“We have learned to be citizens of the world, members of the human community.”
-- Franklin Delano Roosevelt, Fourth Inaugural Address, January 20, 1945.

Charter Petition for Five Year Term (2010-2015)
Re-Submitted to the Los Angeles Unified School District
January 14, 2010
Originally submitted: October 29, 2009
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B: ARTICLES OF INCORPORATION, BY-LAWS AND CONFLICT OF INTEREST POLICY
C: BUDGET AND LETTER OF COMMITMENT FROM MARK GORDON (WITH BANK VERIFICATION)
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G: LETTERS OF SUPPORT
   WENDY BARRENO, DEPUTY DIRECTOR, “I HAVE A DREAM FOUNDATION” - LA
   MELBA CULPEPPER, EXECUTIVE DIRECTOR, HOLLYWOOD BOYS & GIRLS CLUB
   YVETTE KING-BERG, VICE PRESIDENT, CALIFORNIA CHARTER SCHOOLS ASSOCIATION
   LOS ANGELES CITY COUNCIL PRESIDENT ERIC GARCETTI
   DR. JIM KENNEDY, PRINCIPAL, THE UCLA LAB SCHOOL
H: TEACHER APPROVAL SIGN-OFF SHEETS (INCLUDING RESUMES AND CREDENTIALS)
I: PARENT APPROVAL SIGN-OFF SHEETS

TAB 7: TEACHER RESUMES AND CREDENTIALS
TAB 8: LEAD PETITIONER RESUME
TAB 9: DUE DILIGENCE FORMS AND RESUMES
TAB 10: BOARD MEMBER RESUMES AND QUESTIONNAIRES
TAB 11: BOARD RESOLUTIONS
Name of proposed charter school: Citizens of the World Charter Hollywood: A Public School

General location of proposed charter: Central Hollywood – zip codes 90028, 90038, 90068

Projected Grade Levels-Year 1: K-1
Projected Grade Levels-Year 5: K-8

Projected Enrollment-Year 1: 120
Projected Enrollment-Year 5: 660

Lead Petitioner Information:

Name: Tara K. Kelly, Executive Director
Address: 419 N. Larchmont Blvd, #42, Los Angeles, CA 90004
Phone number(s): (323) 454-2220 Fax: (323) 454-2304
E-mail address: tara@citizensoftheworld.org

Other members of the Charter Development team:

KRISTE DRAGON, Board Chair, Executive Director, The Wonder of Reading (& Board Chair, Larchmont Charter Schools)
ANA CAMPOS, Executive Director, After-School All-Stars, Los Angeles
AMY DRESSER HELD, Executive Director, Palisades Charter High School
DAN NIEMAN, Managing Director, Political Leadership Initiative, Teach for America
DEVY SCHONFELD, former Director of Facilities Development, Alliance for College-Ready Schools and Broad Resident in Urban Education
KATE SOBEL, Principal, Camino Nuevo Harvard K-8 Campus
CRAIG TESSLER, CPA, Treasurer, Partner, Chapman, Bird, Grey & Tessler, Inc.
CAROLYN STROM, Director of Instruction

Certification:

_X__ I/we certify that we are interested in applying for a charter school within LAUSD boundaries.

_X__ I/we have participated in the Orientation Meeting given by the LAUSD Charter Schools Division.

___ I/we did not participate in the Orientation Meeting given by the LAUSD Charter Schools Division.

_______ Tara K. Kelly [original on file] ________ ___
PRINT NAME SIGNATURE DATE
October 15, 2009

Mr. Parker Hudnut  
Executive Director  
Charter Schools Division  
Los Angeles Unified School District  
333 S. Beaudry Avenue, 20th Floor  
Los Angeles, CA 90017  

Re: Citizens of the World Charter School – Hollywood  

Dear Mr. Hudnut and Members of the Los Angeles Unified School Board,

I am writing to provide both an introduction to the motivation that has led to the founding of Citizens of the World Charter School – Hollywood (CWC), and assurances that I will personally ensure that the private fundraising goals of CWC are met.

For many years, I have been committed to improving the quality of education in Los Angeles and beyond. For 5 years, I served on the Board of Teach for America Los Angeles, including serving as Chair for 3 years. I also have served on the Board of The UCLA Lab School (formerly the Corinne A. Seeds University Elementary School) and currently am on the Board of The Archer School for Girls, in addition to numerous other positions on non-profit boards. Through these experiences and my work with innovative educational leaders, and as a parent of two young girls, I have become intensely passionate about making high-quality educational opportunities available for all children in Los Angeles.

I am very fortunate to have had tremendous success in my career as a producer of more than 70 television and motion picture productions, including current television hits like “Grey’s Anatomy,” “Private Practice,” and “Criminal Minds,” to such acclaimed films as “Saving Private Ryan,” “HBO’s Warm Springs,” and hits like “The Day After Tomorrow,” “The Patriot” and “Speed.” To me, this success is most important in that it enables me to make a lasting difference in the lives of others by supporting high-quality education. The founding of Citizens of the World Charter School – Hollywood is a realization of long-time personal dream for me.

I have spent the past year working to assemble a top-notch team of experts to create this school, with the goal that we will establish one of the best public schools in Los Angeles, which in turn will serve as a model to other schools. I am inspired by the work our team already has done, and am more excited by this project than anything I have worked on in a long time.

Our mission to bring together a diverse group of students and families from different races, cultures, socio-economic status and more is, I believe, a powerful model for Los Angeles – we all live in a “mixed” world, particularly in this City, and our children can only benefit from the experiences of diverse peers. Our curriculum has been designed to reflect the best thinking in education and how diverse children learn – while I am admittedly far from an expert on curriculum, the focus on individual children in a truly child-centered school clearly resonates. Finally, my mandate to our team of founders was that we honor the words and work of one of my personal heroes, Franklin Delano Roosevelt, and that we all
(students, teachers, parents, community members) learn to be “citizens of the world, members of the human community.” I believe that all of us, no matter our background or experience or financial means, can make a meaningful impact on our human community both locally and globally, and that if we help our children become “good citizens,” they will carry these values with them for life.

While the demands of my schedule preclude me from being intimately involved in the day to day planning and operations of the school, I am firmly and enthusiastically committed to fundraising efforts. I already have spoken with dozens of my colleagues and friends about CWC and generated immense interest and support for what we are doing. Over the next five years, I have pledged to personally make the following contributions to CWC:

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In addition, our Board of Directors and Executive Director, Tara Kelly, have carefully created a strategic plan for CWC’s growth and stability. Our fundraising plan includes a diversified strategy of foundation and government grants, corporate contributions, major individual donors, and special event/small individual donors. This plan calls for other private fundraising sources to match my personal commitment in Start-up/Year One and Year Two ($500,000 total) and then exceeding my personal commitment in increasing amounts over the subsequent years (e.g., $300,000 in Year Three).

I am confident that our fundraising plan, including my own personal contacts, will result in CWC meeting or exceeding its private fundraising goals, but to the extent we fall short, I will personally ensure CWC’s financial stability and growth with donations of my own money, above and beyond my commitments listed above. I also am in a position to assist with cash flow issues to the extent the school needs advances pending payment of government allocations. Of course, none of us can know what the future holds, as evidenced by the current global economic crisis. However, our Board and staff will work carefully to ensure that our budget and expenses are at all times reasonable, making cuts in expenses as needed and ensuring sound financial management and accounting practices. As I said before, my objective is to establish one of the best public schools in Los Angeles, and I am committed to a significant personal donation to make this a reality.

I hope that you will join in my enthusiasm for our vision for Citizens of the World Charter School – Hollywood. I appreciate your consideration.

Sincerely,

Mark Gordon
Founder/Honorary Chairman, Citizens of the World Charter School -- Hollywood
NAME OF ORGANIZATION APPLYING FOR CHARTER: The school name is Citizens of the World Charter Hollywood: A Public School (CWC), which will be operated by the California non-profit benefit corporation Citizens of the World Charter Co.1 Please note that we originally submitted our petition on October 29, 2009 under the name Citizens of the World Charter School – Hollywood. We have amended our name slightly in order to provide a clearer statement of status as a public school as we conduct outreach and student recruitment. We have amended the narrative documents in the petition to reflect this name change, though some of the supporting documentation (signature sheets, letters of support, etc.) are re-submitted herein with reference to our old name.

GRADES SERVED/NUMBER OF STUDENTS: We intend to open in September 2010 with 120 students in grades K-1 and ultimately grow to serve a total of 660 students in grades K-8 in Year Five.

TARGET NEIGHBORHOOD: Our outreach efforts are focused on the heart of Hollywood, including zip codes 90028, 90038 and 90068 -- the area bordered by La Brea Avenue to the west, Melrose Blvd. to the south, Western Ave. to the to the east, and Mulholland to the north, as well as underserved students in the surrounding areas.

FACILITY STATUS/LOCATION: We have not yet secured a facility for our school but will do so with sufficient time to prepare the facility, including securing all relevant permits and approvals, prior to opening September 2010. In addition to applying for a Proposition 39 location for our first year, we are investigating both lease and purchase options in Hollywood.

PROPOSITION 39: As noted, we applied for a Proposition 39 site for our first year; the District has accepted our ADA projections and we expect to receive a preliminary offer by February 1, 2010.

THE TARGET LOCATION MEETS BOARD POLICY: CWC’s selected the target area in the heart of Hollywood meets Board policy for several key reasons:

- The remarkable socioeconomic, racial and cultural diversity in this community is consistent with our school’s mission to recruit a broad mix of students to the school who can learn with and from one another as they become exemplary “citizens of the world.”
- The local public schools in central Hollywood are all underperforming and in some cases overcrowded – both traditional middle schools and four of the elementary schools are in Program Improvement status; none of these schools offers the type of curriculum and emphasis on service-learning and character development like we will offer.
- The broader local community has already demonstrated a significant interest in a high-performing educational alternative based on similar educational philosophies, as evidenced by the tremendous demand for enrollment in nearby Larchmont Charter School, Larchmont Charter West Hollywood and Los Feliz Charter School for the Arts, which combined received more than 1,400 applications for enrollment this year and maintain lengthy waiting lists.
- While central Hollywood has, in recent years, experienced a resurgence and burst of commercial and residential development, the local public schools have not kept pace with the improvements to the community. We aim to provide a high-quality public education option to all residents in this area – from those who currently have no high-quality alternatives available to those who might otherwise attend private school -- and serve as a true neighborhood hub, benefiting the entire community.

1 Citizens of the World Charter Co. was established in California on July 10, 2009. Our 501(c)(3) application to the IRS was submitted in December 2009.
**Board of Directors:**

CWC is being founded by a highly accomplished Board of Directors that includes experts in education, finance, business, management, facilities, law and more. Individuals involved in these efforts include:

**Kristean Dragon, Board Chair:** Ms. Dragon is Executive Director of The Wonder of Reading, an acclaimed school library renovation and literacy program that has partnered with more than 200 public elementary schools throughout Southern California. Previously, Ms. Dragon served in several capacities with Teach for America, including as a corps member in South Los Angeles, Executive Director of its Los Angeles operation, and ultimately Vice President, Regional Operations, in which she managed six western regions from Denver to Hawaii. She has also served as Professional Development Coordinator at UCLA’s acclaimed Center X, developing mathematics curricula and training more than 4,000 teachers in LAUSD. She currently serves as Board Chair for Larchmont Charter Schools, and has served as Vice Chair of the Board of Community Magnet Elementary School. Dragon graduated *magna cum laude* with a B.A. in Communications from the University of Alabama, and she received a Juris Doctorate, *cum laude*, from the University of Georgia School of Law.

**Ana Campos:** Ms. Campos is President and Executive Director of After-School All-Stars, Los Angeles. Ms. Campos joined All-Stars in November 2005, after working for almost nine years at LA's BEST, a nationally recognized after school enrichment program for elementary school children. As Director of Operations at LA's BEST, Ms. Campos was instrumental in leading their growth from 29 after-school program sites to 147, serving more than 23,000 children per day, with a staff of more than 1,600. Ms. Campos was one of the first National Afterschool Ambassadors selected to work on bringing after school programs to all children nationally, and received the Award of Excellence from the CA School-Age Consortium. She is sought-after leader in the field, including her participation on: the Western Regional Advisory Board for After School Training, the CA Before and After School Advisory Committee, the CA Afterschool Network Leadership Team (Co-chair of the Network Policy Committee), CDE Regional Learning Center Initiative, the Statewide System of Field Support for CDE (a collaborative of after-school professionals), the CA After-School Programs Master Plan Development Steering Committee, Beyond the Bell Executive Committee (LAUSD), and the L.A. County Office of Education Executive Advisory Committee and Workplan Action Group. Ms. Campos also is a founding member of a new organization, the League for California After-School Practitioners (LCAP), comprised solely of practitioners in the field. Ms. Campos spent the first 20 years of her career in health care. Born and raised in Los Angeles, she was the first in her family to graduate from a university, obtaining a dual B.S. in Social Work and Gerontology from USC.

**Amy Dresser Held:** Ms. Dresser Held is the Executive Director of Palisades Charter High School, responsible for overseeing more than 200 staff and a school which enrolls approximately 2,760 students. In her capacity as Executive Director, Ms. Dresser Held oversees academics, finance (a $22 million annual budget), facilities, technology, labor relations, legal, marketing and communications. Prior to joining Pali High in 2006, Ms. Dresser Held worked for several years at the Los Angeles Unified School District on the staff of then-School Board President Caprice Young, then as a Special Assistant to Senior Deputy Superintendent Maria Ott, and most recently as Director of Policy and Communications with then-LAUSD School Board President Marlene Canter. Ms. Dresser Held began her career as a Teach for America corps member, teaching a bilingual fifth grade class in Phoenix, followed by positions with Kaplan Score Education Center and a Coro Public Affairs Fellowship in Los Angeles. Ms. Dresser Held received her B.S. in Humanities in International Affairs – School of Foreign Service from Georgetown University, *cum laude*.

**Dan Nieman:** Mr. Nieman currently serves as Managing Director of the Political Leadership Initiative for Teach For America, where he is responsible for managing relationships with a variety of partnerships to support Teach for America alumni in their pursuits of elected office. Mr. Nieman also coordinates Teach for America’s School Board

Citizens of the World Public Charter Hollywood: A Public School
Fellows Program and Emerging Political Leaders Fellowship for corp member alumni. Mr. Nieman began his career as an elementary school teacher, teaching at P.S. 153 in Harlem with Teach for America, and then serving as a Founding Teacher of the Bronx Charter School for the Arts for two years. After teaching, Mr. Nieman moved back to his hometown of Los Angeles and participated in the Coro Fellows Program in Public Affairs. Most recently, Mr. Nieman spent the past three years as the Director of Community Affairs for Los Angeles Unified School District Board Member Marlene Canter. There he served as a liaison between 120 schools, principals, teachers, parents, and constituents and the school board member. Mr. Nieman has a B.F.A from the University of Michigan, School of Art and Design and a M.S. in Education from the Bank Street College of Education.

Devy Schonfeld: Ms. Schonfeld recently left her position as Director of Facilities Development at the Alliance for College-Ready Public Schools, a nonprofit charter management organization creating a network of high-performing charter schools in Los Angeles. Ms. Schonfeld is a member of the 2007-09 class of the prestigious Broad Residency in Urban Education, a two-year leadership development program that places participants into full-time high-level managerial positions in school districts and charter management organizations (CMOs), where they can have an immediate impact on the education of America’s students. Prior to joining the Alliance, Ms. Schonfeld was Director of Global Business Development for the Walt Disney Company’s English language teaching business based in Asia. In this role, she helped launch a series of camp programs at Disney parks designed to bring kids from around the world to learn English, and developed strategies to launch Disney-branded learning centers in China, Japan, South Korea, Mexico and Brazil. Previously, she managed marketing at RCA Records, supporting album launches across various music genres. Ms. Schonfeld completed her M.B.A. at The Wharton School, University of Pennsylvania, and her B.A. in Economics at Baruch College.

Kate Sobel: Ms. Sobel is the Principal of Camino Nuevo, Harvard K-8 Campus, a highly successful charter school in the mid-Wilshire district. She began her teaching career in 1998 with Teach for America in Compton and South Los Angeles, where she took on leadership opportunities including grade-level chair, lead teacher and literacy coach. She also served as family literacy program director and worked alongside parents to advocate for their children’s rights in the district. During her graduate work, she published research on No Child Left Behind with The Civil Rights Project. Ms. Sobel then returned to Teach For America where she worked as the director of their summer institutes in New York and Los Angeles. Ms. Sobel earned a bachelor’s in International Relations and Japanese Studies from Tufts University and a master’s degree in Administration, Planning and Social Policy from Harvard University’s Graduate School of Education.

Craig Tessler, CPA, Board Treasurer: Mr. Tessler is a partner in Chapman, Bird, Grey & Tessler, Inc., a management firm for prominent motion picture industry professionals and other high net worth families. Mr. Tessler has been a CPA since 1991. Prior to joining his current firm in 1994, he worked in the audit department of Arthur Young (now Ernst & Young), the tax department of Kenneth Leventhal and Co., and the firm Breslauer Jacobson Rutman and Sherman. Mr. Tessler holds a Bachelor’s degree in Business Economics from UC Santa Barbara. He has served on the Board of Directors of the L.A. Junior Chamber of Commerce and currently is a Director of the Brotman Foundation.

Tara Kelly, Executive Director (Non-Voting Member): Following her participation in 2004 as a Founding Board Member and Founding Parent of Larchmont Charter School, Ms. Kelly has worked as a consultant to several non-profits including charter schools and other education-related organizations. In the last three years, she has generated more than $10 million in government, foundation and corporate grant funding for her clients, and has worked extensively in strategic planning, board development, business plan development, and reporting. From 1995-2003, Ms. Kelly was an associate in the acclaimed employment law department of Paul, Hastings, Janofsky & Walker LLP where she handled all aspects of litigation and client counseling for a diverse roster of small and large employers. Prior to law school, Ms. Kelly served as National Grants Manager of United Cerebral Palsy Associations.

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in Washington, D.C., where she was responsible for managing more than $2.4 million annually in federal grant funds. Ms. Kelly has served on several Boards, including the Children Affected by AIDS Foundation, and participated in extensive volunteer and pro bono work – she was awarded “Volunteer of the Year” by Public Counsel’s Child Care Law Project. She holds a B.A. in Child Study (with a Massachusetts lifetime K-3 teacher certification) from Tufts University and a J.D. from the University of Southern California, where she was an award-winning member of the Southern California Law Review, Managing Editor of the Southern California Review of Law and Women’s Studies, and merit scholarship recipient.

**Carolyn Strom, Director of Instruction (Non-Voting Member):** Ms. Strom is an experienced public, private and charter school teacher who has received advanced training and experience in literacy development and teacher training. As a corps member with Teach for America, she taught first grade in Compton, and went on to teach for several years at Fenton Avenue Charter School, as well as one year as a second grade teacher at a private school in New York. She has received numerous grants and honors, and worked extensively as a professor and teacher-trainer. Ms. Strom graduated *magna cum laude* from the University of Pennsylvania and earned a clinical Masters degree in Education, with a Reading specialization, from the University of Southern California. Ms. Strom is currently completing her coursework towards a PhD at NYU’s Steinhardt School of Culture, Education and Human Development, where she primarily conducts research on tutoring models, literacy development, dyslexia, and instructional methods that work best for struggling readers. Ms. Strom also is an Adjunct Professor in the Literacy Department at NYU and at LaGuardia Community College, and is a Founding Board Member of the Metropolitan Lighthouse Charter School in New York.

In addition, CWC has assembled a prominent group of experts for our Advisory Board, all available to offer their talents and advice to our school.

**Advisory Board Members:** Our Advisory Board Members are all highly accomplished experts who have agreed to support our school on an as-needed basis by providing advice and counsel to our Board and staff. These individuals include:

- **Wendy Barreno,** Deputy Director, “I Have a Dream” Foundation-Los Angeles
- **Robert Burke,** Principal, Open Charter Magnet School
- **Melba Culpepper,** Executive Director, Hollywood Boys and Girls Club
- **Dr. Kristin Drooge,** Founding Principal, Larchmont Charter School, West Hollywood
- **Elizabeth English,** Head of School, The Archer School for Girls
- **Dvora Inwood,** Educational Consultant/Founding Educator of Larchmont Charter School
- **Dr. Jim Kennedy,** Principal, UCLA Lab School
- **Tara Roth McGonaghy,** Social Strategy Consultant; West Coast Director, Goldhirsh Foundation; Founder, LA Edupreneurs

CWC also has retained ExEd, the noted back-office management organization that currently works with more than 40 charter schools throughout Southern California. Middleton, Young and Minney, a law firm which specializes in charter school law and advising charter schools, has drafted our by-laws and 501(c)(3) application to the IRS and is providing ongoing counsel. CWC is also an active member of the California Charter Schools Association, which has provided critical review of our petition; a letter of support from CCSA is attached in Appendix I.

**Description of Mission:**
The mission of Citizens of the World Charter School -- Hollywood is to provide a socio-economically, culturally and racially diverse community of students in the heart of Hollywood with an intellectually challenging, experiential learning environment that develops each individual student’s confidence, potential, and individual responsibility as citizens of the world in which we live.
The four cornerstones of our operation work collaboratively to embody a true “community of learners” in which we all learn from and with one another:

**Students:** Our curriculum is at all times centered on state content standards, utilizing “best practices” in educational theory – constructivism, project-based learning, and multiple intelligence theory – as the means for each and every child to meet and exceed those state standards. Through our rigorous constructivist, project-based learning environment, students progress through active learning processes that develop conceptual understanding and self-knowledge, in addition to content knowledge. CWC embraces the diversity of individual student’s skills, learning styles and array of multiple intelligences, ensuring that children have the opportunity to grow not just in core academic areas, but also in the arts, music, physical education and character development. Our instructional methodologies ensure that children have the opportunity to grow not just in core academic areas, but also in the arts, music, physical education and character development. While every student is expected to achieve the same content goals, CWC embraces the diversity of individual student’s skills, learning styles and array of multiple intelligences and tailors instruction according to individual student need. Utilizing data-driven assessments, CWC continuously monitors student progress to ensure that each student and each sub-group meets and exceeds state performance standards and the academic performance of neighboring schools as we help each child develop a true lifelong passion for learning.

**Teachers:** Our collaborative professional community supports CWC’s teachers with ample planning time, training, resources and autonomy. Teachers are able to continually develop their pedagogical skills, collaborate with one another, and create, evaluate and refine curriculum that best fits their students utilizing a variety of formative and summative assessments.

**Families:** CWC emphasizes the school/home partnership and free-flowing communication as integral to the success of the children. All CWC families are urged to participate actively in the school community as volunteers, valued stakeholders and participants in regular family education workshops and school community activities.

**Community:** As Citizens of the World, we cultivate leadership, independence, self-knowledge, appreciation for different perspectives and respect, both within and beyond school walls. Just as we ask the community to support our school, so too will the school support the community. Student-designed service-learning projects, created during weekly classes devoted to this endeavor, enable each member of our community of learners to make a real and lasting contribution to the world around us.

**DESCRIPTION OF VISION:** Our vision is to establish a dynamic, welcoming, high-performing learning environment in Hollywood, one of the most diverse neighborhoods in urban Los Angeles. We seek to ensure that all of the diverse components of this remarkably unique neighborhood are welcome and active participants in our school, creating a hub for community activity that truly reflects and embraces the ethnic, racial, linguistic and socioeconomic diversity of the neighborhood. As noted above, our students and their families will have come to our school from all over the world, and we will value the unique perspective and experience each brings to CWC. Our activities on campus will focus on our role as contributing citizens of the neighboring community and larger world in which we live. Student-planned service-learning activities will enable students, as well as their families and other community members, to make a meaningful contribution and impact those around us.

Modeled after some of the most acclaimed schools in the country, CWC has great expectations for all of the members of our school community: students, teachers, parents and community members alike will be asked to work hard to ensure that all of our students meet the challenges of a rigorous academic program. CWC’s emphasis on multiple intelligence theory will expand on the concept of diversity and perspective, as we recognize differences in the ways individuals learn and the unique combination of intelligences that each child may possess. As we work to incorporate and further develop best practices in constructivist pedagogy, project-based curriculum, and
community-building in this uniquely diverse educational setting, we will share our model with schools throughout Los Angeles and the larger world of education.

Well beyond academic success however, we also will work diligently to ensure that our students develop self-confidence, sense of belonging, and motivation to succeed within and beyond school walls. As members of our community of learners – students, teachers, administrators, families and the neighboring community – come together, we will learn from one another’s perspectives and experiences, ensuring that we all become caring and contributing citizens of the world in which we live, and members of the human community. “If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good.” (Howard Gardner, 2006.)

**SOURCE/Core of Money**: CWC is fortunate to have the generous personal support of Mark Gordon, an award-winning producer of more than 70 television shows and motion pictures. Mr. Gordon already has donated funds to CWC to cover expenses associated with the start-up phase of our development and is very generously making a personal commitment to ensure – through his own donations if necessary – that we reach the private fundraising goals we have set for our next five years. (See Mr. Gordon’s letter of commitment preceding this section and in Appendix H.) Mr. Gordon already has secured verbal commitments of donations from several of his friends and colleagues pending charter approval, and intends to lead the fundraising necessary to establish a permanent facility for our school.

Notwithstanding Mr. Gordon’s generosity, we are committed to a diversified fundraising strategy to ensure the long-term growth and the self-sustaining stability of our school. We will rely on government and foundation grants, corporate contributions (including the entertainment industry headquartered in our surrounding area), special events and individual donations. We will apply for the CDE PCSGP start-up grant as soon as our charter is approved ($450,000). Our Founding Family committee has already commenced an initial pledge drive with a goal of 100% participation and will be planning other fundraising activities (including solicitation of in-kind donations for the school) while our charter petition is pending. The parents of enrolled students will play an integral role in fundraising post-approval via special events in particular. While we are optimistic about our fundraising potential from private sources, we will continuously review our budgets and plans to ensure sufficient reserves for cash flow and contingencies, making expenditure cuts as necessary.

**3-5 Top Leaders**: Tara Kelly, Kriste Dragon, Kate Sobel, Amy Dresser Held, Carolyn Strom (see above). As noted, we are utilizing the expertise of numerous advisors and contractors, including ExEd for finance/administration. Craig Tessler, CPA, our Board Treasurer/CFO is serving temporarily as our “on-site financial manager” until appropriate staff are hired.

**Charter Jurisdiction**: CWC has not applied to any other jurisdiction for approval.

**Sister Charters**: There are no sister charters, though we are modeled after some of the best schools in LAUSD, including Open Charter Magnet School (2009 API 881) and Larchmont Charter Schools (Larchmont Charter (API 883) and Larchmont Charter West Hollywood), as well as the privately-funded UCLA Lab School and other highly acclaimed schools locally and beyond.

**Innovative Elements/“Best Practices” than can be Replicated by Other Schools**: We are confident that our entire model and operation will be conducive to replication. Citizens of the World Charter School -- Hollywood wholly embraces the concepts of collaboration and cooperative sharing of “best practices” espoused by Superintendent Cortines at his annual address to LAUSD school administrators. We are
committed not only to continuously exchanging “best practices” and learning with similar schools that already are in existence, but also to assisting new start-up schools in their development. As detailed more fully throughout our charter petition, the following key elements of our school will serve as important models for others in education:

- **Mixed Socioeconomic Status:** We will bolster the growing body of evidence – based on concepts dating back to Horace Mann’s 19th century concept of the “common school” – that socioeconomic diversity in schools benefits all participants. Particularly in today’s global economy – to say nothing of the evolution of our City as one of the most diversely populated in the world – we believe schools should seek to include a balanced mix of children from different backgrounds and experiences to help foster awareness and respect for differences, collaboration, and inter-connectedness that will benefit them throughout their lives in the “real world.”

- **Curriculum Best Practices/Teacher Development:** By integrating the concepts of constructivism, project-based learning and multiple intelligences theory, we are uniting three related best practices in education that embody the best thinking in how diverse individual children most ideally master state standards and thrive in a school setting. Just as we will collaborate with our model schools to learn from their best practices, so too will CWC provide assistance and collaboration with other schools that seek to learn from our experience. We especially hope to develop teacher training partnerships with other schools so that scarce resources can be most effectively utilized to mutual benefit. As our school grows, we hope to develop programs whereby our teachers can disseminate their expertise and experience more broadly, via action research, training workshops they conduct for other teachers, and more.

- **Service-Learning:** The intensity and quality of our service-learning activities will, we believe, be unique in Los Angeles. At a time when increasing national attention is being paid to community service and service-learning (including initiatives from our President), we look forward to serving as a leader in developing a meaningful and impactful service-learning program for children that has real impact beyond our school walls. Our program, thoughtfully designed and implemented based on research and best practices in the field, will ensure that our students engage in academically and psycho-socially significant activities in which they make a lasting contribution to the world around them.

- **Family Involvement in a Neighborhood School:** Our aim is to ensure that entire families feel a sense of belonging in our school community as valued and active participants. As we develop mechanisms for parent participation as school volunteers, develop parent education activities, and ensure ample parent involvement and input in shaping the policies and procedures of our school, we will disseminate our best practices in working with such a diverse parent population (different languages, education levels, economic status, etc.) with other schools.

- **Management Structure:** We intentionally have created a management structure that includes an Executive Director and a Principal from Day One. We believe it is critical to ensure that our Principal has the proper time, resources and support to focus on being the instructional leader, particularly in dealing with such a diverse population of students and this rigorous curriculum. Too many charter school principals are overburdened with the “business” of running a charter school, including finding an appropriate facility, thus we have carefully created a structure in which a full-time Executive Director will handle the management and “business” of the school, including fundraising, facilities development, financial management, reporting and other operations.

We hope others will replicate our model of creating a true local community school in which each person – student, teacher, administrator, parent, community partner – learns from and with one another as members of the broader “human community.”
ASSURANCES

As the authorized lead petitioner, I, Tara K. Kelly, hereby certify that the information submitted in this application for a charter for the creation of a California public charter school to be named Citizens of the World Public Charter School – Hollywood and to be located within the boundaries of the Los Angeles Unified School District, is true to the best of my knowledge and belief. I also certify that this application does not constitute the conversion of a private school to the status of a public charter school.

If awarded a charter, the Citizens of the World Public Charter Hollywood: A Public School (“CWC”) will comply with California Education Code § 47605(d) and all other applicable federal, state and local laws and regulations, including, but not limited to, ensuring that the school:

- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations.
- Shall not charge tuition.
- Shall not discriminate on the basis of race, color, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or physical or mental disability.
- Shall not determine admission according to the place of residence of the pupil, or of his or her parent or guardian, in this state, except that any existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.
- Shall admit all students who wish to attend Citizens of the World Public Charter Hollywood: A Public School, however if the number of pupils who wish to attend the charter school exceeds the school’s capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district, except as provided for in Section 47614.5, or other preferences permitted by the charter authority that are consistent with the law. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand.
- Shall ensure that if a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the school will notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
- Shall not require any child to attend the charter school nor any employee to work at the charter school.
- Shall not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements and shall comply with minimum age requirements for public school attendance.
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools.
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold under NCLB and other applicable laws. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall comply with state and district policies regarding record-keeping and reporting.
- Shall comply with all applicable laws and regulations relating to charter school facilities.
- Shall submit a timely renewal application for the charter before the expiration of the initial five year charter term.
- Shall comply with specific sections of Education Code Sections 47611 (STRS) and 41365 (Revolving Loan Fund).
- Shall agree to standard District requirements and processes regarding operations, contracted services and supervisory oversight; funding and services for special education students; operational funding levels; inspection and audit requirements; and processes for responding to inquiries.
- Shall comply with the Brown Act
- Shall comply with federal and state laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.
- Shall be solely responsible for the debts and obligations of the charter school.
- Shall comply with all other applicable federal, state and local laws relating to the operation of a charter school.

Tara K. Kelly, Lead Petitioner

Jan 14, 2010
Date
Element 1: Description of the Educational Program

Element Requirement: "The educational program of the school, designed, among other things, to describe what the school intends to accomplish, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent and lifelong learners."

The address of the Citizens of the World Charter Hollywood (also referred to herein as, “CWC” and “Charter school”) is: We currently are searching for a school facility; the mailing address is 419 N. Larchmont Blvd., #42, Los Angeles, CA 90004.

The phone number of the Charter school is (323) 454-2220.

The contact person for the Charter school is Tara Kelly, Executive Director.

The number of rooms at the charter school is 7 classrooms (6 classrooms + 1 arts/enrichment room) + multi-purpose cafeteria/auditorium/gymnasium + office space in Year 1.

The grade configuration is K-8.

The number of students in the first year will be 120.

The grade level(s) of the students the first year will be K and 1.

The opening date of the charter school is September 2010.

The admission requirements include: CWC will enroll all pupils who wish to attend (Education Code Section 47605 (d)(2)(A)) to the extent that space allows. If the number of students applying for enrollment exceeds the openings available, entrance shall be determined by random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements. Enrollment to the school shall be open to any resident of the State of California. Enrollment will be on a first come, first served basis. CWC affirms that the school shall be nonsectarian in all aspects of its programs and operations, including admissions and employment. CWC shall not charge tuition. CWC will not discriminate against any person on the basis of race, ethnicity, national origin, gender, religion, or disability as set forth in Education Code Section 47605(d)(1) or other applicable state, local or federal law. (See also Element 8: Admissions.)

The operational capacity will be 660 students.

The instructional calendar will be 180 days (see Element One, Section C.3.).

The bell schedule for the charter school will be 8:30 to 3:00 (see Element One, Section C.2.)

If space is available, traveling students will have the option to attend.
A. OUR COMMUNITY: WHOM WILL CWC SERVE?

1. TARGET STUDENT POPULATION

As noted above, CWC intends to open in September 2010 with 120 students in grades K-1 and add a new class of 60 kindergartners each year until reaching 360 students in grades K-5. In Year Three, assuming we have sufficient facilities space to do so, we intend to launch our middle grades, enrolling 100 students per middle grade so that ultimately we will have 660 students in K-8 in Year Five. We have intentionally created this staggered expansion schedule to allow us time to establish a solid operational base without expanding too rapidly, yet we recognize that there is a significant need in this area for a high-quality public middle school option, thus we intend to launch our middle grades in 2012-13:

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CWC will serve a socioeconomically and ethnically diverse neighborhood in the heart of Hollywood, including zip codes 90028, 90038 and 90068. The school will be open to all students, although outreach efforts are focused on the area bordered by La Brea Avenue to the west, Melrose Blvd. to the south, Western Ave. to the to the east, and Mulholland to the north, as well as underserved students in the surrounding areas. A significant portion of this target area is part of the Hollywood Redevelopment Project of the Community Redevelopment Agency of the City of Los Angeles (CRA/LA). Since 2002, the CRA/LA has invested almost $30 million in the revitalization of this area, with another $43 million budgeted for 2009-2013. Along with several new significant commercial developments (office space, retail, hotels and mixed-use), the CRA/LA is focused on preserving and expanding housing for all income groups and meeting the social needs of area residents.

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1 While other zip codes also encompass the large area that is officially recognized as Hollywood, we are focusing on efforts on the central part of the community.

2 The 90068 zip code encompasses the neighborhoods known as Whitley Heights, Hollywood Dell, Hollywood Knolls, and a large area of unpopulated land that encompasses Griffith Park and the Forest Lawn Memorial Cemetery. While 90068 covers 8 square miles, the population is approximately 22,000; conversely, 90028 and 90038 each cover 1.5 square miles and each has a population in excess of 32,000.
These densely populated areas include a unique mix of ethnicities: Hispanic/Latino (including Salvadoran, Mexican, Guatemalan and other nationalities), Korean, Armenian, Thai, Filipino, Russian, Japanese, Chinese, Eastern Europeans, Middle Easterners and more; 58% of the residents do not speak English as their primary language at home. (www.healthycity.org) The Los Angeles Gay and Lesbian Center is headquartered here, further reflecting the community’s diversity.
The educational attainment levels of the adults over age 25 in Hollywood are also dispersed almost uniformly across the full spectrum: 29% of residents have not completed high school, while 31% possess a Bachelor’s degree or high level graduate degree:

**Educational Attainment of Residents Over Age 25 in Zip Codes 90028, 90038, 90068**

- Graduate Degree: 10%
- Less than 9th Grade: 17%
- 9th-12th Grade (no diploma): 12%
- High School Diploma: 16%
- Some College: 19%
- Bachelor’s Degree: 21%
- Associate Degree (2 years): 5%

Source: www.healthycity.org.
As demonstrated in the following chart, the socioeconomic makeup of this area encompasses both extreme poverty and extreme wealth:

### Household Income Levels for Zip Codes 90028, 90038, 90068

<table>
<thead>
<tr>
<th>Income Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>$250,000+</td>
<td>3%</td>
</tr>
<tr>
<td>$100,000 - $249,999</td>
<td>5%</td>
</tr>
<tr>
<td>$50,000 - $49,999</td>
<td>11%</td>
</tr>
<tr>
<td>$25,000 - $24,999</td>
<td>25%</td>
</tr>
<tr>
<td>$15,000 - $14,999</td>
<td>14%</td>
</tr>
<tr>
<td>Less than $15,000</td>
<td>16%</td>
</tr>
</tbody>
</table>

2. **PUBLIC SCHOOL OPTIONS IN HOLLYWOOD: SCHOOL DEMOGRAPHICS**

While the demographics of this community demonstrate a broad range of racial and socioeconomic diversity, currently the local schools do not reflect this diversity, which are disproportionately Hispanic/Latino and low-income. The following chart on the next page details the demographics and academic performance of the public elementary and middle schools currently located in these zip codes.
<table>
<thead>
<tr>
<th>LAUSD SCHOOLS IN ZIP CODES 90028, 90038 and 90068</th>
<th># of Students</th>
<th>Multi-Track</th>
<th>PI status?</th>
<th>Met School-wide Growth Target</th>
<th>Met all Sub-group Growth Targets</th>
<th>2008 API Score</th>
<th>2009 API Score</th>
<th>API +/- Change</th>
<th>2008 API State Rank/ Similar Schools Rank</th>
<th>Students Eligible for Free/ Reduced Lunch</th>
<th>ELL</th>
<th>Special Ed.</th>
<th>Hispanic/ Latino</th>
<th>African Amer.</th>
<th>Asian, Pacific Island., Filipino</th>
<th>Caucasian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheremoya (K-6)</td>
<td>292</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>786</td>
<td>783</td>
<td>-3</td>
<td>6/9</td>
<td>81%</td>
<td>32%</td>
<td>9%</td>
<td>56%</td>
<td>6%</td>
<td>3%</td>
<td>34%</td>
</tr>
<tr>
<td>Grant Ave. (K-5)</td>
<td>676</td>
<td>No</td>
<td>Yes: Y1</td>
<td>No</td>
<td>No</td>
<td>734</td>
<td>744</td>
<td>+10</td>
<td>3/6</td>
<td>99%</td>
<td>47%</td>
<td>9%</td>
<td>68%</td>
<td>6%</td>
<td>7%</td>
<td>20%</td>
</tr>
<tr>
<td>Selma Ave. (K-6)</td>
<td>389</td>
<td>No</td>
<td>Yes: Y2</td>
<td>Yes</td>
<td>Yes</td>
<td>731</td>
<td>741</td>
<td>+10</td>
<td>3/6</td>
<td>100%</td>
<td>43%</td>
<td>14%</td>
<td>89%</td>
<td>2%</td>
<td>2%</td>
<td>7%</td>
</tr>
<tr>
<td>Hollywood Primary Ctr. (K-3)</td>
<td>231</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>823*</td>
<td>868</td>
<td>+45</td>
<td>7*</td>
<td>100%</td>
<td>42%</td>
<td>8%</td>
<td>92%</td>
<td>1%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Vine Street (K-5)</td>
<td>568</td>
<td>No</td>
<td>Yes: Y2</td>
<td>No</td>
<td>No</td>
<td>716</td>
<td>742</td>
<td>+26</td>
<td>3/6</td>
<td>100%</td>
<td>65%</td>
<td>15%</td>
<td>92%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Valley View (K-6)</td>
<td>218</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>764</td>
<td>827</td>
<td>+63</td>
<td>5/1</td>
<td>45%</td>
<td>12%</td>
<td>16%</td>
<td>42%</td>
<td>13%</td>
<td>5%</td>
<td>39%</td>
</tr>
<tr>
<td>Le Conte Middle School (6-8)</td>
<td>1,703</td>
<td>Yes</td>
<td>Yes: Y5</td>
<td>No</td>
<td>No</td>
<td>677</td>
<td>694</td>
<td>+17</td>
<td>3/8</td>
<td>80%</td>
<td>36%</td>
<td>12%</td>
<td>78%</td>
<td>2%</td>
<td>7%</td>
<td>13%</td>
</tr>
<tr>
<td>Bancroft Middle School (6-8)</td>
<td>1,270</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>693</td>
<td>703</td>
<td>+10</td>
<td>3/6</td>
<td>80%</td>
<td>25%</td>
<td>9%</td>
<td>81%</td>
<td>6%</td>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td>CHARTER SCHOOLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Santa Monica Blvd. Community Charter (preK-6)</td>
<td>912</td>
<td>No</td>
<td>Yes: Y1</td>
<td>No</td>
<td>No</td>
<td>705</td>
<td>723</td>
<td>+18</td>
<td>2/4</td>
<td>100%</td>
<td>62%</td>
<td>10%</td>
<td>91%</td>
<td>1%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Larchmont Charter School (K-5)</td>
<td>366</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>875</td>
<td>889</td>
<td>+14</td>
<td>9/8</td>
<td>25%</td>
<td>6%</td>
<td>14%</td>
<td>14%</td>
<td>9%</td>
<td>14%</td>
<td>61%</td>
</tr>
<tr>
<td>Los Feliz Charter Sch. for the Arts (K-3)</td>
<td>200</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>777</td>
<td>858*</td>
<td>+81</td>
<td>6*</td>
<td>21%</td>
<td>11%</td>
<td>8%</td>
<td>19%</td>
<td>7%</td>
<td>11%</td>
<td>64%</td>
</tr>
<tr>
<td>Magnolia Science Acad. #5 (6-7)</td>
<td>67</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td>N/A</td>
<td>814*</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td>88%</td>
<td>3%</td>
<td>6%</td>
<td>66%</td>
<td>10%</td>
<td>16%</td>
<td>6%</td>
</tr>
</tbody>
</table>

*Scores from schools testing less than 100 students are considered “less reliable” by CDE: as a result, no similar schools ranking is assigned.

Notes: On LAUSD’s “Find a School” website, Gabriella Charter is listed as being located in zip code 90028, but in fact it is located in zip code 90026 (as confirmed by clicking through the link to the map of the school, and the school’s own website: www.gabriellacharterschool.org.) Le Conte M.S. includes the Le Conte M.S. International Humanities Magnet, which enrolls approximately 270 6th-8th graders, but does not have separate reporting for API; similarly, Bancroft M.S. includes the Bancroft Performing Arts Magnet which does not separately report API or demographic data. In addition to these elementary and middle schools in our target zip codes, there are two public high schools, Hollywood High School (including Hollywood Culinary Arts & Sciences, Hollywood Media & Technology, Hollywood Teaching Career Academy, Hollywood Community Adult School, Hollywood Senior High Performing Arts Magnet) and Helen Bernstein Senior High (which includes APEX Academy); four preschools (Cheremoya State Preschool, Grant Early Education Center, Selma State Preschool and the Vine Street Early Education Center); and the Johnson Community Day School (141 students in grades 7-12 with <10 students in 7th/8th grades, API of 454).

Finally, while we have included both Larchmont Charter and Los Feliz Charter in this chart, both schools draw from a different geographic area even though they are currently located in the target zip codes. Larchmont prioritizes enrollment for residents in the Van Ness Elementary School zone (zip code 90004) and is located just two blocks from the 90004 border; Los Feliz targets residents of the Los Feliz and Silverlake community and is expected to relocate in September 2010 from its current Prop 39 facility at Selma Ave. to a permanent, private facility east of the 5 freeway in zip code 90029. Similarly, Magnolia Science Academy, opened in 2008 with 67 students, currently occupies a Prop 39 temporary facility at Grant Ave. Elementary.

Citizens of the World Charter Hollywood: A Public School
As detailed more fully below, we believe that the remarkable diversity of this community presents an opportunity that, to date, has not fully been realized in Los Angeles public education. Our City, and indeed our increasingly global economy, requires that individuals interact collaboratively and cooperatively with people each day who have different perspectives, values and knowledge than their own. Enabling our children from the very beginning of their education to interact with, learn from, and learn with students from different cultures, races, socio-economic backgrounds and more will not only benefit our students, but our community and larger world. This mixed-enrollment benefits all students, perhaps most notably those students who are most “at-risk.” CWC has begun, and will continue to conduct extensive and targeted outreach to realize our goal of a school which is a true representation of the neighborhood’s racial and ethnic diversity. (See Element 7: Achieving Racial and Ethnic Balance, for more details about Outreach.)

3. PUBLIC SCHOOL ACADEMIC ACHIEVEMENT DATA IN HOLLYWOOD

Tying school enrollment numbers to the Academic Performance Index (API) scores, the public schools in these zip codes have a 2009 average API of 741, well below the California Department of Education’s expectation of 800 for each school. The two traditional public middle schools averaged just 698 for the almost 3,000 students they serve. Both of the traditional public middle schools and four of the elementary schools -- Grant Ave., Selma Ave., Vine Street and SMBCC3 -- are in Program Improvement status; Cheremoya failed to meet Adequate Yearly Progress (AYP) in 2009 and dropped 3 points in its API score.4 Le Conte Middle School was in Year 5 of PI status in 2008-09 and failed again to meet AYP; Bancroft was in Year 4 of PI status in 2008-09 and also failed to meet AYP. Le Conte Middle School is over-enrolled and on a multi-track system.

Particularly in light of recent budget cuts, all of the traditional public schools, of necessity, have larger class sizes and typically far fewer resources than we will be able to provide. Based on recent news regarding the State and District’s current budget crisis, class sizes have grown in 2009-10 and are expected to be even larger in 2010-11.

Notably, two charter schools that draw attendance from nearby areas, enroll a diverse student body, and offer a similar curricular model to CWC are excelling. Larchmont Charter School targets the community immediately to the south of our target area (Larchmont prioritizes enrollment for residents of the Van Ness Elementary School attendance area). Larchmont’s 2009 API is an impressive 889 in just its fourth year of operations. Larchmont’s sister school, Larchmont Charter West Hollywood, was opened in Sept. 2008 and does not yet have test scores, but it is expected to meet or even exceed these accomplishments. Los Feliz Charter School for the Arts, which draws primarily from the Los Feliz and Silverlake communities to the east of our target area, made a remarkable 81 point gain in its API score in 2009 from 777 to 858 in just its third year of operations. (See below, discussing the academic performance of our model schools that utilize the same or similar curriculum.) Similarly, Magnolia Science Academy #5, launched in 2008-09 with just 67 students in grades 6 and 7, had an impressive first API score of 814, more than 100 points higher than the large, traditional public middle schools in the area.

We believe the community of central Hollywood needs a highly-performing charter school similar to those that serve the neighboring areas of Larchmont, West Hollywood and Los Feliz. Indeed, our initial outreach efforts in

3 SMBCC became an independent conversion charter in 2002. In August 2009, the LAUSD School Board approved an amendment to their current charter for the school to create a single 6th grade classroom of 25 students -- previously, the school has served preK-5 with more than 900 students enrolled last year. SMBCC has designed an impressive array of family support services (a parent education center, a preschool and more) to serve its highly disadvantaged students.

4 The newly opened Bernstein High School (opened 2008) has 1,134 students a 2009 API of 541. Hollywood Senior High, with 3,339 students in 2008-09 (down from more than 3,000 in 2007-08), is in Year 5 of PI status but made an impressive gain from 613 to 702 in its 2009 API.

Citizens of the World Charter Hollywood: A Public School
have already generated a list of more than 500 parents who are interested in CWC, and we have extensive upcoming outreach events planned.

4. CWC WILL MEET AND EXCEED COMMUNITY NEEDS AND DEMAND
According to Census estimates, there are approximately 6,800 children between the ages of 5-12 residing in these zip codes; the seven public elementary schools currently serve approximately 3,500 children. In other words, significant numbers of children are not attending their local public elementary school. The following private and parochial schools are located within the targeted zip codes:

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blessed Sacrament</td>
<td>K-8</td>
<td>150</td>
</tr>
<tr>
<td>Cheder Menachem</td>
<td>K-8</td>
<td>253</td>
</tr>
<tr>
<td>Cheder of Los Angeles</td>
<td>K-8</td>
<td>245</td>
</tr>
<tr>
<td>Hollywood Schoolhouse</td>
<td>K-8</td>
<td>154</td>
</tr>
<tr>
<td>The Oaks</td>
<td>K-6</td>
<td>144</td>
</tr>
<tr>
<td>T.C.A. Arshag Dikranian</td>
<td>K-12</td>
<td>284</td>
</tr>
<tr>
<td>Green School of Hollywood</td>
<td>K-8</td>
<td>49</td>
</tr>
</tbody>
</table>

Several additional schools are in very short proximity to our target zone’s boundaries, including:

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christ the King Elementary</td>
<td>K-8</td>
<td>218</td>
</tr>
<tr>
<td>Fountain Day School</td>
<td>K-7</td>
<td>80</td>
</tr>
<tr>
<td>Oakwood Elementary</td>
<td>K-6</td>
<td>287</td>
</tr>
<tr>
<td>Page Private School</td>
<td>K-8</td>
<td>159</td>
</tr>
<tr>
<td>Temple Israel of Hollywood</td>
<td>K-6</td>
<td>206</td>
</tr>
<tr>
<td>Yeshiva Rav Isacson/Torath Em</td>
<td>K-8</td>
<td>901</td>
</tr>
</tbody>
</table>

Prominent private schools such as The Center for Early Education, Berkeley Hall School, Campbell Hall, Curtis School, The Willows, Echo Horizon, and others all draw from these zip codes as well.

While many of these families obviously seek a religious-based education for their children, many seek the type of progressive curriculum and educational experience that CWC will offer. A highly successful charter school with a similar mixed-socioeconomic status population and similar educational philosophy, Larchmont Charter School, currently houses its grades 2-6 classes at a facility located within our target area, yet prioritizes enrollment for families residing in the Van Ness Elementary School boundaries in zip code 90004, south of Melrose. Notably, Larchmont Charter School received 769 applications for its lottery this spring, and currently has more than 1,000 families on its waiting list. Larchmont Charter – West Hollywood currently enrolls 120 students in K-2 and received 283 applications for enrollment for this fall – its second year of operation. Los Feliz received almost 400 applications for this fall. These schools have successfully attracted both families who might otherwise have sent their children to some of the area’s acclaimed private schools, as well as low-income families who previously had not have high-quality options available to them. We believe, based on the demographics of our target area, the increasing recognition, acceptance and popularity of charter schools in our area (particularly among low-income and/or immigrant families), and the results we have already seen from our initial outreach efforts to date, that we will enroll an even more diverse group of students (racially and socio-economically).

CWC will limit class size to 20 students in the early grades (25 for middle school), and have the benefit of a Teacher’s Aide in each lower grade class. Our students will benefit from exemplary, well-rounded curriculum

Citizens of the World Charter Hollywood: A Public School
including high-quality arts, music, physical education and service-learning programs. We intentionally have
created a management structure that includes an Executive Director and a Principal from Day One – while this
will require significant private fundraising, we believe it is critical to ensure that our Principal is able to truly
focus on the academic challenges at hand, leaving the management and “business” of the school to the
Executive Director and Board. We will recruit and extensively train teachers and staff who are experienced in
working with diverse populations, including those who speak the most common native languages of our
students and are experienced in working with English language learners. Finally, our Family Council will play an
integral role in the design and management of our school, ensuring true stakeholder input and ownership for
the culture, quality and success of our school. (See Element 4: Governance.)

B. CWC’S MISSION AND PHILOSOPHIES

1. MISSION AND VISION
The mission of Citizens of the World Charter School -- Hollywood is to provide a socio-economically, culturally
and racially diverse community of students in the heart of Hollywood with an intellectually challenging,
 experiential learning environment that develops each individual student’s confidence, potential, and individual
responsibility as citizens of the world in which we live.

The four cornerstones of our operation work collaboratively to embody a true “community of learners” in which
we all learn from and with one another:

Students: Our curriculum is at all times centered on state content standards, utilizing “best practices” in
educational theory – constructivism, project-based learning, and multiple intelligence theory – as the
means for each and every child to meet and exceed those state standards. Through our rigorous
constructivist, project-based learning environment, students progress through active learning processes
that develop conceptual understanding and self-knowledge, in addition to content knowledge. Our
instructional methodologies ensure that children have the opportunity to grow not just in core academic
areas, but also in the arts, music, physical education and character development. While every student is
expected to achieve the same content goals, CWC embraces the diversity of individual student’s skills,
learning styles and array of multiple intelligences and tailors instruction according to individual student
need. Utilizing data-driven assessments, CWC continuously monitors student progress to ensure that
each student and each sub-group meets and exceeds state performance standards and the academic
performance of neighboring schools as we help each child develop a true lifelong passion for learning.

Teachers: Our collaborative professional community supports CWC’s teachers with ample planning
time, training, resources and autonomy. Teachers are able to continually develop their pedagogical
skills, collaborate with one another, and create, evaluate and refine curriculum that best fits their
individual students, utilizing a variety of formative and summative assessments to continuously measure
the success of their work.

Families: CWC emphasizes the school/home partnership and free-flowing communication as integral to
the success of the children. All CWC families are urged to participate actively in the school community
as volunteers, valued stakeholders and participants in regular family education workshops and school
community activities.

Community: As Citizens of the World, we cultivate leadership, independence, self-knowledge,
appreciation for different perspectives and respect, both within and beyond school walls. Just as we ask
the community to support our school, so too will the school support the community. Student-designed
service-learning projects, created during weekly classes devoted to this endeavor, will incorporate state
content standards achievement as we enable each member of our community of learners to make a real and lasting contribution to the world around us.

Our vision is to establish a dynamic, welcoming, high-performing learning environment in Hollywood, one of the most diverse neighborhoods in urban Los Angeles. We seek to ensure that unlike the current public school offerings in the area, all of the diverse components of this remarkably unique neighborhood are welcome and active participants in our school, creating a hub for community activity that truly reflects and embraces the ethnic, racial, linguistic and socioeconomic diversity of the neighborhood. Our students and their families will have come to our school from all over the world, and our activities on campus will focus on our role as contributing citizens of the larger world in which we live. Student-planned service-learning activities will enable students, as well as their families and other community members, to make a meaningful contribution and impact those around us as they learn critical academic skills and content in a “real world” context.

Modeled after some of the most acclaimed schools in the country, CWC has great expectations for all of the members of our school community: students, teachers, parents and community members alike will be asked to work hard to ensure that all of our students meet the challenges of a rigorous academic program. CWC’s emphasis on multiple intelligence theory will expand on the concept of diversity and perspective, as we recognize differences in the ways individuals learn and the unique combination of intelligences that each child may possess. As the California Department of Education has noted, “Standards describe what, not how, to teach. . . . [and] provide ample room for the innovation, creativity and reflection essential to teaching and learning.” (CA Dept. of Ed. English–Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve.) As we work to incorporate and further develop best practices in constructivist pedagogy, project-based curriculum, and community-building in this uniquely diverse educational setting, we will share our model with schools throughout Los Angeles and the larger world of education.

Beyond academic success, CWC will work diligently to ensure that our students develop self-confidence, a sense of belonging, and motivation to succeed within and beyond school walls. As members of our community of learners – students, teachers, administrators, families and the neighboring community – come together, we will learn from one another’s perspectives and experiences, ensuring that we all become caring and contributing citizens of the world in which we live, and members of the human community. “If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good.” (Howard Gardner, 2006.)

2. CWC WILL PREPARE AN EDUCATED CITIZENRY FOR THE 21ST CENTURY
CWC’s definition of an “educated person in the 21st century” draws upon Howard Gardner’s Multiple Intelligences theory and incorporates the attitudes and skill sets described in Nel Noddings’ “The Challenge to Care in Schools” (2005) and Thomas Friedman’s “The World is Flat” (2007). Friedman’s assessment of a relevant education that best prepares Americans for the global economy emphasizes the importance of instilling curiosity, love of learning, discernment, creativity, and interdisciplinary thinking. Noddings describes the ways schools should be – in great detail from curriculum to culture – “to promote the growth of students as healthy, competent, moral people . . . . [including] the discourse of responsibility, interdependent sociality, community, and commitment . . . . the topics that arise in common human experience.”

We believe an educated person in the 21st century strives to grow in all possible ways. An educated person can work independently and also work within a group, cooperatively at times as a member of the group, or at other

Citizens of the World Charter Hollywood: A Public School
times as a leader. An educated person thinks creatively and critically. Respectful of this nation’s – and our City’s – remarkable cultural and social diversity, an educated person participates thoughtfully and effectively in our democracy. Cognizant of our ties as human beings on the planet, and as individuals in an increasingly digital, fast-paced world, an educated person seeks to be a productive, caring and responsible citizen of the world.

Our emphasis on Gardner’s Multiple Intelligence theory embraces the notion that an educated person in the 21st century is one who has developed a broad range of skills interests across each of Gardner’s eight intelligences:

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

Linguistic intelligence involves sensitivity to spoken and written language, including the ability to use language to accomplish certain goals; to listen perceptively and read critically; to learn languages; to express oneself persuasively or poetically.

Logical-mathematical intelligence is most often associated with scientific and mathematical thinking: the ability to detect patterns, reason deductively and think logically, conceptually, and abstractly; the interest in experimentation, puzzles, investigations and cosmic questions.

Musical intelligence involves the capacity to distinguish the whole realm of sound and, in particular, to discern, appreciate and apply the various aspects of music (pitch, rhythm, timbre and mood), both separately and holistically.

Bodily-kinesthetic intelligence involves the ability to use one's body in highly differentiated and skilled ways, for both goal-oriented and expressive purposes; the capacity to exercise fine and gross motor control of one's body.

Spatial intelligence involves the ability to accurately perceive the visual world and to re-create, manipulate and modify aspects of one's perceptions, even in the absence of the relevant visual stimuli.

Interpersonal intelligence relates to the ability to work cooperatively and communicate, verbally and non-verbally, with other people; the insight to understand others’ intentions, motivations and desires; and the judgment to recognize the biases underlying sources of information.

Intrapersonal intelligence involves the ability to understand oneself; the motivation and focus to study independently; and the wisdom to reflect. “The first, and most important, ability you can develop in a flat world is the ability to ‘learn how to learn’ – to constantly absorb, and teach yourself. . . .” (Friedman)

Naturalist intelligence (added to Gardner’s theory in 1997) involves the ability to recognize, collect, analyze and classify plants, minerals, animals, flora, fauna and even cultural objects such as cars and sneakers. Those who excel in naturalist intelligence exhibit a greater sensitivity to nature and their place within it, the ability to nurture and grow things, and care for animals.

"[Multiple Intelligence] theory is an agent of cognitive equity: it enables a greater diversity of individuals to use their minds well. In turn, the theory is a democratizing tool: it facilitates the development and expression of ideas by those who might otherwise remain largely unheard in their communities or in the wider society.” (Kornhaber, 2009.)
3. **HOW LEARNING BEST OCCURS**

CWC will incorporate and integrate some of the most proven, successful curriculum methodologies, educational philosophies that have withstood the test of time, and current “best thinking” in the fields of neuroscience, developmental psychology, and education to ensure that each and every one of our students meets and exceeds state standards. We start with the simple premise that “Education should be child centered; we should begin planning the lesson by looking at where the child is developmentally.” (Dewey, 1902.) More specifically, we believe:

*Learning best occurs when students are treated as individuals, with lessons tailored to their differences and taught in several ways.*  
We believe that all children can learn, and that one child’s potential is not simply higher or lower than another’s, but rather expressed on different dimensions in different ways. (Moran, 2009.) “People are not born with a given amount of intelligence, which serves as some kind of limit. We each have potentials across the intellectual spectrum.” (Gardner, 2009.)

While educational pedagogy has long recognized that there are different ways of knowing and learning the same information, many schools continue to emphasize a “one-size-fits-all” approach to teaching. Every experienced teacher can cite examples of students who do not “test” well, yet clearly are bright -- even gifted -- in certain disciplines. We believe that through a constructivist, project-based curriculum, we can allow children to demonstrate their learning and understanding consistent with their individual intelligences, well beyond success on standardized pencil and paper tests as they develop true conceptual understanding. “By recognizing the diversity of intelligences that are available for students to tap into their understanding of the world, and by creating an environment that encourages students to develop and express those intelligences, we can be more confident and hopeful of our own work.” (Rizzo, 2009.)

Howard Gardner recently wrote:

> After two decades of considering the educational implications of MI theory, I have concluded that two are paramount. First, educators who embrace MI theory should take differences among individuals seriously and should, inasmuch as possible, craft education so that each child can be reached in the optimal manner. . . . Second, any discipline, idea, skill, or concept of significance should be taught in several ways. These ways should, by argument, activate different intelligences or combinations of intelligences. Such an approach yields two enormous dividends. First, a plurality of approaches ensures that the teacher (or teaching material) will reach more children. Second, a plurality of approaches signals to learners what it means to have a deep, rounded understanding of a topic. Only individuals who can think of a topic in several ways have a thorough understanding of that topic; those whose understanding is limited to a single instantiation have a fragile grasp. (Gardner, *Birth and the Spreading of a “Meme,”* Multiple Intelligences Around the World, 2009.)

CWC will take these guiding principles to heart.

*Learning best occurs when students construct their own meaning.*  
We believe that learning should not consist of one person (a teacher) imparting knowledge onto another (a student), but rather that people should work with one another in constructing knowledge. (Freire, 1972). We believe that learning and true mastery of state content standards best occurs when students are given the means to explore, solve problems, reflect on situations and demonstrate their knowledge individually and in groups, allowing learners to construct their own
meaning. We believe that learning occurs when existing beliefs, theories and perceptions are challenged through conversation, hands-on activities, or experiences. Learning occurs when learners initiate activities based on self-generated goals, work actively with concrete materials, try out ideas, solve problems, make mistakes and correct them, and have opportunities to stop and reflect on what they’ve done. Therefore, the more actively engaged children are in the learning process, the more effectively they will understand and retain concepts and skills that are delineated in the state standards. As the LAUSD Board-Adopted Superintendent’s Strategic Plan states, “We learn by being active, not passive, learners.”

Learning best occurs when children are motivated to seek understanding through dynamic investigation and exploration in the context of “real world” scenarios and projects. We believe that learning best occurs when children are self-motivated and inspired to answer questions that have meaning and relevance for them across disciplines and distinct state standards groupings. We believe project-based learning capitalizes on students’ natural curiosities and methods of exploring the world around them, reality, self-awareness and more. (Freire, 1970.)

At their best, projects can serve a number of purposes well. They engage students over a significant period of time, spurring them to produce drafts, revise their work, and reflect on it. They foster positive cooperativeness in which each student can make a distinctive contribution. They model the kind of useful work that is carried out after the completion of school in the wider community. They allow students to discover their areas of strength and to put the best foot forward; they engender a feeling of deep involvement or flow, substituting intrinsic for extrinsic motivation (Csikszentmihalyi, 1990). Perhaps most important, they offer a proper venue in which to demonstrate the kinds of understandings that the student has (or has not) achieved in the course of the regular school curriculum. (Gardner, 2006.)

Learning best occurs when students have clear – and high – expectations, receive appropriate guidance and enthusiastic support. We believe that learning best occurs when learners are expected to learn and when they are supported in their learning. We believe an effective educational program must begin with explicitly-stated, expected outcomes, such as the California state standards, areas identified by Gardner’s multiple intelligences, and character development relating to our role as active participants in the “human community.” We believe that children want to be challenged, and given high expectations for their own futures. They must then be given appropriate, individualized support to achieve the stated goals, and meaningful opportunities to demonstrate their accomplishments and successes. Constant communication between students, faculty and families must occur to facilitate ongoing analysis of each student’s learning in the context of these stated objectives. As noted psychologist Lev Vygotsky described in Mind in Society: The Development of Higher Psychological Processes, the key to a learning experience within a student’s zone of proximal development is “problem-solving under adult guidance or in collaboration with more

Until recently, the abilities that led to success in school, work, and business were characteristic of the left hemisphere. They were the sorts of linear, logical, analytical talents measured by SATs . . . . Today, those capabilities are still necessary. But they’re no longer sufficient. In a world upended by outsourcing, deluged with data, and choked with choices, the abilities that matter most are now closer in spirit to the specialties of the right hemisphere – artistry, empathy, seeing the big picture, and pursuing the transcendent. (Pink, A Whole New Mind: Moving from the Information Age to the Conceptual Age, 2005.)
capable peers.” Teachers scaffold the learning of students and differentiate instruction in order to lead all students to academic growth and achievement.

*Learning best occurs when teachers are given ample resources – including time and training – to develop their skills and talents, supported by top experts in the field.* We believe it is imperative that teachers study and understand the best thinking in education, including the works of Dewey, Piaget, Vygotsky, Bruner, Freire, Gardner, Hahn, Eisner, Noddings, Greeno, Lave and others. We believe teachers should be provided ample time, resources and support to continuously develop their understanding, pedagogy and skills, to collaborate with faculty both within our school and at other schools, and to consistently be learners themselves in the context of our school community.

*Learning best occurs when standardized tests provide only a small part of the picture in determining student achievements.* We believe that assessment is not a cross to bear, but rather an opportunity to identify weaknesses in our program and students’ progress, validate strengths, and improve our curriculum, teaching and student learning. We believe that assessment should be ongoing and holistic, and that effective data systems can help educators continually assess and refine their curriculum’s impact on each individual child throughout the school year. We believe that undue emphasis on paper and pencil tests of linguistic and mathematical skills only provide a small sampling of the talents, skills and intelligences of each student. “Many schools identify themselves as ‘child centered’ . . . [y]et few adapt their curriculum and assessment model to reflect each child’s uniqueness and perspective of the world. Instead, children are given a general curriculum to follow and must adapt their skills accordingly. Assessment is often a default to logical-mathematical and linguistic intelligences when schools generalize about ‘intelligence.’” (Rizzo, 2009.) We believe that children must be evaluated on, and educated well beyond the “core” or “scholastic” intelligences of how well they read, write and compute. We believe that art, music, dance, physical education, character education and more have an important place in our schools and the development of our children today. “Make no mistake: it is important that students do well in traditional academic areas, but an understanding an appreciation of MI makes it clear that the scholastic intelligences do not encompass all of the ways in which children can and should grow. . . . Embracing the MI model elevates the role of art, music, and movement in education.” (Hoerr, 2009.)

*Learning best occurs when students know how to collaborate, cooperate and negotiate with diverse people and understand others’ perspectives.* We believe that students should not be educated in classrooms with other students whose experiences are largely similar to their own (culturally, economically, linguistically) but rather in our rapidly developing technologically-driven world, we believe it is more imperative than at any other time in human history that people be open to the perspectives, values and meanings of different cultures. As students age and develop, their learning – tied to state content standards – will similarly grow in perspective from the local neighborhood to the city, state, nation and world. We believe that the remarkable diversity of our neighborhood offers an incredible opportunity that, to date, has not been fully realized in Los Angeles public education. “Cross-cultural interactions . . . add a new level of possibility for learning and understanding . . . Contributions [from intelligences] can range from proficiency to expertise in the maintenance of existing cultural practices, to creativity, or cultural transformation, to wisdom, or particularly astute actions that consider multiple perspectives within a situation or culture to have a positive effect on the common good.” (Moran, 2009.)
Learning best occurs when students – even the youngest – are given opportunities to make a difference in their world and see the power of their own actions in effecting change. We believe that children must be given opportunities not only to learn, demonstrate and display their work, but beyond that, to contribute to their community in a culturally valued way. As children engage in their community, plan and interact to apply their intelligences in a meaningful way, they are empowered by seeing the impact of their actions on those around them in the real world. (Moran, 2009.) We believe this opportunity to make a difference is a powerful motivator for even the youngest and most at-risk children to succeed and build confidence in their ability to create a better future for themselves, their families and community.

Most importantly, we believe learning best occurs when children have confidence and believe they can succeed. We believe that when children are given the opportunity to express their skills, talents and intelligences across a variety of contexts, they are able to realize more success and thus develop more confidence. “It is of the utmost importance that we recognize and nurture all of the varied human intelligences and all of the combinations of intelligences. We are all so different largely because we have different combinations of intelligences. . . . If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good.” (Gardner, 2006.)

4. CWC WILL GRADUATE STUDENTS WHO ARE SELF-MOTIVATED, COMPETENT, LIFE-LONG LEARNERS To ensure we are meeting our goals for student attitudes and behavior, the values of responsibility, honesty, respect and compassion will be explicitly upheld, validated and examined by all members of our caring community of learners. Character education programs will give students the opportunity to develop their Interpersonal and Intrapersonal Intelligences and explore these values in a safe and supportive environment. Service-learning projects will give students the opportunity to directly experience these values and make a direct impact and contribution by working with community-based organizations in serving community needs. Students of all ages can give of themselves in a way that benefits the greater community – the mere act of making a difference can have a powerful impact on students’ confidence, motivation, and desire to succeed.

CWC’s pedagogy and curriculum reflects our broad objective of enabling our students to become self-motivated, competent, life-long learners.

a) Competent learners: The “backward design” approach that teachers will take in creating all lessons and curriculum was chosen to ensure that learning objectives are met by students. In backward design, teachers start with content standards and goals, and create a lesson to achieve these explicitly stated objectives. The constructivist and project-based teaching methodologies require students to reflect after formative assessments, a practice considered essential in improving student’s understanding of the way they learn best. In these ways, students will develop a solid foundation of knowledge and a competence in learning beyond rote acquisition of specific skills and facts, upon which they can build in the future.

b) Life-long Learners: The emphasis on valuing and developing “multiple intelligences” will allow students to develop standards-based skills and abilities within a positive context that employs their areas of strength while simultaneously developing areas of weakness. Their experience with this flexible approach to learning and expressing oneself will benefit them as they move on to the next tier of schooling and into the world beyond the school walls. Students who can effectively express how they learn best can ‘own’ their education and be successful and enthusiastic life-long learners.

c) Self-motivated learners: The project-based nature of assessments resembles more authentic representations of knowledge in which myriad standards across different disciplines are inter-related.
and presented in real-world scenarios, rather than stand-alone lessons lacking meaningful context. Students make choices and seek answers to their own questions in the context of teacher-planned lessons with clearly defined learning objectives. Self-motivated learners see the relevance and applications of their education and, by beginning with each student’s interests and questions, CWC can provide students with the means of making connections between their studies, themselves and the world at large.

C. SCHEDULING AND SCHOOL CALENDAR

1. A TYPICAL DAY

As visitors walk the halls of CWC, they will hear sounds that are as diverse as our students themselves. Those used to a quiet, orderly classroom of children sitting in rows of desks, all looking at the same page in a textbook, may at first be startled by the level of activity at CWC. Students of all ages will be engaged in animated debate and discussion about group projects, science experiments and mathematical equations – working at round tables and even on the carpeted floor as there are no individual student desks at CWC. Students will be engaged in using manipulatives to solve math problems, creating models and dioramas, and charting results from their tests of hypotheses. Student musicians, singers, dancers, artists, writers and actors will be heard creating, practicing, performing, reading aloud and critiquing. Students will be engaged with educational software on classroom computers, or researching on the internet and taking notes. Students will be working hard in the school garden, planting indigenous foods of Native Americans as they study our nation’s history and development. There also will be quiet times, when only hushed tones are heard as a class full of students and teachers read, write and reflect, individually or in small groups.

While our standards-based curriculum includes clearly defined lesson plans and curricular resources (see Appendix A: Curriculum), the dynamic and interactive nature of our instructional methodologies inherently means that the curriculum itself becomes a sort of living and breathing entity as students engage in active learning and make the curriculum their own in their journey to mastering the content standards. Students will learn content through a variety of different methodologies to ensure that each student’s individualized array of intelligences, learning style, talents and challenges is addressed to ensure standards mastery. Teachers will continuously tailor instruction to meet the needs of the particular students in each class. Class structure will vary from ‘whole class’ direct instruction to individual pursuits, to small group collaboration and instruction (including combining groups between different classrooms, based on skill level), and any other permutation that fits the intellectual exploration at hand. CWC teachers will be expected to utilize a variety of instructional methods and ongoing formative and summative assessments to continuously determine whether, in fact, the lessons have had the desired outcome: student mastery of state standards.

Thus, during one 40 minute period in a CWC Kindergarten classroom, Josie and Manuel, emergent readers who are English language learners, might sit at a table and working with a Teachers’ Aide in reading a story in Spanish and focusing on phonetic awareness; while Mia, a highly advanced reader reads a story aloud with three of her peers and then works collaboratively on a group book report about the story; while Samuel sits at a table with three of his peers engaged in a game involving blocks of words; while the remaining students sit in the reading nook on pillows and read books they’ve selected from the classroom library as the lead teacher works individually with students in re-assessing their reading levels and progress.

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Simultaneously, rather than encountering an 8\textsuperscript{th} grade math/science class in which a faculty member gives a lecture about motion and velocity as students take notes, at CWC, that 8\textsuperscript{th} grade math/science class will be a very active place. Four students might be building ramps and cars with which they can test their theories and apply the mathematical formulas they’ve been practicing to real-life examples. Another group may be preparing a presentation through which they’ll present Newton’s three laws of motion to parents at an upcoming open house, and others are on the computer engaged in research and typing reports of their learning. Two students who did not receive high marks on the last math/science project they completed independently work alongside the teacher’s assistant to create a detailed plan with deadlines for each step they’ll take to complete their project. The teacher rotates from group to group, engaging individual students with targeted questions and taking notes to aide her reflection on where she would like to guide them in their next week’s lessons.

Students will regularly interact with their peers both in their own classrooms, as well as across grades, participating in performances and demonstrations, reading with upper-grade “book buddies,” and coming together to work on joint service-learning projects that incorporate and bring to life their academic lessons in real world application. Halls will be filled with examples of student achievements and efforts, including detailed explanations to give context to each project displayed so that their fellow students, teachers, parents and other visitors can learn also from the students’ work.

The faculty and staff at CWC will consistently create and foster a school culture of joy, excitement and celebration in learning and the work being done within and beyond school walls by our students. The Principal will greet each child by name, and be warmly embraced by students who are eager to report on a recent accomplishment. Parents will be a common presence in our school, as enthusiastic supporters of student performances and demonstrations; volunteers in the classrooms, school office, lunch area and library; joining students in weekly service-learning activities, and serving as true “boosters” of our operation. This collaborative effort will ensure that students feel enthusiastic about their school experience, supportive of their classmates, and supported by their teachers and parents in their learning and development.

Far more details about CWC’s instructional methodologies and specific curriculum and assessments, tied to grade-level state standards, is included later in this petition and in Appendix A: Curriculum.

2. \textbf{SAMPLE DAILY SCHEDULES}

The following tables present sample daily schedules. Our final schedules will be determined based on certain contingencies such as the specific configuration of our school facility.

\textbf{KINDERGARTEN AND 1\textsuperscript{ST} GRADE SAMPLE SCHEDULE}

<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-8:45</td>
<td>Circle Time: Introduce the Day/Week (Lang. Arts and Math), Character Ed.</td>
<td>→</td>
<td>→</td>
<td>→</td>
</tr>
<tr>
<td>8:45-10:00</td>
<td>Language Arts: literacy centers, small group/differentiated instruction</td>
<td>→</td>
<td>→</td>
<td>→</td>
</tr>
<tr>
<td>10:00-10:20</td>
<td>Recess</td>
<td>→</td>
<td>→</td>
<td>→</td>
</tr>
<tr>
<td>10:25-10:45</td>
<td>Read Aloud</td>
<td>→</td>
<td>→</td>
<td>→</td>
</tr>
<tr>
<td>10:45-12:00</td>
<td>Project-Based Learning:</td>
<td>→</td>
<td>→</td>
<td>Project-Based/Service-</td>
</tr>
</tbody>
</table>

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interdisciplinary learning including emphasis on language arts (introduction + student reflection); focus alternating between social studies and science-based projects with inclusion of math (data, measurement, etc.)

<table>
<thead>
<tr>
<th>TIME</th>
<th>WEDNESDAY (SHORTENE Day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td>School-wide Assembly (announcements, performances, group sing, etc.)</td>
</tr>
<tr>
<td>9:05-10:00</td>
<td>Art (Drama, Dance, other arts on a rotating cycle)</td>
</tr>
<tr>
<td>10:00-10:20</td>
<td>Recess</td>
</tr>
<tr>
<td>10:20-11:35</td>
<td>Language Arts</td>
</tr>
<tr>
<td>11:35-12:30</td>
<td>Math</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Lunch and Dismissal</td>
</tr>
<tr>
<td>1:00-4:00</td>
<td>Faculty Meeting, Professional Development</td>
</tr>
</tbody>
</table>

Total Instructional Minutes Per Week:
- Language Arts: 535 minutes + project-based and circle time
- Math: 295 minutes + project-based and circle time
- Interdisciplinary (Including Lang. Arts, Math, Science and Social Studies): 300 minutes
- Arts: 175 minutes
- Physical Education: 120 minutes

During Circle Time, students in Kindergarten and 1st grade will start their day by reviewing the calendar (e.g., reading aloud together “Today is the 14th day of January, 2010”) and discussing their plans for the day; at the end of the day, they will re-group to reflect on their day. Both circle time sessions will also be used to facilitate character education and behavioral expectations. We will adopt the UCLA Lab School’s “Cool Tools” program, and “Teaching with Love and Logic,” by Jim Fay and Dave Funk, and Nel Noddings; all faculty will receive extensive training in these programs prior to, and throughout the school year. Parents also will receive information and training about these programs, including details in the Family Handbook (see Appendix F) and during parent education workshops. (See Appendix A: Curriculum for sample materials from the Cool Tools program.)

In their intensive Language Arts sessions, Kindergarten and 1st grade students will engage in targeted reading and literacy activities, divided into smaller groups based on their skill levels. This time will include phonics lessons, explicit reading instruction and other activities specifically designed to develop vocabulary, auditory and
visual skills. Reading recovery or other research-based interventions will be provided for “at risk” students. Targeted language arts instruction in the morning, projects that contain “real life” experiences, and GLAD\textsuperscript{5} trained teachers who deliver whole group lessons will enrich the environment to enable all students to achieve end of year first grade standards before transitioning to 2\textsuperscript{nd} grade. Whole-class language arts time will be interspersed throughout the day (circle time, read aloud, and intro/reflection on projects) to further bolster literacy skill development.

Project-based learning time is not separate and apart from core academic instruction, but rather an integral part of that instruction. Project time will incorporate state content standards across disciplines, alternating between a focus on science and a focus on social studies. Project time in the lowest grades will include significant development of language arts skills as students collaboratively research, brainstorm and list ideas, and summarize and reflect on their learning in writing. Similarly, math skills will be incorporated into project time daily as students gather and assess data, make and evaluate measurements, engage in computations, classify and sort items, identify patterns, and so on. A far more detailed discussion of CWC’s project-based learning time is included in Section D.2.b. below, including specific examples of projects that CWC will implement for different grades.

Finally, CWC’s faculty will guide students in weekly sessions of Service-Learning, tied directly to the thematic academic learning throughout the rest of the week. Students will play an integral role in identifying community needs, selecting, designing and implementing service-learning activities in collaboration with their teachers, parents, and community partners. Teachers will ensure that student work in these projects incorporates standards-based skills achievement across disciplines. For example, these young students might conduct a “penny drive” for charity, counting and tallying their collection utilizing their math skills, graphically representing their totals, and learning about currency and denominations. Through service-learning projects – some performed by a single classroom, while others will be school-wide -- students at all grade levels will be able to apply their developing academic skills to make a real impact on the community. (For additional details about the content of our service-learning program, see below.)

\textbf{2\textsuperscript{nd} and 3\textsuperscript{rd} GRADE SAMPLE SCHEDULE}

<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-8:45</td>
<td>Circle Time: Introduce the Day/Week (Lang. Arts and Math), Character Ed.</td>
<td>→</td>
<td>→</td>
<td>→</td>
</tr>
<tr>
<td>8:45-10:20</td>
<td>Language Arts: literacy centers, whole class and small group/differentiated instruction, writer’s journey, lessons tied to language arts and projects, intervention and extra challenge based on skill level</td>
<td>→</td>
<td>→</td>
<td>→</td>
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</table>

\textsuperscript{5} Project GLAD (Guided Language Acquisition Design) is an award-winning model of effective training for teachers in multilingual settings for both ELL and English only students, and is the recommended K-8 project for the California State Superintendent’s Task Force on successful implementation of Proposition 227.

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<table>
<thead>
<tr>
<th>TIME</th>
<th>WEDNESDAY (SHORTENED DAY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td>School-wide Assembly (announcements, performances, group sing, etc.)</td>
</tr>
<tr>
<td>9:05-10:20</td>
<td>Language Arts</td>
</tr>
<tr>
<td>10:20-10:40</td>
<td>Recess</td>
</tr>
<tr>
<td>10:45-11:40</td>
<td>Math</td>
</tr>
<tr>
<td>11:45-12:30</td>
<td>Art (Drama, Dance, other arts on a rotating cycle)</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Lunch and Dismissal</td>
</tr>
<tr>
<td>1:00-4:00</td>
<td>Faculty Meeting, Professional Development</td>
</tr>
</tbody>
</table>

Total Instructional Minutes Per Week:
Language Arts: 455 minutes + project-based and circle time
Math: 300 minutes + project-based and circle time
Interdisciplinary (Including Lang. Arts, Math, Science and Social Studies): 360 minutes
Arts: 165 minutes
Physical Education: 120 minutes

The 2nd & 3rd grade daily schedule reflects a developmental leap from first grade. All students are expected to be “readers” and independent learners. The curriculum reflects more rigor. Teachers continue to utilize GLAD and other strategies to teach academic language to ELL and English only students alike. Science and social studies lessons through the projects are more targeted on specific concepts and skills, and more incorporative of students’ independent language arts and math skills as they achieve state standards in the science and social studies disciplines. Projects will continue to provide “real life” applications that enrich and solidify learning for ELL, English only, and “at risk” students. Similarly, all students will achieve “real life” experience in utilizing computers to foster their project-based work (either in the classroom or in a computer lab).

As with K/1, CW’s faculty will guide students in weekly sessions of Service-Learning, tied directly to the thematic academic learning throughout the rest of the week. Students will play an integral role in identifying community needs, selecting, designing and implementing service-learning activities in collaboration with their

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teachers, parents, and community partners. Teachers will ensure that student work in these projects incorporates standards-based skills achievement. For example, students in 3rd grade in 2012-13 might plan a voter registration and education activities in the community as they study the role of government in our society and events tied to the 2012 Presidential election. Through these service-learning projects – some performed by a single classroom, while others will be school-wide -- students at all grade levels will be able to apply their developing academic skills to make a real impact on the community.

### 4th and 5th Grade Sample Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-8:45</td>
<td>Intro to Day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:45-9:45</td>
<td>Language Arts: literacy centers, whole class and small group/differentiated instruction, writer’s journey, lessons tied to language arts and projects, intervention and extra challenge based on skill level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:45-10:45</td>
<td>Physical Education</td>
<td>Music</td>
<td>Visual Art</td>
<td>Physical Education</td>
</tr>
<tr>
<td>10:45-11:15</td>
<td>Recess</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:15-12:30</td>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00-2:00</td>
<td>Project-Based Learning: Social Studies and Language Arts</td>
<td></td>
<td></td>
<td>Project-Based Learning (alternating each week between Social Studies and Science with emphasis on student writing re: project work)</td>
</tr>
<tr>
<td>2:00-3:00</td>
<td>Project-Based Learning: Science-based projects with inclusion of math (data, measurement, etc.)</td>
<td></td>
<td></td>
<td>Project-Based/Service-Learning: interdisciplinary learning tied to “real world” practical problems and student-driven solutions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Wednesday (Shortened Day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td>School-wide Assembly (announcements, performances, group sing, etc.)</td>
</tr>
<tr>
<td>9:05-10:15</td>
<td>Language Arts</td>
</tr>
<tr>
<td>10:20-11:10</td>
<td>Art (Drama, Dance, other arts on a rotating cycle)</td>
</tr>
<tr>
<td>11:15-12:30</td>
<td>Math</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Lunch and Dismissal</td>
</tr>
<tr>
<td>1:00-4:00</td>
<td>Faculty Meeting, Professional Development</td>
</tr>
</tbody>
</table>
Total Instructional Minutes Per Week:
Language Arts: 310 minutes + significant project-based time
Math: 375 minutes + project-based time
Interdisciplinary Social Studies (with emphasis on Lang. Arts): 200 minutes
Interdisciplinary Science (with emphasis on Math): 200 minutes
Arts: 170 minutes
Physical Education: 120 minutes

The schedule for Grades 4 - 5 reflects a more departmentalized approach so that teachers can develop expertise and attention to student need in areas of science, social studies and math. Teachers continue to employ GLAD and other strategies as complexity of content language increases. Interdisciplinary projects that reflect subject-specific learning goals and the multiple intelligences are more essential than ever in these grades as learning and assessment tools. Project time will focus both on targeted social studies and science content standards each day. Language Arts (reading comprehension, writing, speaking, et al) will continue to form the basis of project-based instruction as students engage in more sophisticated independent research, written analysis and presentations. Computer-based research and communications will play a larger role in these grades.

As with the lower grades, all students will participate weekly in Service-Learning tied to their ongoing core academic learning and state standards. These projects will be selected, designed and implemented by students in collaboration with their teachers, parents, and community partners. The older students will serve in significant leadership roles in designing and implementing school-wide projects.

### MIDDLE GRADES SAMPLE SCHEDULE

<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-10:05</td>
<td>Core Block 1: Humanities</td>
<td>→</td>
<td>→</td>
<td>→</td>
</tr>
<tr>
<td>10:10-11:10</td>
<td>P.E.</td>
<td>Arts Elective</td>
<td>Arts Elective</td>
<td>P.E.</td>
</tr>
<tr>
<td>11:15-12:50</td>
<td>Core Block 2: Math/Science</td>
<td>→</td>
<td>→</td>
<td>→</td>
</tr>
<tr>
<td>12:50-1:20</td>
<td>Lunch</td>
<td>→</td>
<td>→</td>
<td>→</td>
</tr>
<tr>
<td>1:25-2:25</td>
<td>Language Elective</td>
<td>→</td>
<td>→</td>
<td>→</td>
</tr>
<tr>
<td>2:30-3:30</td>
<td>Electives/Remedial Support/Advisory</td>
<td>→</td>
<td>→</td>
<td>Service-Learning</td>
</tr>
</tbody>
</table>

**WEDNESDAY (SHORTENED DAY)**

<table>
<thead>
<tr>
<th>TIME</th>
<th>WEDNESDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td>Whole School Assembly</td>
</tr>
<tr>
<td>9:00-10:00</td>
<td>Core Block 1: Humanities</td>
</tr>
<tr>
<td>10:05-11:25</td>
<td>P.E.</td>
</tr>
<tr>
<td>11:30-12:30</td>
<td>Core Block 2: Math/Science</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Lunch and Dismissal</td>
</tr>
<tr>
<td>1:00-4:00</td>
<td>Faculty Meeting. Professional Development</td>
</tr>
</tbody>
</table>

At this time, it is very difficult to predict exact class schedules for our middle grades students as this will be largely dependent on the availability of space in our facility (e.g., will there be sufficient room to offer several different arts classes at one time for these students thanks to the availability of a music room, an art studio, and a dance studio? will we have more than one science lab available for students?, etc.). Nevertheless, our intention is to ensure that our Middle School students will receive their core content instruction in two 95 minute blocks. Teaching core classes in these longer blocks will allow for mastery of California content.
standards in each discipline as well as provide sufficient opportunity for multidisciplinary project-based instruction that integrates real-life application of standards mastery.

Detailed curriculum, tied to state standards and assessment methodologies are included for each grade in Appendix A: Curriculum, but more broadly, these core blocks will focus on state standards mastery as follows:

6th grade Humanities: English Language Arts and Ancient History
7th Grade Humanities: English Language Arts and World History
8th Grade Humanities: English Language Arts and U.S. History

6th Grade Math/Science: Geometry/Algebra readiness; Earth Science
7th Grade Math/Science: Pre-Algebra; Life Science
8th Grade Math/Science: Algebra I; Physical Science

In recognition of the significance of algebra mastery as a correlative to high school graduation, our teachers will ensure that all students have achieved appropriate pre-algebraic skills and are prepared to advance to the rigors of high school mathematics standards. It is our intention to garner sufficient resources to ensure that computers are readily accessible and incorporated daily into student learning at this level, most ideally with a one-to-one laptop program which would enable our entire middle school to operate more efficiently and with practical “real world” implications for our students who are developing in an increasingly computer-driven world.

In addition to these core blocks, students will select from a variety of electives. Three days per week, the last session of the day will be devoted to standards-based electives that incorporate more intense instruction on a particular topic to bolster students’ academic success. For example, students might work collaboratively to produce a science fair for the school and prepare entries for the fair, or participate in journalism class to produce a school newspaper, or a film-making class might be led by a guest instructor, incorporating lessons from social studies/history into student-produced videos. Other students might work as tutors of their younger peers during this time, helping younger students develop literacy skills. Similarly, middle grade students in need of remedial supports will be scheduled in Advisory groups to facilitate their support during these sessions.

Each week, all students will meet in a Service Learning Advisory with a multi-age group of students and one teacher in order to discuss, design, implement, evaluate and reflect on their service-learning projects. In middle school, students will be guided by Advisory teachers in developing service-learning projects that meet their interests and skills, both for themselves, as well as larger scale projects in which they will lead the entire school community. As in all grades, these projects will be tied directly to academic standards mastery as students engage in research, writing, data collection, analysis, and more to plan, implement and later reflect on their projects. This Advisory block may also be used to provide key interventions for targeted students as identified on ongoing assessments.

In grades 6-8, students will study a foreign language of their choice four times weekly to help prepare them to engage as global citizens. This emphasis on foreign language development also reflects research that shows frequent foreign language study improves student learning overall. In addition to Spanish classes for non-native Spanish speakers, we also will offer Spanish classes for native Spanish speakers so that they can develop dual-language literacy and academic skills. Pending school capacity and budget, additional language options will be integrated to meet the needs and interests of the community, such as Korean and Chinese.

Citizens of the World Charter Hollywood: A Public School
Finally, middle grade students will participate three times weekly in P.E., including health and nutrition education, and have twice-weekly sessions in the arts, selecting from a changing roster of electives in music, visual art, dance, and drama. We intentionally will offer “cool” electives that bring the state standards in the arts to life in a meaningful way for this age group. For example, music sessions might include multi-grade level rock bands with students learning traditional rock group instruments and composing their own songs; visual art might include graphic arts and animation, sculpture, or the study of urban street art; dance might include hip-hop; and drama might include spoken word rap/poetry. All instructors will comply with state and federal requirements, and will work collaboratively with core instructors to ensure that lessons are tied to core themes and standards mastery, as well as ensuring communication regarding individual student performance across different courses.

**Shortened Days**

As noted throughout the detailed sample daily schedules, each Wednesday CWC will have a shortened day schedule to allow teachers to have regular planning, collaboration and professional development time. Grade-level teachers will collaborate frequently with one another throughout the week, holding both formal weekly grade-level meetings as well as more informal interactions (e.g., when their students are in arts, P.E., or lunch). On a weekly basis, the entire faculty will gather with the Principal for structured school-wide planning and reflection and targeted professional development. (As the school grows in size, the elementary and middle school faculties will meet separately with the Principal and/or Assistant Principal to focus on their separate needs, coming together as a whole-school faculty periodically.) Professional development sessions will include sessions in which one faculty member shares his/her expertise on a particular topic or share “best practices” with the others; Principal-led sessions; guest lecturers including experts from specific programs and partners at other schools in Los Angeles; and site visits to model/partner schools. More details about CWC’s intensive and ongoing professional development plans are included below.
## 3. DRAFT SCHOOL YEAR CALENDAR, 2010-11

| Month | M | T | W | R | F | M | T | W | R | F | M | T | W | R | F | M | T | W | R | F | M | T | W | R | F | x | S | SD | Student Days | Work Days |
| AUG   | 2 | 3 | 4 | 5 | 6 | 9 | 10 | 11 | 12 | 13 | 16 | 17 | 18 | 19 | 20 | 23 | 24 | 25 | 26 | 27 | 30 | 31 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | |
| SEP   |   |   |   | 1 | 2 | 3 | 6 | 7 | 8 | 9 | 10 | 13 | 14 | 15 | 16 | 17 | 20 | 21 | 22 | 23 | 24 | 27 | 28 | 29 | 30 | 13 | 5 | 2 | 18 | 20 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | |
| OCT   |   |   |   |   |   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 11 | 12 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | 25 | 26 | 27 | 28 | 29 | 14 | 3 | 1 | 17 | 18 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | |
| NOV   |   |   |   |   |   |   |   | 1 | 2 | 3 | 4 | 5 | 8 | 9 | 10 | 11 | 12 | 15 | 16 | 17 | 18 | 19 | 22 | 23 | 24 | 25 | 26 | 29 | 30 | 14 | 3 | 1 | 17 | 18 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | |
| DEC   |   |   |   |   |   |   |   |   |   |   |   | 1 | 2 | 3 | 6 | 7 | 8 | 9 | 10 | 13 | 14 | 15 | 16 | 17 | 20 | 21 | 22 | 23 | 24 | 27 | 28 | 29 | 30 | 13 | 3 | 0 | 13 | 13 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | |
| JAN   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 | 17 | 18 | 19 | 20 | 21 | 24 | 25 | 26 | 27 | 28 | 16 | 4 | 0 | 20 | 20 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | |
| FEB   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 | 2 | 3 | 4 | 7 | 8 | 9 | 10 | 11 | 14 | 15 | 16 | 17 | 18 | 21 | 22 | 23 | 24 | 25 | 28 | 16 | 4 | 0 | 20 | 20 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | |
| MAR   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 | 2 | 3 | 4 | 7 | 8 | 9 | 10 | 11 | 14 | 15 | 16 | 17 | 18 | 21 | 22 | 23 | 24 | 25 | 28 | 18 | 5 | 0 | 23 | 23 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | |
| APR   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 11 | 12 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | 25 | 26 | 27 | 28 | 29 | 13 | 4 | 0 | 17 | 17 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | |
| MAY   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 2 | 3 | 4 | 5 | 6 | 9 | 10 | 11 | 12 | 13 | 16 | 17 | 18 | 19 | 20 | 23 | 24 | 25 | 26 | 27 | 30 | 31 | 17 | 4 | 0 | 21 | 21 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | |
| JUN   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 | 2 | 3 | 6 | 7 | 8 | 9 | 10 | 13 | 14 | 15 | 16 | 17 | 20 | 21 | 22 | 23 | 24 | 27 | 28 | 29 | 30 | 13 | 4 | 0 | 17 | 17 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | |
| TOTALS|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 142 | 38 | 15 | 180 | 195 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | |

**SD** Staff Development  
**S** Shortened Day  
**H** Holiday  
**x** Regular Day  

### Holidays
- Labor Day: Sep 6
- Rosh Hashanah: Sep 9
- Columbus Day: Oct 11
- Thanksgiving: Nov 24-26
- Winter Break: Dec 20-31
- Martin Luther King Day: Jan 17
- Spring Break: April 11-22
- Passover: April 20-22
- Memorial Day: May 30

### Parent Events
- Back to School Night: Sep 22
- Fall Conference: Nov 1-5
- Spring Conference: May 2-6
- First Semester ends: Jan 28
- Second Semester ends: June 23

Citizens of the World Charter Hollywood: A Public School
4. MINUTES OF INSTRUCTION AND ATTENDANCE
The CWC daily schedule and annual calendar will include 180 school days, and exceed the minimum number of instructional minutes set forth in Education Code § 47612.5. The Code requires kindergarten students to have 36,000 instructional minutes, grades 1-3 to have 50,400 minutes and students in grades 4-8 to have 54,000 minutes of instruction. All CWC students will receive significantly more minutes of instructional time than required. Furthermore, CWC will comply with the requirement of 200 minutes of physical education every ten days for elementary students and 400 minutes for secondary students. (Ed. Code § 51210(g).)

D. CWC’S INSTRUCTIONAL DESIGN IS ALIGNED WITH OUR TARGET POPULATION

1. FRAMEWORK FOR INSTRUCTIONAL DESIGN
In light of our mission and vision, our philosophies about how learning best occurs and what it means to be an educated person in the 21st century, CWC will implement curriculum based on proven models of education at some of the leading schools in California and beyond. Our overarching goal is to ensure that as each student masters the state standards across each discipline, we also develop each individual student’s confidence and potential, and values that reflect our individual responsibility as citizens of the world in which we live.

We believe that all children can meet and exceed state standards when they are given an individualized, supportive environment in which to excel. While the content of what we teach will be no different than at any other public school in Los Angeles, our methods of instruction aim to recognize and support the individual talents and challenges of each student in ways that will help each individual student succeed. Our instructional methodologies are not new. Rather, they are research-based, proven models of high-quality education for diverse populations. Schools such as the acclaimed Open Magnet Charter School in Los Angeles (API 881), Larchmont Charter School (API 889 in just its fourth year of operation), and North Oakland Community Charter School (API 880) are all quite similar in curriculum to our model and focus on constructivism and project-based learning. Two award-winning schools in the Chino Hills district, Country Springs Elementary (API 927) and Edwin Rhodes Elementary (943 API) are both founded on MI theory. At Enoteca Multiple Intelligences Academy in Georgia, 94-99% of 5th graders meet or exceed state standards in reading, language arts and math, and at the University of Houston’s Charter School (employing a constructivist/project-based learning approach), 89-95% of the 5th graders meet or exceed Texas standards. These are just a few examples of high-performing public elementary schools employing these methodologies, which have long been in favor in acclaimed private schools such as the UCLA Lab School, The Center for Early Education and many more throughout Los Angeles and beyond.

2. TEACHING METHODOLOGIES
The following provides more description of CWC’s educational philosophies and instructional methodologies. To be clear, instruction at CWC starts first with the state standards, which drive the creation of lesson plans and the assessment of both student and teacher achievement. Detailed charts listing state content standards, specific curricular materials and assessment measures are included by grade level and subject-matter in Element Two and Appendix A. The following describes in more detail the methods by which our students will master the content standards.

While the private schools do not adhere to the same state standards as CWC, these schools nevertheless offer invaluable insights into how different children learn and succeed. Just as we intend to partner with leading education experts at the acclaimed universities within Los Angeles, so too do we intend to learn from those implementing “best practices” in the field, both in public and private school settings.

Citizens of the World Charter Hollywood: A Public School
a. Constructivism

CWC’s teachers will implement learning experiences grounded in constructivist learning theory. Constructivism provides the guiding principles for lessons whether they are in the format of direct instruction or problem-based learning. Constructivism calls for the learning experience to be differentiated, beginning with each learner’s level of understanding and guiding students in building upon prior knowledge in a hands-on way. Numerous independent researchers have documented the success of the constructivist model of education with historically under-served populations, including at such schools as North Oakland Community Charter School in Oakland, University of Houston Charter School in Texas, Discovery Charter School in Newark, NJ and Enota Multiple Intelligences Academy in Georgia. These schools and countless others have long demonstrated that when children from disadvantaged neighborhoods, including recent immigrants and ELL, are given the opportunity to attend a school like CWC, their test scores and more importantly their self-confidence and whole development excel. (Amaral, 2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O’Neil & Drillings, 1997; Freire, 1995.)

The active learning strategies inherent in the constructivist approach are validated by the findings of How People Learn: Brain, Mind, Experience, and School (1999), an authoritative synthesis of research on learning that was jointly commissioned by the U.S. Department of Education and the National Science Foundation. The full text of How People Learn is freely available at the website of the National Academies Press (nap.edu). How People Learn includes the following two findings concerning children’s development and learning:

1. Children are problem solvers and, through curiosity, generate questions and problems: Children attempt to solve problems presented to them, and they also seek novel challenges. They persist because success and understanding are motivating in their own right.
2. Children’s natural capabilities require assistance for learning: Children’s early capacities are dependent on catalysts and mediation. Adults play a critical role in promoting children’s curiosity and persistence by directing children’s attention, structuring their experiences, supporting their learning attempts, and regulating the complexity and difficulty of levels of information for them.

How People Learn further supports the scientific basis for constructivism in its section on “active learning”:

New developments in the science of learning also emphasize the importance of helping people take control of their own learning. Since understanding is viewed as important, people must learn to recognize when they understand and when they need more information. What strategies might they use to assess whether they understand someone else’s meaning? What kinds of evidence do they need in order to believe particular claims? How can they build their own theories of phenomena and test them effectively?

In order to implement the active learning described in How People Learn, CWC’s teachers will be given time and resources to fill their lessons with student-self-paced ‘Investigations’ rooted in the acquisition of state standards mastery. These activities will be designed to develop subject-specific skills in a problem-based learning environment and to develop skills and knowledge related to students’ project work. Investigations are an effective way to develop deep and enduring conceptual understanding because they are structured activities in which students:

1. Use manipulatives and/or technology
2. Analyze both open-ended and specific questions
3. Transition from concrete to abstract reasoning at their own pace
4. Work individually, or in groups, depending on the specific investigation’s design

Citizens of the World Charter Hollywood: A Public School
Furthermore, teachers will be guided in utilizing a variety of representations, including the multiple intelligences and Lesh’s translation model (see below) to ensure that students can best “take control of their own learning.”

**Lesh’s translation model**

![Lesh's translation model diagram](Source: Lesh et al. (2003))

By ensuring that students are given a variety of different means of learning the material, we ensure that all students achieve standards mastery in meaningful ways. This active engagement of students in their own learning through highly structured yet creative learning experiences is the foundation of the CWC understanding of constructivism.

### b. Project-Based Learning

CWC defines project-based learning as a curricular and pedagogical strategy that organizes students’ mastery of state standards in the core academic disciplines around projects. It is important to understand that project learning time does not replace core content area time, but rather is part and parcel of that same objective to achieve state standards mastery across all core disciplines. The projects are simply another means to the desired ends. Thus project-based learning aligns quite well with a standards-based curriculum, as educators in several research studies have demonstrated (Dresden & Lee, 2007; Helm & Gronlund, 2000; Schuler, 2000).

In this framework, students fulfill explicit educational goals as they are actively involved in planning, problem-solving, decision-making, and investigation; they work relatively autonomously as well as cooperatively over extended periods of time; they reflect on their work, receive feedback and incorporate the feedback; they are guided by teachers’ facilitation, not direction, to develop skills; their final product represents the skills and knowledge they gained (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999; Moursund, 1999; Diehl, Grobe, Lopez, & Cabral, 1999). The effectiveness of this approach has “led to recommendations for shifting the major portion of instruction in schools from teacher-directed, teacher-assigned ‘schoolwork’ with its emphasis on comprehension, to student-initiated, goal-driven, independent, ‘intentional learning’ models with an emphasis on knowledge building (Bereiter & Scardamalia, 1987; Scardamalia & Bereiter, 1991; quoting Thomas, 2000). It should be noted that project-based instruction differs from problem-based or inquiry-based activities in its emphasis on collaborative learning and in its valuing of a student-constructed end-product and presentation that is evaluated by teachers to assess student learning.”

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7 CWC will infuse the more recent developments in problem-based learning (PBL) experiences into the classroom as appropriate. In the PBL instructional model, much like the project-based and constructivist models:

- Curriculum is organized around problems rather than disciplines, with an emphasis on cognitive skills as well as knowledge.
For ELL and economically disadvantaged students, project-based learning takes on additional importance. The collaborative activities inherent to project-based learning provide ELLs with systematic opportunities to improve their English proficiency in the context of authentic peer communication. Group interactions with the focus on the task rather than the language provides a nontargeting opportunity for the second language learner to listen to other children's discourse and, once confident, to contribute to the conversation (Amaral et al., 2002; Echevarria et al., 2004). Research also indicates that the use of projects for the education of children living in poverty (1) increases their motivation for learning academic skills and the opportunity to meaningfully practice these skills, (2) helps children see themselves "as learners and problem solvers" and develops their self-esteem, (3) strengthens positive relationships between teachers and families, and (4) helps families become aware of resources available in their communities (Helm and Lang, 2003).

i. Instructional Design of Projects

CWC faculty will conceive projects that cover social studies and science standards, incorporate language arts and mathematics standards, arts standards, and more, integrating learning outcomes derived from the multiple intelligences. All curriculum modules are fully integrated around real problems, compelling themes and topics, and linked to standards in social studies, history, literacy, visual, performing and media arts, mathematics and science. The materials offer a means of pursuing big ideas, ideas that students value. Students use new knowledge and skills to solve problems, explore, and to gain and show understanding. Literacy and informational texts, the arts, writing, science, and mathematics all become powerful learning tools. Students build their repertoire of knowledge and skills they need to become life-long learners. These include the confident use of informational sources, reading and writing strategies, speaking and listening skills and strategies, arts skills and strategies, problem solving and thinking strategies, quantifying strategies, and collaboration skills and strategies as they develop each of their intelligences across a spectrum of domains.

The broad topics for these projects will be teacher created, but the specific projects will be designed by students in answer to their own driving questions. Each project will integrate California State Standards across content areas. Teachers will document the children’s learning through note taking, pictures, tape recordings, and video. There will also be a rubric used for evaluating the learning process. (See Element 2: Assessment, and Appendix A: Curriculum, for more details about specific assessment methodologies and curricular references.)

During project-time, the resources students use will include all those detailed in this charter (see Appendix A: Curriculum) across the different core content areas, and supplemented as students produce their own questions and enhance their own learning via computer-based research, library research and other resources. In order for CWC to consider a specific project, its central activities must involve the transformation and construction of knowledge (by definition: new understandings, new skills) aligned to state standards on the part of students (Bereiter & Scardamalia, 1999). If the central activities of the project represent no difficulty to the student or can be carried out with the application of already-learned information or skills, the project is an exercise, not a project-based learning experience.

- The learning environment uses small groups, active learning, and independent study, and it is student centered.
- Teachers are facilitators, providing knowledgeable structure for the learners.
- Outcomes focus on skills development and motivation, as well as abilities, for lifelong learning. (Newman et al., 2003).
CWC’s teachers will use preexisting curricular materials and also develop their own projects and lessons that are aligned to state standards. Their process will follow three basic steps:

1) PLANNING THE UNIT: Teacher identifies specific state content standards the project is intended to address across disciplines and engages in “backwards design” to prompt students to engage in learning that will lead to the desired standards mastery.

2) BEGINNING OF UNIT: Teacher elicits questions and problems from students and rephrases as needed to pose developmentally-appropriate challenging questions or problems that become the “driving” question for the project (Krajič, Blumenfeld, Marx, & Soloway, 1994; Marx, Blumenfeld, Krajič, Blunk, Crawford, Kelly, & Meyer, 1994).

3) PROJECT TIME EACH DAY: In line with the “master-apprentice relationship,” CWC’s teachers will then “scaffold” instruction: breaking down tasks, using modeling, prompting, and coaching to teach strategies for thinking and problem solving to help students become proficient at conducting the relevant inquiry activities (Blumenfeld et al., 1991), leading ultimately to mastery of the desired state standards.

Projects will be developed and implemented in alignment with the following research-based elements:

- Standards-based curriculum, instruction, and assessment planning linked to big ideas. (Mitchell, Wiggins)
- Intelligence as the development of wide range of aptitudes (see MI Theory, below) rather than a single, fixed aptitude (Gardner, Resnick, Sternberg)
- Student-centered, inquiry-based instruction. (Danielson, Hayes Jacobs, Wiggins)
- Focus on Literacy: thinking, viewing, listening, speaking, reading, and writing all day long. (Allen, Harvey, Taylor)
- Literary, visual, performing, and media arts inside the natural cycle of learning. When children express themselves through the arts, they are involved deeply in thinking processes and discovery. (Renaissance in the Classroom)
- Family and community cultures embedded in classroom and school life with families as partners in the educational process and extensive community involvement. (Epstein)

ii. Project Format/Structure

The students will experience two or three projects each semester that alternate between emphasizing science and social studies/history standards. At the beginning of each project, students are invited to discover and show what they already know about the theme. Rather than a teacher unilaterally introducing a new topic and serving as the exclusive speaker, making assumptions about what all the children in the class already know, in this way, each child can be encouraged to engage and demonstrate his/her existing knowledge about the topic. This then provides an important benchmark assessment for the teacher in determining which standards require more focus and which already have been mastered by each child. Additionally, a classroom climate for learning is set by valuing self-expression, individuality, and diversity. Recognizing that children bring theme-related knowledge and experience to school, students are encouraged to explore that knowledge and to use and appreciate their multiple intelligences. Children take pleasure in thinking about what they already know and they enjoy being inventive in how they show this knowledge. All children participate and succeed, and an activity that encourages them to access their prior knowledge serves as a bridge to further exploration and learning.

Next, rather than viewing the teacher or textbook as the transmitter of fact, the children work as independent learners exploring and interpreting what they read, see, and hear on their journey to mastering the standards. As detailed extensively in Appendix A: Curriculum, children read authentic text, fiction and poetry from many...
cultures, and biography and other nonfiction books. They learn through hands-on experiences with maps, globes, photographs, artwork, music, and objects. They conduct interviews and experiments, keep daily journals, and gather and analyze data. They engage in visual arts projects in the styles and media of the cultures they are studying, learn native dances and songs, and dramatically recreate scenes from the history and stories they discover. Thus while they are engaged in project-based learning, they are achieving state content objectives across disciplines.

Building on their expanding knowledge, children become researchers and learn to work in collaborative groups. Strategies and resources that support students as real researchers are provided, again, all based in the state grade-level standards. Once students have posed research questions, searched for answers, and drawn conclusions, they are ready to share their findings with others. They do this in a variety of interesting ways, again, crossing disciplines in language arts, social studies, science, math, visual and performing arts. Children use their problem-solving and communication strategies to create group and individual projects that demonstrate their mastery of the teacher-designated state standards for that particular project.

Learning is a process of making connections, of understanding how things are related. As reflective learners, children connect what they’ve learned to their own lives. Rather than studying math, and then separately studying science, and then separately studying language arts standards, project-based learning integrates the skills and knowledge attainment through meaningful, “real” scenarios. Thoughtful questions and activities help children synthesize their new knowledge and apply it to new situations. Real learning is generative. One question often leads to another. As students progress through our kindergarten through 8th grade program, they will internalize this process and work more efficiently as well as deepen their learning through the implementation of their projects.

iii. Sample Projects
In keeping with our school theme as “Citizens of the World,” our over-arching interdisciplinary projects will typically involve students exploring and understanding the perspectives and experiences of others — their peers in school, their neighborhood and its rich diversity, our entire nation and its history, and global awareness. At each stage in their development, students will focus on their own role as members of the human community, and how their own actions and perspectives help to shape the world in which we live. This progression will follow the children’s natural developmental progression. For example, our Kindergarteners will begin, quite literally, with studying themselves and their own perspectives, moving over time to a point where our older students will have a broader, deeper understanding of geo-political history, current events and their own perspective on these aspects of global citizenship.

The following demonstrate projects that have been designed based on the work at schools like Open Charter and Larchmont Charter Schools. CWC’s Principal and teachers will build upon these samples and design specific projects tailored to each grade level, based on students’ needs and interests. This curriculum will develop students’ abilities to think critically, pose questions, seek answers, contrast, compare, reflect and communicate.

FIRST GRADE: What’s Up in Our Neighborhood?
Applying Grade 1 Social Science standards (“A Child’s Place in Time and Space”), students might first learn about different sorts of neighborhoods: an urban housing project, a miles-wide rural neighborhood united by a way of life rather than physical proximity, or two parallel rows of identical houses that face each other along a tree-lined suburban street. Children might engage in small groups learning about different types of neighborhoods
and how they each encapsulate human life and reflect their inhabitants’ social, cultural, political, and artistic endeavors – as well as natural life – flora and fauna.

Engaging in Grade 1 science standards (including 2. Life Sciences, 3. Earth Sciences and 4., Investigation and Experimentation), students might then engage in an in-depth study of the diverse patterns of life that characterize their own school neighborhood. To achieve common ground, students would study the neighborhood that surrounds the school and assume multiple research perspectives. As cartographers, they can build on their growing sense of place and spatial relationships, develop new geographical understandings, and apply their knowledge of geometric formulas to calculate area and proportionality in looking at structures in the community (mastering both math and social science standards). As economists, they can discover how neighborhood workers and businesses help residents meet their basic living needs (social science). As architects, the children can document the different building styles that provide shelter for neighborhood residents, building models to portray their learning about the surrounding area (visual art, science and social science, as well as math measurements). As artists, children can study how neighborhoods have been depicted by famous artists through time, and create renderings of their own neighborhood (visual arts standards). As ethnographers, they can investigate the cultural diversity of their neighborhood, and appreciate the many different people who live and work together (social science). As naturalists, the children can closely observe the plant and animal life of the neighborhood (life science), and learn how human inhabitants impact the delicate balance of nature, the consumption of natural resources and influence the community has on global warming (earth science). As historians, the children can learn more about how their school neighbors came to live in the neighborhood, and how and why neighborhoods change over time (social science). As politicians, children can analyze current policy to determine what impact they have on community residents (social science). Finally, the children can consider their own place and role in the neighborhood. They can examine how others influence neighborhood life, and come to understand how they can make a difference as well. Now they are ready to contribute and work as good citizens and good neighbors (character education/service-learning).

Through this project, students can investigate and come to understand how different, diverse people choose a particular neighborhood and help shape and determine neighborhood life; how neighbors must cooperate and work together; how neighbors can learn from, and care for, one another; how neighborhoods change over time; and how a neighborhood’s physical environment affects the way people live (weather, location, physical environment and their impact on food, shelter, clothing, transportation and recreation).

Building on their knowledge, children work as independent researchers and in collaborative groups to identify existing and potential problems in the neighborhood and become problem-solvers. As part of their service-learning, students might engage in historic preservation activities for a neighborhood landmark, or design a community resource guide for the community that highlights and celebrates the neighborhood’s businesses, cultural institutions and residents, run a voter registration drive to ensure community member’s voices are heard, or perhaps participate in a the “greening” of the neighborhood by helping create or improve much-need park space in their community.

Throughout all of this activity, students rely on their emerging language arts skills, reading together and individually (as they are able) to conduct research, read historical accounts of the history of their neighborhood, and write their own analyses and perceptions.
Finally, as reflective learners, children connect what they’ve learned to their own lives and to important issues of contemporary society. Thoughtful questions and activities help children synthesize their new knowledge and apply it to new situations. Students:

- review what they’ve learned about their neighborhood
- reflect on their own learning process and how well they worked individually, with one another and with other members of the community
- examine the artifacts of their learning and what they reveal about themselves, as learners raise new questions that lead to future activities and projects.

SECOND GRADE: How do we, and other living things, change and grow over time?
Second graders can master science standards in life sciences, earth sciences, and investigation and exploration, beginning by discussing and exploring this overarching project question, expressing interests and being placed into groups with other students to begin their in-depth study. Student interest might include how they have grown since birth, changes in their family, how a plant grows, or perhaps how a class pet grows and develops over time. Teachers will guide students based on their expressed interests, through literature, discussions, and exploration. During each project, teachers will be incorporating language arts (reading and writing), math (measuring, graphically demonstrating, analyzing patterns, etc.), science, and the arts. Students will read books and write about their experiences. They will express their knowledge through art in many different forms. They will also investigate various science concepts as they relate it to their interest group. As a group, the students will also have the opportunity to share their research with their classmates in the form of a “Reflection Circle.”

Students will conduct hands-on research, for example gathering information from their parents and records at home about their growth over the years and creating a chart to represent this growth and compare and contrast it to their peers. Students might grow small plants and then create a mural depicting how they observed a plant growing, or track the weather over a period of time and create a graph representing the changes in weather over time. The teacher might bring in a guest to speak to the children, for example, a pediatrician to talk about how children’s bodies grow, or a professional horticulturist might lead a walk through a local garden.

The children’s learning about growth and change will also emphasize the caring involved in nurturing growth and positive change. As part of their service-learning, the children will design projects to help effect positive growth and change in their community, perhaps planting a container garden for the school to enjoy, or collecting donations for a local food pantry, to help others grow.

As a culminating project, students might be asked to participate in helping create a museum that represents their knowledge about growth and change. Each installation will represent the study of each interest group and will be presented to the school and outside community.

FOURTH GRADE: What Stories Do Families Tell?
Fourth graders studying “California: A Changing State” in social science will learn about other cultures and places around the world who have moved to California, connecting peoples via the stories they tell. In Los Angeles, and in our school, families will have come from all over the world. Thus, in this project, students might trace their own personal family histories through interviews, literature, art and graphic organizers and charts to compare between generations (mastering grade-level language arts, visual and performance art, and mathematical standards in the process). Students might develop time lines and plot their ancestors’ path to California on maps. They might write and illustrate a “A Day in the Life” from one or more periods in their family’s history. They can research, investigate and come to understand more about their ancestors’ home
countries via art, literature, dance, food, climate and more. Students might read folk tales and fairy tales from around the world. They might compare and contrast the experiences of peoples from different continents or regions, understanding what brought people to California throughout the history of our state, whether they arrived hundreds of years ago or just weeks ago. They may engage in research of original accounts from the time to develop an understanding of the experience of families separated or brought together by their passage to freedom and the stories of families who helped them.

Incorporating science standards, students can study how other living things adapt and change over time, improving their chances for survival, and how machines and technology have fostered the movement of people over time, and the interconnectedness of our world today compared to decades and centuries ago. Students might study the earth and the elements and how humans have harnessed the elements for their own survival.

They will come to understand that each of us impacts those around us and how communities and societies are formed, including the creation of governments. Employing their mastery of language arts standards, students will learn that each of us has a story to tell. Students might conduct in-depth investigations of self (studying their lives thus far, and understanding differences and preferences), write autobiographies, and reflect on the context of their existence in light of their family and cultural predecessors. In the arts, students might draw self-portraits or study the music of different cultures and how that music has influenced others when brought to California.

Through these activities, students gain understanding and respect for the diversity of people around the world, and respect for this diversity. Through sharing their family stories, they will also come to see how similar families are throughout time and space: love, respect, trust, support and protection. They will come to appreciate that families that appear to be vastly different than their own still share many basic characteristics.

**SIXTH GRADE: How do different structures in a society impact people’s daily lives?**

Sixth graders focused on World History and Geography of Ancient Civilizations can master those content standards in project time that begins with this notion: From ancient to modern times, people have developed social, political, and economic structures that define their societies. These structures impact community members and neighboring civilizations in different ways. Using this question as a frame, we will investigate different civilizations, at different points in history, in different parts of the world.

Students might have the opportunity to study the ancient civilizations of the world and learn how people can both define and be defined by the structures in their society. Based on their interests, they would form groups to explore particular structures in different civilizations to use as a lens through which to compare and contrast communities (e.g., political, economic, social) long ago and today. Through research and analysis, they will develop a deeper understanding of their chosen structure. Each group would be asked to become experts in their chosen ‘field’ as it applies to a variety of cultures so that they can teach their classmates about what they have learned.

The expert groups will then be divided and reformed to form new expert groups in which each member is an expert in a different structure. These new groups will share their information with each other in order to create a presentation that fully analyzes all the structures in a given society. Following these presentations, the students will be asked to synthesize their new information by referring back to our guiding question. How do all of these structures impact the community members, and what role/s do people have in developing these structures?
All of this activity includes a significant emphasis on research, literacy skills, writing and presentation, and thoughtful analysis. Arts standards can play a role as well as students create dramatic reenactments of community structures from ancient civilizations, or build model replicas of ancient structures.

**SEVENTH GRADE: How do components of a system work together?**

Seventh graders engaged in rigorous study of life sciences and biology, as well as the progression of history through medieval and early modern times can achieve state standards through interdisciplinary activities focused on systems. Our universe is full of complex systems. Each system is made up of several components which each play a distinct and essential role in the overall function of the system as a whole. Using this question as a frame, students can investigate systems, such as the elements, biological systems, the human body, governments, and the solar system throughout the year.

Students might have the opportunity to study the systems of the human body and learn how they interact and depend on each other. Based on their interests, they can form groups to explore a particular organ or system in the body (e.g., liver, heart, digestive system). Through research and experimentation they will develop a deeper understanding of their organ or system and how it affects the body as a whole. Each group would be asked to become experts on their organ or system so that they can teach their classmates about what they have learned.

The expert groups would have the opportunity to present their information by creating a product of their choice (e.g., presentation, video, working model, traditional lecture). Following these presentations the students would be asked to synthesize their new information by referring back to our guiding question. How do all of these organs/ systems work together and what happens to the body if one component is not functioning properly?

Or students might study the components of early modern governments as the historical basis for our current governmental structure. By exploring how a new nation grappled with the task of establishing itself from the beginning of colonization through the Revolutionary War, students will come to understand the motivations that led to the formation of our government.

**c. Multiple Intelligences**

At CWC, the inquiry-based nature of the project-based curriculum is inextricably tied to Gardner’s Multiple Intelligences theory, which, like a constructivist approach to teaching and learning, directs teachers to incorporate student’s individual abilities, building upon strengths and prior knowledge, while scaffolding students to grow in their zone of proximal development (Vygotsky). However, MI is more than an additional call for differentiated instruction. MI does not merely ask teachers to harness student’s different strengths as a means to the ends of developing subject-specific growth. Instead, MI values the different intelligences as ends in of themselves to be nurtured and developed. This then relates back to the project-based learning framework which expects students to develop skills beyond the academic – valuing interpersonal relations, intrapersonal reflection, and multiple representations of knowledge and ideas. Notably and relevant to our emphasis on developing “citizens of the world,” MI theory has been embraced globally, and now holds prominence at a national level in such diverse countries as China, South Korea, Ireland, Norway, Romania, Turkey, Argentina and Columbia. (Multiple Intelligences Around the World, 2009.)

CWC teachers will be expected to guide students to approach their “driving” questions using their preferred “intelligence(s)” and teachers will also create learning experiences that present material in several ways. Similarly, students will be expected to present their knowledge and skills in multiple ways and to develop their
different intelligences. While all students will be required to become proficient in the verbal and mathematical intelligences measured by standardized tests, and all students will be expected to meet the California standards in all subject areas, our multiple intelligence approach also will value the other intelligences as distinct from each other and supporting of each other.

Strategies for implementing multiple intelligences include: Giving lectures and facilitating student note-taking (Linguistic Intelligence); giving students opportunities to create visualizations, and using color cues and graphic symbols (Spatial Intelligence); using gross motor activities, ‘acting out’ content, hands-on materials and manipulatives (Bodily-Kinesthetic Intelligence); using rhythm, sounds, raps, music, or chants to represent content and concepts (Musical Intelligence); peer sharing, cooperative groupings, simulations (Interpersonal Intelligence); student reflection activities, connecting curriculum to students’ lives and feelings, giving students choices (Intrapersonal Intelligence); and collecting and analyzing distinct species of flora and fauna on a nature walk (Naturalistic Intelligence). Our faculty will all receive intensive professional development, including during our two week summer Teacher Training Institute, on these strategies.

At CWC, all of the intelligences will be valued. Thus, for example, CWC values Spatial Intelligence and Musical Intelligence as important forms of intellectual development in and of themselves such that the arts are not an “extra” or “frill,” but rather integral to the development of each child.

Quantitative research studies that have compared direct instruction methods with multiple intelligence-infused instruction have found that student score higher on the same standardized tests. \(^8\) In addition, behavior was evaluated and shown to improve in the multiple intelligence-focused classrooms (Douglas, Burton, Reese-Durham, Journal of Instructional Psychology, June 2008; Tomlinson, School Administrator, February 2009.) The improvement of student behavior is related to a multiple intelligence-focused classroom in a number of ways. When the “Interpersonal” and “Intrapersonal” intelligences are explicitly addressed in classroom discussions and evaluated using objective, student-created rubrics, students hold themselves and each other to a more respectful code of conduct and more intellectual form of interaction (Buff & Yonkers, 2004).

In embracing Gardner’s theory, it is important also to be clear about some common misunderstandings about MI theory that recently were addressed by Gardner himself:

- An intelligence is not the same as a sensory system. There are no “visual” or “auditory” intelligences.
- Intelligence is not a learning style. . . . An intelligence is a computational capacity whose strength varies across individuals.

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An intelligence is not the same as a domain or discipline. A domain or discipline is a social construct [that] refers to any profession, academic discipline, hobby, game or activity that is valued in a society and features levels of expertise. Skill in a domain can be realized using different combinations of intelligences. And strength in a particular intelligence does not dictate in which domains it will be brought to bear.

(Gardner, Birth and the Spreading of a “Meme,” Multiple Intelligences Around the World, 2009.)

CWC’s application of MI theory will at all times be grounded in the practical realities of the diverse group of children we will enroll. By integrating constructivism, project-based learning and MI theory, we center our curriculum at all times on each individual child and his or her needs. As we strive to instill in each child a true lifelong love of learning – especially with those who are most “at-risk” or present special educational challenges, our integration of these theories requires us to be constantly mindful of the relevance of our instruction to the child.

[We base our educational decisions on the concepts of authenticity and relevance. Authenticity addresses how each child is an individual with a particular profile of intelligences and interests. To be authentic, assessments should tap into the actual intelligence without being channeled through other capabilities. . . . Relevance addresses how each child resonates with different opportunities in his or her environment. . . . It speaks to a child’s questioning why the lesson or subject matters to them. . . .] A key characteristic to making schoolwork meaningful to students is the extent to which students are able to direct and construct the tasks at hand. The application of skill or knowledge addresses this concern: subject matter is relevant to the extent that a child senses he or she can use it. (Rizzo, 2009 (emphasis added).)

d. Backward Design Of Curriculum Materials

CWC teachers will collaboratively plan units of study with an emphasis on mastering the CA State Standards, using the ‘backward design’ guidelines described in Understanding by Design (Wiggins & McTighe, 1998). This strategy advises teachers to “begin with the question: What would we accept as evidence that students have attained the desired understandings and proficiencies – before proceeding to plan teaching and learning experiences.” There are three steps to this process:

1. Identify desired results: Beginning with the CA State Standards, teachers will determine a three-tiered hierarchical set of learning expectations:
   - Enduring understandings: How will students internalize the standards such that they are linked to an authentically meaningful big picture understanding of the material?
   - Information and skills worthy of familiarity: What prior knowledge do my students need to make meaning of this new information? Important knowledge and skills: What foundational knowledge and skills do students need to master this material?

As teachers select and prioritize these learning expectations, they will be guided by thinking about the extent to which the idea, topic or process:
   (a) represents a ‘big idea’ having enduring value beyond the classroom;
   (b) resides at the heart of the discipline, and is tied directly to state standards and standardized testing;
   (c) requires “uncoverage” to the extent that parts of these concepts are difficult for students to understand; and
   (d) offers potential for engaging students?
2. **Aligning Assessments to the Desired Results:** Recognizing that teachers will be shaping their standards-based instruction into larger projects and thematic units, it is essential that they assess mastery in an explicit way. Teachers will assess throughout the unit of study using a variety of assessment methods including both formative and summative assessments. Methods will include quizzes or tests aligned with the style students will encounter on standardized-assessments as well as more comprehensive or authentic checks for understanding such as informal checks, student observation, 1:1 conferencing, performance tasks and projects. Teachers will match an appropriate assessment method to each standard and establish and articulate clear criteria for reaching proficient performance.

3. **Differentiating Instruction to Meet the Needs of All Learners:** Now that the learning expectations (knowledge and skills) have been identified, teachers will work together to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals with all of their students. Teachers will design innovative instructional strategies by differentiating the content, process, and products delivered to students in order to provide equal access for all learners (including English language learners and students with special needs). Teachers will write effective standards-aligned lesson plans and utilize a repertoire of research-based instructional strategies to increase student achievement.

As teachers implement their lesson plans, they will continuously be assessing their own efficacy and impact with individual students in the classroom utilizing specific data and analysis of sub-groups. Our instructional program will be driven by student data gathered by the teachers themselves in order to make informed decisions about assessment, curriculum, pedagogy, and student services. Teachers will continuously look at student work and questions in order to inform, structure and refine their instructional practice. Based on concepts of “action research,” teachers will be trained to take an analytical approach to teaching and learning. Teachers will act as researchers in their classrooms to test hypotheses, gather data, and draw conclusions about their instructional practices. Teachers will then be expected to base their pedagogical decision-making on collective research and to share best practices regularly both within their grades and across grades.

In effect, our teachers will form a true community of learners as they take a more reflective and analytical approach to their instruction.

Student Portfolios play an important role in this process. Once data is gathered through formal assessments, teachers will dig deeper into portfolio collections of students’ work to inform their understanding of each child’s strengths and challenges with the material. When learning is documented, children can also revisit and interpret their learning experiences, and reflect on how to develop these experiences further. Teachers are able to interpret and reflect retrospectively on each student’s individual progress, but also use this documentation toward the creation of future contexts for learning. Teachers learn about their own roles in learning groups (e.g., when to intervene and when to stand back) and factors that contribute to making a learning group effective. Documentation of learning groups provides insights into what students are working on and how teachers might help them move forward in their work. Finally, reviewing documentation influences curriculum in terms of the amount of time a group spends on a topic and the level of student involvement in shaping an activity or unit.

These teaching methodologies place significant demands on our faculty. We will foster a strong sense of teacher autonomy and collaboration, while creating a school-wide mindset for school improvement—a professional problem-solving ethos. Reflection and self-assessment among the faculty instills a commitment to continuous improvement. This process is empowering for those who participate, as teachers, for instance, no
longer uncritically accept theories, innovations, and programs at face value. Above all, this emphasis on teachers’ growth and development coming through an analysis and learning about student results promotes student achievement. CWC will ensure that all members of our faculty receive appropriate training, support, time and resources to develop their skills and engage fully in our processes.

e. Family Involvement

Family education and participation are essential components of student success. The ideas and skills a family brings to the school and the exchange of ideas between parents and teachers help the students see parents as partners working towards a successful school experience for every student. Based on U.S. Department of Education research, family and school partnerships are believed to be critical to students’ success throughout their lives. According to A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis, 2002, a federally-funded research synthesis produced by the Southwest Educational Lab, multiple sources of evidence attest to the key role of parental involvement in supporting student achievement. Positive aspects of family and school partnerships include:

- Increased student attendance and higher aspirations.
- Improvement in student attitude and behavior.
- Improved parent and child communication; positive parent - teacher interaction.
- Increased community support for schools.
- Increased rate of homework completion.
- Higher test scores and grades.
- Fewer referrals and placements in special education.
- Higher graduation rates.
- Higher enrollment rates in post-secondary education.

In addition to the initial orientation to the school, and a second, teacher-facilitated orientation to the student’s classroom, CWC will conduct two parent-teacher-student class meetings annually to ensure that parents understand the curricular approach, are included in the life of the classroom, and hear from both their child and the teacher/s about their child’s learning. To encourage the full participation of non-English speaking parents, CWC will make regular and full use of interpreters and highly value second language abilities when hiring teachers.

CWC will hire a Family Support Coordinator who will be responsible, among other things, for parent outreach and education. (See also Section F regarding Sub-Groups, below.) The Family Support Coordinator, in collaboration with the Principal and Executive Director, will develop an annual schedule of workshops that will take place on the school site and welcome all parents in the community. These workshops will be led by teachers, administrators, parents, and community members and will focus on culturally sensitive, hands-on learning experiences to help parents develop literacy in preschool age children age 0-5, as well as in school age children. We define literacy as fluency in reading and writing, mathematics, science, technology, history, media, contemporary culture, the arts, and the environment. We will offer workshops for parents of middle grade students on high school A-G requirements, CAHSEE and college-readiness. We will also conduct workshops for children to facilitate peer tutoring and mentoring. The Family Support Coordinator will also work closely with the Executive Director to help form partnerships with community based organizations in order to build an adult education component that will serve the needs and desires of parents and community members in reaching their own academic and career goals.
For example, our Board Chair, Kriste Dragon, is also the Executive Director of The Wonder of Reading, an acclaimed children’s literacy organization. The Wonder of Reading has developed a number of invaluable tools for educators of at-risk children, including and entire program of family education designed to foster children’s literacy development. This program includes simple, yet effective practices such as encouraging parents to read to their young children in their native language – while many immigrants believe, understandably, that their children must develop English literacy skills, numerous studies have documented the impact of daily reading in any language on a child’s literacy development. The Wonder of Reading’s acclaimed programs give families the tools and confidence they need to help their children. CWC’s Principal will work with the staff of The Wonder of Reading to incorporate many of their “best practices” into our program.

Similarly, our Board member Ana Campos, Executive Director of After-School All-Stars, Los Angeles, has developed exemplary high school graduation and college-readiness programs for at-risk youth throughout Los Angeles, in partnership with several area colleges and universities and non-profits that specialize in these activities. CWC’s staff will similarly work with the After-School All-Stars staff and their partners to develop appropriate high school and college readiness programs.

All families will be encouraged to participate as active volunteers in the school’s operations and activities. The Family Support Coordinator will also help facilitate this process. Parents might volunteer during before or after school hours or during the school day, including volunteering in the classroom, lunchroom or school office; planning student/school community events; fundraising activities; outreach to prospective new families; and much more. Skill levels required to participate in school activities will similarly be variable, ranging from legal services offered pro bono to the school to stuffing envelopes for a mailer. In this way, parents, grandparents and other family members may provide valuable services to help the school, but more importantly, families will become more involved and connected to the school and their child’s learning, and empowered to effectively shape school programs and operations.

f. Service Learning
A critical component of the education at CWC is a program of service-learning integrated into the curriculum and weekly class schedule. “Service-learning” involves curriculum-based community service that integrates community service with classroom instruction. Beyond simply performing acts of community service, service-learning is structured in a way that gives students opportunity to put to use what they are learning through the academic curriculum. Service learning ties the service projects to academic curriculum, has clearly stated learning objectives tied to state standards, and includes a period of reflection or analysis of the activities in which students discuss, write about and make presentations about what they’ve learned and what impact they’ve made through service. Thus, while the performance of community service addresses demonstrated needs in the community, the students simultaneously strengthen their academic skills embedded in their community service work.

The concept of service-learning is not new, yet is experiencing a resurgence with President Obama’s call for the nation to engage in volunteerism, and Education Secretary Arne

“I challenged [a group of school administrators] to integrate as many standards with their [randomly assigned] service-learning project, as possible. I gave them five minutes. The contest began. . . . From twenty participants, NO participant was able to connect a standard with service[-learning]. . . . There are standards that ”connect or bridge” with service and standards that more authentically are integrated with the service. . . . But let’s be clear with our teachers, administrators and community. Service-learning is NOT a distraction from content standards. It’s a great way of teaching them.” -- E. Goldberg, Service-Learning and the Content Standards, http://www.cde.ca.gov/ci/cr/sl/standardshysteria.asp

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Duncan’s commitment to service-learning in schools. Numerous studies have documented the profound impact that high-quality service learning activities can have on young students, particularly those most at-risk, including increasing students’ sense of mattering and efficacy, development of moral and civic identity, and meaningful connections with adults and peers (Ecles & Gootman, 2002; Yates & Youniss, 1996; Youniss & Yates, 1997; Youniss, Yates, & Su, 1997). For at-risk children who often report that they do not feel a sense of “belonging” in their schools, communities, or in some cases, even in their own homes, the importance of this cannot be overstated. Research confirms that offering young people engaging structures, curricula, and learning activities in school can improve student achievement and reduce dropout rates (Davila & Mora, 2007; Meyer, Billig, & Hofschire, 2004; Laird & Black, Bridgeland, Dilulio, & Wulsin, 2008; Bridgeland, Dilulio, & Morisson, 2006). Increased academic engagement has powerful reverberations in student attendance, participation in class activities, perceptions of academic competence, and the development of educational goals (Melchior, 1998; Follman & Muldoon, 1997; Scales, Blyth, Berkas, & Kielsmeier, 2000; Furco, 2002; Billig & Klute, 2003).

Another investigation found that service-learning and other civic learning opportunities were better predictors of civic commitment than other factors, including neighborhood and family context (Kahne & Sporte, 2008). And young adults who participated in service-learning during their K-12 years report being engaged in their communities by discussing politics or community issues, voting, volunteering, and playing leadership roles in community improvement significantly more often than peers who didn’t participate in service-learning (Martin, Kielsmeier, Neal, & Crossley, 2006).

According to Learn and Serve America, low-income students are less likely to be provided service-learning opportunities than their middle-income peers and while approximately 24% of schools currently offer service-learning activities for their students, 48% percent of the principals in schools with no service-learning cited “lack of time because of state curriculum requirements” as the major reason for its absence. (Growing to Greatness: The State of Service Learning, National Youth Leadership Council, 2009.) At CWC, our project-based approach will integrate literacy development, math, science, and social studies/history into our service-learning activities. In other words, service-learning activities will not take time away from core academic learning, but rather function as another instructional methodology in fostering student achievement of state standards across disciplines. Existing research has demonstrated that the quality elements of service-learning, such as active student participation in planning and implementing service activities, clear connections between the course learning objectives and the service projects, and structured reflection on the students’ service experience, lead to greater impacts on students’ academic and civic attitudes and behaviors than community service alone.

Successful schools all over our state are combining academic standards with service-learning in projects that teach the value of giving back and importance of engaging in the broader community.

- Jack O’Connell
  State Superintendent of Public Instruction

The following “best practices” regarding service-learning will be implemented at CWC and covered in detail in teacher professional development sessions:

- Service-learning projects have clear educational goals that identify specific state standards; require the application of concepts, content, and skills from these standards; and involve students in constructing their own knowledge to meet learning goals and content standards. Projects engage students in challenging cognitive and developmental tasks.

- Teachers use formative and summative evaluation in a systematic evaluation. Teachers use assessment to enhance student learning and to document and evaluate how well they have met standards.

- Service-learning actively engages participants in meaningful and personally relevant service activities, including “hands-on” work directly with people in the community.

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• Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.
• Students have a voice in selecting, designing, implementing, and evaluating their service project with guidance from adults.
• Service-learning promotes understanding of diversity and is demonstrated by participants, practice, and outcomes.
• Service-learning partnerships are collaborative, mutually beneficial, and foster communication, interaction, and partnerships with the community.
• Service-learning has sufficient duration and intensity to address genuine community needs and meet specified outcomes.
• Students engage in multiple challenging reflection activities before, during, and after service-learning projects. Reflection encourages critical thinking and analysis about one’s self and one’s relationship to society and is a central force in the design and fulfillment of curricular objectives.
• Multiple methods acknowledge, celebrate, and validate students’ service work. (National Service-Learning Cooperative, 1999.)

CWC will forge strong community partnerships, both with local service organizations as well as private funding sources for our service-learning program. All teachers will participate in on-going professional development related to “best practices” in service-learning, studying other model programs and participating in workshops to aid their guidance of students in creating exemplary projects that benefit both our students and the community in an academically rigorous and structured way.

Consistent with our school emphasis on developing “good citizens” and adherence to the personal intelligences (interpersonal and intrapersonal) identified by Gardner, the service-learning curriculum will incorporate behavioral and attitudinal learning objectives as well as core academic standards. For example:

K.1 Students understand that being a good citizen involves acting in certain ways.
1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters’ actions.

1.1 Students describe the rights and individual responsibilities of citizenship.
1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community.
2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.
1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.
1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.
2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.

For at-risk children and youth especially, engaging in relevant, real-world activities that effect change in the community can have a powerful impact on the confidence, empowerment, self-esteem and sense of belonging that these children feel. Again, two members of CWC’s Board of Directors in particular have extensive experience in implementing dynamic service-learning programs for at-risk middle school youth especially. Ana Campos has led the development of the acclaimed “Entourage” student leadership and service-learning program at After-School All-Stars, Los Angeles’ 15 middle school locations throughout urban Los Angeles. This program has had an enormous, life-changing impact not only on the youth who participate as student leaders in planning community service activities for their fellow students to implement, but on entire school communities. Similarly, Kate Sobel, Principal of Camino Nuevo’s Harvard K-8 campus, has developed a service learning program in her middle school in partnership with the National Council of La Raza. In both programs, students not only give back to their community, they learn to identify a problem, collaborate to create a plan to solve that problem and build consensus at each step of the project. Both Ms. Campos and Ms. Sobel will be readily available to our instructional leaders as they design CWC’s service-learning program to bolster the confidence and sense of achievement of our most at-risk and struggling students, to help motivate them to succeed and see that they can make a difference and seek a better future for themselves.

3. **SCOPE AND SEQUENCE OF SKILLS TO BE TAUGHT**

Appendix A contains a thorough, detailed presentation of our curriculum for each grade, by primary subject area (Language Arts, Math, Science, History/Social Science and the arts), including specific references to state content standards, curricular materials, and assessment metrics. (See also Element 2: Assessment.)

4. **ALIGNMENT WITH STATE CONTENT STANDARDS**

As noted, see Appendix A, which contains specific references to state content standards. (See also Element 2: Assessment.)

5. **RESEARCH-BASED INSTRUCTIONAL PROGRAM HAS SUCCEEDED WITH SIMILAR POPULATIONS**

As detailed in Sections D.1.-D.2. above and Appendix A, all aspects of our curriculum are carefully designed and based on extensive research supporting our choices as “best practices.” In addition to the experienced educators on our Board of Directors, we also are fortunate to have several prominent educational leaders on our Advisory Board, including Robert Burke, Principal of the Open Charter Magnet School; Dr. Jim Kennedy, Principal of UCLA’s Lab School; Elizabeth English, Head of School of the Archer School for Girls, and Dr. Kristin Droeg, Principal of Larchmont Charter School, West Hollywood. (See Element 4: Governance, for detailed biographies of these individuals.) These individuals and others will be instrumental resources to our program as we implement our curriculum and deal with challenges that might arise.

Further, we intend to collaborate extensively with similar schools. As noted herein, Larchmont Charter Schools and Los Feliz Charter both educate a mixed-SES population with similar curriculum to ours, and have recognized tremendous success in their initial years of operation. The newly proposed Valley Charter group will follow a similar model. We hope to form organized regular collaboration sessions and professional development series with these schools, as well as partners like Camino Nuevo and the Alliance for College-Ready Schools.

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Most importantly, the key to our instructional methodologies is a focus on individualized instruction, tailored to student-need, as opposed to instruction being driven by school or teacher needs. We believe that all children can succeed and attend state standards mastery, regardless of their background or circumstances when they enter our school. The challenge for us, as educators, is to discover the means with which to help each individual child achieve his or her full potential. By using these active learning strategies, and with a strong focus on data and ongoing multi-faceted assessments to inform instruction, we are confident that all of our sub-groups and individual students will succeed.

6. INSTRUCTIONAL RESOURCES CWC WILL USE
A subject-specific, commercially-produced curricular program that is standards-aligned provides the foundation of CWC’s educational program. CWC respects teachers and wishes to empower them to be the most effective educators possible. Therefore, purchased curricular materials will be used as a basis upon which teachers will build. During the blocks of time when subject-specific lessons occur, teachers will draw upon the resources described below and other resources they deem appropriate for their students. In this way, teachers can utilize the “Backward Design” (Wiggins, McTighe, 2005) methodology of devising lesson plans, learning outcomes and assessments in broad strokes in advance. However, for instruction to be truly effective, lesson plans need to be constantly revised to accommodate new assessment information (Data Driven Instruction), and lessons need to be customized to suit the learning needs of individual students (Differentiated Instruction). In order to implement both Data Driven and Differentiated Instruction, teachers will receive professional development experiences and administrative guidance in designing artful assessment, making objective observations and adjusting instruction and curriculum to best serve student needs. (See also, Element 2: Assessment.)

We have chosen the following curricular programs to form the core basis of our instruction:

Elementary Grades

**Literacy:** The Balanced Literacy curriculum and form of instruction designed by CELL, who will provide professional development and ongoing guidance to CWC’s faculty. The CELL program provides detailed lists of hundreds of books that are recommended for use in their program. (See Appendix A: Curriculum.)

**Math:** Investigations in Number, Data and Space (TERC, Scott Forsman), Connected Mathematics (Pearson, Prentice Hall), and manipulatives described in Appendix A.

**Science:** The FOSS learning modules created for California will form the basis of the interdisciplinary projects. Since they are already aligned with California’s science standards and many social studies, language arts and mathematics standards, they will ensure students have an effective, hands-on education in the sciences.

**Social Studies:** Houghton Mifflin (K-5) and multiple resources referenced in curriculum maps in Appendix A.

**Visual and Performing Arts:** Initially, CWC will likely contract with outside providers for our performing arts instruction and we expect that these individuals/companies will provide necessary equipment and materials as well (e.g., musical instruments). Of course we will facilitate visual arts instruction through available materials and supplies (paper, paints, pencils, scissors, etc.) for our younger grades, and intend to develop a comprehensive art studio with appropriate resources tied to state grade-level standards as our school grows and space permits.

**Service Learning and Character Education:** As CWC’s faculty identify specific state standards across disciplines that the service-learning projects are designed to achieve, they also will identify the appropriate curricular materials and resources from the core content areas that students will utilize. Numerous websites contain detailed lesson plans, including references to California content standards for service-learning projects. (See, e.g., [www.servicelearning.org](http://www.servicelearning.org), [www.cde.ca.gov/ci/cr/sl/](http://www.cde.ca.gov/ci/cr/sl/) (CDE’s Cal-Serve K-12 Service-Learning Initiative), [www.learnandserve.gov](http://www.learnandserve.gov) and many others.) For example, students might utilize their FOSS Science materials to
research, plan and create an urban garden to provide much-needed green space in central Hollywood. Service-learning projects also will inherently rely on both current and local resources, e.g., news media, computer-based research, and other resources students and faculty identify in the community (e.g., data from the Community Redevelopment Agency, United Way or other community service organizations). Finally, character education materials will include the Cool Tools Tool Box (see Appendix A) and training materials for our faculty and parents from both UCLA and Love and Logic (www.loveandlogic.com).

**Middle Grades**

*Language Arts:* We believe a strong foundation in grammar and a broad vocabulary are essential components of becoming effective writers and readers. Therefore, we have chosen to offer explicit instruction in grammar utilizing the grammar text books English Workshop, First Course, Second Course, and Third Course (Holt, Rinehart and Winston) and supplemented by many more exercises and examples created by teachers and other resources. There will also be explicit approaches to learning vocabulary words utilizing the text books, Vocabulary for Achievement, Second Course and Third Course (Great Source, a Houghton Mifflin Company), and, for the advanced student, Vocabulary Workshop, Level F and G (Sadlier-Oxford).

In addition to these skills-based approaches, we will emphasize a holistic approach to learning. To truly become a good writer and reader, one simply has to read and write – often and analytically. To these ends, each language arts course includes a rich and varied selection of literature, ongoing current events analysis, and weekly writing and revising of essays or longer papers.

*Mathematics:* The Connected Mathematics Project (CMP) is a problem-based curriculum that aligns with our school in its instructional strategies, in its emphasis on conceptual understanding and in its hands-on, investigative approach to learning. The authors of CMP have described their approach as follows:

A growing body of evidence from the cognitive sciences supports the theory that students can make sense of mathematics if the concepts and skills are embedded within a context or problem. If time is spent exploring interesting mathematics situations, reflecting on solution methods, examining why the methods work, comparing methods, and relating methods to those used in previous situations, then students are likely to build more robust understanding of mathematical concepts and related procedures. This method is quite different from the assumption that students learn by observing a teacher as he or she demonstrates how to solve a problem and then practices that method on similar problems.

A problem-centered curriculum not only helps students to make sense of the mathematics, it also helps them to process the mathematics in a retrievable way.

- The curriculum authors have carefully designed each problem in order to satisfy the following criteria:
- The problem must have important, useful mathematics embedded in it.
- Investigation of the problem should contribute to students’ conceptual development of important mathematical ideas.
- Work on the problem should promote skillful use of mathematics and opportunities to practice important skills.
- The problem should create opportunities for teachers to assess what students are learning
- In addition each problem satisfies some or all of the following criteria:
- The problem should engage students and encourage classroom discourse.
- The problem should allow various solution strategies or lead to alternative decisions that can be taken and defended.
• Solution of the problem should require higher-level thinking and problem solving.
• The mathematical content of the problem should connect to other important mathematical ideas.

Social Studies/History: Our reason for choosing the History Alive! curriculum is best explained in the words of the curriculum authors. What follows is the History Alive! rationale that explains this program’s approach to teaching history, and demonstrates its alignment with our school’s educational philosophy:

History can be taught two ways. One method is to teach "history." This approach assumes there is a set of facts that all people should know. A second method is to teach the process of history. This approach emphasizes the process, known as historiography, where individuals or groups can investigate sources and develop their own interpretation of events. Both approaches have a place in elementary and middle level social studies instruction.

History Alive! is a both a curriculum and a set of instructional strategies that actively involves the learner in acquiring knowledge and skills while "doing" history. The History Alive! program was developed by the Teachers' Curriculum Institute.

The History Alive! strategies are based upon three premises. The first premise is that classrooms should be cooperative, tolerant and interactive. Second, that multiple intelligences has an important place for planning and delivering instruction. Third, Bruner's spiral curriculum is relevant for deep mastery of historical knowledge, concepts and processes.

Science: We have chosen to adopt the middle school science program Science Education for Public Understanding Program (SEPUP) because it provides hands-on investigations, laboratory experiences, and projects. It also lends itself to traditional, quantitative assessments in the form of tests and quizzes. Teachers will, therefore, be able to utilize a variety of pedagogical methods and a variety of assessments in order to best develop conceptual understanding in all students. The program is fully aligned to California standards and research has demonstrated its efficacy in engaging and educating middle school students.

Visual and Performing Arts: As noted above, initially, CWC will likely contract with outside providers for our performing arts instruction and we expect that these individuals/companies will provide necessary equipment and materials as well (e.g., musical instruments). As we expand into middle grades, we hope to develop a more formalized in-house arts program, including the acquisition of musical instruments and other performing arts materials (costumes, sets, etc.) and develop a more sophisticated art studio fully stocked with appropriate supplies and materials for our older students to develop grade-level expertise tied to the state standards.

Service Learning and Character Education: As CWC’s faculty identify specific state standards across disciplines that the service-learning projects are designed to achieve, they also will identify the appropriate curricular materials and resources from the core content areas that students will utilize. For example, students might utilize their History Alive! materials to research and document the immigration journeys of residents in our community as part of a community-building and awareness campaign. Service-learning projects also will inherently rely on both current and local resources, e.g., news media, computer-based research, and other resources students and faculty identify in the community (e.g., data from the Community Redevelopment Agency, United Way or other community service organizations). Finally, character education materials will include the Cool Tools Tool Box (see Appendix A) and training materials for our faculty and parents from both UCLA and Love and Logic (www.loveandlogic.com).
All instructional activities will be developed in alignment with California state standards as well as the stated goals and measurable student outcomes of CWC. Additional materials will be made available based on the API and AYP of the school, and the needs of English Language Learners. Faculty and administration will analyze the efficacy of the programs listed above and, to the extent assessment data indicate that particular sub-groups are not meeting standards or our school goals, may choose additional or different research-based, constructivist-grounded programs that have been shown to succeed with populations akin to the student population at CWC.

In future years, grade level teachers will meet and advise the principal as to areas of need and recommended books and materials for the following year. The curricular purchases will be implemented by the administration and purchased well enough in advance to ensure timely implementation. Most importantly, all curricular materials must have a proven record with our targeted student population and must have been developed through sound, research-based methods that utilize the latest information on teaching, learning and brain functions. Curricular materials will also be analyzed in perspective of the whole educational program and in relation to lessons and assessments that would follow from curricular programs. Decisions will be made in light of the following questions:

1. Is interactive learning promoted and is the child's construction of knowledge encouraged?
2. Does it help achieve social, emotional, physical, and cognitive goals?
3. Does it encourage development of positive feelings and dispositions toward learning while leading to acquisition of knowledge and skills?
4. Is it meaningful for these children? Is it relevant to the children's lives? Can it be made more relevant by relating it to a personal experience children have had or can they easily gain direct experience with it?
5. Are the expectations realistic and attainable at this time or could the children more easily and efficiently acquire the knowledge or skills later on?
6. Is it of interest to children and to the teacher?
7. Is it sensitive to and respectful of cultural and linguistic diversity? Does it expect, allow, and appreciate individual differences? Does it promote positive relationships with families?
8. Does it build on and elaborate children's current knowledge and abilities?
9. Does it lead to conceptual understanding by helping children construct their own understanding in meaningful contexts?
10. Does it facilitate integration of content across traditional subject matter areas?
11. Is the information presented accurate and credible according to the recognized standards of the relevant discipline?
12. Is this content worth knowing? Can it be learned by these children efficiently and effectively now?
13. Does it foster children's exploration and inquiry, rather than focusing on "right" answers or "right" ways to complete a task?
14. Does it promote the development of higher order abilities such as thinking, reasoning, problem solving, and decision making?
15. Does it respect children's physiological needs for activity, sensory stimulation, fresh air, rest, and nourishment/elimination?^{9}

Curriculum, materials, and instructional activities will be selected by grade-level teachers, our Principal, and as relevant, outside consultants (e.g., special education consultants) based on their relevance and appropriateness.

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^{9} National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE).

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for their alignment with standards, our definition of an educated person in the 21st century, and goals of the school as a whole. Choices must be compatible with the school’s emphasis on active learning strategies, investigation and project-based assessments. Secondary/enrichment resources can be chosen at the discretion of the teacher, and must be used in a way that is compatible with the school’s educational philosophy.

All instructional activities will be developed in alignment with the stated goals and measurable student outcomes of CWC, as detailed further in Element 2: Assessment.

E. BASIC LEARNING ENVIRONMENT
CWC will be a site-based matriculation school.

F. CWC WILL ADDRESS THE NEEDS OF ALL SUB-GROUPS, INCLUDING AT-RISK STUDENTS
Since our constructivist, project-based educational program inherently values multiple intelligences and differentiated learning, our special needs populations (ELL, Gifted, At-Risk of Low Achieving, Low Socioeconomic and Special Education) will automatically receive focused attention to their needs and strengths as teachers implement individualized instruction based on data-driven assessments. Coupling this with a number of other essential components can ensure that students with special needs receive the most effective education possible. These other components of the program assist in meeting the individual needs:

1) Small class sizes which allow the teachers to truly know their students
2) Ample instructional planning time during each school day (such as when students are engaged in enrichment classes) so that teachers can modify and create lessons and curriculum to meet the needs of individual students
3) A culture among teachers of openness and collaboration, including weekly team planning sessions and regular professional development activities, allowing teachers to learn from each other’s varying expertise in handling learning differences
4) Ongoing communication between teachers and parents and a commitment to work together for the education of their children
5) Various forms of assessment that are used to guide instruction
6) Learning goals that are clearly articulated
7) High expectations for all students

CWC is carefully creating both procedures and sufficient staffing resources to ensure the needs of all students are met, including those who need additional support beyond the classroom to meet grade level standards.

Family Support Coordinator: CWC will have on staff a dedicated Family Support Coordinator. This individual will serve as our primary liaison between the school and any students/families in need of specialized or supplemental supports, including special education services, ELL services, referrals to community services and more. The Family Support Coordinator (FSC) will work closely with our Principal and faculty to ensure that each child has participated in appropriate assessments (special ed, ELL, gifted, etc.) and is receiving appropriate services and supports, whether directly from CWC staff, consultants or outside providers. The FSC will also serve as a key liaison with families who might face particular challenges, and will be responsible for working with the Executive Director and Principal to coordinate parent education workshops and form collaborative partnerships with community organizations to assist our families. (See also Element 4: Governance.)

Coordinated Services Team: CWC’s Principal will create a Coordinated Services Team to address specific student’s needs. The CST is comprised of a group of instructional leaders who work closely with the school
counselor and teachers to review, track and design appropriate interventions for students. The CST will include
the Principal, the Family Support Coordinator, and 1-2 teachers; ultimately as we grow we intend to hire
dedicated Special Education experts on-staff who will participate in the CST as well. The CST will be responsible
for making decisions and recommendations to provide strategic supports aligned with student need, and
monitoring progress frequently to determine whether the interventions are working.

The Team will meet weekly to review all referrals by parents, teachers and other staff for potential evaluation
and appropriate responses for individual students. In addition, the Team will be responsible for regularly
reviewing sub-group assessment data to identify areas of need in our curriculum and instruction and ensure that
all students and sub-groups are meeting or exceeding state content standard and school goals. As needed,
specific outside consultants will participate in these meetings as well (e.g., special education consultants). The
Coordinated Services Team will be responsible for addressing all student needs in regards to special education,
ELL, socio-economic disadvantages and more and communicating with parents and students about the process,
timelines, and relevant details. Responses might include referrals to outside providers, changes in classroom
instruction, provision of supplemental services or supports at CWC and more.

1. SPECIAL NEEDS
Observation and documentation are fundamental to CWC teachers in formulating appropriate differentiated
instruction, but they are a particular benefit with regards to children with special needs. Inclusion is a priority
and the preferred method of educating all students at CWC. Therefore, special needs students will be
integrated into the mainstream classroom to the extent possible.

For students referred to the Coordinated Services Team not making adequate progress, a Student Success Team
(SST) meeting will be held. The SST works with parents/guardians, teachers and the students themselves, to
identify their learning needs and together they develop a plan for academic and social success. The team
develops a pre-referral intervention plan, which is based on a review of prior interventions, accommodations,
and further interventions for addressing the student’s learning difficulties. Once a student is identified to be in
need of assistance, the team develops a personalized action plan which includes modifications and supports to
be provided by the teacher as well as other intervention strategies for the families to implement at home and
outside of school.

CWC will provide special education services through professional agencies and credentialed individuals, including
speech and language, physical therapy, adapted physical education, and occupational therapy. All Special
Education consultants and outside service providers will collaborate with students’ classroom instructors to
determine a student’s individual needs through his/her IEP. Special Education students will receive support
from appropriate consultants (and in later years, on-staff Special Education teachers) with their core class
assignments, self-advocacy, and through accommodations made in the classroom in accordance with their IEPs.
CWC will “push in” to assist students within their general education classes by collaborating and/or co-teaching
with the classroom teachers.

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

**Modified Consent Decree Requirements**

All Charter Schools chartered by the Los Angeles Unified School District ("LAUSD or the District") Governing Board are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree ("MCD") and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All Charter Schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from Charter Schools that are not connected to the District’s current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

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

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

**2. ENGLISH LANGUAGE LEARNERS (ELL)**

A core part of CWC’s mission is to meet the educational needs of all students in an environment that fosters an appreciation and understanding of other languages and cultures. CWC will comply with federal, state, and district mandates regarding ELL education and re-designation of ELL students, and we will meet all requirements of federal and state law relative to equal access to the curriculum for English language learners.

Within 30 days of the beginning of the school year (or when a new student enters mid-year), the Family Support Coordinator, in collaboration with the faculty, will administer the state-required home language survey to identify students’ levels of English fluency. The Coordinated Services Team will then use this information along with CELDT data and formative assessments determine students’ initial EL levels. Students identified as English Language Learners will have their performance tracked both by CELDT scores and through portfolio-based assessments that reflect the CA ELD Standards. Students will be given an English Language Level from 1-5.

It is CWC’s goal that students will progress 1-2 English language levels per year through this targeted instruction and assessment. For students enrolled at CWC beginning at Kindergarten this allows for re-designation prior to Middle School. For students who are enrolled in subsequent years whose language development is still in the beginning or early intermediate stage, students will be provided added intervention with a goal that they will stay on target to advance 1-2 levels or more per year such that they can be reclassified in their K-8 career.

Given the variety of home languages spoken by students residing in the central Hollywood area, CWC will prepare teachers for a multi-lingual environment, relying on two primary programs: teachers will be receive training in GLAD strategies (specific methods of instruction for a successful English immersion education in a multi-lingual classroom); and additional training will be provided in S.D.A.I.E. (Specially Designed Academic Instruction in English) theory, which emphasizes the importance of supporting English learners in acquiring academic-related skills and knowledge while at the same time learning English through comprehensible second language input.

Project GLAD has over ten years of experience and has received the following awards: the United States Department of Education, OBEMLA, Project of Academic Excellence; a California Department of Education Exemplary Program; a model reform program for the California School Reform Design; and training model for five Achieving Schools Award Winners. It is the recommended K-8 project for the California State Superintendent’s Task Force on successful implementation of Proposition 227.

Major components of this pedagogical approach include:

1. Teach to the Highest: A classroom environment that values the student and provides authentic opportunities for use of academic language and maintains the highest standards and expectations for all students (Goodman, Cummins, Smith, Collier).

2. Brain Research--Metacognition
   • A time to activate and focus prior knowledge: inquiry charts, brain-storming and clustering (Costa, Rico, Kovalik).

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10 CWC considers SDAIE as an important aspect of its English immersion program because it provides context and support in a cognitively demanding environment, allowing students to gain skills in both the subject material and in using English. A resource to be studied by all CWC teachers will be: SDAIE Handbook: Techniques, Strategies, and Suggestions for Teachers of LEP and Former LEP Students: http://www.csupomona.edu/~tassi/sdaie.htm.

11 In 1991, Project GLAD was declared Exemplary by the California Department of Education. The growth of standardized test scores far exceeded the norm. In 1991, Project GLAD was declared a Project of Academic Excellence by the US Department of Education, OBEMLA. At a national level, the growth in scores also far exceeded the norm. Project GLAD was chosen as a national dissemination model of effective training for teachers in multilingual settings. Five GLAD-trained schools have won Title I Achieving Schools Awards. GLAD is a recognized Model Reform Program for the California School Reform Design. Project GLAD has trained in over 120 school sites nationally. Project GLAD has certified 24 sets of Key Trainers to train in their own district.

Citizens of the World Charter Hollywood: A Public School
• An opportunity to insure a common base of understanding and scaffolding: direct experiences, films, visuals, teachers read aloud (Krashen, Collier, Vygotsky).
• Students taught how and encouraged to organize thoughts and texts utilizing multiple intelligences: graphic organizers, summaries, visuals, or contextual and semantic clues (Costa, Rico, Krashen, Long, Gardner, Lazear).
• Metacognitive aspect of teacher and students modeling of how an answer was obtained not merely the correct answer (Costa, Farr).

3. Brain Research and Second Language Acquisition
• A student set purpose for learning: motivating, stated result or goal; student choices; inquiry charts (High Scope, Hunter).
• Chances to negotiate meaning from language and text: co-op activities for problem solving, social skills; heterogeneous grouping (Long, Kagan, Vygotsky, Cummins, Shefelbine).

4. Reading and Writing To, With and By Students:
• Reading that stresses the purpose and joy before the skills; that begins with writing and reading one's own language; continues with immense amounts of being read to; time for silent sustained reading and silent sustained writing with oral book sharing and quickshares (Goodman, Krashen, Flores, Trail).
• Direct teaching of concepts, vocabulary or necessary skills; text patterns, academic language, writing patterns; decoding skills (UCI Writing Program, Bettances, Chall, Reading Task Force, Shefelbine, Adams).
• Writing that stresses the metacognitive use of reading and writing as a process; use of clustering/brainstorming to initiate writing; acceptance of developmental level of writer; editing and revising done only in appropriate place in the process. No over-editing in early drafts; not all writing brought to editing stage; use of conferencing methods to guide student through the process; use of logs for personal responses to texts or issues; use of interactive journals (Goodman, Graves, Calkins, Rico, UCI Writing Project).
• Big Books on walls, shared reading/writing experiences are only a few strategies for a language functional environment; use of personal interaction values oral ideas and cross-cultural respect (Trail, Cummins).

5. Active participation in all components of the unit, negotiating for meaning, comprehensible output (Long, Cambourne, Cummins, Swain, Goldenburg).

6. A theme and strategies to foster respect, trust, identity, and voice (Cummins, Berman, Baron).

7. Ongoing assessment and closures to units using a variety of assessment tools to provide reflection on what has been learned, how it was learned and what will be done with the information. Assessment, ongoing and summative, based on strengths as well as needs (Costa, Wiggens, Farr, Treadway, Lazear).

S.D.A.I.E., or “Sheltered English” as it is still referred to in various parts of the United States, originally was established as an accepted transitional step for students learning English as their second language. This strategy allows students to move forward with core academics such as mathematics and science while at the same time learning English through the contextual clues provided by the course of study. The pedagogy surrounding the logic of this practice was based upon linguistic theories laid out by a number of researchers including Dr. Steven Krashen and Dr. James Cummins, who developed “Contextual Interaction Theory.” At the heart of the theory are two major components that impact the S.D.A.I.E. classroom: “comprehensible second language input” and a “supportive affective environment.”
The nature and goals of S.D.A.I.E. lessons are to provide equal access to the curriculum of study. S.D.A.I.E. strategies are consistent with multiple intelligence strategies, project-based learning theories and special education disciplines. Rather than focusing on language development, S.D.A.I.E. focuses on content comprehension. Language is acquired because of the context in which it is contained. Teachers build vocabulary with their students and have high expectations for success of language acquisition and the concepts.

Examples of S.D.A.I.E. include
1. beginning with a hands-on activity
2. providing “visual clues” for students
3. “cooperative learning” strategies where students work together, are held individually accountable, and develop positive social skills, and
4. finally a sort of catch-all phrase referred to as “guarded vocabulary.”

In using S.D.A.I.E. strategy, teachers need to be aware of the different stages of language development, characteristics of these different stages and how to develop questions that students could reasonably answer depending on their linguistic stage. Teachers are trained to use specific questioning tactics, and “scaffold” conversation by having the teacher and student (or perhaps student and student) mutually construct a conversation. The teacher may invite conversation with a leading question or query. The student responds with a word or phrase and the teacher continues the process. CWC will ensure that all of our faculty receive intensive S.D.A.I.E. professional development both during our summer Teacher Training Institute and throughout the school year.

Both Project GLAD and S.D.A.I.E. are intrinsic to constructivism, project-based learning and multiple intelligences theory. These coordinated approaches will ensure that all CWC students acquire English language skills in reading, writing, listening, speaking, viewing, and thinking and proficiently meet grade level ELA standards.

Furthermore, at CWC, all cultures and languages will be integrated as much as possible into our school culture. At all times, students’ primary language will be honored and valued as both an instructional tool and learning resource for all students in the class. The entire school community will be enriched by the multi-lingual and multi-cultural qualities of its students. "Students achieve (second-language acquisition) significantly better in programs that teach language through cognitively-complex content, taught through problem-solving, discovery-learning in highly- interactive classroom-content.....In the long term, students do less well in programs that focus on discrete units of language taught in a structured, sequenced curriculum with the learner treated as a passive recipient of knowledge." (Collier.)

3. GIFTED STUDENTS
Again, while our project-based curriculum with an emphasis on Gardner’s multiple intelligences will be designed to allow all students to pursue their learning in an in-depth way and at a challenging pace, additional efforts will be made for students identified as “gifted.” CWC will work to ensure that potentially high achieving students are not simply given additional work to do, but rather are effectively engaged and supported in their learning at an appropriate level. The Coordinated Services Team will work with faculty to ensure that gifted students are properly identified and that appropriate curriculum and activities are offered.

Gifted children will be identified using the following observations:
1. They tend to get their work done quickly and may seek further assignments or direction.
2. They ask probing questions that tend to differ from their classmates in depth of understanding and frequency.
3. They have interests in areas that are unusual or more like the interests of older students.

These students potentially differ from their classmates on three key dimensions: (1) the pace at which they learn; (2) the depth of their understanding; and (3) the interests that they hold. (Maker, 1982)

Staff also will utilize the research of Renzulli (1986), who concluded that giftedness involves the interaction of three sets of characteristics: above average intellectual ability, creativity, and task commitment. This interaction may result in giftedness in general performance areas such as mathematics, philosophy, religion or visual arts, or in performance areas as specific as cartooning, map-making, play-writing, advertising or agricultural research. CWC faculty, using a multiple intelligences rubric for projects, will actively seek to identify students that possess these characteristics, as further described by Treffinger (1986):

**Above Average Intelligence**
- Advanced vocabulary
- Good memory
- Learns very quickly and easily
- Large fund of information
- Generalizes skillfully
- Comprehends new ideas easily
- Makes abstractions easily
- Perceives similarities, differences, relationships
- Makes judgments and decisions

**Creativity**
- Questioning; very curious about many topics
- Has many ideas (fluent)
- Sees things in varied ways (flexible)
- Offers unique or unusual ideas (original)
- Adds details; makes ideas more interesting (elaborates)
- Transforms or combines ideas
- Sees implications or consequences easily
- Risk-taker; speculates
- Feels free to disagree
- Finds subtle humor, paradox or discrepancies

**Task Commitment**
- Sets own goals, standards
- Intense involvement in preferred problems and tasks
- Enthusiastic about interests and activities
- Needs little external motivation when pursuing tasks
- Prefers to concentrate on own interest and projects
- High level of energy
- Perseveres; does not give up easily when working
- Completes, shares products
- Eager for new projects and challenges

Citizens of the World Charter Hollywood: A Public School
• Assumes responsibility

Another educational researcher (Kaplan, 1986) suggested the following ways for teachers to enhance the curriculum for a gifted student:
1. Present content that is related to broad-based issues, themes or problems.
2. Integrate multiple disciplines into the area of study.
3. Present comprehensive, related and mutually reinforcing experiences within an area of study.
4. Allow for the in-depth learning of a self-selected topic within the area of study.
5. Develop independent or self-directed study skills.
6. Develop productive, complex, abstract and/or higher level thinking skills.
7. Focus on open-ended tasks.
8. Develop research skills and methods.
9. Integrate basic skills and higher level thinking skills into the curriculum.
10. Encourage the development of products that challenge existing ideas and produce "new" ideas.
11. Encourage the development of products that use techniques, materials and forms.
12. Encourage the development of self-understanding. For example, recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others.
13. Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion-referenced and/or standardized instruments.

It is well-documented in research and practice that gifted students greatly benefit academically, socially, and emotionally from grouping practices that allow them to learn with their intellectual peers with appropriately challenging and engaging curriculum. However, diversity exists within a gifted population, as demonstrated through the range in relative strengths and weaknesses, interests, work output, and personality traits of students. Staff will use a variety of teaching styles in order to encourage each student to reach his or her potential. Ability grouping, flexible pacing of instruction, project-based work, student-directed learning, and individual investigations are some of the specific techniques to be employed in our classrooms.

**Underachieving Gifted**
For those students who are gifted but do not have the task commitment we will apply similar tactics that address our “at-risk” population. By fostering active student involvement in their own learning we will increase student interest and enthusiasm. Teaching self-monitoring and self-management skills will help these students set their own goals and persevere when working on a project. Grouping them with more motivated students – both gifted and struggling - will also provide a peer attitudinal model to help engage them in their own learning.

4. **AT-RISK OF LOW ACHIEVEMENT**
Students who are identified as at-risk of failing to perform at grade level will be evaluated on a case-by-case basis by the Coordinated Services Team, following referrals from teachers or parents. The multiple intelligences emphasis in our program has been shown to be effective at engaging and developing these students, but we will not rely on our standard program alone to reach these children. Our goal will be to provide a large variety of pedagogical practices as early as possible in order to determine methods that best fit the individual student.

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Citizens of the World Charter Hollywood: A Public School
As detailed herein, these practices will include: explicitly teaching learning strategies, providing concrete experiences to enhance concepts, encouraging cooperative learning, balancing instruction with challenging activities that allow for student choices and actively involve students in their own learning.

We intend to form a partnership with an organization that provides effective after-school tutoring to provide additional, individualized support for students in need of targeted assistance beyond school hours, and hope also to offer a rigorous summer program that combines academic instruction as well as enrichment opportunities for our students. CWC is fortunate to have on our Board of Directors Ana Campos, one of the most prominent leaders in the after-school field in the state. We also recognize that as we identify needs within subgroups of students integrated into our community, we may need to implement school-wide supports to keep all students on track to meet our high expectations.

That said, we believe that as the number of low-achieving and at-risk students increases, the greatest responsibility for successfully educating these students lies within the core day classroom. Through professional development and collaborative support, teachers will receive training on effective intervention strategies targeted towards the areas of greatest need. In order to reach the greatest number of our students falling within this category, teachers will be trained to utilize the following “best practices”:

**High Expectations:** By believing in and identifying each student’s potential, teachers then utilize the student’s strengths to help him/her reach this potential.

**Reality-Based Teaching:** Students need to be provided with “real life” purposes for their reading, writing and problem-solving. Reality-based learning approaches help to build a bridge between school and home, thereby helping students see relevance to their learning. Many at-risk students do not see the relevance in their schooling and, therefore, lose motivation to succeed and learn. The expected diversity of our student body will influence curricular choices and efforts will always be made to ensure we utilize culturally relevant literature, reality-based economic scenarios, and multiple perspectives.

**Active Learning:** Students who are motivated and engaged in their learning are more likely to achieve higher levels of performance and learning than those students who “learn” only to please others and pass a test or course. A student-centered classroom where students take an active role in their education fosters better learning than classrooms where the teacher does all the work and students play a passive role.

**Varied Grouping:** “Pigeon holing” students in stagnant groups for the entire year or semester is often a detriment for the student. Research supports practices where groupings are often varied from homogeneous to heterogeneous, and changed often with different activities. Parents of young children recognize that their children can make great leaps in development seemingly “overnight” – our groupings of students will be fluid in recognition of this reality. In our middle grades, teachers will have the flexibility to provide students with responsive grouping based on need. Our core block schedule ensures that teachers get to know students’ strengths and needs across content areas and have longer concentrated periods to allow for student-centered learning with teacher support alongside.

**Cooperative Learning:** Students learn well from each other and opportunities should be provided for students to work together in order to plan, create and perform projects, as well as to discuss and debate issues. Cooperative grouping allows students to practice the social aspect of learning and contributes to active participation and team work. Each student can utilize his/her strengths in groups and learn from the strength of his/her peers.

Citizens of the World Charter Hollywood: A Public School
**Peer Tutoring and Cross Age Tutoring:** Tutoring students in one’s own classroom and at other grade levels is an effective strategy for enhanced learning in literacy as well as in academic areas. Benefits are the tutor and the student being helped. A variety of both cross-age and peer tutoring models can be used successfully.

**Metacognition:** Teachers who share their thoughts on how they approach and complete a task or arrive at a conclusion help students become aware of their own thinking, which is called metacognition. Successful students are able to understand and are aware of the most effective strategies they need in order to study and learn. Teachers help less successful students by modeling effective learning strategies for them, showing them how and when to use these strategies and teaching them why they are important for their success.

**Varied Assessment:** As all students possess and utilize different strengths for their learning, a teacher who allows for a variety of assessments is more apt to find out what students have truly learned, not just how they take a test. Portfolios, oral presentations, open-book tests, group projects and graphic maps are only some of the many avenues available for teachers to tap into their student’s knowledge. The wider the variety of assessment the teacher uses and the more authentic and on-going it is, the truer the picture the teacher can get of their student’s understandings. (See Element 2: Assessment, for explicit details about our assessment methodologies.)

**Direct Instruction:** As an instructional strategy, direct instruction responds to the student’s needs by focusing directly on the skills required to be successful in school and ensuring that these skills are learned (Better Thinking and Learning, Maryland State Department of Education). Students can learn high level concepts if they know how to learn, how to question, how to access prior knowledge, and how to integrate new knowledge. The elements of Direct Instruction include:

- Clearly communicating goals for students.
- Structuring academic tasks for students.
- Demonstrating the steps necessary to accomplish a particular academic task.
- Monitoring student progress.
- Providing student practice and teacher feedback to ensure success.
- Holding students accountable for their work through frequent teacher review.

By continuing to look to research, and giving teachers time to meet, discuss, and learn what works best with their students, teachers will continually assure that they are using the most effective strategies for helping all of their students become active and motivated learners who master the knowledge necessary for life-long learning and success.

**Classroom Modifications For At- Risk Students**

In order to help students who appear to need special services or “a reasonable accommodation,” classroom modifications will be made. The following modifications or accommodations may be used by the classroom teachers, in coordination with the Coordination Services Team and Family Support Coordinator, for students who are at-risk, depending on the student’s specific need:

**Materials:**

- Use highlighted or underlined reading materials
- Provide visual aids

Citizens of the World Charter Hollywood: A Public School
• Provide concrete manipulative materials
• Provide taped texts and/or other class materials
• Allow use of calculator
• Provide materials with wide spacing, few items per page and clear print
• Type teacher materials

Methods:
• Provide visual clues and/or demonstration (model) when instructing
• Read written material to student
• Provide organizational aids such as outlines, etc.
• Utilize peer tutors, etc.
• Utilize shared and guided note-taking
• Use clear and concise directions
• Provide written steps for directions
• Have student repeat directions to teacher or peer
• Use manipulatives
• Emphasize critical information
• Pre-teach vocabulary
• Preview lesson for student before giving to whole class
• Reduce language/reading level of assignment

Assignments:
• Give directions in small, distinct steps (written/picture/verbal)
• Use written back-up for oral directions
• Lower difficulty level
• Shorten assignment
• Reduce paper and pencil tasks
• Read or tape record directions to student
• Use pictorial directions
• Give extra cues or prompts
• Allow student to record or type assignment
• Adapt worksheets, packets
• Utilize compensatory procedures by providing alternate assignment/strategy
• Avoid penalizing for penmanship

Pacing:
• Reduce paper and pencil tasks
• Provide distributed review and drill
• Extend time requirements
• Vary activity often
• Allow breaks
• Omit assignments requiring copying in timed situation
• Provide home set of text/materials for preview/review

Testing:
• Give tests orally (may include dictated or taped answers)
• Allow student to take test while standing at the board, if appropriate
• Read test to student
• Preview language of test questions

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• Use visuals or pictures
• Give similar questions in regular classroom setting before test
• Use objectives test technique, limit choices for multiple choice, provide word bank for fill-in-blank, limit items per matching section
• Use essay tests, allow to be dictated
• Shorten length of test
• Have test administered to the student outside of the class setting

Environment:
• Preferential seating
• Alter physical room arrangement
• Define areas concretely
• Provide for a quiet space
• Eliminate too many visual distractions
• Play 60-80 beat Baroque classical music, just at a conscious level, when students are doing generative work, such as writing, reading silently, etc.

5. SOCIOECONOMICALLY DISADVANTAGED STUDENTS
Again, CWC’s Family Support Coordinator and Coordinated Services Team will be responsible for identifying students and families who might need additional resources or supports, including referrals to community service organizations. As detailed extensively herein, we believe that all students can learn and succeed, and that “disadvantaged” students are entirely capable of academic excellence.

CWC will offer a whole day program (8:30 a.m.-2:45 p.m. for elementary grades and 8:30-3:30 for middle grades) from kindergarten on, and a before- and after-care program for all grades to ensure full-day coverage from 7:30 a.m. to 6:00 p.m. for all grades, in order to accommodate working families. The core curriculum in art, music and physical education, as well as school field trips and other enriching activities, expose disadvantaged students to learning and enrichment opportunities they might otherwise not have had. And again, we intend to offer a high-quality summer program for our families to provide both academic and enrichment opportunities.

Recent data from a similarly-themed charter school (Larchmont Charter School) demonstrated that socioeconomic status had no impact on measurable student achievement. In fact, students eligible for the Free and Reduced Lunch Program at Larchmont Charter School were among the top scorers on standardized tests. Comparatively, while only 37.8% of the “economically disadvantaged” students in LAUSD scored at the proficient or above level on Math and English tests, 74% of Larchmont’s economically disadvantaged students scored proficient or better.

While CWC will be sensitive to socioeconomic differences and ensure all students have full access to the educational, extra-curricular, and social activities at the school, CWC has not found systematic research that correlates socioeconomic status with school achievement in a way that can lead to a pedagogical generalization. If students that are socioeconomically disadvantaged are low achieving or struggle with learning differences or are identified as English Language Learners, CWC will utilize strategies described in other sections of this petition.

6. OTHER SPECIAL POPULATIONS
As noted throughout this charter petition and in particular this section, CWC will utilize a child-centered approach in all aspects of instruction, thus we are confident we will meet the needs of every child and help them
to succeed. Our Family Support Coordinator will play an integral role in assisting each family ensure the educational success of their child, including making appropriate referrals to community organizations.

G. SPECIAL EDUCATION PLAN
See Section F.1., above.

H. TIMELINE FOR IMPLEMENTATION
In order to provide a rigorous academic program of the highest quality, we have carefully planned our school start-up and implementation to ensure a thoughtful, progressive growth of the school over time, focusing solely on Kindergarten and first grade in Year One, and growing organically with a new Kindergarten class each year as the children progress. We already have learned much from our model schools and other start-up charters in the area about the successes and challenges they have faced in opening a new school, particularly in regards to serving a socioeconomically and ethnically diverse group of students.

Thanks to the support of our Founder and Honorary Chairman, Mark Gordon, CWC is in the fortunate position of securing a paid Executive Director prior to submitting our charter petition. Tara Kelly’s leadership and efforts already have enabled us to create systems and structures that will serve our school community well through the start-up phase and beyond. We have launched a national search for a Founding Principal, who will officially be hired in the Spring, and have secured Carolyn Strom to serve as our Director of Instruction in the interim; Ms. Strom is highly-qualified for the position of Principal, yet we have not yet completed our search process. The following highlights key tasks and accomplishments we anticipate in the coming months:

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Winter 2009-10</th>
<th>Spring 2010</th>
<th>Summer 2010</th>
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</thead>
<tbody>
<tr>
<td>Charter Petition &amp; Relationship with LAUSD</td>
<td>Submit petition to LAUSD.</td>
<td>Anticipated charter approval.</td>
<td>Initiate required processing, systems and communication with CDE, LAUSD in conjunction with ExEd, our back-office provider.</td>
<td>Ongoing.</td>
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<tr>
<td></td>
<td>ED will ensure smooth processing and immediate response to requests, and attend all meetings as required.</td>
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<tr>
<td>Outreach and Commun.</td>
<td>ED to continue recruiting and securing Founding Parents as partners in the development of the school (up to 10% of enrollment per class will be reserved for the children Founding Parents).</td>
<td>Ongoing.</td>
<td>Ongoing. Hold information sessions (with appropriate translation) led by Principal and ED, along with FPs and Board representatives.</td>
<td>Ongoing web-based communications, emails and printed mailers to families.</td>
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<td>ED to continue outreach to leaders of community service organizations, businesses, developers and government agencies; seek press coverage in neighborhood newspapers; generate promotional fliers and materials (including</td>
<td></td>
<td>Collect application forms and hold enrollment lottery.</td>
<td>Host pot-luck “Welcome” event for enrolled families in early summer.</td>
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<td></td>
<td>Finalize Family Handbook.</td>
<td>Principal will oversee partnerships with community organizations for initial service-learning projects.</td>
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translation into Spanish, Korean and other appropriate languages); oversee development of website – including appropriate translations and on-line forms for parents to indicate interest -- with regular blog updates and email blasts to interested families/supporters.

Founding Parents to initiate outreach to neighborhood parents via meetings/sessions at local preschools, day care centers, religious institutions, local parks, community service organizations, community fairs and events, and more, ensuring communications in families’ native languages.

<table>
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<tr>
<th>Facilities</th>
<th>ED search for potential temporary or permanent space in Hollywood; submit Prop 39 application.</th>
<th>If location secured: ED oversee renovations and necessary permitting and approvals.</th>
<th>Ongoing</th>
<th>Ongoing</th>
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<td></td>
<td></td>
<td>FPs work with Principal and ED to determine needs for furnishings (tables, chairs, teacher desks, bookshelves, cubbies, reading corner couches, coat hooks, window coverings, rugs, office furniture, etc.), equipment (computers, printers, copiers, fax, telephones, etc.), and supplies (books, paper, art supplies, etc.). FPs will solicit as many in-kind donations as possible, and work with Board to determine available funds.</td>
<td></td>
<td>FPs/enrolled parents, in collaboration with Principal and teachers, will move, assemble, install and set-up classrooms, office, play yard and other space.</td>
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<tr>
<th>Fundraising</th>
<th>ED to monitor processing of 501(c)(3) application with IRS. ED to submit grant application to Walton Family Foundation following submission of</th>
<th>Post-charter approval: ED to submit PMSGP proposal to CDE and foundation grant requests to local foundations such as Weingart, DSYF and</th>
<th>Ongoing</th>
<th>Ongoing</th>
</tr>
</thead>
</table>
Each year, CWC’s elementary grades will grow by 60 students as we add a new Kindergarten class until we reach K-5 capacity in Year Five of operations. In Year Three, we also will launch our middle grades with 100 students in 6th grade, expanding by another 100 students each year until we are at full capacity in K-8 in Year Five. As our enrollment grows, so will our staff and operations accordingly. Like many charter schools, we anticipate that facilities might continue to pose a challenge and we might be forced to move in our start-up years. We already have conferred with literally dozens of charter school operators, both small and large, in our quest to ensure that we implement “best practices” in our management structure and planning. Through our conversations with these colleagues as well as the personal experiences and expertise of our staff and Board, we already have learned several lessons that have shaped our strategy. Our goal is to ensure that as we grow, and even once we are able to settle into a permanent home, we will establish sound management, careful strategic planning, high-quality academic standards, and the enthusiasm and eager participation of wonderfully diverse, dedicated school community.

I. TEACHER RECRUITMENT

CWC teachers will be selected based on the ideals described in the teacher job description contained in Element 5, including a passion for the educational philosophies of our school (constructivism, project-based learning, multiple intelligences theory). All CWC teachers will meet or exceed the requirements of No Child Left Behind

Citizens of the World Charter Hollywood: A Public School
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all teachers of core academic subjects at cwc will have a bachelor's degree, appropriate credentialing

in accordance with education code § 47605(i) and demonstrated core academic subject matter competence.

we especially will seek teachers who speak additional languages and have experience in working with diverse

populations.

the recruitment process of teachers will utilize the internet, conferences (california charter school association,

teach for america, other charter school organizations, et al) and agencies (calwest educators, california

teachers on reserve, carney sandoe, et al). email forwards through educator networking groups such as

edupreneurs, graduate school of education alumni groups, and university alumni groups have also been

effective for similar schools. we also have a number of highly prominent and respected educators on our board

and advisory board who will assist in spreading the word about our recruitment. we will post available jobs on

the school website, and others including essentialschools.org, myschool.org (california charter schools

association website), calwesteducators.com, and other national websites.

j. professional development

our founding principal will bear primary responsibility for creating our professional development plan and

specific activities for our faculty, based on their individual needs and experience levels, but these activities will

encompass detailed instruction in our educational philosophies, assessment methodologies, utilization of our

data system, and more. as noted earlier, we hope to form strong collaborations with similar charter schools

and share professional development resources in particular, inviting their faculty to attend some of our in-house

sessions with them reciprocating for our faculty.

specific professional development activities to support faculty in their in their professional growth during the

2010-2011 school year will include:

- **summer institute**: during a paid, two-week summer institute, all faculty will receive in-depth training
  on our educational philosophies, review research studies, and collaboratively plan curriculum and
  lessons in consultation with leading experts.\(^{13}\)
- **model schools/teacher institutes**: throughout the year, our faculty will visit our model schools and
  attend teacher training workshops at ucla’s lab school and the open charter teachers’ institutes. we
  will form partnerships with these schools and others, including larchmont charter schools, to enable
  shared resources, mentoring of our teachers, and collaboration and discussion of best practices.
- **faculty library**: our principal will compile a resource library for the faculty that includes on-line and
  hard copy reference materials, research studies and sample curriculum and lesson plans.
- **weekly staff meetings, periodic intensives**: all faculty will meet weekly on wednesdays (a short
  instructional day) with our principal and outside educational consultants to continuously develop, refine
  and evaluate curriculum and lesson plans based on individual students’ needs, teacher needs and the
  progress of the school as a whole in a collaborative, supportive environment. our school calendar also
  includes four full work days throughout the year for intensive development, either via outside
  conferences or internal full-day workshops with visiting lecturers. when teachers attend outside
  workshops and conferences, they will be expected to make presentations upon their return for their

\(^{13}\) again, thanks to the generosity of mark gordon and his commitment to private fundraising for the school, we already

have sufficient funding to conduct this institute in year one.
fellow faculty, and perhaps guests from our partner schools, and then work collaboratively with their peers to implement their new learning into our school framework.

- **Daily Planning Time:** Teachers will be given ample planning time *during* the school day to work in partnership with their peer teachers in the same grade, and across grades as relevant. While our teachers – and indeed all teachers – spend countless hours outside of school preparing, planning and reviewing student work, this time allotted during the school day will enable our teachers to work collaboratively as a team in designing lessons that best suit individual students in a supportive, professional atmosphere.

- **Fundraising:** Our Executive Director, Board and parent volunteers will work diligently to generate necessary funds to support our teachers in their professional development activities, ensuring that they have appropriate resources to pursue their continuous improvement and skill development.

While the specific agendas, trainers and materials will be determined by our Principal, among other things, we anticipate that our teachers will study the following in the context of the foregoing activities:

- Balanced Literacy and the Cool Tools programs via the teacher training workshops at UCLA’s Lab School
- Constructivism in Action via Open Charter’s teacher training institute
- DWOK (Different Ways of Knowing) project-based constructivist learning modules from the Galef Institute, and the ASCD publication, The Case For Constructivist Classrooms.
- Multiple Intelligences theory in the classroom
- Conducting authentic assessments, utilizing student portfolios and data-based instruction
- Guided Language Acquisition Design (GLAD) and S.D.A.I.E. (See Section F.2., above.)

Just as our teachers will design curriculum based on their individual student’s needs, so too will our Principal design professional development activities to meet the specific needs of individual teachers.


**ELEMENT 2: MEASURABLE STUDENT OUTCOMES**

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

The measurable school and pupil outcomes for CWC are designed to reflect our dedication to educate children so that they can flexibly apply the skills and information they have learned in school to a variety of settings. Student outcomes are derived from the California State Standards, our definition of an educated person in the 21st century, and the multiple intelligences. Students will demonstrate progress toward meeting and exceeding these learning goals through their completion of interdisciplinary, subject-specific and service-learning projects, as well as through their performances on embedded assessments in our mathematics and literacy programs.

The Principal and faculty will be accountable for the academic achievement and psychological well-being of CWC’s students. The Principal is ultimately responsible for meeting target goals, and will be held accountable by the Board of Directors. The Principal will also be accountable for meeting Adequate Yearly Progress as required by NCLB.

**A. PUPIL OUTCOMES**

The skills, knowledge and attitudes listed in the charts below are measurable learning goals derived from state standards, national standards, and our definition of an educated person.

In addition, please see Appendix A for a detailed scope and sequences for all core courses by grade, including aligned standards with specific numerical references to the standards, curricular resources, activities, and assessments. The tables below list ‘measurable student outcomes’ as well as the means and frequency of assessing students, including non-cited reference to state content standards. The assessment approaches in the grades change over the grades, but K-1, 2-3, and 4-5 are grouped together below since they are similar in their approaches, followed by middle school grades.

It is important to note that while our primary focus in all aspects of our curriculum – direct subject-matter instruction, project-based learning time (including service-learning projects) and instruction in the arts – is in ensuring each student’s mastery of grade level standards in the core content areas, as a mission-based school, we also value highly qualities and skills above and beyond the core state standards. As detailed throughout this petition, our “backwards design” approach to lesson planning and our focus on data-driven instruction will both work to clearly define and then assess which state standards and other objectives are desired, and then achieved.

CWC will utilize a variety of assessment tools in evaluating student achievement of stated objects across all disciplines. Assessments in arts instruction (both in dedicated art class time and in interdisciplinary work in core classrooms), service-learning, character education and P.E. will all be included on student report cards, as well as ongoing teacher assessments of student work and mastery of applicable standards and other learning objectives via student work portfolios, teacher observation and conversation with students.

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### KINDERGARTEN AND FIRST GRADE

<table>
<thead>
<tr>
<th>Skills, Knowledge, Attitudes – K</th>
<th>Skills, Knowledge, Attitudes – 1&lt;sup&gt;st&lt;/sup&gt;</th>
<th>In-House Assessment Tools</th>
<th>Frequency of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Uses appropriate reading behaviors when looking at books. Recognizes that print and/or pictures convey messages by retelling or rereading. Demonstrates one-to-one correspondence when working with text.</td>
<td>1. Uses a variety of reading strategies to make meaning of what they encounter in print: cueing systems, semantic, syntactic, graphophonetic.</td>
<td>• classroom observations and anecdotal notes (qualitative documentation)</td>
<td>• Every 2 weeks per student, on staggered schedule</td>
</tr>
<tr>
<td>2. Self-motivated: Views self as a reader and chooses to read independently.</td>
<td>2. Makes personal connections to literature. Self-motivated: Views self as a reader and choose many types of books.</td>
<td>• book choices: recorded in student’s portfolio</td>
<td>• ongoing on daily basis</td>
</tr>
<tr>
<td>3. Develops phonemic awareness (sound structure) as demonstrated by stating sounds heard at beginning or end of limited number of words.</td>
<td>3. Increases phonemic awareness by identifying sounds heard in beginning, middle and end of short words.</td>
<td>• checklists from UCLA Lab School Balanced Literacy Program (quantitative documentation)</td>
<td>• Every 2 weeks</td>
</tr>
<tr>
<td>4. Recognizes and identifies letters of the alphabet.</td>
<td>4. Identifies logos and signs from print environment. Recognizes and identify a minimum of 50 high frequency words (sight words, anchor words). Recognizes vocabulary words in context.</td>
<td>• children interviews: one-on-one by teacher during project time and Writers Journey time (filling in any qualitative and quantitative blanks)</td>
<td>• Every month</td>
</tr>
<tr>
<td>5. Applies concepts of story to his or her own experiences. Demonstrates understanding of story elements</td>
<td>5. Recognizes the basic elements of a story.</td>
<td>• portfolios including a great variety of children’s work - portfolios analyzed using teacher-created rubric that incorporates Seeds’ checklists, state standards, and additional learning goals</td>
<td>• Updated in ongoing manner. Progress is reported quarterly</td>
</tr>
<tr>
<td><strong>Writing:</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1. Recognizes that writing is used for various purposes and audiences.</td>
<td>1. Writes for a variety of purposes, audiences and formats. Selects pieces for portfolio.</td>
<td>• teacher comments sent home</td>
<td>• Twice per year</td>
</tr>
<tr>
<td>2. Recognizes that text contains a message and distinguish it as separate from the illustration. Will be aware of the connection between picture and print in</td>
<td>2. Completed by end of K</td>
<td>• Full Report card (standards-based)</td>
<td>• Twice per year</td>
</tr>
<tr>
<td></td>
<td>3. Forms upper and lower case letters.</td>
<td>• photographs/video taping</td>
<td>• ongoing</td>
</tr>
<tr>
<td></td>
<td>4. Writes first and last name and a few other names or words either accurately or with approximate invented</td>
<td>• Observation by additional faculty</td>
<td>• As needed</td>
</tr>
<tr>
<td></td>
<td>5. Demonstrates writing for a purpose</td>
<td>• Abecedarian Reading Assessment</td>
<td>• Ongoing, and formally at the end of each year</td>
</tr>
<tr>
<td>6. Demonstrates writing for a purpose</td>
<td>6. Demonstrates writing for a purpose</td>
<td>• classroom observations and anecdotal notes (qualitative documentation)</td>
<td>• Every 2 weeks per student, on staggered schedule</td>
</tr>
<tr>
<td></td>
<td>7. Demonstrates writing for a purpose</td>
<td>• Performance on teacher-generated quiz/test that prompts students to write specified words and/or ideas</td>
<td>• Every 2 weeks</td>
</tr>
<tr>
<td></td>
<td>8. Demonstrates writing for a purpose</td>
<td>• Writing assignments evaluated against a checklist and/or rubric</td>
<td>• Every 2 weeks</td>
</tr>
</tbody>
</table>
his/her own writing.
3. “Writes” (squiggles, letters and/or words) to represent meaning.
   - Approximates appropriate letter formation of upper and lower case letters.
4. Writes name with appropriate upper and lower case letter formation.
5. Moving toward 1st grade standards by asking questions to facilitate learning
6. Experiences different stages of the writing process throughout the year to create original stories or reports either in whole or small group activities, as collaborator AND as leader.
7. Writes/illustrates a timed first draft connected to a piece of literature and/or a prior experience in response to a prompt.
8. Analyzes writing samples with the teacher and re-writes in response to constructive criticism.

<table>
<thead>
<tr>
<th>Speaking &amp; Listening:</th>
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<tbody>
<tr>
<td>Expresses ideas, by contributing regularly in small group, partner and classroom discussions.</td>
<td></td>
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<tr>
<td>Connects prior knowledge and recognize similarities and differences in stories, literature, language, scientific concepts, mathematical concepts, and social studies trends.</td>
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<tr>
<td>Demonstrate polite and respectful quiet while classmates ask questions and share thoughts.</td>
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<tr>
<td>Demonstrate consistently honest and respectful communication among peers in all settings during the school day</td>
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<tr>
<td>Demonstrate positive feedback to students who are presenting their knowledge/skills either by being a good audience member (clapping, for example) or by responding with appropriate praise.</td>
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<tr>
<td>When working in a group or during a group lesson,</td>
<td></td>
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<tr>
<td>spelling.</td>
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<tr>
<td>5. Writes to express an idea using close approximations to conventions of language (spelling, usage, mechanics).</td>
<td></td>
</tr>
<tr>
<td>6. Experiences different stages of the writing process to create original stories or reports either in whole or small group activities, as collaborator AND as leader.</td>
<td></td>
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<tr>
<td>7. Writes a timed first draft in response to a prompt.</td>
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<tr>
<td>8. Analyzes writing samples with the teacher and re-writes in response to constructive criticism.</td>
<td></td>
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<tr>
<td>that incorporates Seeds’ checklists, state standards, and additional learning goals</td>
<td></td>
</tr>
<tr>
<td>- teacher comments sent home</td>
<td></td>
</tr>
<tr>
<td>- Full Report card (standards-based)</td>
<td></td>
</tr>
<tr>
<td>- photographs/video taping</td>
<td></td>
</tr>
<tr>
<td>- Observation by additional faculty</td>
<td></td>
</tr>
<tr>
<td>- Abecedarain Reading Assessment</td>
<td></td>
</tr>
<tr>
<td>- classroom observations and anecdotal notes (qualitative documentation)</td>
<td></td>
</tr>
<tr>
<td>- classroom observations applied to checklists and rubrics generated by faculty to document student behavior and interactions (quantitative documentation)</td>
<td></td>
</tr>
<tr>
<td>- Observation by additional faculty and staff (both qualitative and quantitative as described above)</td>
<td></td>
</tr>
<tr>
<td>- teacher comments sent home</td>
<td></td>
</tr>
<tr>
<td>- Full Report card (standards-based)</td>
<td></td>
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<tr>
<td>- photographs/video</td>
<td></td>
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<tr>
<td>- Systematic, ongoing, updated every two weeks.</td>
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</tr>
<tr>
<td>- Documentation added to portfolios each month, shared with parents at conferences and at parents’ request</td>
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<tr>
<td>- As needed</td>
<td></td>
</tr>
<tr>
<td>- Twice a year</td>
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<tr>
<td>- Twice a year</td>
<td></td>
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<tr>
<td>- Ongoing, analyzed every 2 months to</td>
<td></td>
</tr>
<tr>
<td>Mathematics:</td>
<td>Mathematics:</td>
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<tr>
<td>---</td>
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</tr>
</tbody>
</table>
| 1. Counts with understanding (up to 30), recognizes "how many" in sets of objects and whether sets are equal, greater, less than other sets.  
2. Emerging understanding of U.S. money values.  
3. Manipulate concrete objects (plastic pie chart pieces, different length blocks, etc.) to represent different fractions.  
4. Use concrete objects and estimate to solve basic addition and subtraction.  
5. Sort, classify, and order objects by size, number, and other properties. Compare length, weight, and capacity of objects.  
6. Understand concepts of time. Understand relative distance. | 1. Counts with understanding (up to 100), uses multiple models to demonstrate understandings of place value and the base-ten number system, represents numbers by composing/decomposing.  
2. Understanding of U.S. coin values as added up to a dollar.  
3. Recognize, compare and show flexibility of applications for common fractions.  
4. Use a variety of methods to add and subtract one and two-digit numbers.  
5. Identify, describe, compare, and classify geometric shapes, plane and solid objects. Recognize, describe, extend, and utilize patterns such as sequences of sounds, shapes and numeric patterns.  
6. Tell time to nearest half an hour. Describe location and directions. | 1. Understands that being a good citizen involves acting in certain ways.  
2. Recognizes national and state symbols and icons.  
3. Matches simple descriptions of work that people do and the names of related jobs at the school and in the community.  
4. Compares and contrasts the locations of | 1. Begins to understand the concepts of rights and responsibilities in the contemporary world.  
2. Uses the classroom as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others.  
3. Explores the varied |
| Quiz/Test formative and summative assessments derived from Investigations in Numbers and Space curriculum: chosen for portfolio inclusion.  
In-class written examples of student’s mathematics communication: chosen for portfolio inclusion.  
Classroom observation documented against rubrics and checklists (quantitative): all documentation in student portfolio.  
Classroom observation documented in anecdotal, narrative form (qualitative): summarized in student portfolio.  
teacher comments sent home.  
Full Report card (standards-based).  
photographs/video taping.  
Observation by additional faculty. | classroom observations and anecdotal notes (qualitative documentation).  
classroom observations applied to checklists and rubrics generated by faculty to document student understanding of social studies content and concepts (quantitative documentation).  
Completed projects that communicate understanding of social | classroom observations and anecdotal notes (qualitative documentation).  
classroom observations applied to checklists and rubrics generated by faculty to document student understanding of social studies content and concepts (quantitative documentation).  
Completed projects that communicate understanding of social | classroom observations and anecdotal notes (qualitative documentation).  
classroom observations applied to checklists and rubrics generated by faculty to document student understanding of social studies content and concepts (quantitative documentation).  
Completed projects that communicate understanding of social |
|  • Every 2 weeks  
• Daily review of written work: choose weekly sample for portfolio  
• Every 2 weeks per student  
• Every 3 weeks per student, on staggered schedule  
• Twice per year  
• Twice per year  
• ongoing  
• As needed |  • Every 2 weeks per student, on staggered schedule  
• Every two weeks  
• Every five to eight weeks |  • Every 2 weeks per student, on staggered schedule  
• Every two weeks  
• Every five to eight weeks |  • Every 2 weeks per student, on staggered schedule  
• Every two weeks  
• Every five to eight weeks |
people, places and environments.
5. Puts events in order using a calendar placing days, weeks and months in proper order.
6. Understands that history relates to events, people and places of other times.
7. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks.

backgrounds of citizens in America and other places in the world.
4. Learns about the significant traditions, historical figures, and icons of different cultures.
5. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks.

studies content and concepts measured by rubrics and checklists: communication may take the form of oral, written, artistic, musical, physical, and/or technological expression
• one-on-one child interviews in which teacher elicits demonstrations of student’s understanding of social studies content and concepts, measured against a rubric or checklist

• every 3 – 5 weeks, to coincide with midpoint and close of units

<table>
<thead>
<tr>
<th>Science:</th>
<th>Science:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explores basic concepts of physical, life and earth sciences.</td>
<td>1. Explores basic concepts of Physical, Life, and Earth Sciences.</td>
</tr>
<tr>
<td>2. In the Physical Sciences, learns about change and properties of solids, liquids and gases.</td>
<td>2. In the Physical Sciences, learns about change and properties of solids, liquids and gases.</td>
</tr>
<tr>
<td>3. In Life Science, focuses on plant and animal behaviors and structures.</td>
<td>3. In Life Science, learns concepts such as habitat, life cycles, adaptation, classification, and change.</td>
</tr>
<tr>
<td>4. In Earth Science, identifies characteristics of landforms and identifies resources from Earth that are used in everyday life.</td>
<td>4. In Earth Sciences, focuses on weather, including water cycle, temperature change, and seasons.</td>
</tr>
<tr>
<td>5. In Earth Science, understands that many of Earth’s resources can be conserved.</td>
<td>5. In Environmental Science, learns about conservation, responsible trail use, and environmental ethics.</td>
</tr>
<tr>
<td>6. In addressing these three strands of the science curriculum, performs investigations and experiments.</td>
<td>6. In addressing these three strands of the Science curriculum, performs investigations and experiments.</td>
</tr>
<tr>
<td>7. Develops science skills such as predicting, observing, recording observations and synthesizing data.</td>
<td>7. Develops science skills such as predicting, observing, recording observations, and synthesizing data.</td>
</tr>
<tr>
<td>8. Pursues answers to project-related questions and demonstrates perseverance in the face</td>
<td>of difficult challenges and setbacks.</td>
</tr>
</tbody>
</table>

• classroom observations and anecdotal notes (qualitative documentation) |
• classroom observations applied to checklists and rubrics generated by faculty to document student understanding of science content and concepts (quantitative documentation) |
• Completed projects that communicate understanding of science content and concepts measured by rubrics and checklists: communication may take the form of oral, written, artistic, musical, physical, and/or technological expression |
• one-on-one child interviews in which teacher elicits demonstrations of student’s understanding of science content and concepts, measured against a rubric or checklist |

• Every 2 weeks per student, on staggered schedule |
• Every two weeks |
• Every five to eight weeks |
• every 3 – 5 weeks, to coincide with midpoint and close of units

Citizens of the World Charter School -- Hollywood
of difficult challenges and setbacks.

<table>
<thead>
<tr>
<th>SECOND AND THIRD GRADE</th>
<th>Skills, Knowledge, Attitudes – 2&lt;sup&gt;nd&lt;/sup&gt; Grade</th>
<th>Skills, Knowledge, Attitudes – 3&lt;sup&gt;rd&lt;/sup&gt; Grade</th>
<th>In House Assessment Tools</th>
<th>Frequency of Assessment</th>
</tr>
</thead>
</table>
| Language Arts:         | 1. Demonstrates fluency in recognition of 150 high frequency words and will recognize vocabulary words in context. Uses reading strategies to make meaning of text. Will apply cueing systems: semantic, syntactic, graphophonic, to make meaning. 2. Recognizes the basic elements of a story and will make personal connections to literature. 3. Writes to express an idea or feeling, with some elaboration. Will write for a variety of purposes, audiences and formats. Will re-write after receiving constructive criticism. Demonstrates a developing understanding of the conventions of language, including spelling and handwriting. 4. Will write a timed first draft in response to a prompt. 5. Will reflect on his/her writing by self selecting pieces for his/her portfolio and giving evidence for selection. | Language Arts: 1. Will use a variety of reading strategies which demonstrate comprehension. 2. Makes personal connections to literature, thinking critically about the story when reading. Will recognize use of literary elements and story structure. Will read often from a variety of genre. 3. Learns and applies the conventions of language, including spelling and handwriting. Will write to express an idea, opinion or feeling with supporting reasons. Will write for a variety of purposes, audiences and formats to demonstrate knowledge and critical thinking. Will re-write after receiving constructive criticism in order to better communicate their ideas. 4. Will write a timed first draft connected to a piece of literature and/or prior experience in response to a prompt. 5. Reflects on his/her writing by selecting piece to share. | • classroom observations and anecdotal notes (qualitative documentation)  
• book choices: recorded in student’s portfolio  
• checklists (quantitative documentation)  
• portfolios including a great variety of children’s work – portfolios analyzed using teacher-created rubric that incorporates Seeds’ checklists, state standards, and additional learning goals  
• teacher comments sent home  
• Full Report card (standards-based)  
• photographs/video taping  
• Observation by additional faculty | • Every 2 weeks per student, on staggered schedule  
• ongoing on daily basis  
• Every two weeks  
• At the close of each unit of study (every 5 – 8 weeks). Updated in ongoing manner. Progress is reported quarterly  
• Twice per year  
• Twice per year  
• ongoing  
• As needed |
| Speaking & Listening: | Asks questions to facilitate learning, asking both faculty and classmates. Expresses ideas with supporting reasons regularly in small group, partner and classroom discussions. Connects prior knowledge and recognize similarities and differences in stories, literature, language, scientific concepts, | | | |

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mathematical concepts, and social studies trends.
Demonstrate polite and respectful quiet while classmates ask questions and share thoughts.
Demonstrate consistently honest and respectful communication among peers in all settings during the school day.
Demonstrate positive feedback to students who are presenting their knowledge/skills either by being a good audience member (clapping, for example) or by responding with appropriate praise.
Demonstrates changes in opinion or ideas when faced with reasonable alternative opinions and ideas.
When working in a group or during a group lesson, students attempt to help other students learn by answering questions and sharing their own understanding of concepts

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Mathematics</th>
<th>Mathematics</th>
<th>Interactions (quantitative documentation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000</td>
<td>1. Understand the relationship between numbers, quantities, and place value in whole numbers up to 10,000</td>
<td>1. Quiz/Test formative and summative assessments derived from Investigations in Numbers and Space curriculum: chosen for portfolio inclusion</td>
<td>• Observation by additional faculty and staff (both qualitative and quantitative as described above)</td>
</tr>
<tr>
<td>2. Estimate, calculate, and solve problems involving addition and subtraction of two-and three-digit numbers and solve simple problems involving multiplication and division</td>
<td>2. Understand the relationship between whole numbers, simple fractions, and decimals</td>
<td>In-class written examples of student’s mathematics communication: chosen for portfolio inclusion</td>
<td>• teacher comments sent home</td>
</tr>
<tr>
<td>3. Solve problems involving operations with money</td>
<td>3. Calculate and solve problems involving addition, subtraction, multiplication, and division</td>
<td>Classroom observation documented against rubrics and checklists (quantitative): all documentation in student portfolio</td>
<td>• Full Report card (standards-based)</td>
</tr>
<tr>
<td>4. Tell time to the nearest quarter hour and know relationships of time</td>
<td>4. Represent and analyze mathematical situations and structures using algebraic symbols</td>
<td>Classroom observation documented in anecdotal, narrative form (qualitative): summarized in student portfolio</td>
<td>• photographs/video taping</td>
</tr>
<tr>
<td>5. Identify and describe the attributes of common figures in the plane and of common objects in space</td>
<td>5. Understand measurable attributes of objects and the units, systems, and processes of measurement</td>
<td>teacher comments sent home</td>
<td>Observation by additional faculty</td>
</tr>
<tr>
<td>6. Formulate questions that can be addressed with data, and collect, organize, and display relevant data to answer them</td>
<td>6. Describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems</td>
<td>• Full Report card (standards-based)</td>
<td>• Monthly by non-core teachers &amp; by others as needed</td>
</tr>
<tr>
<td>7. Understand measurable attributes of objects and the units, systems, and processes of measurement</td>
<td>7. Understand and apply basic concepts of probability</td>
<td>• photographs/video taping</td>
<td>• Twice a year</td>
</tr>
<tr>
<td>8. Understand how patterns grow and describe them in general ways</td>
<td>8. Apply and adapt a variety of appropriate strategies to solve problems</td>
<td>• Observation by additional faculty</td>
<td>• Twice a year</td>
</tr>
</tbody>
</table>

<p>| | | | Ongoing, analyzed every 2 months to measure student progress both qualitatively and quantitatively |
| | | | As needed |</p>
<table>
<thead>
<tr>
<th>History/ Social Science:</th>
<th>History/ Social Science:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develops a deepening understanding of the world and community.</td>
<td>1. Describes the physical and human geography and use maps, tables, graphs, photographs, and charts.</td>
<td>• classroom observations and anecdotal notes (qualitative documentation)</td>
</tr>
<tr>
<td>2. Develops a concept of fair play and good sportsmanship, including the meaning of the Golden Rule.</td>
<td>2. Identifies geographical features in their local region.</td>
<td>• classroom observations applied to checklists and rubrics generated by faculty to document student understanding of social studies content and concepts (quantitative documentation)</td>
</tr>
<tr>
<td>3. Learns about their world through locating continents on the map. Geography skills include being able to locate cardinal directions, identifying major features on the globe, and understanding basic map symbols.</td>
<td>3. Traces the ways in which people have used the resources of the local region and modified the physical environment.</td>
<td>• Completed projects that communicate understanding of social studies content and concepts measured by rubrics and checklists: communication may take the form of oral, written, artistic, musical, physical, and/or technological expression</td>
</tr>
<tr>
<td>4. Describe how different climate, weather, and location affect the way people live, including food, clothing and shelter.</td>
<td>4. Describes the American Indian nations in their local region long ago, their national identities, religious beliefs, customs, and various folklore traditions.</td>
<td>• one-on-one child interviews in which teacher elicits demonstrations of student’s understanding of social studies content and concepts, measured against a rubric or checklist</td>
</tr>
<tr>
<td>5. Learns about people now and historically who have made a difference.</td>
<td>5. Draws from historical and community resources to organize the sequence of events in local history.</td>
<td>• every 2 weeks per student, on staggered schedule</td>
</tr>
<tr>
<td>6. Differentiates stages of history, noticing differences between long ago and yesterday.</td>
<td>6. Understand the rules and laws in our lives and the basic structure of the United States Government.</td>
<td>• Every two weeks</td>
</tr>
<tr>
<td>7. Explores early stages of government structure and economy.</td>
<td>7. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks.</td>
<td>• Every five to eight weeks</td>
</tr>
<tr>
<td>8. Recognizes how actions lead to reactions. Understand how one person can affect change as well as recognize their own role and responsibility in a changing and growing world.</td>
<td></td>
<td>• every 3 – 5 weeks, to coincide with mid-point and close of units</td>
</tr>
<tr>
<td>9. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Science:</th>
<th>Science:</th>
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</thead>
<tbody>
<tr>
<td>1. Explores early concepts of motion.</td>
<td>1. In Physical Science, understands energy and matter and their changing forms.</td>
<td>• classroom observations and anecdotal notes (qualitative documentation)</td>
</tr>
<tr>
<td>2. Explores properties of light and color.</td>
<td>2. For Life Science, knows examples of diverse life forms in different environments.</td>
<td>• classroom observations applied to checklists and rubrics generated by faculty to document student understanding of</td>
</tr>
<tr>
<td>3. Understands the life cycles, unique adaptations and interdependent nature of plants and animals.</td>
<td>3. In Earth Science, knows the</td>
<td></td>
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Citizens of the World Charter School -- Hollywood
4. Understands humans have large role in the future of both plant and animal species.
5. Recognizes that the Earth is made from a variety of materials that have distinct properties. And know that these resources are not necessarily renewable.
6. Recognizes science as a process of experiments, including questioning, observation and recording data.
7. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks.

<table>
<thead>
<tr>
<th>Fourth and Fifth Grade</th>
<th>Skills, Knowledge, Attitudes – 4th</th>
<th>Skills, Knowledge, Attitudes – 5th</th>
<th>In House Assessment Tools</th>
<th>Frequency of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts:</strong></td>
<td>1. Will make personal connections to literature.</td>
<td>1. Makes personal connections to literature.</td>
<td>• classroom observations and anecdotal notes (qualitative documentation)</td>
<td>• Every five to eight weeks</td>
</tr>
<tr>
<td></td>
<td>2. Will read often and from a variety of genre.</td>
<td>2. Thinks critically about the story when reading core literature and other selections.</td>
<td>• book choices: recorded in student’s portfolio</td>
<td>every 3 – 5 weeks, to coincide with mid-point and close of units</td>
</tr>
<tr>
<td></td>
<td>3. Recognizes literary elements that support the meaning of selections.</td>
<td>3. Recognizes the literary elements used by an author and understand how they contribute to the development of the literature.</td>
<td>• checklists (quantitative documentation)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Monitors and adjusts reading in content areas.</td>
<td>4. Adjusts reading rates to meet specific purposes.</td>
<td>• portfolios including a great variety of children’s work - portfolios analyzed using teacher-created rubric that incorporates Seeds’ checklists, state standards, and additional learning goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Uses a variety of reading strategies to demonstrate comprehension.</td>
<td>5. Demonstrates comprehension and make meaning from core literature and grade level content materials.</td>
<td>• teacher comments sent home</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Learns and applies study skills when reading grade level texts.</td>
<td>6. Produces a final draft addressing audience, purpose and task as given in a prompt.</td>
<td>• Full Report card (standards-based)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Utilizes all stages of the writing process.</td>
<td>7. Reflects on his/her writing by recognizing strengths and weaknesses.</td>
<td>• photographs/video taping</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Writes a research report that demonstrates good organization and supporting details.</td>
<td></td>
<td>• Observation by additional faculty</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Speaking &amp; Listening:</th>
<th>Mathematics</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeks answers to questions in order to facilitate learning, utilizing faculty, classmates, written resources, a variety of media.</td>
<td>1. Understand the place value of whole numbers to the millions and decimals to two decimal places and how whole numbers and decimals relate to simple fractions; use the concepts of negative numbers. 2. Estimate and compute the sum or difference of whole numbers and positive decimals to two places. Solve problems involving addition, subtraction, multiplication, and division of whole numbers.</td>
<td>1. Compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents; understand the relative magnitudes of numbers 2. Perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and</td>
</tr>
<tr>
<td>Regularly expresses ideas with supporting reasons and welcomes conflicting information which requires an adjustment to one’s ideas.</td>
<td></td>
<td>• Quiz/Test formative and summative assessments derived from Investigations in Numbers and Space curriculum: chosen for portfolio inclusion</td>
</tr>
<tr>
<td>Connects prior knowledge and recognize similarities and differences in stories, literature, language, scientific concepts, mathematical concepts, and social studies trends.</td>
<td></td>
<td>• In-class written examples of student’s mathematics communication: chosen for portfolio inclusion</td>
</tr>
<tr>
<td>Demonstrates polite and respectful quiet while classmates ask questions and share thoughts.</td>
<td></td>
<td>• Classroom observation documented against rubrics and checklist (quantitative): all documentation in student</td>
</tr>
<tr>
<td>Demonstrates consistently honest and respectful communication among peers in all settings during the school day.</td>
<td></td>
<td>• Every 2 weeks</td>
</tr>
<tr>
<td>Demonstrate positive feedback to students who are presenting their knowledge/skills either by being a good audience member (clapping, for example) or by responding with appropriate praise. Demonstrates different forms of communication depending on the reason for the communication. Clearly differentiates expressing ideas as intellectual discourse from expressing ideas in order to help others learn. Adjusts communication depending on one’s role as a leader or a collaborator. When working in a group, self-selects the role of leader and collaborator, depending on one’s own strengths and the strengths of others in the group.</td>
<td></td>
<td>• Daily review of written work: choose weekly sample for portfolio</td>
</tr>
</tbody>
</table>

8. Begins to develop voice and style.
9. Organizes information and ideas in a formal presentation.

- classroom observations and anecdotal notes (qualitative documentation)
- classroom observations applied to checklists and rubrics generated by faculty to document student behavior and interactions (quantitative documentation)
- Observation by additional faculty and staff (both qualitative and quantitative as described above)
- teacher comments sent home
- Full Report card (standards-based)
- photographs/video taping

- Systematic, ongoing, updated every two weeks.
- Documentation added to portfolios each month, shared with parents at conferences and at parents’ request
- Monthly by non-core teachers & by others as needed
- Twice a year
- Twice a year
- Ongoing, analyzed every 2 months to measure student progress both qualitatively and quantitatively

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3. Use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences
4. Understand perimeter and area
5. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships
6. Organize, represent, and interpret numerical and categorical data and clearly communicate their findings
7. Monitor and reflect on the process of mathematical problem solving

Decimals
3. Use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results
4. Understand and compute the volumes and areas of simple objects
5. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships
6. Display, analyze, compare, and interpret different data sets, including data sets of different sizes
7. Monitor and reflect on the process of mathematical problem solving

<table>
<thead>
<tr>
<th>History/Social Science:</th>
<th>History/Social Studies:</th>
<th>portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates an understanding of physical and human geographic features that define places and regions in California.</td>
<td>1. Clearly understands American and North American geography. Recognizes the major cultural regions of Native North America and Pre-Columbian backgrounds.</td>
<td>• Classroom observation documented in anecdotal, narrative form (qualitative): summarized in student portfolio</td>
</tr>
<tr>
<td>2. Describes the social, political, cultural and economic life among people of California from the pre-Columbian societies to the Spanish mission and Mexico rancho periods.</td>
<td>Become aware of cultural backgrounds of Europeans who came to colonize America. Identifies motives and impacts of European exploration.</td>
<td>• teacher comments sent home</td>
</tr>
<tr>
<td>4. Explains how California became an agricultural and industrial power.</td>
<td>2. In Ancient Studies, understands the literal and mythical geography of Classical Greece. Understands the Prehistoric and Heroic background of Greek Culture. Examines all aspects of Classical Greece.</td>
<td>• photographs/video taping</td>
</tr>
<tr>
<td></td>
<td>3. In Ancient Studies, understands the literal and</td>
<td>• Observation by additional faculty</td>
</tr>
<tr>
<td></td>
<td>mathematical aspects of the ancient Greek world.</td>
<td></td>
</tr>
</tbody>
</table>

<p>|                        | 4. Classroom observations and anecdotal notes (qualitative documentation) | • Every month |
|                        | 5. classroom observations applied to checklists and rubrics generated by faculty to document student understanding of social studies content and concepts (quantitative documentation) | • Twice per year |
|                        | 6. Completed projects that communicate understanding of social studies content and concepts measured by rubrics and checklists: communication may take the form of oral, written, artistic, musical, physical, and/or technological expression | • Twice per year |
|                        | 7. one-on-one child interviews in which teacher elicits demonstrations of student’s understanding of social studies content and concepts, measured | • ongoing |
|                        | 8. every 3 – 5 weeks, to coincide with mid-point and close of units |                     |</p>
<table>
<thead>
<tr>
<th>Science:</th>
<th>Science:</th>
<th>Science:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In Physical Science, understands electricity and magnetism and their many useful applications in everyday life.</td>
<td>1. In Physical Science, explores the basics of chemistry. Recognizing atoms, molecules. Through the study of Astronomy, Hydrology and Botany, understands nature of atomic structure, chemical reactions, states of matter, elements common to our Earth and properties of some common compounds.</td>
<td>• classroom observations and anecdotal notes (qualitative documentation) • classroom observations applied to checklists and rubrics generated by faculty to document student understanding of science content and concepts (quantitative documentation) • Completed projects that communicate understanding of science content and concepts measured by rubrics and checklists: communication may take the form of oral, written, artistic, musical, physical, and/or technological expression • one-on-one child interviews in which teacher elicits demonstrations of student’s understanding of science content and concepts, measured against a rubric or checklist</td>
</tr>
<tr>
<td>2. In Life Science, knows all organisms need energy and matter to live and grow.</td>
<td>2. In Earth Science, identifies features of the celestial sphere, properties of the bodies of the solar system, and composition of the universe. Recognizes that water circulates through the Earth. Discovers the basic properties of water and relate this to the water cycle and water conservation.</td>
<td>• Every 2 weeks per student, on staggered schedule • Every two weeks</td>
</tr>
<tr>
<td>3. For Earth Science, knows the ecology of the regions of California is made up of its habitats, life cycles and ecosystems.</td>
<td>3. In Life Science, identifies structures of plants, and relates these to parallel structures in birds. Classifies native species of wildflowers, shrubs and trees.</td>
<td>• Every five to eight weeks</td>
</tr>
<tr>
<td>4. Understands the scientific process asking meaningful questions and conducting careful investigations.</td>
<td>4. In Environmental Science, understands components of ecosystems and how species are able to find new niches with changing conditions or go extinct. Discusses issues of conservation and use relating to native flora and forests.</td>
<td>• every 3 – 5 weeks, to coincide with mid-point and close of units</td>
</tr>
</tbody>
</table>

Appendix A: Curriculum contains very detailed charts for each of the middle grades, by subject matter, that include specific lessons, curricular materials, sequencing and assessments for each.

Taken together, the scope and sequence tables and narratives in Element One, Appendix A and the tables above describe the measurable student outcomes, the frequency and form of objective assessments (both formative and summative) and the resources and curricular materials. CWC will utilize a comprehensive and sophisticated student information system to ensure that all faculty and their supervisors have access to real-time data on individual students’ performance and achievement of
goals and objectives. Teachers will be held accountable for ensuring that all of their students are meeting appropriate objectives.

When students do not meet the learning goals, as measured by objective assessments, a variety of intervention strategies will be used to work with the students and, in some cases, the families, to support student achievement. These instructional strategies are described in detail in Element One. Additional strategies or curricular materials may be necessary and school leaders will investigate appropriate resources and professional development activities as needed.

Through high academic expectations, an optimal learning environment, and the use of assessments to drive instruction, students will acquire the skills needed to matriculate to the next level of instruction, including ultimately higher education, and will acquire the skills to be thoughtful members of society in the 21st century.

B. SCHOOL API, AYP AND CST GOALS
CWC will meet or exceed both government benchmarks for achievement and our own high organizational standards. CWC will have its first annual state standardized testing in Year Two with our first class of 2nd graders, followed in Year Three by full classes of 2nd, 3rd and newly added 6th graders, and so on as we expand to capacity. As noted in Element 1, the traditional public schools in our target are largely struggling, particularly the two traditional middle schools, which posted an average API of just 698 for the 2,973 students enrolled at those two schools in 2008-09. Based on the successful test results of students learning in similar environments (e.g., Open Charter Magnet School – API 881, Larchmont Charter – API 883), we expect CWC’s student test results will exceed API test scores and proficiency levels in math and language arts compared to the neighboring traditional public schools and more closely replicate the scores of our model schools (see Element 1.) We also expect that all of our sub-groups will exceed the performance of sub-groups at similar schools. CWC will meet the following API growth indicators:

- Annual API will meet or exceed the established growth target, reaching 800 within the five-year term of this charter
- All subgroups will make at least 80% of the school target
- The CST/CAT-6 participation rate will be at least 95%

CWC will meet or exceed Adequate Yearly Progress goals for our school, as required by NCLB.

In addition:
- **English Learners**: English Learners at CWC will progress at least one-two grade levels on the CELDT each year.
- **Special Education Students**: Special education students will demonstrate appropriate progress toward goals in their IEPs each year.
- **Student Attendance**: CWC will maintain at least 96% Average Daily Attendance.
- **Teacher Retention and Satisfaction**: CWC will realize a higher teacher retention rate and higher teacher attendance rate than the average LAUSD elementary school, and demonstrate high levels of teacher job satisfaction as evidenced by end-of-year conferences and surveys.
- **Parent Satisfaction**: CWC will demonstrate a high level of parent satisfaction -- 85% or higher -- based on surveys.

Citizens of the World Charter School -- Hollywood
These goals and CWC’s progress toward goals will be communicated regularly with our entire school community.

C. ADDITIONAL OUTCOMES
In addition to the specific assessments utilized to measure student progress in the four core subject areas, CWC’s emphasis on developing the multiple intelligences in each child, as well as our commitment to character development and helping students become “citizens of the world” necessarily means that additional assessments and evaluations will be utilized to measure student progress on our school-wide goals. Formative and summative assessments in the interdisciplinary projects, the arts, service-learning and other student activities will be ongoing utilizing assessment methodologies detailed above and in Appendix A.

Moreover, our Board, Executive Director and Principal will work diligently to assess overall school operations and progress towards achieving our mission and vision. Specific goals include:

1. Enrolling a Diverse Student Body: Our Executive Director will bear primary responsibility for ensuring that appropriate, targeted outreach activities are conducted each year to ensure that CWC enrolls a racially, culturally and socio-economically diverse student body. Just as we will track specific sub-group academic performance through data-driven assessments, so too will we track specific sub-group recruitment and enrollment. While we cannot prioritize enrollment based on these factors, targeted outreach to specific community groups and segments of the central Hollywood population will be continuously assessed and evaluated to ensure that we are recruiting as diverse a pool for our enrollment lottery as possible.

2. Staff Evaluation: As detailed more fully in later sections, our Board will bear responsibility for assessing the accomplishments of our school leaders, who in turn will assess faculty and staff performance. We believe that the quality of our staff is perhaps the single most important ingredient to our success, and will be diligent in continuously evaluating each individual’s strengths and areas for improvement, including targeted and individualized areas for professional development.

3. Family Satisfaction: As a school of choice, the success of CWC relies on the satisfaction of those we serve. Well beyond standardized test scores and academic performance metrics, our Board will evaluate school leaders’ inclusion of parents and responsiveness to their needs. We will utilize annual parent surveys (and as we enroll older students, student surveys) to measure satisfaction with our progress and operations. Parent involvement in school operations and events will be tracked to help measure families’ active participation in the school community as an indicator of success. Regular meetings, town hall sessions and communications between school leaders and families will be utilized not only to address specific issues, but to gauge and ensure high levels of parent satisfaction. And of course, retention and application numbers will be assessed as an additional measure of achievement.

4. Community Involvement: Our Board will also assess CWC’s progress in forming lasting community collaborations in several forms: (1) fundraising success with area business, foundations and individuals; (2) partnerships with community service organizations to provide services to our students and families; (3) collaboration with other charter and traditional public schools in areas such as professional development, shared resources and more; (4) participation of our students and school community in community events and in improvements to the community via our service-learning program; and (5) measuring student and family connections to the community via surveys and other data.

Citizens of the World Charter School -- Hollywood
5. **Financial and Operational Stability:** As a start-up organization that anticipates significant growth, along with complex issues to be resolved such as securing a facility, we believe it is imperative that we continually assess and re-evaluate our progress towards fundraising goals, achievement of operational objectives and timelines, and adjust our strategic plans as contingencies arise. Our Board will engage in detailed monthly assessment of our school leaders’ progress, along with fundraising and other operational/management issues. Our Board also will conduct annual self-assessment both individually and collectively to ensure that it is overseeing CWC optimally. We hope to utilize the services of an outside consultant/facilitator at our annual meetings to lead us in candid, directed review of our strengths and challenges, and strategic planning for the future. Our Executive Director will be responsible for assessing the performance of EXED, our back-off provider, and other service providers.

In short, while the “business” of CWC is educating children, we also will continuously assess our functioning and success as a business as well as our achievement of academic and educational goals and objectives.
Element 3: Outcome Measurement Process

Element Requirement: “The method by which student progress in meeting those student outcomes is to be measured.”

A. Varied and Authentic Assessment
We believe that assessment is not a cross to bear, but rather an opportunity to identify weaknesses in our program and students’ progress, validate strengths, and improve our curriculum, teaching and student learning. CWC views assessment as an ongoing process of observing, monitoring, recording, and interpreting students’ progress across the curriculum. Our assessments will include a variety of formal and informal measures so that we can plan and adapt instruction as needed throughout the school year, as well as document and share information about students’ growth with the students themselves, their families, the school community, and the district.

The Principal and CWC faculty will develop and implement an effective student reporting system to provide progress report grades in the fall and spring, and formal mid-year and end-of-year grades in the January and June. The report may use multiple measures such as the CWC rubric and rubrics for specific portfolios. End of year reports will also include a standards-based report. Teachers and administrators will meet together to analyze these reports and to make necessary adjustments in the program being offered to students who are showing a lack of progress.

Our use of authentic assessment will take two forms, the first of which is daily on-going documentation that observes students’ progress in reaching outcomes defined in rubrics and checklists and observes students’ progress in a more general, narrative manner. Through this type of qualitative and quantitative assessment, the teacher doesn’t just assess a final result, but assesses all of the student growth along the way. This type of assessment becomes “embedded” in the curriculum and is considered formative.

The second form of authentic assessment that we will use is portfolio assessment and is considered formative, and eventually summative. Portfolios are an important element for student assessment within our project-based format. The portfolio will be a highly organized collection of work carefully selected by both student and teacher. It will be on-going throughout the year and it will be analyzed by faculty periodically in order to adjust curriculum, pedagogy and assessment to the students’ needs. It provides a structure that encourages multiple indicators of student progress. It does not measure one student against another. Instead, it reflects the progress of students who learn through interaction with peers and teacher while encouraging their individual responsibility to be creative and reflective.

Just as our curriculum and philosophies emphasizes good citizenship, service-learning, and multiple intelligences, so too will our assessments and report cards. When we say we place on emphasis on service-learning and character development, we will demonstrate this by placing these assessments up front on report cards and not relegating these qualities to a cursory assessment on the end. Teachers, students and parents will understand that we value these aspects of our learning. Student portfolios will include references for each of the intelligences. At all times, MI development will be thoughtfully tied to the state standards and our curricular goals.

As detailed in the tables in Element Two and Appendix A, the following types of assessments will be utilized by CWC faculty:

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Formal Assessments: In addition to these state-mandated tests, CWC students will participate in the following standards-based formal assessments:

- CWC-created Writing Assessment grades 3, 5 and 7
- CWC-created Math Skills Assessment grades 2, 4, 6 and 8
- LAUSD Periodic Math Assessment

Rubrics and Checklists (quantitative, formative and summative)
As detailed in Section ___ regarding Backwards Design, the cornerstone of CWC’s in-house assessment rubrics will explicitly state specific state standards and additional learning goals in a clear fashion for teachers, students, families and all interested parties who are responsible for evaluating CWC’s educational program. Teachers and the school principal will collaboratively develop valid and reliable criteria used for evaluating projects and children’s learning at the beginning of new lessons, designing lessons from the start with the ultimate goals and objectives – and the means by which achievement of those goals will be measured – in mind. These rubrics will focus on state grade-level standards, but also incorporate additional learning goals based on the multiple intelligences and CWC’s definition of an educated person (e.g., character building). Teachers will refer to the assessment tools created at the onset of lessons as they observe students and as they analyze student work. Students also will have access to these assessment tools and will be guided in developing awareness of their own progress toward achieving standards mastery.

CWC will utilize a variety of assessment tools in evaluating student achievement of stated objected across all disciplines, including the core academic areas, but also assessments in visual and performing arts (both in dedicated art class time and in interdisciplinary work in core classrooms), service-learning, character education and P.E.

Narrative Evaluation (qualitative, summative)
Narrative Evaluations will be given twice a year. They will include an overview of the projects and learning center activities the child has participated in and a discussion of the child’s achievement in curriculum, growth in the multiple intelligences and progress toward meeting our definition of an educated person.

Documentation (qualitative, quantitative, formative and summative)
Documentation, as described earlier in Elements One and Two, and in Appendix A, as well as on-going assessment, are embedded in CWC’s program and helps the teacher evaluate students as both individuals and as participants in a group setting. Documentation is not only qualitative data. Teachers will be guided in documenting student progress against criterion-referenced checklists and rubrics that are derived from content standards and additional learning goals.

Child’s Self-Evaluation of Their Learning (qualitative and quantitative, formative and summative)
This is a major component of CWC’s assessment process. It is important for children – especially older children -- to analyze and reflect on their learning, it encourages them to own their learning process and tells them what they think is important.

Portfolios (qualitative and quantitative, summative)
As part of a “work sampling system,” students and teachers will collect samples of student work, photographs, video and tape recordings in order to demonstrate students’ progress toward reaching the learning goals of the given year of study.
Balanced Literacy (quantitative, formative and summative)
In keeping with the Balanced Literacy program adopted by CWC, students will have timed writing and reading activities, skills tests and quizzes, and in-class assignments that will be evaluated in light of learning goals and checklists.

Investigations in Number, Data, and Space® Assessment Sourcebook (quantitative, formative and summative) and Connected Mathematics
Investigations in Number, Data, and Space® math curriculum include an Assessment Sourcebook as a teacher- student tool. Connected Math also contains assessment resources. Students will experience a range of quiz and test formats as well as rigorously-evaluated in class activities.

FOSS Science, Houghton-Mifflin K-5 Social Studies, History Alive (6th-8th grade), and SEPUP (6th-8th grade) (quantitative, summative)
Students will complete interdisciplinary projects that will be evaluated against rubrics that articulate both state standards for science and social studies, additional learning goals and appropriate state standards for math and language arts. These projects will provide the bulk of student work in the sciences and social studies academic disciplines.

Parent-Teacher-Student Conferences
Parent-teacher conferences will be held in the late fall and spring, including students where appropriate.

B. ONGOING ASSESSMENT
CWC’s child-centered approach necessitates ongoing formal and informal assessment of each student, and utilization of those assessment results to drive instruction. As detailed extensively in Appendix A and Element 2, we will utilize a variety of different assessment methodologies on a daily and weekly basis with all students to ensure that each child is making specific progress in goal attainment across each subject area.

We also believe it is imperative that the students understand clearly what is expected of them. CWC will have high academic expectations for all students. Performance-based assessments will be explicitly described and available prior to the completion of projects and assignments, and students will participate actively in assessing their own progress and thinking reflectively about their accomplishments, and areas in which improvement is desired.

In addition to the myriad assessments described in the previous section, teachers will collect data in the areas of mathematics, writing and reading skills using formal assessments three times per year to track individual student success and to give a profile of the overall success and development of achievement at the school. These formal assessments may take the form of traditional tests, timed essays or multi-step projects. This data will then be aggregated by grade, classroom, sub-groups, etc. to enable school leaders to identify trends and address specific needs.

Students who show a continued lack of progress will be served as detailed under No Child Left Behind and/or the Special Education section depending on individual student needs. Teachers will be guided by principal-designated professional development programs to specifically address the needs of learners who are not making adequate progress.
C. STANDARDIZED TESTING AND USE OF RESULTS

CWC believes that standardized tests provide only part of the picture in determining student achievements. While the school’s educational strategy does not focus on testing, our students will take all standardized tests required by the state, and will participate in CST testing starting in grade 2. CWC considers standardized test scores to provide a small, but important, window into the achievement levels of students. CWC intends to demonstrate progress on the aggregate results of a standards-based report for each grade level. This report and standardized test data will be disaggregated to show how sub-groups; e.g. LEP, non-LEP, mobility, gender, etc., perform.

**CST:** The California Standards Test will be administered in English during the Spring to all students in 2nd grade and above. (Per the California Department of Education, the CAT/6 survey is no longer being administered due to budget cuts.) This multiple-choice test is assumed to measure student progress in Language Arts and Math Standards. Additionally, 7th graders will take an essay test in writing. Students in grades 5 and 8 will also take Science and History/Social Studies sections of the test. CWC will comply with all changes to these testing requirements (e.g., additional grades taking additional portions of the test, etc.). The results from the CST are used by the State of California to determine the school’s Academic Performance Index (API) and to measure Adequate Yearly Progress (AYP). These are the chief accountability measures in place from the state and federal government.

**CMA:** Students with an individualized education program (IEP) who meet the State Board of Education-adopted eligibility criteria will take the California Modified Assessment (CMA) for ELA in grades three through eight, CMA for mathematics in grades three through seven, and CMA for science in grades five and eight instead of the corresponding grade-level and content-area CSTs.

**CELDT:** The California English Language Development Test will be administered every fall to all newly enrolled students whose primary language is not English (within 30 calendar days after they are enrolled in a California public school for the first time) and then once each year to English learners in grade K-8 until they are reclassified. This test includes a Reading and Writing section, which is administered in a whole class setting, as well as a Listening and Speaking section, which is administered individually. Because this is a proficiency test instead of a norm-referenced test, the administration of the test is untimed.

The results from this test will be examined alongside other assessments by CWC teachers, since the school will be focused on providing quality English Language Development instruction to all English Learners at the school at their proficiency level. The CELDT is one of the measures used to determine whether students redesignate from English Learners to Fluent English Proficient students. Redesignation will be one of the school’s primary goals and measures of success.

**STS:** The Standards-based Tests in Spanish (STS) is used to evaluate students’ progress in Language Arts and Math in Spanish for those students who receive instruction in their primary language or have been enrolled in a school in the United States less than 12 months.

**Physical Fitness:** California’s state testing in physical fitness (grades 5 and 7) will be scheduled and adopted as a measurement of physical fitness for CWC students.

CWC will meet all statewide standards and conduct pupil assessments required pursuant to Education Code Section 60602.5 and any other statewide standards authorized in statute.
If CWC does not test (i.e., STAR, CELDT, CAHSEE) with the District, CWC hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as CWC.

D. DATA MANAGEMENT AND ANALYSIS
CWC plans to utilize a school information system (SIS) such as PowerSchool that has the capacity to capture data and create a variety of reports and analyses regarding such things as student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom, tailored to the needs of our school and our instructional methodologies. We will ensure that our SIS seamlessly integrates with district-systems and reporting requirements.

E. USE OF DATA TO INFORM INSTRUCTION
Both internal assessments and standardized test results will be utilized to inform teaching and learning. By disaggregating the standardized test data and looking at individual students’ results, faculty and staff will utilize test results along with other assessments to determine student’s academic needs, and will create individualized learning plans to address these needs. Conversely, individual performance data from each classroom will be aggregated to enable school leaders to identify trends and address specific needs.

School leaders will analyze assessment data at least monthly from the perspective of teacher education. Gaps in student knowledge will become the focus of teacher development in the classroom and will help determine appropriate professional development experiences. CWC staff will participate in professional-development activities relating to assessment and data analysis, so that teachers can enhance their understanding of student performance in light of data, and modify their instructional designs accordingly. The staff will be trained on how to interpret standardized test data and will be engaged in critical analysis of all assessment data in real-time -- including that created and derived from their classroom activities -- in order to determine how best to address any performance deficiencies or negative data trends, both for entire groups of students as well as individuals. Data analysis is yet another part of our strategy to ensure differentiated and meaningful instruction for all of our students, based on their individual needs.

F. LONGITUDINAL ANALYSIS OF PROGRESS
Results from these myriad assessment activities will be collected and analyzed continuously in order to drive program improvement across all facets of the school. We will regularly report on and distribute information about school progress to the school community and interested members of the community, including, but not limited to:

• Summary data showing student progress toward the school’s goals and outcomes from assessment instruments and techniques as described in this section, including dissemination of the School Accountability Report Card (SARC).
• A summary of major decisions and policies established or changed by the Board during the year.
• Summary data from an annual parent satisfaction survey.
• A summary of major accomplishments by the school community, including fundraising efforts, facility developments, service-learning activities, community partnerships and more.
• Other information regarding the educational program and the administrative, legal and governance operations of the School relative to compliance with the terms of the charter generally.
The School and District will also jointly develop an annual site visitation process and protocol to enable the grantor to gather information needed to confirm the school's performance and compliance with the terms of this charter. However, it is recognized and agreed by CWC that the District may make unplanned and unscheduled random inspections of the School at any time.
Element 4: Governance

Element Requirement: “The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code § 47605(b)(5)(D).

A. CWC is a Non-Profit Benefit Corporation

Pending approval, CWC will be a directly funded independent charter school and will be operated by a California Nonprofit Benefit Corporation, Citizens of the World Charter Co., pursuant to California law. (See Appendix B for the organizational Articles of Incorporation, Bylaws and Conflict of Interest Policy.) Citizens of the World Charter Co. is in the process of applying for 501(c)(3) status with the IRS. CWC will operate autonomously from the District, with the exception of the supervisory oversight, as required by statute, and other contracted services as negotiated between the District and the School.

B. CWC Board of Directors and By-Laws

The Board of Directors will govern CWC, as detailed in the By-laws which were adopted by the Board on September 16, 2009 (Appendix B). The current Board has seven (7) Directors, with additional non-voting advisors. At all times, the Board will have between five (5) and eleven (11) Directors, including at least one elected parent representative. An additional non-voting position will be reserved for a representative of LAUSD, if desired.

CWC is committed to ensuring that our Board is reflective of the diversity of the community we serve, in addition to having a broad range of relevant skills and expertise. All new Board members will receive detailed training on the obligations of public charter school board members, including Brown Act compliance, conflicts of interest and other applicable laws and regulations. The entire Board will participate annually in professional development relating to their role as public charter school board members, including training on charter school finances, governance and more.

C. Governance Structure

Our governance structure is intentionally designed to be inclusive of all stakeholders: parents, teachers and the community. As detailed in this Section, and illustrated in Section G in the Organizational Chart, the following will be involved in providing input and decision-making in school governance: The Board of Directors, the School Leaders (Executive Director and Principal), the Principal’s Council and the Family Council. The different responsibilities of each group are detailed here.

1. Board of Directors

The Board of Directors will provide external accountability, internal oversight and leadership, including the following responsibilities:

Mission & Strategic Direction
- promote, guard and guide the organization’s mission and vision
- engage in strategic planning and long term strategy
- approve and monitor the implementation of all general policies

14 Our current six-member Board includes four women and three individuals of color.
• approve charter amendments (and submission to LAUSD for approval)

Resource Development & Financial Accountability
• approve and monitor the annual budget
• approve significant contractual agreements and the investments of funds
• participate in fundraising
• contract with an expert external auditor to produce an annual financial audit
• approve annual fiscal audit and performance report
• ensure sound risk management policies

Oversight & Assessment
• Hire and evaluate the Executive Director and Principal
• Approve personnel decisions (hiring, discipline and dismissal) as necessary after consideration of recommendations by the Executive Director and Principal
• Regularly assess student achievement, staff performance, operations and compliance
• Develop, review, or revise performance measures, including school goals
• Participate in the dispute resolution and complaint procedures when necessary
• Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions when necessary

Board Management
• Develop the schedule of Board meetings and ensure compliance with the Brown Act
• Develop Board of Directors policies and procedures
• Recruit, approve and provide orientation for new Directors
• Create officers or committees as needed, including but not limited to:
  o Executive Committee
  o Governance/Nominating Committee
  o Finance Committee
  o Audit Committee
  o Strategic Planning Committee
  o Assessment Committee
  o Recruiting/Hiring Committee

The Board recognizes that the Executive Director and Principal are responsible for the day-to-day management.

2. SCHOOL LEADERS
The Executive Director and the Principal will manage the day-to-day operations of CWC. As detailed in their job descriptions (see Element Five), the Executive Director shall manage the business and operations of the school; the Principal will manage the instructional program and staff. The decision-making line of command or organizational chart for CWC is outlined below.

3. PRINCIPAL’S COUNCIL
Led by the Principal, the Principal’s Council will be an advisory body comprised of:
• two elected Family Council Co-Chairs (see below)
• two elected teacher representatives

Citizens of the World Charter School -- Hollywood
• one representative from each standing Family Council committee (Fundraising, Outreach/Family Support, Communications, Room Parents).

The Principal may invite other stakeholders to participate in the Principal’s Council (PC) at his/her discretion. The PC will meet every other week. The Executive Director will not participate in PC meetings or activities unless expressly asked to do so. The Principal will be responsible for reporting on the activities of the PC to the Board of Directors.

While the model of decision-making at CWC is designed to be inclusive of all stakeholders and ensure full participation and representation of parents, teachers, staff and the community, if agreement cannot be reached on any issue, the Executive Director will have final authority in all matters pertaining to operations. The Principal will have final authority in all matters pertaining to instruction.

4. FAMILY COUNCIL
The Family Council will be comprised of all the parents/guardians of enrolled students and will be led by two elected Co-Chairs. The purpose of the FC will be to engage parents in issues affecting the school, fundraising and other school support activities. All parents will be encouraged to participate in FC meetings and activities. The FC will have the following standing committees, with others designated as needed:
  • Fundraising (Pledge Drive, events, activities such as e-scrip, etc.)
  • Outreach & Family Support (outreach to prospective parents, translation of materials, support of non-English speaking families, family education activities, etc.)
  • Communications (website maintenance, newsletter production, PR, etc.)
  • Room Parents (coordinating parent volunteer activities in the classrooms and in support of individual teachers: each class will have a Room Parent, led by a single Room Parent coordinator)

The FC and Principal may work together to form other committees for such things as a school garden program, school lunch, after-school programs, technology committee, etc. based on the needs of the school.

The FC will meet – open to all enrolled students’ parents and Founding Parents – once monthly, with committees meeting as needed to perform their functions. The monthly FC meetings will be held in a time and place to maximize parent participation; child care will be provided.

D. PROCESS FOR SELECTING BOARD MEMBERS
At all times, our Board will include individuals with expertise in a variety of areas to help fulfill the mission and vision of the school, including education, business/non-profit management and administration, finance, fundraising, real estate/construction, law, governance, public relations/marketing and other areas.

Any member of the community may refer a potential candidate to the Board’s Nominating Committee for consideration either when there is a mid-term vacancy or an upcoming expiration of a regular Board term. The Nominating Committee will meet with all prospective candidates to determine whether or not they should be recommended as candidates to the Board and fit the stated needs of the Board recruitment strategy. If the candidate meets the needs of the Board at that time, the Nominating Committee will present the Nomination and the candidate’s resume during the next Board meeting for a
Closed Session discussion. If any Board members have questions or want to meet the potential member, the Nominating Committee will facilitate such a meeting. If support exists, the Nominating Committee will bring the Nomination to the Board for a vote at the next Board meeting. The Board strives for unanimous support for new Board Members, but per the by-laws, a simple majority is all that is needed.

Each Director on our Board shall serve for a one year term, renewable at mutual consent for a maximum of four years. As detailed in our Bylaws, the initial Board includes some members who have agreed to serve an initial two-year term so as to ensure continuity in the oversight of the school; subsequently added members will serve for staggered terms to ensure stability of the Board.

The Board currently includes the following members (Board member questionnaires and resumes are attached at Tab 10):

**Kristen Dragon, Board Chair:** Ms. Dragon is Executive Director of The Wonder of Reading, an acclaimed school library renovation and literacy program that has partnered with more than 200 public elementary schools throughout Southern California. Previously, Ms. Dragon served in several capacities with Teach for America, including as a corps member in South Los Angeles, Executive Director of its Los Angeles operation, and ultimately Vice President, Regional Operations, in which she managed six western regions from Denver to Hawaii. She has also served as Professional Development Coordinator at UCLA’s acclaimed Center X, developing mathematics curricula and training more than 4,000 teachers in LAUSD. She currently serves as Board Chair for Larchmont Charter Schools, and has served as Vice Chair of the Board of Community Magnet Elementary School. Dragon graduated *magna cum laude* with a B.A. in Communications from the University of Alabama, and she received a Juris Doctorate, *cum laude*, from the University of Georgia School of Law.

**Ana Campos:** Ms. Campos is President and Executive Director of After-School All-Stars, Los Angeles. Ms. Campos joined All-Stars in November 2005, after working for almost nine years at LA's BEST, a nationally recognized after school enrichment program for elementary school children. As Director of Operations at LA’s BEST, Ms. Campos was instrumental in leading their growth from 29 after-school program sites to 147, serving more than 23,000 children per day, with a staff of more than 1,600. Ms. Campos was one of the first National Afterschool Ambassadors selected to work on bringing after school programs to all children nationally, and received the Award of Excellence from the CA School-Age Consortium. She is sought-after leader in the field, including her participation on: the Western Regional Advisory Board for After School Training, the CA Before and After School Advisory Committee, the CA Afterschool Network Leadership Team (Co-chair of the Network Policy Committee), CDE Regional Learning Center Initiative, the Statewide System of Field Support for CDE (a collaborative of after-school professionals), the CA After-School Programs Master Plan Development Steering Committee, Beyond the Bell Executive Committee (LAUSD), and the L.A. County Office of Education Executive Advisory Committee and Workplan Action Group. Ms. Campos also is a founding member of a new organization, the League for California After-School Practitioners (LCAP), comprised solely of practitioners in the field. Ms. Campos spent the first 20 years of her career in health care. Born and raised in Los Angeles, she was the first in her family to graduate from a university, obtaining a dual B.S. in Social Work and Gerontology from USC.

**Amy Dresser Held:** Ms. Dresser Held is the Executive Director of Palisades Charter High School, responsible for overseeing more than 200 staff and a school which enrolls approximately 2,760 students. In her capacity as Executive Director, Ms. Dresser Held oversees academics, finance (a $22
million annual budget), facilities, technology, labor relations, legal, marketing and communications. Prior to joining Pali High in 2006, Ms. Dresser Held worked for several years at the Los Angeles Unified School District on the staff of then-School Board President Caprice Young, then as a Special Assistant to Senior Deputy Superintendent Maria Ott, and most recently as Director of Policy and Communications with then-LAUSD School Board President Marlene Canter. Ms. Dresser Held began her career as a Teach for America corps member, teaching a bilingual fifth grade class in Phoenix, followed by positions with Kaplan Score Education Center and a Coro Public Affairs Fellowship in Los Angeles. Ms. Dresser Held received her B.S. in Humanities in International Affairs – School of Foreign Service from Georgetown University, cum laude.

**Dan Nieman:** Mr. Nieman currently serves as Managing Director of the Political Leadership Initiative for Teach For America, where he is responsible for managing relationships with a variety of partnerships to support Teach for America alumni in their pursuits of elected office. Mr. Nieman also coordinates Teach for America’s School Board Fellows Program and Emerging Political Leaders Fellowship for corp member alumni. Mr. Nieman began his career as an elementary school teacher, teaching at P.S. 153 in Harlem with Teach For America, and then serving as a Founding Teacher of the Bronx Charter School for the Arts for two years. After teaching, Mr. Nieman moved back to his hometown of Los Angeles and participated in the Coro Fellows Program in Public Affairs. Most recently, Mr. Nieman spent the past three years as the Director of Community Affairs for Los Angeles Unified School District Board Member Marlene Canter. There he served as a liaison between 120 schools, principals, teachers, parents, and constituents and the school board member. Mr. Nieman has B.F.A from the University of Michigan, School of Art and Design and a M.S. in Education from the Bank Street College of Education.

**Devy Schonfeld:** Devy Schonfeld:  Ms. Schonfeld formerly served as Director of Facilities Development at the Alliance for College-Ready Public Schools, a nonprofit charter management organization creating a network of high-performing charter schools in Los Angeles. Ms. Schonfeld is a member of the 2007-09 class of the prestigious Broad Residency in Urban Education, a two-year leadership development program that places participants into full-time high-level managerial positions in school districts and charter management organizations (CMOs), where they can have an immediate impact on the education of America’s students. Prior to joining the Alliance, Ms. Schonfeld was Director of Global Business Development for the Walt Disney Company's English language teaching business based in Asia. In this role, she helped launch a series of camp programs at Disney parks designed to bring kids from around the world to learn English, and developed strategies to launch Disney-branded learning centers in China, Japan, South Korea, Mexico and Brazil. Previously, she managed marketing at RCA Records, supporting album launches across various music genres. Ms. Schonfeld completed her M.B.A. at The Wharton School, University of Pennsylvania, and her B.A. in Economics at Baruch College.

**Kate Sobel:** Ms. Sobel is the Principal of Camino Nuevo, Harvard K-8 Campus, a highly successful charter school in the mid-Wilshire district. She began her teaching career in 1998 with Teach for America in Compton and South Los Angeles, where she took on leadership opportunities including grade-level chair, lead teacher and literacy coach. She also served as family literacy program director and worked alongside parents to advocate for their children’s rights in the district. During her graduate work, she published research on No Child Left Behind with The Civil Rights Project. Ms. Sobel then returned to Teach For America where she worked as the director of their summer institutes in New York and Los Angeles. Ms. Sobel earned a bachelor’s in International Relations and Japanese Studies from Tufts University and a master’s degree in Administration, Planning and Social Policy from Harvard University’s Graduate School of Education.
**Craig Tessler, CPA, Board Treasurer:** Mr. Tessler is a partner in Chapman, Bird, Grey & Tessler, Inc., a management firm for prominent motion picture industry professionals and other high net worth families. Mr. Tessler has been a CPA since 1991. Prior to joining his current firm in 1994, he worked in the audit department of Arthur Young (now Ernst & Young), the tax department of Kenneth Leventhal and Co., and the firm Breslauer Jacobson Rutman and Sherman. Mr. Tessler holds a Bachelor’s degree in Business Economics from UC Santa Barbara. He has served on the Board of Directors of the L.A. Junior Chamber of Commerce and currently is a Director of the Brotman Foundation.

In addition, our Founder/Honorary Chair holds a non-voting position on the Board:

**Mark Gordon, Founder/Honorary Chairman:** Mr. Gordon is an award-winning producer with more than 70 motion picture and television projects to his credit. For television, Mr. Gordon is currently executive producer on the ABC series GREY’S ANATOMY, PRIVATE PRACTICE, as well as the CBS drama CRIMINAL MINDS and Lifetime’s ARMY WIVES. Mr. Gordon is a five time Emmy nominee with two wins. He has been nominated for multiple Golden Globe Awards, with two wins. He earned Academy Award and BAFTA nominations and won a Golden Globe for Best Picture as producer of Steven Spielberg’s SAVING PRIVATE RYAN. The film also won Best Picture honors from the New York, Los Angeles, Chicago, London and Broadcast Film Critics, among others, and brought Mr. Gordon a Producer of the Year Award from the Producers Guild of America.

Mr. Gordon’s other motion picture credits include the Roland Emmerich-directed films 10,000 BC, THE DAY AFTER TOMORROW (starring Jake Gyllenhaal and Dennis Quaid), THE PATRIOT (Mel Gibson and Heath Ledger), PAULIE (which won a BAFTA Award for Best Children’s Film), BROKEN ARROW (John Travolta) and SPEED (Keanu Reeves); TALK TO ME (Don Cheadle), THE HOAX (Richard Gere), CASANOVA (Heath Ledger); THE PAINTED VEIL (Edward Norton and Naomi Watts) and HOSTAGE (Bruce Willis), PRIME (Meryl Streep and Uma Thurman), THE MATADOR (Pierce Brosnan), Sam Raimi’s A SIMPLE PLAN; and THE JACKAL (Richard Gere, Bruce Willis and Sidney Poitier).

Mr. Gordon also has produced more than a dozen long-form television projects, including the HBO film WARM SPRINGS about Franklin Delano Roosevelt (16 Emmy nominations, winning five, including Outstanding Made for Television Movie), HBO’s AND STARRING PANCHO VILLA AS HIMSELF (nine Emmy Award nominations) and THE WAR BETWEEN THE CLASSES (Emmy for Best Children’s Program). He also directed and produced the Emmy nominated CHILDREN REMEMBER THE HOLOCAUST.

Mr. Gordon is the former chairman of Teach for America Los Angeles, and a former board member of The Holocaust Documentation and Information Center, and The UCLA Lab School. He is the current Vice President of the Producers Guild of America and is a board member of the Virginia Film Festival, The Archer School for Girls, The Jewish Television Network, Chrysalis and The Motion Picture and Television Fund. He is a graduate of New York University Film School.

**ADVISORY BOARD**

In addition to our Board of Directors, an Advisory Board comprised of experts in education, community service leaders, political leaders and other prominent members of the community will support the school with their pertinent areas of expertise as needed, but hold no oversight or management responsibility for the school. The Advisory Board members are, as the title suggests, strictly advisory and they hold no voting privileges. Their contributions will play an important role in advising CWC in...
educational policies and practices, community relations and partnerships, and outreach. These members currently include:

**Wendy Barreno, Deputy Director, “I Have a Dream” Foundation-Los Angeles**

Ms. Barreno currently serves as the Deputy Director for the “I Have a Dream” Foundation-Los Angeles, where she advances the Foundation’s mission to help at-risk youth become productive citizens. Since 2008, she has led the implementation of the organization’s first independent evaluation, championed the use of data in developing programs, and guided project teams in creating strategic action plans with measurable outcome goals and program-driven budgets. As Deputy Director, Ms. Barreno also plays a key role in cultivating partnerships to leverage the Foundation’s community impact and actively contributes to operations, marketing, communications, and the professional development of project teams.

Currently, Ms. Barreno also serves as a member of the Walton Family Foundation’s High Quality Charter (HQC) school grant program. In the past 10 years, Ms. Barreno has served the community of Los Angeles in a variety of organizations, including the United Way of Greater Los Angeles as CIO for the Learning for Living division and Community Enhancement Corporation as Program Coordinator. Over the past 20 years, Ms. Barreno has enjoyed working directly with at-risk youth ages 7-21 as a one-on-one mentor, tutor, peer counselor, big sibling, case manager and curriculum coordinator.

From 2003-2007, Ms. Barreno served as Chief of Staff, Director of Education Policy & Special Projects, and Field Deputy to an independently elected Los Angeles Unified School District Board of Education Member, where she helped create and implement policies in areas such as facilities, safety and security, and supplemental services for more than 800,000 students and 80,000 employees. Through an internship with the Congressional Hispanic Caucus Institute, Ms. Barreno also served as an intern to Congresswoman Maxine Waters on Capitol Hill. In the private sector, from 2000-2003, Ms. Barreno served as a Manager, Senior Associate, and Associate with Yankelovich Partners Inc., where she managed the long-term African-American Monitor and short-term Omnibus and served individual clients such as Chevron, Estee Lauder, and Bayer.

Born in Ecuador, Ms. Barreno has backpacked across more than 30 countries throughout North, Central, and South America, Asia, Africa, and Europe. She makes a true effort to live as a “citizen of the world.” She complements her travel experience with a degree in Anthropology from Harvard University, where she graduated Magna Cum Laude with Highest Honors.

**Robert Burke, Principal, Open Charter Magnet School**

Robert Burke has served as an educator for the past 25 years and has an extensive background working in large, urban school districts. He has experience teaching at all grade levels and has served as a special education teacher, a Resource Specialist and a counselor for adults with learning disabilities. Abroad, he has taught in Liverpool, England and been a guest instructor in partnership with the Bureau of Education in Taegu, Korea.

Mr. Burke is currently the principal of the Open Magnet Charter School, an innovative and highly successful public school founded by parents in 1977. Through Mr. Burke’s efforts the school received the prestigious California Distinguished School and Magnet School of Merit awards. In addition, he has successfully facilitated the renewal of the school’s charter both in 2003 and 2008. His proudest
achievement is the facilitation of professional development activities that resulted in closing the achievement gap among targeted groups of students.

Prior to being the Principal of The Open Charter Magnet School, Mr. Burke worked in the San Francisco Unified School District as a coordinator, administrator for middle and high school operations, and a school principal. Mr. Burke holds Master's degrees in Counseling from California State University, Long Beach and Educational Leadership from St. Mary's College.

**Melba Culpepper, Executive Director, Hollywood Boys and Girls Club**
For nearly 20 years, Melba Culpepper has worked with non-profit organizations, serving since January 2007 as the Executive Director of the Boys and Girls Club of Hollywood. The Club serves 1,600 children and youth in the heart of Hollywood. Culpepper oversees the daily operations of the organization, spearheads fundraising and development initiatives, and acts as the liaison to government and community agencies. Culpepper manages the Club’s $1.2 million annual budget while simultaneously implementing the Club’s overall strategic initiatives.

Prior to joining the Boys and Girls Club of Hollywood, Culpepper was the was the Director of Residential Treatment Services for Stanford Home for Children in Sacramento, where she managed an annual budget of $1.4 million and was responsible for the development of new programs for children with mental illnesses. Prior to that she was the Associate Executive Director of the Central YMCA of San Francisco where she managed the daily operations and oversaw a budget of $3 million and the management of programming for over 3,500 members. Culpepper received a B.A. in Psychology from California State University (San Francisco).

**Dr. Kristin Droge, Founding Principal, Larchmont Charter School, West Hollywood**
Dr. Kristin Droge (formerly known as Dr. Kristin Elson) has been a professional educator for 22 years. She has taught at the elementary level for six years in both public and private schools. Dr. Droge has taught Child Development to beginning teachers at the undergraduate level and later, was Assistant Professor of Curriculum and Instruction in the M.A. program at CSU-Dominguez Hills. In 1999, she and a colleague conceptualized and founded Mountain View Montessori Charter School in Victorville, CA, where she served as Head of Curriculum, as well as developing the teacher evaluation system. Dr. Droge has publications in the area of teacher accountability, Head Start and children’s social development, and the educational benefits of high quality child care. Dr. Droge did her undergraduate work at Duke University. She has an M.A. and a Ph.D. in Educational Psychology from UCLA.

**Elizabeth English, Head of School, The Archer School for Girls**
Elizabeth English has served as a leader in both independent and public schools with a focus on improving instruction, school culture, and teacher leadership through research based professional development.

Before joining the Archer School for Girls, an independent girls’ school in West Los Angeles, grades 6 through 9, she served as the Upper School Director and Academic Dean at Atlanta Girls School. Prior to that she helped to establish Sturgis Charter School, an International Baccalaureate School on Cape Cod, Massachusetts, and served as its Associate Principal. During her time there, the school became one of the highest achieving high schools in the state. She is a recipient of the Massachusetts Charter School Fellowship and has presented on building ethical school culture and on improving teaching and learning through data-driven teacher supervision and evaluation.
She holds a B.A. in English from Skidmore College, an M.A.T. from Tufts University, and an Ed.M. from Harvard University. A native of Boston, she lives in L.A. with her husband and two daughters.

Dvora Inwood, Educational Consultant
Ms. Inwood has worked with several charter schools, including her role as Founding Educator of Valley Charter School, Larchmont Charter School West Hollywood, Los Feliz Charter School for the Arts and Larchmont Charter School. She has served as a co-author of CWC’s charter petition, written curriculum for the New Teacher Project, and consulted with Bridges Community Charter School on their curriculum and charter. Previously, Ms. Inwood has worked as a Mathematics teacher at the Harvard-Westlake School and The Archer School for Girls. She also has extensive experience as a tutor and test-prep counselor, including several years of weekly classes at the Aviva Center, a residential treatment center for abused girls. Ms. Inwood has also held positions as a journalist, analyst and television writer. She holds a B.A. degree with Honors in Social Studies (economics, social and political history and theory) from Harvard University, where she was an editor of the Harvard Lampoon and the Harvard Crimson, and an M.A. in Curriculum Studies and Teacher Education from Stanford University’s School of Education.

Dr. Jim Kennedy, Principal, UCLA Lab School
Jim Kennedy, an educator with a record of innovative work in schools throughout Los Angeles, joined the UCLA Lab School (formerly known the Corinne A. Seeds University Elementary School or UES) as principal on July 1, 2007. Prior to joining UCLA Lab School, Kennedy served as principal of Magnolia Avenue School in the Pico Union area of Los Angeles. Bilingual in English and Spanish, he strengthened programs by building connections between the school and the community, supporting teacher collaboration, and analyzing instructional practices, particularly in the area of learning two languages. Prior to Magnolia, Kennedy was principal of Vintage Magnet School in North Hills, a math/science/technology magnet school with a highly diverse student population. For a time he supervised the mathematics program at various elementary schools in the LAUSD, and he has taught math methods and elementary research methods courses at California State University, Northridge to teachers and aspiring administrators.

Kennedy earned a bachelor’s degree in Spanish from the University of California, Santa Barbara; he received his master’s in education (school administration) and his doctorate in education (education leadership) from UCLA. He holds a clear multiple-subject teaching credential and a professional administrative services credential and is certified in bilingual cross-cultural language acquisition and development.

Tara Roth McGonaghy, Social Strategy Consultant; West Coast Director, Goldhirsh Foundation; Founder, LA Edupreneurs
Currently the west coast director of the Goldhirsh Foundation, Ms. Roth McGonaghy has collaborated with organizations such as Declare Yourself and the Gates and Case foundations to launch MTV’s pro-social platform for youth activism. Just prior to this work, she served as the chief operating officer for GOOD Magazine, a publication that unites idealism with capitalism. In this capacity, she established partnerships for an innovative marketing campaign designed to raise $1 million for 12 nonprofit partners (e.g., Teach for America, World Wildlife Fund.) Ms. Roth McGonaghy has also consulted with the Creative Visions Foundation and Participant Media in Los Angeles, as well as Chef Jamie Oliver’s Fifteen Foundation in London.

Citizens of the World Charter School -- Hollywood
Ms. Roth McGonaghy has offered her expertise to clients such as DonorsChoose.org, After-School All-Stars, the Martin Luther King, Jr. Memorial Project, the California Charter Schools Association, Coro Southern California, the California Children and Families Commission, and The Environmental Defenders, Los Angeles County’s environmental education program with marketing initiatives for educational, health, environmental, and civic issues.

Previously, Ms. Roth McGonaghy has served as the director of marketing and networking for the New Schools Venture Fund, overseen co-branding and on-air activities for NBC Internet, and Infoseek. As a volunteer and activist, Ms. Roth McGonaghy is the founder of L.A. Edupreneurs, which convenes a community of more than 400 professionals in business, education, government, policy, and non-profit fields interested in exploring innovative approaches to improving education. Ms. Roth McGonaghy has been involved with two campaigns for local school board candidates and served as an advisory board member to the Beacon Education Network and to KIPP’s Los Angeles schools.

She received a bachelor’s degree in English with a minor in business at Cornell University. She completed her master’s degree in business at Oxford University's Said School where she was awarded a Skoll scholarship for her contributions to the field of social entrepreneurship.

E. BOARD MEETINGS
The Board of Directors held its first meeting on September 16, 2009 and a subsequent meeting on October 14, 2009. In accordance with the Bylaws that were adopted at the first meeting, the Board will hold meetings at least once a month, with an annual meeting each year. The Board will meet more often as necessary.

F. BOARD MEETING NOTICES, AGENDAS AND RECORD-KEEPING
BOARD MEETING NOTICES, AGENDAS AND RECORD-KEEPING

The Board will comply with the Brown Act, including posting notice of regular meetings at least 72 hours prior to the meeting at the school site on a bulletin board near the entrance, and via our website (which is available to the public). Agendas and meeting minutes will be posted at the school site on a bulletin board near the entrance for staff, students, parents and the general public. All actions taken by the Board of Directors will be memorialized in minutes as required by the California Corporations Code.

G. ORGANIZATIONAL CHART
The following illustrates our organizational chart:
H. RESUMES AND BOARD QUESTIONNAIRE
Copies of each Board Member’s Resume and completed Questionnaire are included in Tab 10.

I. BROWN ACT COMPLIANCE
CWC will comply with the Brown Act, as detailed in our By-laws.

J. CONFLICTS OF INTEREST
Members of the Citizens of the World Charter Co. 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.

K. AUDIT AND INSPECTION OF RECORDS
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:
• Charter School is subject to District oversight.
• The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitor the fiscal condition of the Charter School.
• The District is authorized to revoke this charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:
• Compliance with terms and conditions prescribed in the Charter agreement,
• Internal controls, both financial and operational in nature,
• The accuracy, recording and/or reporting of school financial information,
• The school’s debt structure,
• Governance policies, procedures and history,
• The recording and reporting of attendance data,
• The school’s enrollment process,
• Compliance with safety plans and procedures, and
• Compliance with applicable grant requirements.

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

L. GOVERNANCE
CWC and/or Citizens of the World Charter Co. will be solely responsible for the debts and obligations of the charter school.
**Significant Policy Changes and Charter Amendments**

In the event the Board of Directors determines that a significant policy change warrants an amendment to CWC’s charter, such changes shall be submitted to LAUSD within 30 days. Significant policy changes are subject to LAUSD approval.

**Grievance Procedure for Parents and Students**

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

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

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

**LAUSD Charter Policy**

The Citizens of the World Charter School -- Hollywood will comply with the District policy related to charter schools, as it may be change from time to time.

**Responding to Inquiries**

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

**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 CWC.
Element 5: Employee Qualifications

Element Requirement: “The qualifications to be met by individuals to be employed by the school, including the credentials held by the teachers of the school.”

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

The Executive Director and Board will be responsible for hiring the Principal. The Principal in turn will be responsible for hiring all teaching and educational staff; the Principal and Executive Director will work together to hire administrative staff.

All employees will be compensated commensurate with their experience and job responsibilities, and will receive benefits, including health insurance and retirement plans, as detailed in the Employee Handbook which all employees will receive. An initial draft of the Employee Handbook is attached at Appendix D, and projected salary ranges are included in the attached budget. Job descriptions, work schedules, compensation, benefits and other terms and conditions of employment will be reviewed and modified as necessary to meet the needs of the school and students.

A. General Qualifications for Staff

1. Year One Staff
In Year One of operations, CWC anticipates the following primary staff positions:

- Executive Director
- Founding Principal
- Office Manager
- Family Support Coordinator
- Six Core Classroom Teachers (20:1 ratio with 60 K and 60 1st graders)
- Six Teachers’ Aides

For our PE and enrichment classes, we will either contract with a third party provider or hire part-time staff for our first year, bringing on full-time staff as the school grows and our budget allows. As we add a grade each year, we will hire additional teaching staff, and additional administrative staff as needed.

As the school grows, we will hire additional teaching staff accordingly, and add an Assistant Principal and additional administrative support.

Faculty and Teaching Staff
Responsibilities include:

- Implementation of a high-quality, rigorous academic program and achievement of CWC’s educational goals and objectives with all students. Teachers will utilize backward design curriculum construction to prepare and implement project-based, interdisciplinary lesson plans that lead to student investigations and demonstrations of understanding with an emphasis on multiple intelligences theory;
- Multiple assessments: Assessing student progress via a variety of different means on an ongoing basis, maintaining accurate records, and utilizing assessment data to tailor instruction to individual student needs to increase student performance;
- Participating in extensive professional development activities, both internal (led by the Principal, lead teachers and visiting lecturers) and external (visiting similar schools, attending conferences, etc.);
- Maintaining frequent communication with students, students’ families, colleagues, and other school stakeholders;
- Maintaining regular, punctual attendance.

The ideal elementary school teaching candidate will have:
- A bachelor’s degree;
- A California multiple subject credential or a University Intern Permit;
- CLAD or BCLAD certificate;
- 2+ years experience teaching the relevant grade(s);
- Demonstrated subject-matter competency through appropriate examination or coursework;
- Experience with and passion for pedagogical practices grounded in constructivism, project-based learning and multiple intelligences theory and in creating appropriate standards-based curriculum in accordance with these philosophies;
- Experience in working with diverse populations; fluency in a second language preferred.

Teaching Assistants
While teaching assistants are not required to hold credentials, CWC also will ensure that all Teaching Assistants possess an AA degree or two years of college with a minimum of 60 semester units. They will be expected to demonstrate subject knowledge and the ability to work well with students, as well as the ability to carry out the roles and responsibilities as stated in their specific job description.

Other Certificated Staff: CWC will recruit and maintain a list of qualified teaching substitutes.

Financial Administration: In order to run the administrative financial functions of the school, CWC has contracted with ExEd. The accounting systems CWC plans to adopt will adhere to generally accepted accounting principles, giving CWC strong internal controls within the system. Until we hire sufficient staff, our Board Treasurer/CFO is serving as our “in-house financial manager”; once our Principal and other staff are hired, the Executive Director will serve in this role and bear primary responsibility for the fiscal administration of the school, overseeing the work of ExEd.

Family Support Coordinator: The Family Support Coordinator will provide additional support to academic achievement and help build a positive school culture while incorporating the necessary elements of family involvement and engagement. The role of this coordinator is to work with school leaders, teachers, and family members to do what is necessary for every student to experience success at our school.

The FSC will serve as a liaison between families and teachers, school leaders and the community. He/she will help facilitate the Family Council and will sit on the Principal’s Council (see Element 4: Governance). The FSC will facilitate parent involvement in the school as volunteers, engage in outreach to families to ensure each family has appropriate resources to facilitate their child’s educational success, coordinate parent education workshops, facilitate parent conferences, and work with the Executive
Director to form community partnerships with appropriate agencies to provide services to our students and families.

**Qualifications:**
- Minimum of an AA degree or two years of college, B.A. preferred;
- Minimum of two years experience in a similar position working with a diverse population and at-risk/special needs students;
- Excellent communication skills; highly organized and efficient; and able to multi-task;
- Fluency in Spanish

**Office Manager:** Will assist the Executive Director and Principal with all administrative functions of the school. Responsibilities include:
- Perform all routine clerical support the school office including answering phones, communicating with parents, preparing and filing reports, etc.
- Coordinate distribution, collection, retention and proper submission of wide variety of forms and reports, including: applications from prospective students, enrollment forms, personnel forms, attendance, grade and test reports, accidents, budgets, curriculum, special programs, employee time reporting, purchase orders, supply and equipment requisitions, etc.
- Ordering and purchasing supplies and vendor management
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other duties as assigned
- Bilingual translation and communication with parents

**Qualifications:**
- Minimum of an AA degree or two years of college;
- Minimum of two years experience in a similar position;
- Excellent communication skills; computer skills including data management; extreme in attention to detail; highly organized and efficient; and able to multi-task;
- Spanish language fluency preferred.

2. **ENSURING STUDENT, FACULTY AND STAFF HEALTH AND SAFETY**

CWC’s comprehensive Health and Safety Policy is detailed in Element 6.

CWC will comply with all applicable state and federal laws regarding background checks and clearance of all personnel, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. CWC will require each employee to submit to a criminal background check as required by Education Code Section 44237. Prior to employment each employee must furnish an up-to-date Mantoux Tuberculosis (TB) test result, and documents establishing legal employment status. The Executive Director will monitor and be responsible for maintaining records of tuberculosis and criminal investigation clearances, according to California and federal law, for all CWC employees. No employee shall commence employment at CWC until he or she has been cleared by the Department of Justice.

**B. KEY PERSONNEL QUALIFICATIONS**
Executive Director
The Executive Director is the chief operational director of the school. It is the primary responsibility of the ED to ensure the organization meets annual revenue goals and generates an appropriate surplus without compromising the quality of the program, securing the school’s long-term sustainability.

The ED reports to the Board of Directors and is responsible for the overall operations of the school, collaborating with the Principal, who is the instructional leader of the school.

Responsibilities include:

Planning and Operations:
- Collaborate with the Board of Directors to plan and publicize all Board meetings, prepare agendas, arrange logistics, and attend all regularly scheduled Board meetings
- Facilitate strategic planning with the Board of Directors
- Diagnose the gaps between where the school is, versus where it aspires to be, and ensure that strategies and practices are implemented to close these gaps
- Oversee school compliance with all applicable laws, regulatory reporting, contractual obligations, and donor restrictions
- Recruit, develop and retain high-performing individuals who are passionate about the school and its mission
- Recruit the Principal (in collaboration with the Board) and collaborate with the Principal to assist him/her in fulfilling the educational mission of the school, including working collectively to resolve any personnel issues or other disputes that may arise
- Assist Principal with data analysis and oversee all reporting related to student performance
- Prepare and update as appropriate the Employee Handbook, Health and Safety Handbook and Family Handbook and ensure that all parties receive and acknowledge receipt
- Establish and oversee compliance with the school’s emergency and safety plans
- Ensure that an effective performance management system is in place for all staff under his/her direct supervision
- Oversee self-evaluation efforts of the school relating to operations, including parent surveys
- Supervise creation of school computer systems, including classroom computers, data systems, records management and reporting, telecommunications, etc.

Fundraising and Financial Oversight:
- Develop appropriate budget projections, in collaboration with ExEd.
- Ensure that the annual fundraising target is met as well as additional funds to ensure long-term financial sustainability.
- Develop and maintain relationships with philanthropic, business, and public sectors to increase awareness of the school and increase its donor base within a competitive non-profit (specifically charter school) funding environment.
- Work with the Board on fundraising, including a capital campaign to secure and develop a permanent school site.
- Oversee and manage the operating budget, payroll, contracts and all other financial and accounting operations, supervising the efforts of ExEd staff.

Facilities:
- Oversee Prop 39 application process and related activities.
- Pursue appropriate temporary facilities for the school as needed.
- Secure permanent site for school.
Oversee relevant planning, construction and other activities to obtain CUP for school site and occupancy.

Secure appropriate furnishing, materials, supplies and equipment for school operations.

**Outreach and Collaboration:**
- Develop and maintain effective relationships with the LAUSD Charter Office, and oversee all aspects of charter renewal, review and compliance.
- Oversee the WASC accreditation process and any related activities.
- Represent the school as a leader in the California charter school community in all advocacy efforts (e.g., legislative efforts to sustain charter school funding levels) as well as with community leaders to maintain support from the local community.
- Conduct outreach and serve as a liaison with local leadership, school faculty and staff, students, parents, community members, partner businesses and organizations, and current and prospective supporters.
- Establish and maintain partnerships with community service organizations, businesses and local councils and resident.
- Assist Principal as requested in coordinating parent involvement and volunteering.

**Communications:**
- Oversee the school’s website, email/list-serves, newsletter and other means of communication with the parents, teachers, volunteers and other community members.
- Maintain open lines of communication between stakeholders and work to resolve conflicts and disputes that may arise.
- Assist Principal in coordinating parent education workshops, Town Hall meetings and other forums to discuss the school’s mission, vision and operations with parents and other stakeholders.

**Qualifications include:**
The ideal candidate will have extensive experience in non-profit management, fundraising, budgeting, government relations, communications and marketing. S/he will have the ability to inspire excellence from a diverse staff and to leverage the talents of the Board of Directors. S/he will be a confident decision-maker and possess the ability to facilitate collaboration and teamwork. The ability to multi-task and handle a diverse array of responsibilities is key, including attention to numerous details with the ability to shift to big picture, long-term thinking. While experience in educational leadership and, specifically, in the charter school movement are pluses, they are not required. However, the candidate must demonstrate an ability to communicate a genuine passion for advancing educational achievement in diverse communities and embody the mission and vision of CWC. Knowledge of the California and LAUSD education, government, and nonprofit funding environment would be valuable in this position.

The ED must see building and maintaining relationships with parents, foundations, members of the private sector, community leaders, and government staff as an essential part of his/her role. Excellent oral and written communication skills are imperative. A Master’s Degree in a relevant field is preferred.

**Principal**
The Principal of CWC is the educational and instructional leader of our school, and also collaborates with the Executive Director on school operations and management. Responsibilities include:

**Educational Leadership:**
- Recruit, hire, train and supervise talented teaching staff in implementing best practices consistent with CWC’s educational philosophies;
- Provide hands-on guidance to teachers as they create and implement a project-based curriculum;
- Provide hands-on guidance to teachers in the development of multiple assessments;
- Use multiple sources of data to develop a plan for the improvement of student achievement and oversee the collection, analysis and utilization of this data in relation to specific students, teachers and curricula;
- Oversee teacher professional development via both in-house training sessions (including a two week summer teacher training and planning session), visiting lecturers, external professional development opportunities and other resources (articles, web-based resources, and development of a school professional resources library);
- Develop and implement a teacher evaluation process;
- Develop partnerships with university researchers, other area schools and educational consultants to support teacher’s professional development and personal research endeavors;
- Create and oversee CWC’s policies and programs relating to Special Education, English Learners and Gifted and Talented students and other sub-groups;
- Oversee and assist teachers with behavior management, including handling student suspension, expulsion and other disciplinary issues as needed;
- Promote the school mission and philosophy throughout the school community;

**Communications and Outreach:**
- Lead the Principal’s Council and oversee parent volunteer efforts;
- Schedule and participate in regular family education and Town Hall meetings designed to communicate the school’s mission, vision and curricula to families, provide updates on school progress and operations, and cover other areas of interest to community stakeholders;
- Ensure open and clear lines of communication with all stakeholders, including working to resolve conflicts and disputes as they may arise between community members;
- Collaborate with Executive Director in providing regular communications to families via email, the school’s website, letters home, and other avenues;
- Maintain positive relationships with LAUSD and its related entities;
- Actively participate in Charter organization activities (CCSA, CSDC, IC-LA, etc.) and become an active leader in the Charter community;
- Work effectively with the media.

**School Management:**
- Oversee the day-to-day management of the school site with a commitment to ensuring the health and safety of students, faculty and staff, including supervision of janitorial/custodial staff;
- Work with the Executive Director and Board in the strategic planning for the growth of the school;
- Attend all regularly scheduled Board meetings and give appropriate updates and reports on school activities;
- Assist Executive Director with budgets, charter renewal, outreach, partnerships and other duties as required.
Qualifications include:
Our ideal Principal is a visionary whose experience, knowledge, and drive will set the tone for a supportive school climate that challenges and motivates our students, teachers, and families to achieve academic excellence, character growth, and social change. Resourcefulness, flexibility, and an entrepreneurial spirit are key qualities for a new charter school leader. A commitment to the educational philosophy of our school and demonstrated passion about our ideals is imperative.

The ideal candidate will have:

- At least five years of teaching experience, ideally in a K-8 school;
- A Master’s Degree in Education and/or Administrative Credential or equivalent;
- Experience recruiting, hiring, training and supervising teachers, ideally in a charter, independent or public school that has a record of high achievement;
- Significant experience with a constructivist approach to teaching and learning; multiple intelligences theory, backward design and creation of a project-based curriculum; commitment to incorporating learning goals beyond the state standards;
- Knowledge of, or experience with, diverse populations, English learners, special education and GATE;
- Excellent communication skills and experience motivating and working with a variety of diverse stakeholders and local community members; fluency in a second language preferred;
- Experience with school finance, budgets and organizational management.

C. ASSURANCES REGARDING APPLICABLE LAW

1. NON-DISCRIMINATION

CWC will not discriminate against any applicant or employee on the basis of race, ethnicity, national origin, color, age, religion, gender, pregnancy, sexual orientation, marital status, physical or mental disability, medical condition or any other protected classification in accordance with applicable law.

CWC will meet all applicable requirements of state and federal law, as well as District policy, regarding employment.

2. TEACHER CREDENTIALING

CWC teachers and all para-professionals will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of No Child Left Behind. The school shall ensure that all teachers hold a Commission on Teacher Credentialing certificate, permit or other document that a teacher in other public schools would be required to hold. The school will actively recruit credentialed teachers to minimize the use of teachers holding emergency credentials.

All teaching staff, including substitutes, must be certified by all legally mandated certifying bodies. However, teachers-in-training who are working toward certification and others with specialized and appropriate experience may also be retained if their skills and abilities will further the educational mission of CWC and if they are in the process of securing a credential. CWC will follow the guidelines established in the No Child Left Behind Act of 2001 as it pertains to the “highly-qualified” requirements of our staff.
Teaching assistants and other staff/consultants are not required to hold credentials but are expected to demonstrate subject knowledge and the ability to work well with students, as well as the ability to carry out the roles and responsibilities as stated in their specific job description.

3. CREDENTIAL RECORDS
CWC’s Executive Director will bear responsibility for ensuring that all teaching staff provide appropriate documentation of their credentials and will track renewals and other updates as needed. All relevant documents regarding teacher credentials will be maintained on file at CWC and made available to LAUSD upon request.
ELEMENT 6: HEALTH AND SAFETY OF PUPILS

Element Requirement: “The procedures that the school will follow to ensure the health and safety of students and staff. These procedures shall include the requirement that each school employee furnish the school with a criminal record summary as described by Education Code 44237. The procedures shall also address safe housing and employee clearance for tuberculosis.”

We are committed to providing a safe, nurturing, healthy, and protective atmosphere in which every member of the community will grow and prosper. CWC will ensure the safety of the students and staff by complying with the current LAUSD independent charter school standards and policies for health and safety as well as all state and federal laws, including Education Code Section 44237.

A. CRIMINAL RECORDS CHECK
Each employee of the school must submit to a criminal background check and furnish a criminal record summary as required by California Education Code section 44237. Ed. Code §47605 9(b)(5)(F). The cost of the scan for employees will be covered by CWC. This requirement is a condition of employment.

B. TUBERCULOSIS TESTS
All employees hired by CWC will be required to have a Mantoux tuberculosis test per Education Code 49406. Staff shall comply with County requirements for periodic Tuberculosis (TB) tests.

C. IMMUNIZATION
All enrolled students and staff will be required to provide records documenting immunizations to the extent required by non-charter public schools. Records of student immunizations shall be maintained as required for enrollment in public schools.

D. VISION, HEARING AND SCOLIOSIS SCREENING
All enrolled students will receive screening of vision, hearing and scoliosis to the same extent as would be required if the pupils attended any other non-charter public school.

E. SCHOOL FACILITY
CWC has not yet secured a facility for the school, but will apply for a Prop 39 site, and is currently searching for private space as well for lease or purchase. Like most charter school start-ups, we face challenges in balancing our current need for a smaller space with our desire to secure a permanent facility as quickly as possible. We are considering a variety of options ranging from office to mixed-use to industrial, as well as possible use of portables on a vacant lot. Currently, there are many stalled development properties in our target area, and we have begun to meet with developers to discuss possible collaborations. We have met with NeeLura Bell, Project Director of the Hollywood Community Redevelopment Agency (CRA/LA) and John Givens, Vice President of CIM Properties, a major property owner in Hollywood, and have contacted commercial real estate brokers. One of our Founding Parents is a LEED-certified architect, and as noted earlier, we are incredibly fortunate to have on our Board Devy Schonfeld, former Director of Facilities Development for the Alliance for College-Ready Schools.

We are carefully considering zoning issues and conditional use permitting requirements. We hope to secure ample space for our students to freely engage in active learning, including facilities for art, music, and other enrichment, as well as sufficient outdoor play space. We will comply with all minimum classroom size requirements, yet hope to secure 50-75 square feet of classroom space per child. We
also will ensure ample parking space, and hope to locate in close proximity to one of Hollywood’s metro stations or major bus lines.

F. FACILITY COMPLIANCE

CWC will adhere to the Establishment Clause of the First Amendment on separation of Church and State. That is, any lease arrangement with a church may not advance or inhibit religion, nor give rise to excessive government entanglement with religion.

CWC will contract out with private companies to provide the following services as needed:

- Routine Maintenance
- Building Equipment Operations (e.g., air filter changes)
- Major or Deferred Maintenance
- Alterations and Improvements
- Custodial Services
- Gardening
- Landscaping
- Tree Trimming
- Pest Management (including methods CWC will use to comply with the Healthy Schools Act)
- Utilities

G. SCHOOL SAFETY PLAN

The school will maintain an up-to-date School Health and Safety Plan and it will be kept on file for review. (A draft of the School Health and Safety Plan is attached at Appendix E.) The school staff will be trained annually on the safety procedures outlined in the plan. All companies/services we contract with will be reputable and we will obtain all the required documentation to ensure the safe provision of all auxiliary services. The Board will review the school’s health and safety policy annually and ensure that appropriate updates are included.

The policy will be distributed to all staff and parents. The policy will cover, among other things:

- Emergency drill procedures and schedule (earthquake, fire and other).
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies.
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by CAL/OSHA, the California Health and Safety Code, and EPA.
- Emergency site plan.
- Health screening procedure (vision, hearing and scoliosis).
- Procedures expected of staff and parents in the case of a sudden illness or injury occurring at school.
- Procedures for administration of medication at school.
- CPR procedures and training for staff.
- Suggestions for families as to good nutrition for their children.
- Explanation of the necessity of physical education for the child’s health.

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- Legal obligation of reporting contagious conditions.
- Prevention of drug, tobacco and alcohol use, violence, and early sexual activity.

**H. ADDITIONAL HEALTH AND SAFETY POLICIES (District-required Language)**

**Child Abuse Reporting**
In accordance with state law, all teachers and staff at CWC will be mandated to report any suspected child abuse. The procedure for the individual will be to immediately make a call to an appropriate child protective agency, including but not limited to Department of Children and Family Services. The reporter will then file a report within 36 hours of first becoming aware of a suspected case of child abuse. The report will be filed with either the Police Department Child Abuse Unit or the Department of Children and Family services. The individual will meet with the appropriate authorities accordingly. Staff will receive in-service training and sign a document verifying notification and understanding regarding this responsibility.

**Insurance Requirements**
No coverage shall be provided to CWC by the District under any of the District’s self-insured programs or commercial insurance policies. CWC 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 CWC from claims which may arise from its operations. Each charter school location shall meet the below insurance requirements individually.

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

The following insurance policies are required:

1. **Commercial General Liability**, including Fire Legal Liability coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and CWC’s insurance primary despite any conflicting provisions in CWC’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 CWC from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. **Commercial Auto Liability**, including Owned, Leased, Hired and Non-Owned coverage with limits of $1,000,000 Combined Single Limit per Occurrence if CWC does not operate a student bus service. If CWC provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

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4. Fidelity Bond coverage shall be maintained by CWC to cover all charter school employees who handle, process or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 generate aggregate.

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

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

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

*Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional 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 CWC’s insurance primary despite any conflicting provisions in CWC’s policy.

CWC has worked with Middleton, Young and Minney LLP to assist in the development of our petition, Articles of Incorporation and By-laws, and preparation of our 501(c)(3) application to the IRS. We will continue to consult with appropriate legal counsel as needed to proactively address any legal concerns.

Evidence of Insurance
CWC 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 CWC 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 CWC.
Additionally, the charter will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations. Currently, the required reserve is 5% of total operational expenditures.

**Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, CWC 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. CWC 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 CWC, and their officers, directors, employees or volunteers. Moreover, CWC agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.
**ELEMENT 7: RACIAL AND ETHNIC BALANCE**

*Element Requirement:* “The means by which the school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the district’s territorial jurisdiction.”

A student population that reflects the demographics of Los Angeles – and the remarkably diverse neighborhood we intend to serve -- is integral to our mission. To date, our Founding Parent group includes a remarkably diverse representation of the community: 28% of these families have children who are first-born American and an additional 32% of the families have at least one parent who is him/herself first-generation American. These families come from more than 15 diverse nations including Mexico, Bangladesh, Kenya, China, Japan, Italy and Scotland. CWC is committed to making diligent efforts to recruit students from a broad array of racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the school district. CWC will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school and the school’s efforts to achieve racial and ethnic balance.

We anticipate securing a location in the densely populated area of Hollywood that offers numerous public transportation options, including Metro access. CWC parents will be encouraged to carpool, walk or take public transportation to fulfill our Conditional Use Permit requirements as required (except where individual circumstances do not permit). In the future, if family need warrants it and we have sufficient funding, CWC hopes to offer busing to our students. See Element 1, Section C for a detailed discussion of the population we intend to serve.

**A. MEANS OF RECRUITING A DIVERSE STUDENT BODY TO CWC – OUTREACH PLAN**

CWC intends to build upon the successful model of community partnerships and outreach that similar charter schools have developed in recent years. Our Executive Director already has begun the process of meeting with leaders of local community organizations, religious organizations and neighborhood leaders, several of whom have joined our Advisory Board and are committed to assisting us promote our school to area families, particularly those who are traditionally most in need. (See Appendix G for letters of support from several members of our Advisory Board as well as LA City Council President Eric Garcetti.) Our website, [www.citizensoftheworld.org](http://www.citizensoftheworld.org), designed by an accomplished parent volunteer, is already a valuable source of information and outreach for our school. Already, more than 400 parents have signed our petition indicating their interest in enrolling their children in our school and dozens of parents are participating actively already in volunteer efforts to help create and develop our school. This group is participating in community fairs (including the Larchmont Family Fair on October 25, 2009, which annually has approximately 10,000 participants) and events to conduct further outreach to the community (including a parent orientation meeting held October 28, 2009 at the Yucca Community Center). Our Executive Director will Principal, Board Members and specifically trained “School Ambassadors” (parents, teachers, and other volunteers) over the coming months in continuing the following key activities:

1. Meet with the leadership of local preschools, day care centers, businesses, service and community organizations in order to:
   - Inform leaders and their constituents/clients/acquaintances of the school’s mission, programs, services;
• Hear and address the needs, questions and concerns of all community members;
• Foster an ongoing mutually beneficial relationship with other organizations that are serving the community.

2. Hold informational/orientation sessions for parents and community members at local preschools, religious centers, community centers, parks, libraries and more to reach out to families of young children and inform them about CWC’s mission and operations.

3. Ensure placement of CWC informational brochures and promotional fliers about school/community events in each of these local preschools, religious facilities, libraries and businesses (grocery stores, drug stores, etc.), community organizations (Boys and Girls Club of Hollywood, YMCA, etc.).

4. Form mutually-beneficial partnerships with organizations in our area to offer referrals and services to the children and families we serve.

CWC will work diligently to ensure that these efforts are conducted by individuals with appropriate language fluency for the target audience at each event/location. If school leaders are not themselves proficient in the needed languages, a translator will be involved at every step of the communication process, and will be hired to translate all school materials and websites as well. It is anticipated that translations will be needed into Spanish and Korean, but other languages may also be considered essential (Thai, Russian, etc.).

In addition to utilizing the existing structures of organizations that serve the community, school leadership are publicizing the school to potential parents using the following means:

• Internet: One of our Founding Parents is an accomplished logo, graphics and website developer who is providing her company’s services to the school at no charge. Our website, www.citizenoftheworld.org, will serve a central hub for school information (and will include translation in Spanish, Korean and other languages as needed), along with email blasts via constantcontact.com and other yahoo-type groups (including a 650+ member group of parents moderated by our Executive Director – unrelated to the school -- for parents in the area to exchange information and resources), message boards, and other virtual communities that will be contacted and/or created;

• Community events/fairs/festivals: local events including fairs, festivals, farmers markets, and other local events;

• Multilingual Park Information Sessions: throughout the coming months, and prior to the lottery each spring, school representatives will hold multilingual events at local parks, near playgrounds. School representatives will advertise these events via various (free) avenues prior to each event, and then create a celebration-like atmosphere with food, decorations to draw attention, organized activities for kids, and more. School representatives will speak with potential parents about the school, and will hand out school brochures/registration information.

• Meet & Greets/Town Hall Meetings. Our Executive Director has already held one Meet & Greet session for prospective parents to learn more about the school which was attended by almost 40 families, a second orientation is being held on October 28th that we anticipate will be attended by significantly more families. We will continue to hold these meetings regularly and enable parents to ask questions of our staff and Board members and offer their input about the school. These Meet & Greets will evolve into Town Hall Meetings as the group of parents and involved members of the community grows larger.
After initial outreach meetings and events are held, school leadership will assess the experiences and the results in order to plan for ongoing and annually-updated outreach strategies. A calendar will be created denoting the times of year to follow up with each organization/individual in order to schedule outreach events with potential future parents and hear feedback and constructive criticism from the organization’s constituents about the school, timing of Multilingual Park Info Sessions and other activities. Regular training sessions will also be scheduled so that school leaders can train more parents who wish to volunteer as School Ambassadors.

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

We have already begun to reach out to the following organizations, among others:

**Preschools/Daycare**

ABC Educational Ctr Inc  
1129 Cole Ave  
Los Angeles, CA 90038-1501  
(323)466-9984

Arshag Dickranian Armenian  
1200 N Cahuenga Blvd  
Los Angeles, CA 90038-1604  
(323)461-4377

Blessed Sacrament School  
6641 W Sunset Blvd  
Los Angeles, CA 90028-7121  
(323)467-4177

Canyon Co-Op School  
1820 North Las Palmas  
Hollywood, CA 90028  
(323) 464-7507

Carroll-Rees Academy & Arts  
1717 N Gramercy Pl  
Los Angeles, CA 90028-5802  
(323)469-4410

Christopher Robin Preschool  
815 N. Alta Vista Blvd.  
Los Angeles, CA 90046  
(323) 934-9512

Delaney Wright Fine Arts Preschool
6125 Carlos Ave  
Los Angeles, CA 90028  
(323) 871-2470

First Presbeteryian Church of Hollywood Pre-School  
1785 La Baig Ave  
Los Angeles, CA 90028  
(323) 461-3429

French Nursery & Kindergarten  
5262 Fountain Ave  
Los Angeles, CA 90029-1310  
(323) 663-4038

Hollywood Schoolhouse  
1248 N Highland Ave  
Los Angeles, CA 90038-1207  
(323) 465-1320

Immaculate Heart Of Mary  
1055 N Alexandria Ave  
Los Angeles, CA 90029-2517  
(323) 663-461

Montessori Shir-HaSharim  
6047 Carlton Way  
Los Angeles, CA 90028-6508  
(323) 465-1638

Sunset Montessori  
1432 N. Sycamore Ave  
Los Angeles CA 90028  
(323) 465-8133

Wagon Wheel School  
653 N. Cahuenga Blvd.  
Los Angeles, CA 90004  
(323) 468-8994

**HEAD START**  
Main contact: Foundation For Early Childhood Education, Inc.  
(626) 572-5107

Yucca Street Head Start  
6128 Yucca St.  
Los Angeles, CA, 90028-5214
Wilton Place Head Start  
1528 N. Wilton Pl.  
Los Angeles, CA, 90028-6716

Fountain I  
5636 Fountain Ave.  
Los Angeles, CA, 90028-8514

La Mirada I  
5637 La Mirada Ave  
Los Angeles, CA, 90038-2209

La Mirada II  
5637 La Mirada Ave.  
Los Angeles, CA 90038

Berendo Head Start  
1220 N. Berendo St.  
Los Angeles, CA 90029-1602

**ORGANIZATIONS**

Assistance League Of Southern California  
1375 N St Andrews Pl  
Los Angeles, CA 90028-8530

Operation School Bell (part of the Assistance League)  
1360 N St Andrews Pl.  
Los Angeles, CA 90028  
(323) 469-6017

Boys and Girls Club of Hollywood  
850 N Cahuenga Blvd  
Los Angeles, CA 90038-3704  
(323) 467-2007

Covenant House of CA  
1325 N. Western Avenue  
Hollywood, CA 90027-5615  
(323) 461-3131

Nat’l Charity League LA  
5000 Hollywood Blvd  
Los Angeles, CA 90027-6193  
(323) 665-5981

Project ABC

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Citizens of the World Charter School -- Hollywood
155 N Occidental Blvd
Los Angeles, CA 90026-4641
(213) 383-5992

YMCA – Hollywood-Wilshire
1553 North Schrader Boulevard
Hollywood, CA 90028
(323) 467-4161

**Religious Organizations**

Beverly Presbyterian Church
4639 Beverly Blvd.
Los Angeles, CA 90004

Church of the Blessed Sacrament
6657 Sunset Boulevard
Hollywood, CA 90028
(323) 462-6311

Hollywood Adventist Church
1711 N. Van Ness Ave.
Hollywood, CA 90028

Hollywood Presbyterian Church
1760 N. Gower St.
Hollywood, CA 90028
323.463.7161

Hollywood United Methodist Church
6817 Franklin Ave.
Hollywood, CA 90028
323.874.2104

Holy Spirit of Korean Church
6682 Selma Ave
Los Angeles, CA 90028
(323) 464-0800

Holy Virgin Russian Orthodox Church
2041 Argyle Ave
Los Angeles, CA 90068
323-466-4845

Hope Lutheran Church
6720 Melrose Avenue
Los Angeles, 90038
(323) 938-9135
B. GEOGRAPHIC AREA TARGETED
As detailed fully in Element One, CWC’s outreach will focus on three zip codes: 90028, 90038 and 90068, which includes the area from La Brea Avenue to the West to Western on the East and Melrose to the South to the top of the hill at the North. We will of course also include preschools, day care centers, churches, community organizations, festivals and other activities in the adjacent areas.

C. OUTREACH LANGUAGES
Outreach will be conducted primarily in English, Spanish, Korean and Armenian, though we will also likely engage families to assist in conducting native language outreach in Thai and Russian, and possibly other languages. As noted, central Hollywood is remarkably diverse and includes a multitude of nationalities.

D. ACHIEVING RACIAL AND ETHNIC BALANCE
As noted in the introduction to Element 7, our mission is based in a concept of creating a truly diverse school that reflects the neighborhood it serves, and the broader demographics of Los Angeles. As detailed extensively in Element 1, central Hollywood is perhaps more diverse than any other area of this City, and indeed, the nation. As “Citizens of the World” we seek to embrace this diversity in our student
enrollment and ensure a multi-cultural environment rich with unique experiences for our students to learn from one another.

E. ADDITIONAL OUTREACH INFORMATION

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

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

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

Determination of student eligibility for this 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 CWC under the PSC program increases in subsequent years, CWC agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the school.

Federal Compliance
To the extent that CWC is a recipient of federal funds, including federal Title I, Part A funds, CWC 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. CWC 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 NCLB-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.

Citizens of the World Charter School -- Hollywood
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.

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

**Court-ordered Integration**

The Charter School is subject to the requirements of the Crawford Court Order. The school will provide a written plan to achieve and maintain the District’s ethnic balance goal which is within a 70:30 or 30:70 ratio. As indicated throughout this petition, our mission places a major priority on recruiting a diverse group of students to our school. To date, we have conducted the following activities:

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>January – March 2010, ongoing</td>
<td>More than 800 fliers posted to date in English and Spanish at day care centers, preschools, stores (including WIC stores), Boys and Girls Club, community organizations, churches, pediatrician’s offices, dental offices, free clinics and more. Fliers are currently being translated into Korean, Russian, Armenian and Thai for additional distribution.</td>
</tr>
<tr>
<td>January – March 2010, ongoing</td>
<td>Outreach with major employers in the area, including Kaiser, Children’s Hospital, Saban Free Clinic, and others (all of whom are promoting CWC to their employees and in some cases, clients); several preschools/day care centers have promoted CWC to parents in newsletters and at school events re: Kindergarten options</td>
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<tr>
<td>Since mid-October</td>
<td>Website: citizensoftheworld.org; information in Spanish, Korean, Russian, Armenian and Thai will be posted shortly.</td>
</tr>
<tr>
<td>October 25th</td>
<td>Booth at Larchmont Family Fair, attended by thousands of families</td>
</tr>
<tr>
<td>October 28th</td>
<td>Outreach/Info Session at Yucca Community Center, attended by 40+ families</td>
</tr>
<tr>
<td>Jan. 30, Feb. 10, Feb. 20th</td>
<td>Outreach/Info Sessions at Hollywood Forever Cemetery’s Chapel, attended by more than 140 families</td>
</tr>
<tr>
<td>March 2010</td>
<td>Cover page feature article in Larchmont Chronicle; press release currently being prepared and translated into Spanish, Korean, Russian, Armenian and Thai for distribution to local community</td>
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Citizens of the World Charter School -- Hollywood
<table>
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<tr>
<th>Date/Period</th>
<th>Activity Description</th>
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<tr>
<td>February 25, March 10, 18, 25</td>
<td>Presentations at 7 Head Start locations in target area at each site’s monthly parent meetings (30+ families at the first one)</td>
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<tr>
<td>Saturdays throughout March</td>
<td>Outreach events at Pan Pacific Park, Griffith Park, Barnsdall Art Park and local “pocket” parks; East Hollywood Art Cycle Event; March 27th Yucca Community Center Family Fair</td>
</tr>
<tr>
<td>February and March</td>
<td>Presentations at all five Neighborhood Council meetings; Thai Rotary Club; and more</td>
</tr>
<tr>
<td>October – March and ongoing</td>
<td>Meetings with Councilman Garcetti’s staff, Councilman LaBonge, Hollywood CRA, Hollygrove, and others</td>
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</table>

In future years, we will continue to develop relationships with local organizations and community leaders, and conduct similarly broad and targeted outreach efforts throughout the community, in several languages. We recognize that parents are our best ambassadors, and they will continue to play a central role in reaching out to their friends and neighbors in the community.
ELEMENT 8: ADMISSIONS REQUIREMENTS

Element Requirement: “Admissions requirements, if any.”

A. ENROLLMENT
CWC will enroll all pupils who wish to attend (Education Code Section 47605 (d)(2)(A)) to the extent that space allows. If the number of students applying for enrollment exceeds the openings available, entrance shall be determined by random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements. Enrollment to the school shall be open to any resident of the State of California. Enrollment will be on a first come, first served basis. Admission to CWC will not be determined according to the place of residence of the pupil or his/her parent, though preference shall be extended to pupils currently attending the charter school and pupils who reside within LAUSD as required by Education Code §47605(d)(2)(B), siblings of enrolled students, and 10% of the spots in each class reserved for children of Founding Parents.

B. NON-DISCRIMINATION IN ADMISSIONS
CWC affirms that the school shall be nonsectarian in all aspects of its programs and operations, including admissions and employment. CWC shall not charge tuition. CWC will not discriminate against any person on the basis of race, ethnicity, national origin, gender, religion, or disability as set forth in Education Code Section 47605(d)(1) or other applicable state, local or federal law.

C. RECRUITMENT OF AT-RISK STUDENTS
CWC will actively recruit a socio-economically and ethnically diverse student population from the District and surrounding areas who are committed to the school's educational philosophy and instructional practices. As detailed in Element 7, our Outreach Plan includes targeted efforts to recruit all types of students, including those who are at-risk of low achievement, special education students, and economically disadvantaged students. Our child-centered approach to education will be particularly impactful for these children. Furthermore, our management structure is intentionally designed to ensure that our Principal is free to devote him or herself entirely to the education of a diverse student body, including significant numbers of “at-risk” children.

The Charter School will comply with the McKinney Vento Homeless Assistance Act for homeless children.

D. RANDOM PUBLIC DRAWING

1. PARENT COMMUNICATION:
Enrollment forms will be accepted year-round and be available on-line at www.citizensoftheworld.org, in several languages. A sample of our enrollment form is included in the Family Handbook at Tab F. An explanation of the enrollment process will be provided at outreach events, in written application materials, and on our website. All written materials regarding enrollment will be available on our website and in the school office in English, Spanish, Korean and other languages as necessary. Public notice will be posted at the school site, web site and school list-serve (community email group) regarding the date, time and location of the public drawing, encouraging people to attend.
CWC will offer orientation meetings prior to the application deadline with the principal or designated school representative in order to discuss with interested parents the school philosophy, mission and instructional practices.

2. FAIR EXECUTION OF LOTTERY PROCEDURES
At all times, our enrollment and lottery process will be transparent. Parents will be encouraged to attend the public drawing and the time and place will be scheduled in order to maximize attendance. The school’s policies and procedures regarding enrollment will be clearly publicized in the application instructions, the CWC Family Handbook, on our website, and posted on the school’s bulletin board prior to the lottery.

3. ENROLLMENT TIMELINES
The school will designate an enrollment deadline (approximately four to six weeks after initial charter approval, and in subsequent years, in February or early March) and only applications received prior to the deadline will be included in the public random drawing. Applications may be submitted year-round. All parents of students eligible for enrollment must fill out all paperwork as required by law. Applicants will be drawn publicly at random.

Parents of students who are offered spots will be notified by U.S. post, phone call and/or email. This notification will include a description of the school’s philosophies and goals of creating a parent-involved community of learners. Notifications will be translated into other languages. Parents of students who are not offered spots also will receive notice by U.S. post and/or email and informed of their placement on the wait list. When spots are offered to the initial pool, families will be given a specified deadline in which to accept the spot and request an enrollment packet. (Depending on the date of the lottery, this time period will be at least five days, but may be longer in the event our lottery is held prior to other area schools’ lotteries and private school admissions notifications.) The enrollment packet must be returned within the deadline given by the school (at least two weeks).

4. LOCATION OF LOTTERY
As noted, the location of the lottery will be arranged to ensure maximum parent participation. Once CWC has a school facility, the lottery likely will take place on school grounds.

5. DATE AND TIME OF LOTTERY
Pending charter approval from LAUSD, we have set a tentative lottery date of April 15, 2010 for this first year. In subsequent years, our lottery will be held on a Saturday in mid-March, timed to coincide with other local charter school’s lotteries and acceptance deadlines (and perhaps adjusted from year to year to accommodate school holidays). This year, we will hold the lottery in the evening so that parents who work are able to attend. We will hold the lottery at a facility that will accommodate everyone who has applied, provide translation in additional languages, and provide child care for children in attendance. In future years, our lottery will be held at the school site.
The school will establish an application deadline and only applications received prior to the deadline will be included in the public random drawing. This year, the application deadline has been tentatively set for April 12, 2010, pending charter approval.

At the lottery, the Executive Director will draw names for each grade in which there are more applicants than spaces available. A member of the Board of Directors, the Principal, or their designee will be present to ensure fair and accurate implementation of the lottery procedures.

As names are pulled, students will be assigned a number corresponding to the number of enrollment slots. Once all enrollment slots have been made available, remaining students will be added to the waitlist in the order in which they were randomly drawn.

Acceptance letters will be mailed out to families within seven (7) days of the lottery. Families are given five (5) days after the receipt of the acceptance letters to respond in order to secure admission.

6. ENROLLMENT PREFERENCE
If the number of students applying for admission exceeds the openings available, entrance, except for the existing students of CWC, shall be determined by random public drawing in accordance with Education Code § 47605(d)(2). Admission to the school shall be open to any resident of the State of California. Priority will be offered to students in the following order:

1. students currently attending the school and students residing within the territorial jurisdiction of LAUSD;
2. siblings of students already attending the school;
3. children of founding parents (this preference combined will be applied up to 10% of current openings at any grade level).

7. WAIT LISTS
During the same public random drawing, once enrollment is reached, the remaining names will continue to be drawn and will be placed on a waiting list in the order drawn. If vacancies occur during the school year, the vacancies will be filled according to the waiting list, which will be prioritized in the same manner described in the previous section.

Students who are not granted seats for the next school year will remain on the waiting list unless otherwise requested by the parent to be taken off. The wait list is cleared at the end of the academic year for which the lottery was drawn. Therefore, the wait list does not carry over from one year to the next.

8. NOTIFICATION OF PARENTS ON WAIT LIST
As spots become available, families on the wait list will be notified via telephone and email in the order they appear on the wait list, and given 72 hours to accept the spot (via telephone or email) and request an enrollment packet.
9. ENROLLMENT RECORDS
Only uninterested parties who have signed confidentiality waivers will handle enrollment data. The original “pull numbers” and data will be kept on file at the school in the event of the need for an audit.
ELEMENT 9: FINANCIAL AUDITS

Element Requirement: “The manner in which annual, independent financial audits shall be conducted. These audits shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the Board.”

A. ANNUAL INDEPENDENT AUDIT

CWC’s Board of Directors will ensure that an annual, independent financial audit will be conducted in accordance with generally accepted accounting principles applicable to the school and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States. To the extent required under applicable laws or the requirements of specific funding sources, the audit scope will expand to be in compliance with the requirements of U.S. Office of Management and Budget (OMB) Circular A-133 and any other state, local government or private funding requirements. Should OMB Circular A-133 be rescinded, audits of major federal programs will be conducted in compliance with standards and provisions approved by OMB.

It is anticipated that the annual audit will be completed each year within four months of close of the fiscal year and that a copy of the auditor’s findings will be forwarded to the chief financial officer of LAUSD and the California Department of Education by December 15th.

1. AUDITOR SELECTION AND OVERSIGHT

CWC’s Board of Directors, led by the Chief Financial Officer, will select an independent auditor and oversee an annual audit to verify the accuracy of the school’s financial statements as well as attendance and enrollment accounting practices. All auditors will report directly to the Chief Financial Officer (and Finance Committee, if applicable) of the Board of Directors.

2. AUDITOR EXPERIENCE

The audit will be conducted by a Certified Public Accountant familiar with school finances and operations, including the Audit Guide for Charter Schools.

a. Audit Information

Our Executive Director and our back office provider (ExEd) will make all requested records available to the auditor.

b. Reporting To LAUSD

CWC will comply with all LAUSD reporting requirements in a timely and complete fashion, including submission of provisional and final budgets, interim projections, unaudited and audited actual financials, classification reports, statistical reports and all other required reports.

c. Audit Findings And Exceptions

CWC’s Board of Directors will review any audit exceptions or deficiencies and determine means to resolve them. The Board of Directors will report to LAUSD regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be resolved to the satisfaction of the District.
d. **District Oversight Costs**

The District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.
ELEMENT 10: PUPIL SUSPENSION AND EXPULSION

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

We believe that students learn best in an environment where there are clear expectations about behavioral and community norms that allow them to feel safe, cared for and respected. In order to maintain a positive learning community and embrace our school mission of developing good global citizens, CWC will develop and maintain a comprehensive set of student discipline policies for actions by students that would violate California Education Code Section 48900. CWC will follow the procedures as outlined herein rather than using the procedures in Education Code 48900, et seq, except where specifically indicated in this section. These policies meet the intent and purpose of the Education Code and provide ample due process and clarity of procedure. Parents, teachers and students will all be encouraged to offer input on the school’s disciplinary policies and implementation to ensure that all stakeholders are valued and respected.

Each enrolled family will receive a copy of the CWC Family Handbook at the beginning of each school year, a draft of which is included in Appendix F. Each family will be required to acknowledge in writing that they have reviewed the policies in the Handbook, and similarly acknowledge any significant policy changes that may be made throughout the year.

B. SUSPENSION AND EXPULSION

Mandatory Expulsion/Suspension: It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school.

The following reasons shall constitute mandatory grounds for the Principal to immediately suspend and recommend expulsion of a student at CWC:

- Causing serious physical injury to another person.
- Brandishing a knife.
- Possessing, selling, or otherwise furnishing a firearm or explosive device.
- Committing or attempting to commit robbery or extortion.
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053 of Division 10 of the Health and Safety Code).
- Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in Section 48900).
- Possession of an explosive.

Discretionary Expulsion/Suspension: In addition to the foregoing mandatory suspension/expulsion infractions, the Principal may immediately suspend and recommend for expulsion a student at CWC upon a determination that the student has committed one of the acts listed below:

- Causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense.
- Causing, attempting to cause, threatening to cause or participating in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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• Unlawfully possessing, using, selling or otherwise furnishing, or being under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, any alcoholic beverage, or other intoxicant of any kind.
• Unlawfully offering, arranging, or negotiating to sell any controlled substance as defined in Health and Safety Code 11053-11058, any alcoholic beverage, or any other intoxicant of any kind, and then selling, delivering or otherwise furnishing to any person a liquid substance or material and representing same as a controlled substance, alcoholic beverage or intoxicant.
• Unlawfully possessing or unlawfully offering, arranging, or negotiating to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
• Possessing or using tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit a pupil from using his/her own lawfully prescribed products.
• Harassing, threatening or intimidating a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
• Disrupting school activities or otherwise willfully defying the valid authority of teachers, administrators, or other school officials or personnel engaged in the performance of their duties.
• Possessing an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a responsible person to conclude that the replica is a firearm unless, in the case of possession of any object of the type, the student had obtained written permission to posses the item from a certified school employee, with the administrator's or designee's concurrence.
• Causing or attempting to cause damage to school property or private property.
• Stealing or attempting to steal school property or private property.
• Committing an obscene act or engaging in habitual profanity or vulgarity.
• Knowingly receiving stolen school property or private property.
• Engaging in, or attempting to engage in, hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
• Aiding or abetting the infliction or attempted infliction of physical injury to another person.
• Committing sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
• Intentionally harassing, threatening or intimidating a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
• Making terrorist threats against school officials and/or school property. For purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another...
person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

- Possessing, selling, or otherwise furnishing any knife or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
- Unlawfully offering, arranging to sell, negotiating to sell, or selling the prescription drug Soma.
- Engaging in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

C. EXPULSION AND SUSPENSION PROCEDURES

Expulsion

Students will be recommended for expulsion if the Principal finds that at least one of the following findings may be substantiated:

a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.
c) The violation is a mandatory expellable offense as listed above in section A.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the Principal determines that an act subject to expulsion has occurred. The hearing may be presided over by the Board of Directors or an administrative hearing panel appointed by the Board. The administrative panel will be made up of at least three (3) certificated individuals who are not members of the Board and are not employees of CWC.

The Principal or his/her designee will provide written notice of the hearing to the student and the student’s parent/guardian at least 10 calendar days before the date of the hearing. This notice will include:

a) The date and place of the hearing (if neither parent is available, another time will be found within the following week);
b) A statement of the specific facts, charges and offense(s) upon which the proposed expulsion is based;
c) A copy of CWC’s disciplinary rules which relate to the alleged violation;
d) The opportunity for the student or the student’s parent/guardian to appear in person at the hearing;
e) Notice that the student will be permitted to bring witnesses and present evidence on his or her behalf; and
f) Notice that the student will be permitted to be represented by legal counsel or by a non-attorney advisor, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil’s behalf.

The hearing will proceed as follows:

- Both representatives for the School and the pupil identify themselves.
- The proceedings will be tape-recorded.
- The hearing will be conducted in closed session unless a written request has been made by the pupil or his/her parent/guardian to conduct it in public session.
- Only involved parties are present in the case of a closed hearing.
- All witnesses will be sworn to tell the truth prior to testifying.
- Brief opening statements will be made by both parties, with the School going first.
- The School will present documentary evidence or witnesses in support of the charges.
- The pupil or representative may then cross-examine any School witness.
- Witnesses other than the parties will be excused upon having provided testimony.
- Upon conclusion of the School’s case, the pupil or his/her representative may then present documents, witnesses, or other evidence in support of his/her case.
- The School may then cross-examine any witnesses presented by the pupil.
- Following the case presentations, both parties will make closing statements and recommendations.

If the hearing is held by the Administrative Panel, the decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the CWC Board of Directors, who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written notice to expel a student will be sent by the Principal or his/her designee to the parent/guardian of any student who is expelled, within ten (10) days of the conclusion of the hearing. This notice will include the following:

a) The specific offense committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion.”

b) Notice of the student or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with CWC.

c) Appeal rights under this policy.

Suspension
Prior to suspension, an informal conference will take place between the Principal (or his/her designee), with the student and his/her parent/guardian. The pupil shall be informed of the reason for the conference, the evidence against him/her, and shall be given the opportunity to present his/her version and evidence in defense. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without conference,
the parent/guardian shall be notified of the suspension and a conference will be scheduled as soon as possible.

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person, to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice shall also state the date and time the student may return to school. If the Principal or designee wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may note that the parents/guardians are required to respond to this request without delay and that violation of school rules can result in expulsion from school.

The length of suspension for students may not exceed a period of 5 consecutive days without first scheduling a second conference between the Principal or designee and parents/guardians to discuss the progress of the suspension upon the completion of the 5th day of suspension. Arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

D. Right to Appeal

If a pupil is expelled from CWC, the pupil or the pupil's parent or guardian may, within 30 calendar days following the decision of the Board to expel, file a written appeal, requesting that the Board reconsider the expulsion determination.

If appealed, the Board shall appoint an impartial appeals panel ("Appeals Panel"), consisting of at least three (3) certificated individuals, all of whom shall have served on an administrative panel or Board which has considered expulsion decisions previously. No member of the Appeals Panel may have been involved in the current case, as a teacher of the student or as an administrator or board member who considered the original expulsion.

The Appeals Panel shall hold a hearing within twenty (20) school days following the filing of a formal request under this section. The Appeals Panel shall render a recommendation to the Board within three (3) school days of the hearing. The Appeals Panel’s recommendation shall be forwarded to the Board, who can either adopt the recommendation of the Panel or direct that a new hearing be held. The decision of the Board following the Appeals Panel will be made within five (5) school days and shall be final.

The pupil shall submit a written request for a copy of the hearing recordings and supporting documents from the School simultaneously with the filing of the notice of appeal. The School shall provide the pupil with the hearing recordings (or, at its discretion, a notarized written transcript of the recordings), supporting documents, and records within 10 school days following the pupil’s written request.

The period within which an appeal is to be filed shall be determined from the date the Board votes to expel even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the original action of the Board within the prescribed time may not subsequently appeal a decision of the Board to revoke probation and impose the original order of expulsion.
The Board may adopt further rules and regulations establishing procedures for expulsion appeals conducted so long as they are consistent with this section. The adopted rules and regulations shall include, but need not be limited to, the requirements for filing a notice of appeal, the setting of a hearing date, the furnishing of notice to the pupil regarding the appeal, the furnishing of a copy of the expulsion hearing, procedures for the conduct of the hearing, and the preservation of the record of the appeal.

Closed session
The Appeals Panel shall hear an appeal of an expulsion order in closed session. During the closed session, if the Appeals Panel admits any representative of the pupil or the School, the Panel shall, at the same time, admit representatives from the opposing party.

Evidence admissible at hearing
The Appeals Panel shall determine the appeal from a pupil expulsion based upon the factual record of the original expulsion hearing. No factual evidence other than that contained in the record of the proceedings of the original hearing may be heard, except as noted in Item (4) below and subsequent provisions.

Scope of review
The review by the Panel of the decision of the Board shall be limited to the following questions:

1. Whether the Board acted without, or in excess of, its jurisdiction.
2. Whether there was a fair hearing before the Board, or its designated panel.
3. Whether there was a prejudicial abuse of discretion in the original hearing.
4. Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the original expulsion hearing.

An Appeals Panel may not recommend reversing the decision of the Board to expel a pupil based upon a finding of an abuse of discretion unless the Panel also determines that the abuse of discretion was prejudicial.

Decision of the Appeal Panel
The decision of the Appeals Panel shall be limited as follows:
(a) If the Appeals Panel finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Board, it may recommend that the Board reconsider the matter and may in addition recommend the pupil reinstated pending the reconsideration.
(b) In all other cases, the Appeals Panel shall enter a recommendation either affirming or reversing the decision of the Board. The recommendation of the Appeals Panel shall be forwarded to the Board, who shall consider the recommendation and issue a final decision within five (5) school days.

The decision of the Board following the Appeals Panel shall be issued within five (5) school days of the Appeals Panel’s recommendation, and shall be final. Written notice of the Board’s decisions will be sent to the pupil and his/her parent/guardian.
E. ASSURANCES REGARDING LIST OF OFFENSES
In preparing the list of mandatory and discretionary expulsion and suspension offenses, CWC has consulted a variety of sources in addition to applicable laws to ensure that our policies comply with “best practices” at similar schools, including non-charter schools within LAUSD. Our primary purpose, of course, is to ensure the health and safety of our students, staff and community. Beyond that however, we also aim to ensure that students understand clear standards for conduct and are treated at all times in a respectful manner by their peers, teachers, administrators and other members of our community.

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

G. PERIODIC REVIEW OF DISCIPLINE POLICIES
CWC’s Principal’s Council will assume responsibility for considering recommended changes in our discipline policies (to the extent permitted by law) suggested by students, parents and other members of the community. The Principal’s Council will review the CWS discipline policies at least once annually to determine whether changes are warranted.

H. GENERAL DISCIPLINE POLICIES
If a student violates school policies enumerated in the Family Handbook that are not specified as grounds for immediate suspension or expulsion, possible disciplinary actions include:
- Warning
- Loss of Privileges
- Notices to parents by phone/letter
- Referral to the Principal
- Request for Parent Conference
- Suspension
- Expulsion

The Principal will bear primary responsibility for overseeing all student discipline.

I. REHABILITATION PLANS AND READMISSION
Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for
readmission. The rehabilitation plan should include a date not later than one year from the date of 
expulsion when the pupil may reapply to the Charter School for readmission.

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

J. Notification of District of Residence of Expulsion/leaving mid-year

Pursuant to California Education Code section 47605(d)(3), the Principal or designee shall inform the 
superintendent of the pupil’s last known address within 30 days of an expulsion or a student 
withdrawing for any reason that the pupil is no longer in attendance and shall, upon request, provide 
the school district with a copy of the cumulative record of the pupil including a transcript of grades or 
report card and health information.

If a pupil is expelled or leaves the charter school without graduating or completing the school year for 
any reason, the charter school shall notify the superintendent of the LAUSD of the pupil’s last known 
address within 30 days, and shall, upon request, provide LAUSD with a copy of the cumulative record of 
the pupil, including a transcript of grades or report card, and health information.
ELEMENT 11: RETIREMENT PROGRAMS

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

A. RETIREMENT BENEFITS
CWC’s Board of Directors shall determine which school-sponsored retirement plans will be available to various types of staff (e.g., certificated staff, part-time staff, etc.). Non-certificated employees will participate in the federal Social Security system in accordance with applicable law. CWC plans to have its teachers participate in the State Teachers’ Retirement System (or a similar program) and coordinate such participation, as appropriate, with the social security system or other reciprocal systems. If the school should opt to participate in the STRS, or any other systems, CWC shall work directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data. All withholdings from employees and CWC will be forwarded to the STRS Fund as required.

Employees will accumulate service credit years in the same manner as all other members of STRS. For full-time certificated employees who participate in the State Teacher Retirement System (STRS), employees will contribute the required percentage (currently 8.0% of salary), and CWC will contribute the employer’s portion (currently 8.25%) required by STRS.

B. OVERSIGHT OF BENEFITS
CWC has contracted with ExEd to handle our payroll and accounting services. The Executive Director is responsible for ensuring appropriate arrangements for coverage have been made.

C. EMPLOYEE POLICIES
Employee Policies relating to the terms and conditions of employment are included in Element 13, and Appendix D: Employee Handbook.
**Element 12: Attendance Alternatives**

*Element Requirement: “The public school attendance alternatives for students residing within the District who choose not to attend charter schools.”*

No student enrolled in LAUSD will be required to attend CWC. Pupils who choose not to attend CWC may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the district.
Element 13: Rights of District Employees

Element Requirement: “A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school.”

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

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

A copy of CWC’s Draft Employee Handbook is attached in Appendix D. A final Handbook will be approved by our Board of Directors in collaboration with our Principal and Executive Director following charter approval.
ELEMENT 14: DISPUTE RESOLUTION

Element Requirement: “The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.”

A. DISPUTES BETWEEN CWC AND THE LOS ANGELES UNIFIED SCHOOL DISTRICT

The staff and governing board members of CWC 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 CWC, 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: Citizens of the World Charter School -- Hollywood
Tara Kelly, Executive Director
419 Larchmont Blvd., #42
Los Angeles, California 90004

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.

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(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 Association.

(4) If the mediation is not successful, then the parties agree to settle the controversy, claim or dispute by arbitration conducted by a single arbitrator in accordance with the 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.

B. **COSTS OF DISPUTE RESOLUTION PROCESS**
Cost allocation of mediation and arbitration are detailed in the previous section.

C. **CHARTER REVOCATION**
See Element 16.

D. **DISPUTE RESOLUTION PROCEDURES**
See Section A, above.

1. **DISPUTES ARISING FROM WITHIN THE SCHOOL**
Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, Board members, and partner organizations, will be resolved pursuant to policies and practices developed by the school. The Los Angeles Unified School District (LAUSD) will, as an initial step, refer any complaints or reports regarding such internal disputes to the Board or administrative staff of CWC for resolution. If the matter is not resolved to the satisfaction of the person or persons complaining, LAUSD may, among other things, refer the complaining person or persons to the appropriate state or federal agency.

CWC will maintain an Open Door policy regarding disputes. Employees who have job-related concerns or complaints are encouraged to discuss them with their supervisor or any other management representative with whom they feel comfortable. CWC believes that employee concerns are best addressed through this type of informal and open communication. Employees are encouraged to raise their work-related concerns with their supervisor or other management representative as soon as possible after the events that cause the concern.
The employee also may choose to contact the Executive Director regarding any work-related concern or complaint, either after speaking with his or her supervisor or other management representative or instead of speaking with the supervisor or other management representative. The Executive Director and/or other appropriate personnel will promptly respond to the issues raised therein.

CWC will attempt to keep the employee concerns and any resulting investigation confidential to the extent feasible. However, in the course of an investigation and/or in resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law.
**Element 15: Employer Status and Collective Bargaining**

*Element Requirement: “A declaration as to whether or not the charter school shall be deemed the exclusive public school employer for collective bargaining purposes.”*

CWC will be the exclusive employer of all employees of the charter school for collective bargaining purposes. As such, CWC will comply with all provisions of the Educational Employment Relations Act (“EERA”), and will act independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.
ELEMENT 16: SCHOOL CLOSURE

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

A. REVOCATION

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

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

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

Charter Renewal

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

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

1. Written notification to parents/guardians/caregivers of the enrolled students of the CWC will be issued by CWC 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.

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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, Los Angeles County Office of Education, and all retirement plans of the Closure Action shall be made by CWC by registered mail within 72 hours of the decision to Closure Action.

5. CWC 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 CWC 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 CWC will be the responsibility of CWC and not LAUSD. CWC understands and acknowledges that CWC will cover the outstanding debts or liabilities of CWC. Any unused monies at the time of the audit will be returned to the appropriate funding source. CWC 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 CWC 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 CWC 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, CWC 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 CWC is operated by a nonprofit corporation, and the corporation does not have any other functions than operation of the charter school, the corporation will be dissolved according to its bylaws.

   a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.
   b. A copy of the corporation’s 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 CWC’s right to operate as a charter school or cause CWC to cease operation. CWC and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should charter school breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
Facilities.

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

☐ Charter Petitioner or Developer Citizens of the World Charter Hollywood: A Public School

☐ Charter Management Organization n/a

☐ Petitioner’s Mailing Address 419 N. Larchmont Blvd., #42, Los Angeles, CA 90004

☐ Proposed Charter School Location central Hollywood – zip codes 90028, 90038, 90068

☐ LAUSD Attendance Area Vine Street, Selma Ave., Grant Ave., Valley View, Cheremoya names of District school sites near proposed location

☐ Proposed Charter School to be located within the boundaries of LAUSD.

Facility status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of Occupancy at least 45 days prior to the date the school is scheduled to open, issued by

Citizens of the World Charter School -- Hollywood
the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without a Certificate of Occupancy for the designated use of the facility unless an exception is made by LAUSD’s Charter Schools Division. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility at least 45 days before the school is scheduled to open or operate in the facility or facilities. Charter School shall not open in any location for which it has failed to timely provide a Certificate of Occupancy to the District, unless otherwise discussed with and approved by the Charter Schools Division. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Health & Safety: The school will comply with the Healthy Schools Act California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm.

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

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

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

Fiscally-independent Charter Schools using District Facilities
If District facilities are used during the term of the proposed charter, the charter school shall abide by all LAUSD policies including, but not limited to, Maintenance & Operations standards.

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

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

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

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

- Routine Maintenance
- Preventive Maintenance
- Building Equipment Operations (e.g., water treatment and air filter changes)
  Exception: Charters sharing a site with a traditional District school are required to reimburse the LAUSD for services related to maintaining any shared systems (e.g., filter changes for shared air handling systems)

- Alterations and Improvements-
All Alterations and Improvements (A&I) on District owned sites shall be approved by LAUSD prior to the start of any planning, design and construction. Charter School shall reimburse LAUSD for all expenses including but not limited to the design, review, construction and inspection of alterations or improvements. All A&I work will conform to District design guidelines and specifications, Office of Environmental Safety (OEHS) requirements and Division of State Architect (DSA), as appropriate.

- Custodial
- Gardening
- Landscaping
- Tree Trimming
- Gasoline Delivery (secondary sites only)

Health & Safety: The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm

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

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

Affiliated Charter Schools using District Facilities

LAUSD will provide Maintenance and Operations services to affiliated charter schools at a level comparable to other LAUSD schools.

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

A. ADMINISTRATIVE SERVICES
As detailed in Element 5: Employee Qualifications, the Board of Directors will be responsible for hiring and evaluating the Executive Director and Principal. The Principal in turn will be responsible for hiring and evaluating all teaching and educational staff; the Principal and Executive Director will work together to hire and evaluate administrative staff. Staff hiring will be based on applications, interviews and background/reference checks. All employment at CWC will be at-will.

All staff will be evaluated based on their successful performance of responsibilities outlined in their job descriptions and additional duties as may be assigned, in accordance with the terms and conditions of employment outlined in CWC’s Employee Handbook. Feedback from school stakeholders – teachers, staff, parents, students, and community partners – will be considered, as appropriate.

Lead staff will design comprehensive evaluation rubrics for all staff positions and ensure that each staff member clearly understands his/her responsibilities at the beginning of each year. All key staff evaluations will incorporate stakeholder feedback from parents, students, and other staff, as well as self-evaluation.

The Executive Director will be evaluated by the Board based on a variety of factors, including but not limited to:
• Achievement of the mission and vision of the school;
• Completion of required and enumerated job duties, including reaching objectives and benchmarks on the path to permanent school site, fundraising and financial sustainability;
• Maintenance and oversight of fiscal activities and sound budget
• Staff, parent and other stakeholder feedback.

The Principal will be evaluated by the Board based on:
• Achievement of the mission and vision of the school;
• Completion of required and enumerated job duties, including the supervision of teachers, development of curricula and the academic rigors of the school;
• Successful engagement of parents at a high level and strong community involvement;
• Creation of a school atmosphere of enthusiasm, warmth, and cooperation among all parties;
• Staff, parent and other stakeholder feedback.

Performance Standards and Evaluation of Teachers and Staff
The school administrators, using both formal and informal observations, will observe all teachers on an ongoing basis. Informal observations may occur during any instructional time and may include a post-observation communication. Formal observations may include a pre-observation conference as well as a post-observation conference. Pre-observation may be in person. Post-observation conferences will be in person and will occur soon after the observation. Results of formal and informal observations, consisting of the employee's and the administrator's observations and recommendations, will be put in writing and included within the employee's own Professional Development Plan and the school's personnel file. Nothing in this section limits the CWC administrators from conducting other observations of an informal or unannounced nature.

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The Principal will develop detailed evaluation metrics for all teaching staff, including, but not limited to:

- Student progress as referenced from multiple assessment measures and the teacher’s incorporation of assessment data in refining and developing curriculum for specific students;
- Effectiveness of teaching strategies, including developing and implementing high quality, engaging curriculum aligned to state standards and the school’s emphasis on constructivist, project-based learning with attention devoted to the multiple intelligences;
- Performance of all job duties as assigned, including professional development activities;
- Communication with parents, other staff, community members and others.

All other personnel will be evaluated by the Principal or the Executive Director (depending on the reporting structure for each staff member) based on completion of assigned job duties and regular, punctual attendance.

Response to Observation and Review Findings

All employees shall have the right to make written objections to the observations or review findings within one week of receipt by stating areas of disagreement. These objections will be attached to the observation and/or evaluation and kept in the employee's personnel file.

**Hiring Procedures**

The CWC Board will hire the Executive Director and Principal. The Executive Director will hire operations and business staff/contractors. The Principal has responsibility for hiring the teachers and educational program support staff. All staff will potentially be recruited from the annual California Charter Schools Job Fairs or from a candidate pool that has been created by teachers, the Principal or the Executive Director. The Board reserves the right to designate any Board or staff member to sit in on hiring interviews.

At his/her discretion, the Principal may create a Personnel Committee made up of one or more teachers and one or more parents that will give input to the Principal on an advisory basis as to the potential for each candidate as part of the teaching staff at CWC. Teachers invited by the Principal to participate in a Personnel Committee will be selected based on their experience and leadership relevant to the grade level(s) being filled; parent participants will be invited based on relevant skills and experience (e.g., parents with experience in HR, education, etc.) Additional details about recruiting and outreach to potential candidates is contained in Element One.

**B. FINANCIAL OPERATIONS/BUDGET**

Appendix C contains CWC’s first year operational budget, including start-up costs, and financial projections for the first five years of operations. CWC’s Executive Director shall oversee the work of ExEd, our back-office services firm, in collaboration with Craig Tessler, CPA, the Treasurer/CFO of our Board of Directors. The Executive Director shall also be responsible for all attendance accounting, vendor/contract processing, and other business functions of CWC.

At all times, CWC will comply with generally accepted accounting principles and comply with all applicable federal and state laws. The Board of Directors will oversee an annual audit by a qualified outside examiner. The Board also will be responsible for ensuring sound financial practices including
responsible investments and deposits of funds and ensuring adequate cash flow for operations with maintenance of a sufficient reserve.

C. LIABILITY OF DISTRICT IN THE EVENT OF DEFAULT
As detailed in Element 6: Health and Safety, CWC, a non-profit benefit corporation under California law shall indemnify and hold harmless LAUSD for potential liabilities arising out of this charter. LAUSD will not be liable for the debts and obligations of CWC, which will operate as a separate and independent legal entity.