCA must notify the Charter School Office of Los Angeles Unified School District of any proposed changes. LCA's charter will be amended to reflect any changes in retirement benefit options being offered to employees of the charter school.

11.5 Working conditions

All employees are entitled to work in an environment free from harassment and discrimination, and all employees are required to maintain such an environment for all co-workers. All employees will follow State and Federal law regarding alleged improprieties.

Element 12: Attendance Alternatives

Pupils who choose not to attend LCA 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.

The parent (s) or guardian(s) of each pupil enrolled in LCA 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.

The governing board of a school district shall not require any pupil enrolled in the school district to attend a charter school.

The address of LCA will be
 1218 Fourth Street San Fernando, CA 91340
 The phone number of LCA is 818-402-1711.
 The contact person for LCA is Jacqueline Elliot.

The number of rooms at LCA is: 5 classrooms, one resource room, one counseling room, one faculty lounge, one front office, one administrators’ office.
 The grade configuration is: Grades 6, 7, and 8.
 The number of students in the first year will be 112.
 The grade level(s) of the students the first year will be Grade 6 only.
 The opening date of LCA is September 2009.
 There are no admission requirements.

The operational capacity will be at least 100 students in the first year, at least 200 students in the second year and at least 300 to be at capacity in 2011.

The instructional calendar will be: 176 school days, 8 professional development days during the regular school year, a minimum of 8 professional development days during the summer.

The bell schedule for the charter school will be

6th Grade:

Time	Subject	Total Minutes
8:20 – 9:50	Period 1	90 Minutes
9:55 – 11:10	Period 2	75 Minutes
11:10 – 11:25	Nutrition	15 Minutes
11:30– 12:45	Period 3	75 Minutes
12:45 – 1:25	LUNCH	40 Minutes
1:30 – 2:45	Period 4	75 Minutes
2:50 – 3:50	Period 5	60 Minutes

7th and 8th Grade

Time	Subject	Total Minutes
8:20 – 9:40	Period 1	80 Minutes
9:45 – 10:45	Period 2	60 Minutes
10:45 –11:00	Nutrition	15 Minutes
11:05 –12:05	Period 3	60 Minutes
12:05 – 12:45	LUNCH	40 Minutes
12:50 – 1:50	Period 4	60 Minutes
1:55 – 2:55	Period 5	60 Minutes

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

Element 13: Employee Rights & Employee Due Process

13.1 Leave and Return Rights

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, which may be extended for up to the term of the original petition.

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

Employees of the District who choose to leave the employment of the District to work in the Charter School shall have no automatic rights of return to the District after employment at the Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. 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 agreement.

Former District employees must consult with the District to determine their eligibility for leave.

UTLA represented employees who chose to work at a start-up Charter School are governed by Article XII-B, Section 1.0 (b): Employees of Start-Up Charters. Employees may qualify for personal leaves of absence under Article XII, Section 17.0, Personal Leave (Unpaid), which grants an unpaid leave to permanent employees for a period not to exceed 52 consecutive calendar weeks.

Leave for classified employees and Teacher Assistants shall be for a minimum of one year. The leave shall be extended upon request of the employee; however, the total period of leave shall not exceed the duration of the initial charter.

Employees who opt to leave LCA may return to the charter school after an opportunity leave for up to 24 months, should a vacancy be available. This does not apply to any District employee who already had been granted the maximum amount of personal leave pursuant to their respective collective bargaining agreement.

13.2 Employee Due Process

Any employee who seeks to complain about an improper action by an employee of LCA may bring a complaint to the site principal or executive director 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 site principal to seek resolution. Throughout this process, each party has the right to representation. The site principal is responsible for documenting and reviewing all allegations and complaints made. The site principal 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 office of Co-Chief Executive Officers of PUC-Lakeview within 5 working days of the judgment.
- The Co-Chief Executive Officers made a determination within 10 days of receipt of written complaint. The employee will be provided information on the process to appeal the determination.
- If the employee is not satisfied with the resolution, s/he may exercise one of the following two options: (1) The matter is then brought to the attention of the Executive Committee of the Board of Trustees for PUC-Lakeview. A fair hearing and mediation will be made available to all parties. (2) Entering a binding arbitration to be administered by Judicial Arbitration and Mediation Services (J.A.M.S.).
- Under option 1, within 45 days of the original written complaint, the Executive Committee will determine further actions to be taken. Parties to incident will be notified in writing of the Executive Committee's decision. The Executive Committee's decision is final upon the closing of the Board Meeting, unless a two-thirds majority of Board members present at the Board Meeting vote to review and take action on the matter.
- Under Option 2, the determination of J.A.M.S. is final and will be followed in accordance with the laws of the State of California.

Element 14: Dispute Resolution

14.1 Dispute Resolution between LCA and LAUSD

The staff and governing board members of LCA 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 LCA, 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: LCA Charter Academy
c/o Jacqueline Elliot
PUC-LAKEVIEW Schools
111 N. First Street, Suite 100
Burbank, CA 91502

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 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic

confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

(3) If the 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.

Grounds for revocation are not subject to the dispute resolution process.

14.2 Disputes Arising Within LCA

Disputes arising from within LCA, including all disputes among and between students, staff, parents, volunteers, advisors, parent organizations and governing board members of the school will be resolved by the administration of the school and if necessary the Board of Trustees for PUC-Lakeview. LAUSD will, as an initial step, refer any complaints or reports regarding such internal disputes to the Board or administrative staff of LCA 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 persons to the appropriate state or federal agency.

Element 15: Collective Bargaining

LCA shall be deemed the exclusive public school employer for collective bargaining purposes under the Education Employment Relation Act (EERA). The scope of representation shall include discipline and dismissal of charter school employees.

Element 16: Charter School Closing Procedures

16.1 Revocation

The District may revoke the charter of LCA if LCA commits a breach of any terms of its charter. Further, the District may revoke the charter if [charter school] commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. Furthermore, the District may revoke the charter of the [charter school] on any of the following grounds:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d), the District will notify LCA in writing of the specific violation, and give LCA 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.

16.2 Charter Renewal

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

16.3 Closure Procedures

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 LCA either by the LCA governing Board or by the LAUSD Board, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non renewed by the LAUSD Board of Education; the charter school board votes to close the school; or the charter lapses. In the event of such a Closure Action, the following steps are to be implemented:

1. Written notification to parents/guardians/caregivers of the enrolled students of LCA will be issued by LCA within 72 hours after the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to LAUSD within the same time frame.

- a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.
 - b. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
 - c. Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements.
2. Written notification to LAUSD of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.
3. Transfer of student records to the receiving schools, within seven calendar days from the determination of an Action to Close.
4. Written notification to the California Department of Education and the Los Angeles County Office of Education of the Closure Action shall be made by LCA by registered mail within 72 hours of the decision to Closure Action.
5. LCA shall allow LAUSD access, inspection and copying of all school records, including financial and attendance records, upon written request by LAUSD.
6. A financial closeout audit of the school will be paid for by LCA 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 LCA will be the responsibility of the LCA and not LAUSD. LCA understands and acknowledges that LCA will cover the outstanding debts or liabilities of LCA. Any unused monies at the time of the audit will be returned to the appropriate funding source. LCA understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA, and other categorical funds will be returned to the source of funds.
7. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the LCA Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.
8. The LCA Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.
9. In addition to a final audit, LCA will also submit any required year-end financial reports to the California Department of Education and LAUSD, in the form and time

frame required.

10. If LCA is a nonprofit corporation, the corporation does not have any other functions than operation of LCA, the corporation will be dissolved according to its bylaws.
 - a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.
 - b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Petition.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end LCA's right to operate as a charter school or cause LCA to cease operation. LCA and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should charter school breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

16.4 Facilities

If LCA 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 LCA moves or expands to another facility during the term of this charter, [charter school] shall provide a certificate of occupancy, issued by the applicable permitting agency, to the District for each facility at least 45 days before school is scheduled to open in the facility or facilities. LCA shall not open in any location for which it has failed to timely provide a certificate of occupancy, issued by the applicable permitting agency, 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).