



View Park Preparatory Accelerated Charter Middle School

Final Version Submitted [January 31, 2012](#) by:



A California Non-Profit Corporation
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Los Angeles, CA 90056

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AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, **Myles Meshack**, hereby certify that the information submitted in this petition for View Park Preparatory Accelerated Charter Middle School (“Charter School”) also referred to herein as “Charter School”, a California public charter school, to be located within the boundaries of the Los Angeles Unified School District (the “District”) also referred to herein as “District” and “LAUSD is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the School:

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

Myles Meshack, Lead Petitioner
Inner City Education Foundation

Date

ELEMENT 1 EDUCATIONAL PROGRAM

The addresses of View Park Preparatory Accelerated Charter Middle School is 2941 W. 70th Street, Los Angeles, CA 90043 (6th grade), and 5749 S. Crenshaw Blvd., Los Angeles, CA 90043 (7th & 8th grades) .

The contact person for View Park Preparatory Accelerated Charter Middle School is Kenya Price-Jackson..

The phone number of View Park Preparatory Accelerated Charter Middle School is (323) 290-6970.

The term of this charter shall be from July 1, 2012 to June 30, 2017

The grade configuration is 6th grade thru 8th grade.

The number of students in the first year will be 380.

The grade levels of the students the first year will be 6th grade thru 8th grade.

The scheduled opening date of the Charter School is August 27, 2012

The admission requirements include that admission is available to all students residing in California

The operational capacity will be 420.

The instructional calendar will be from August 27, 2012 to June 14, 2013. A more complete version of the calendar may be found on page 96.

The bell schedule for the Charter School will be from 7:45am – 2:50pm, and 7:45am – 12:25pm on shortened days. Wednesdays are shortened days for professional development.

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

Inner City Education Foundation

Inner City Education Foundation (ICEF) was founded in 1994 to provide alternative, first-rate educational opportunities to underserved children in Los Angeles. ICEF sees education as the primary vehicle by which to build strong sustainable communities.

Inner City Education Foundation provides families in South Los Angeles and Inglewood the opportunity for their children to receive a superior education in their own community.

ICEF currently operates fourteen public charter schools¹:

	<i>Year Established</i>	<i>Number of Students Currently Served</i>	<i>Grade Levels</i>	<i>Free/Reduced Percentage</i>	<i>API Rank</i>
1. View Park Prep ES	1999	499	K-5	62.0%	887
2. View Park Prep MS	2002	374	6-8	61.1%	789
3. View Park Prep HS	2003	390	9-12	45.8%	702
4. Frederick Douglass ES	2008	401	K-5	85.3%	779
5. Frederick Douglass MS	2006	303	6-8	74.7%	692
6. Frederick Douglass HS	2006	410	9-12	59.1%	648
7. Lou Dantzler ES	2008	268	K-4	80.4%	788
8. Lou Dantzler MS	2007	272	6-8	68.6%	723
9. Lou Dantzler HS	2007	369	9-12	59.4%	604
10. Thurgood Marshall MS	2007	168	6-8	79.2%	688
11. ICEF Vista ES	2008	308	K-5	78.5%	762
12. ICEF Vista MS	2008	195	6-8	74.1%	778
13. ICEF Inglewood ES	2009	257	K-5	71.0%	781
14. ICEF Inglewood MS	2009	257	6-8	64.1%	725

ICEF's Record of Excellence

- In the 2010-11 school year, View Park Preparatory Accelerated Charter High School sophomores had a CAHSEE passage rate of 88% in Math and 85% in English Language Arts. **(CDE Dataquest)**
- View Park High School's 2010 graduation rate was 83.1% and Frederick Douglass High School's was 76.8% compared to LAUSD's 70.4%. **(CDE DataQuest)**
- In 2010, both View Park and Frederick Douglass High Schools had total SAT scores higher than neighboring LAUSD high schools – Dorsey, Crenshaw, West Adams, Jefferson, Gardena, Manual Arts, Santee Education Complex. 86% of View Park High School seniors took the SAT compared to 45% in LAUSD districtwide. **(CDE DataQuest)**
- 90.1% of 2011 ICEF graduates (View Park, Frederick Douglass, Lou Dantzler) are attending a 2- or 4-year college or university **(View Park Prep High School College and Career Center^[W7P1])**
- In 2010, ICEF's two graduating classes earned more than \$5.5 million in scholarships. **(ICEF Development Office)**
- In 2010, 82.8% of View Park graduates completed all courses required for UC and/or CSU entrance as compared to 54.1% of LAUSD graduates **(CDE DataQuest)**
- ICEF students in the Arts and Rugby Programs have travelled internationally to study, perform, and play abroad in Hong Kong, Brazil, England, New Zealand, Spain, France,

¹ Information obtained from California Department of Education 2011

Italy, South Africa, and Washington DC with an official visit to the White House. **(Visual and Performing Arts Department; Rugby Program)**

- Of all elementary schools in the State with a numerically significant African American subgroup, View Park Elementary School's 2009 African American API was the highest in LAUSD and the third highest in the State. Of all middle schools in the State with a numerically significant African American subgroup, View Park Middle School's African American API was the highest in LAUSD and in the State.
- In 2011, 4 ICEF elementary schools achieved an African American API from 45 to 150 points above the State API for African Americans at the elementary level. ICEF's 5th elementary school had an Hispanic API 2 points above the state Hispanic API at the elementary level. View Park Elementary exceeded the API for the State's white subgroup. **(CDE DataQuest)**
- In 2011, 3 ICEF middle schools achieved an African American API from 32 to 98 points above the State API for African Americans at the middle school level. ICEF Vista Middle School had an Hispanic API 54 points above the state Hispanic API at the middle school level. View Park Middle School's API was 98 points above the State API for the African American subgroup at the middle school level and well above all but one of the APIs of the LAUSD schools that students would otherwise have attended. **(CDE DataQuest)**
- In 2011, 3 ICEF high schools achieved an African American API from 6 to 52 points above the State API for African Americans at the high school level. **(CDE DataQuest)**
- 93% of View Park Middle School 8th grade students have achieved proficient on the CST in Science three years in a row - 2009, 2010, and 2011, compared to LAUSD's 41%, 46%, and 51%. **(CDE DataQuest)**
- In 2010, both View Park and Frederick Douglass High Schools had total SAT scores higher than neighboring LAUSD high schools – Dorsey, Crenshaw, West Adams, Jefferson, Gardena, Manual Arts, Santee Education Complex. 86% of View Park High School's seniors took the SAT compared to 45% in LAUSD districtwide. **(CDE DataQuest)**
- Based on the 2011 AYP Report for percent proficient and above in English-Language Arts, View Park Middle's African American Subgroup performed in the top 16% of LAUSD middle school African American subgroups. View Park Middle's African American Subgroup is in the top 39% in Math. **(CDE DataQuest)**

Highlights of ICEF College Acceptances

ICEF Public Schools is committed to preparing its students to attend and compete at the top 100 colleges and universities in the nation. Accordingly, ICEF graduates have gone to attend prestigious universities including but not limited to:

Amherst College	Mount St. Mary's College (Doheny)
Barnard College	New York University
Berklee College of Music	Northern Arizona University
Boston University	Oberlin College
Bryn Mawr College	Pace University, New York City
California State Polytechnic University, Pomona	Pitzer College
California State University, Dominguez Hills	Rensselaer Polytechnic Institute
California State University, Long Beach	Rochester Institute of Technology
California State University, Northridge	Sonoma State University
California State University, San Bernardino	Spelman College
Carnegie Mellon	Stanford University
Claremont McKenna	Syracuse University
Dartmouth College	Texas Christian University
Fordham University	The New School for Liberal Arts
George Washington University	The University of Arizona
Grinnell College	University of California, Berkeley
Hampton University	University of California, Davis
Howard University	University of California, Los Angeles
Ithaca College	University of California, Riverside
Johns Hopkins University	University of California, San Diego
Kenyon College	University of California, Santa Barbara
Leghigh University	University of California, Santa Cruz
Loyola Marymount University	University of Miami
Manhattanville College	University of Southern California
Morehouse College	Western Kentucky University

ICEF's management team has over 50 years of education experience in urban communities.

Parker Hudnut, Chief Executive Officer. Prior to joining ICEF, Mr. Hudnut was responsible for supporting and holding accountable a portfolio of over 200 schools within the Los Angeles Unified School District that educated over 100,000 students and included charter, pilot, expanded school based management and network partner schools. In addition, Mr. Hudnut and his team oversaw the implementation of the District's Public School Choice Resolution, a process that annually transforms low performing schools into more autonomous, highly accountable schools focused on student achievement.

Previously, Mr. Hudnut was the COO/CFO for Alliance for College-Ready Public Schools, a Los Angeles based network of public charter schools serving 7,000 grade 6-12 students in some of the most socioeconomically disadvantaged neighborhoods of the region. He was one of the first employees at Alliance and was responsible for finance & accounting, technology, facility development & operations, human resources and many strategic partnerships.

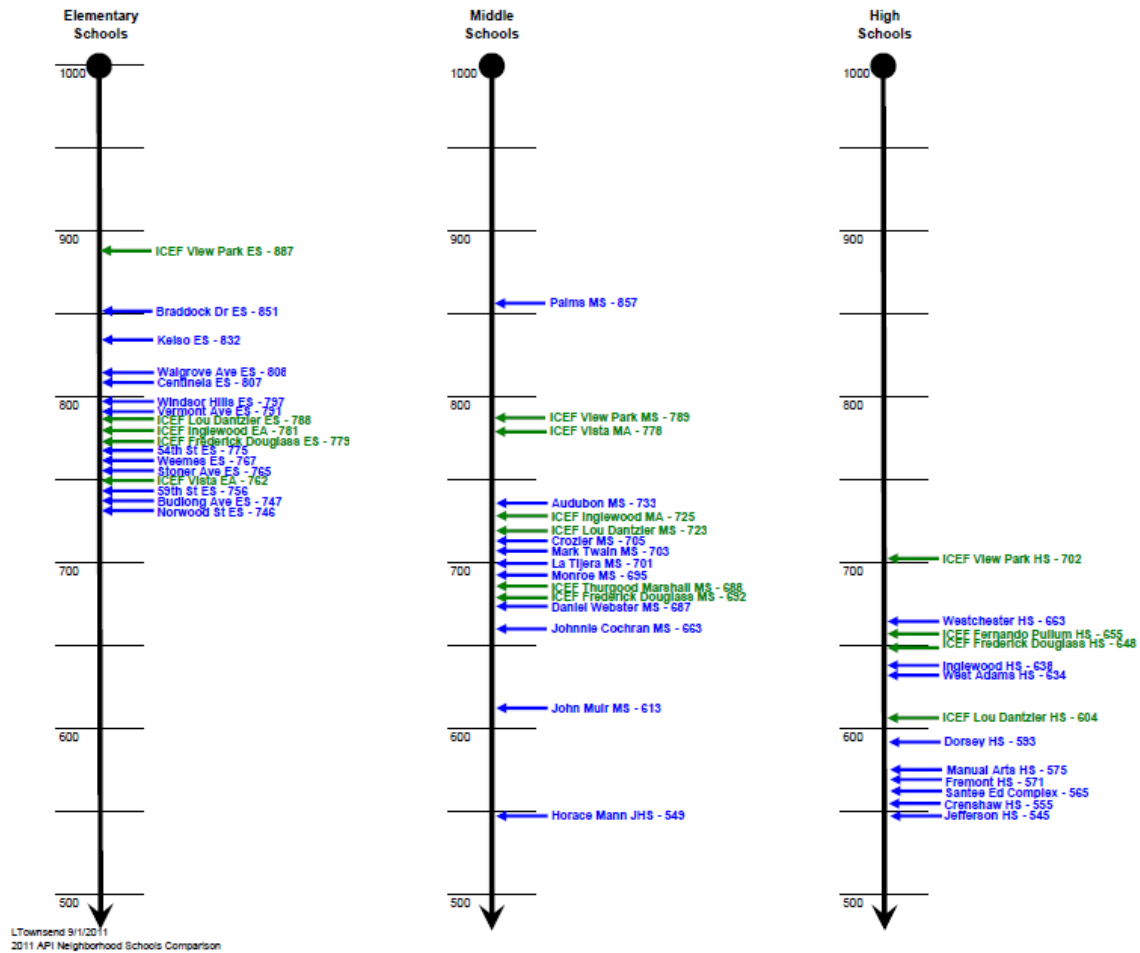
Mr. Hudnut holds an M.B.A. from the Wharton School of Business at the University of Pennsylvania, where he was a Leadership Fellow and received a Morgenthau fellowship for dedication to public service. He earned his B.A. in Environmental Science at the University of Virginia. Mr. Hudnut also spent two years as a resident with the Broad Residency in Urban Education.

Amarpal Khanna, Director of Visual Arts, has been a professional artist working in the Animation, Illustration, Comic Books, and Children's books industries for over ten years. Previous companies he has worked with include DreamWorks Animation, the Anti-Defamation League, and Original Syndicate Press. A passionate advocate for arts education, he has taught art at all grade levels including college at the Art Institute of California-Los Angeles in the Animation department. Mr. Khanna started the ICEF Visual Arts program twelve years ago and is a graduate of Otis College of Art and Design.

Melissa Kaplan, Chief Academic Officer, is the current Chief Academic Officer at ICEF Public Schools. She serves all of ICEF's 15 schools working on professional development for teachers and school principals, alignment of the curriculum from K-12 and the development of strong college-preparatory curriculum as ICEF grows to scale adding new schools each year. Ms. Kaplan has been with ICEF Public Schools since 2003, serving in a variety of roles from Co-Director of the Summer Boot Camp, Instructional Coach for the Toulmin Writing program, English Department Chair and Assistant Director of View Park Preparatory High School, and Director of Curriculum and Instruction. She was ICEF's Teacher of the Year in 2005. Prior to ICEF, Melissa worked in the Palos Verdes Unified School District and has consulted for a number of CMOs throughout the States and abroad. Melissa holds a BA in Education from DeSales University in Pennsylvania and a Master of Education from UCLA's Principal Leadership Institute. She currently resides in Burbank, CA with her husband and their dog.

Ron Bauer, Chief Administrative Officer, comes to ICEF after a 3 year hiatus, having retired from active LAUSD-duty in 2005. During Ron's 34 year LAUSD career he served in six secondary schools as a math teacher, counselor, coordinator, and assistant principal, before beginning a successful 8 year experience as principal of El Camino Real High School. During his final two years in the district, Ron supervised as many as 12 comprehensive and alternative high school campuses, some in areas now served by ICEF charter schools. Since retiring from LAUSD in 2005, Ron has worked as a principal mentor, administrative academy instructor, a college instructor at CSUN and interim administrator and principal at various LAUSD sites. Ron brings considerable knowledge and experience in school management, instruction and the charter movement.

2011 Growth API - Neighborhood Schools Comparison



Data found in Neighborhood Schools Comparison available via the California Department of Education.

Students The School Proposes to Serve

View Park Preparatory Accelerated Charter Middle School seeks to continue to serve 420, 6-8 students at capacity. Students will be recruited from the Inner City Education Foundation existing waiting list and from the intended target area. The current location for View Park Preparatory Accelerated Charter Middle School is 2941 W. 70th Street, Los Angeles, CA 90043 (6th grade), and 5749 S. Crenshaw Blvd., Los Angeles, CA 90043 (7th & 8th grades). The student population will have an economic and ethnic composition similar to the surrounding schools below.

Demographics Matrix of Surrounding Schools of Intended Target Area

LAUSD SCHOOLS	# of Students	Multi-Track School?	Program Improvement?	Met Schoolwide API Growth Target	Met all Subgroup API Growth Targets	API Score	API State Ranking	Similar Schools Rank	Students Eligible for Free/ Reduced Lunch	Major Ethnicity #1	Major Ethnicity #2	Major Ethnicity #3
Audubon Middle	816	No	Yes, Year 5	Yes	Yes	733	2	6	87%	Af Am 62%	Hispanic 36%	-
Horace Mann Jr High	772	No	Yes, Year 5	No	No	549	1	1	97%	Af Am 54%	Hispanic 44%	-
Obama Middle	1229	No	No	NA	NA	585	NA	NA	89%	Hispanic 65%	Af Am 34%	-
54 th St. Elementary	375	No	No	No	No	775	4	9	87%	Af Am 85%	Hispanic 12%	-
59 th St. Elementary	374	No	Yes, Year 5	Yes	No	756	2	8	99%	Hispanic 53%	Af Am 46%	-
74 th St Elementary	594	No	No	Yes	Yes	833	7	10	100%	Af Am 72%	Hispanic 27%	-
Angeles Mesa Elementary	396	No	Yes, Year 5	No	No	710	1	4	98%	Hispanic 51%	Af Am 47%	-
Cowan Ave Elementary	360	No	Not Title 1	Yes	Yes	853	7	7	31%	Af Am 70%	Hispanic 21%	-
Cochran MS	1297	No	Yes, Year 5	Yes	Yes	663	1	4	99%	Hispanic 78%	African American 20%	-

Source: CDE DataQuest

- Enrollment 2010-11
- Multi-Track: 2010 API Base School Demographics Report
- Program Improvement: 2011 AYP Report
- API: 2011 Growth API Report
- State and Similar Schools Ranks: 2010 Base API Report

- Free and Reduced Lunch / Ethnicity: 2011 API Growth School Demographics Report

School-Wide Vision of the View Park Preparatory Accelerated Charter Middle School

The students of View Park Preparatory Accelerated Charter Middle School work cooperatively, think critically, develop self-esteem, value fine arts and respect cultural diversity. They actively seek learning opportunities. The teachers of View Park Preparatory Accelerated Charter Middle School establish the highest standards and expectations for student achievement. The school is recognized and distinguished as a school of excellence. The teachers model the appropriate behaviors and attitudes expected of educated individuals in the 21st century. The entire school community-faculty, parents, staff, administrators, and community members work cooperatively and collaboratively to create a student-centered environment in which all partners are empowered by their sense of ownership and responsibility to the school.

The View Park Preparatory Accelerated Charter Middle School

Mission Statement

To prepare students to attend and to compete academically at the best colleges and universities in the nation.

To expand the choices that parents have for a first-rate educational opportunity within the public school system.

To achieve this mission by discovering and by developing each students' gifts and talents.

A Typical Day at View Park Preparatory Accelerated Charter Middle School

When one enters View Park Preparatory Accelerated Charter Middle School you will see students and teachers all engaged in D.E.A.R (Drop Everything and Read). This instills a culture that promotes the love of reading for pleasure. When students see their teacher read it models the value of reading.

A visitor will also see students using technology to enhance their classroom learning.

As one enters View Park Preparatory Accelerated Charter Middle School, one will encounter an exciting student-centered learning environment. Students are actively engaged in the lesson before them, and teachers are engaged in the process of teaching students. The atmosphere is one where learning is prized, excellence demanded, and performance rewarded.

Teachers employ a variety of teaching methods across the curriculum. Teachers express clear learning goals in writing, visually posted in the classroom and verbally to both students and parents. Teachers have created a classroom with a balance of interactive settings. In general, a visitor will see the majority of class time spent on whole class discussion, or teacher-centered direct instruction, a portion of time on small group learning and the remaining time would be spent in individualized learning or testing. Individualized learning may include guided practice, individual practice or one-on-one instruction. View Park Preparatory Accelerated Charter Middle School teachers also change the student composition in the small groups to give students an opportunity to learn from different people in the class and to vary the ability groupings, this is

also a classroom management strategy. A visitor will see that in all of these classroom settings students remain engaged and teachers are skilled at managing the classroom.

Teachers will be seen effectively scaffolding lessons to engage students in higher order thinking. A visitor to the school will see that teachers are comfortable leading students to think critically. Teachers engage students using real life concepts that are relative to their life experience and build upon students' prior knowledge.

Student work is visible in every part of the school including the classrooms the hallways and in office spaces.

Outside of the classroom teachers meet weekly in grade level teams to assist each other in developing lesson plans that effectively keep students on target to meet learning goals and work collaboratively to plan thematic units. A visitor to View Park Preparatory Accelerated Charter Middle School will see teachers using the standards to guide lesson planning in every subject area at every grade level. Teachers use formative assessments to make adjustments in their approach and to assess if key learning standards were acquired by students. In addition to formative assessments, teachers consistently ask comprehension questions during instruction.

Teaching Methodologies

View Park Preparatory Accelerated Charter Middle School is a small learning environment that focuses on providing an enriched, standards-based curriculum. View Park Preparatory Accelerated Charter Middle School intends to provide each student with powerful learning experiences that are differentiated to meet individual student needs. A combination of small-and large-group instruction is utilized to deliver the curriculum with one-on-one help, including mentoring assistance for those who are in need of additional support. View Park Preparatory Accelerated Charter Middle School seeks to:

- Create small communities of learning where stable, close, mutually respectful relationships with adults and peers are considered fundamental for intellectual development and personal growth; and
- Teach a core academic program that utilizes research-based instructional practices and promotes artistic, scientific, and mathematical literacy, as well as critical thinking and reasoning.

View Park Preparatory Accelerated Charter Middle School understands the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty is trained to:

1. Design standards-based instruction (using the principles of backwards design).
2. Align appropriate assessments to the standards, and;
3. Implement relevant, supplemental instructional activities that are aligned to standards and reflect research-based best practices
4. Teachers will also design instruction that incorporates strategies detailed in Classroom Instruction that Works, by Marzano, Pickering, and Pollock.

Highlighted Instructional Methods from Classroom Instruction that Works

1. Direct Instruction – Direct Instruction is an effective instructional strategy for teaching core knowledge at the lower level of Bloom’s Taxonomy, which are often the building blocks for higher levels of learning. The primary means of instruction will be through interactive lectures. Teachers at View Park Prep Middle School will actively teach students the study skills necessary for learning the information such as note taking, summarizing ideas, and using and creating graphic organizers.
2. Generating and Testing Hypothesis – Cognitive engagement and ownership have been identified as key levers in student learning. By generating, testing, and arguing for their own claims, students are active participants in the learning cycle. This takes place in the science classroom through experimentation, but also in other classroom s in generating their own interpretations of the information and writing or discussing their hypothesis.
3. Daily Homework – Homework and practice have been identified as effective practices when they are used to practice and reinforce certain skills, are a direct extension of the classroom learning, and when the student clearly understands the purpose of the assignment. Teachers are encouraged to assign daily homework assignments that are supported by a consistent homework policy, that will be used as a part of the instructional sequence in the next classroom, and that students will receive some feedback on.
4. Socratic Seminars – Current research regarding college readiness, especially that of David Conley, support that students need to be able to participate in academic discourse in order to succeed in college. In order to teach this school, we integrate Socratic Seminars throughout the curriculum.
5. Writing Across the Curriculum – After each unit, students will be required to complete a culminating activity. In many cases, the culminating task will be a written assignment. Based on the research contained in the document published by the California Intersegmental Academic Committee entitled The Minimum Expected Competencies Expected of Entering Freshmen in Academic Literacy, the work of David Conley in college readiness, and the expectations of the Common Core, students must be prepared to create and defend their own arguments in all content areas by providing complex reasoning supported by evidence that moves past formulaic patterns of writing. View Park Middle School has collaborated with K-12 ICEF schools to task analyze college freshman writing assignments and backmap and benchmark specific product goals at each grade level across the content areas. Students in grades 6 and 7 will focus on the building blocks of good argumentative writing, while 8th graders will begin explicitly using an adaption of Stephen Toulmin’s argumentative model, using claim, clarification, evidence, and warrant.
6. Cooperative Grouping – Cooperative learning is a powerful instructional strategy when it is properly executed using the five driving factors, “positive interdependence, individual and group accountability, interpersonal and small group skills, group processing, and individual and group accountability. New and veteran teachers receive professional development on the different elements of effective cooperative learning including: “using a variety of criteria to group students, using different types

of groupings; formal, informal, and base groups, managing group size, and combining cooperative grouping with other classroom structures.” Cooperative grouping may be used to complete in class assignments or culminating tasks, to clarify instructions on individual assignments, to provide feedback other’s work, or to make meaning of the concepts just discussed in class.

Backward Mapping/Backward Design

The method, known as “Backward Design,” is an instructional design method with a strong research base currently being employed in reform efforts across the nation. Originally published in “Understanding by Design,” by Grant Wiggins and Jay McTighe, this process of instructional planning provides teachers with a method for aligning standards, assessment, and instruction.

This process is one in which teachers start with the desired results (goals or standards) – and then derive the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform. There are three distinct stages of this process that View Park Preparatory Accelerated Charter Middle School uses. The three stages are as follows:

Stage 1: Unpacking and Prioritizing State Content Standards

Teachers and administrators apply specific tools necessary to “unpack” and prioritize content standards. This is a necessary pre-requisite step to effectively designing assessments that are aligned to standards. Specifically, teachers:

- Understand the three steps of the backward design process (identifying desired results, designing and aligning assessments to those results, differentiating instruction to meet the needs of all learners).
- Apply a concrete process for analyzing standards which helps teachers internalize the standards as well as determine the following information:
 - Level of thinking (based on Bloom’s Taxonomy) required by students to reach mastery of the standard (this will be tied to creating assessments)
 - Percentage of questions from the STAR exam (CST & CAT 6) that relate to each strand of the standards (this will be tied to creating assessments)
 - Identification of standards that will serve as “anchors” upon which units can be based. Other standards are tied to these “anchor” standards within each unit designed by teachers (this will be tied to creating assessments for units as well as individual lessons within the unit).

Teachers in each of the content areas, including Physical Education and visual performing arts use California State Content Standards as part of this process.

Stage 2: Aligning Assessments (formative and summative) to content standards

Teachers design effective assessments that are aligned to standards and provide an accurate measure of a student’s ability to engage in the level of thinking that is required by each standard.

Specifically, teachers:

- Identify four overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative)
- Analyze content standards to determine the “achievement target” embedded within each standard (achievement targets are the link between standards and assessment)
- Match an appropriate assessment method to each standard
- Establish and articulate clear criteria for reaching proficient performance on standards

Stage 3: Differentiating Instruction to Meet the Needs of All Learners

Teachers design innovative instructional strategies by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including English language learners and students with special needs)
- Writing effective standards-based lesson plans
- Exploring how all learners (including ELLs and special needs students) vary in their readiness, interests and learning profiles).
- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock, Schmoker, Tomlinson)
- All coursework will involve a rich repertoire of instructional strategies, curriculum, and materials. Many of the sample instructional strategies listed below incorporate one or more of the nine research-based strategies proven to have a positive effect on student learning as described in Classroom Instruction that Works (Marzano, Pickering, Pollock, 2001). Sample instructional strategies will include:
 - Small projects and other ways of experiencing real-world problems
 - Collaborative investigations and demonstrations
 - Mini-lessons that address specific skills within the context of larger projects
 - Giving guidance and adequate time to self-reflect and self-assess
 - Democratic classrooms and school structure
 - Authentic assessments
 - Direct instruction
 - Research based projects
 - Cooperative group work and projects
 - Inter-disciplinary approaches to curriculum
 - The presentation of clearly defined “Learning Targets” for all students by all teachers
 - Rubric self-assessment
 - The involvement of parents and utilizing community resources as educational partners in instructional presentation
 - mentoring programs
 - peer study groups
 - Creating learning experiences that promote understanding, interest, and excellence

- Innovating and enhancing current standards-based adopted programs

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Teachers use the process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Thus, the process serves as the vehicle for ongoing conversations among and between grade levels at View Park Preparatory Accelerated Charter Middle School. Specifically, all teachers are charged with the responsibility of meeting weekly, as a staff, to engage in lesson study and the examination of student work in order to critically examine lessons to determine their effectiveness.

Scope and Sequence of Skills to Be Taught Across Grade Levels and Subjects

View Park Preparatory Accelerated Charter Middle School's curriculum is based on and will ensure that all courses fully address the California State Frameworks and Academic Content Standards. View Park Accelerated Charter Middle School will begin training faculty and staff to understand and integrate the Common Core Standards beginning the summer of 2012, with a full transition expected by 2014 based on state requirements. Grade Level standards students are expected to master by the end of their grade level include, but are not limited to:

6th Grade Earth Science Course Description as of 2010-2011

Brief Course Description:

The study of earth science allows student to explore the earth and the universe by looking outward and deep into space and time. Earth Science helps students find their place in the unique world the ever changing and

A. Course goals and/or major student outcomes

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Develop a hypothesis.
- b. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
- c. Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.
- d. Communicate the steps and results from an investigation in written reports and oral presentations.
- e. Recognize whether evidence is consistent with a proposed explanation.
- f. Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.

- g. Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions).
- h. Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hill slope).

B. Course Objectives

Plate Tectonics and Earth's Structure

Plate tectonics accounts for important features of Earth's surface and major geologic events. As a basis for understanding this concept:

- a. Students know evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and mid-ocean ridges; and the distribution of fossils, rock types, and ancient climatic zones.
- b. Students know Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core.
- c. Students know lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle.
- d. Students know that earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface.
- e. Students know major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions.
- f. Students know how to explain major features of California geology (including mountains, faults, volcanoes) in terms of plate tectonics.
- g. Students know how to determine the epicenter of an earthquake and know that the effects of an earthquake on any region vary, depending on the size of the earthquake, the distance of the region from the epicenter, the local geology, and the type of construction in the region.

Shaping Earth's Surface

- 2. Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept:
 - a. Students know water running downhill is the dominant process in shaping the landscape, including California's landscape.
 - b. Students know rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.
 - c. Students know beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves.
 - d. Students know earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.

Heat (Thermal Energy) (Physical Sciences)

3. Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature. As a basis for understanding this concept:
 - a. Students know energy can be carried from one place to another by heat flow or by waves, including water, light and sound waves, or by moving objects.
 - b. Students know that when fuel is consumed, most of the energy released becomes heat energy.
 - c. Students know heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter).
 - d. Students know heat energy is also transferred between objects by radiation (radiation can travel through space).

Energy in the Earth System

4. Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept:
 - a. Students know the sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle.
 - b. Students know solar energy reaches Earth through radiation, mostly in the form of visible light.
 - c. Students know heat from Earth's interior reaches the surface primarily through convection.
 - d. Students know convection currents distribute heat in the atmosphere and oceans.
 - e. Students know differences in pressure, heat, air movement, and humidity result in changes of weather.

Ecology (Life Sciences)

5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:
 - a. Students know energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.
 - b. Students know matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.
 - c. Students know populations of organisms can be categorized by the functions they serve in an ecosystem.
 - d. Students know different kinds of organisms may play similar ecological roles in similar biomes.
 - e. Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.

Resources

6. Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept:

- a. Students know the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.
- b. Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.
- c. Students know the natural origin of the materials used to make common objects.

Unit	Key Assignments
From Pangea to the Present	Landform Project
Develop Environmentality!	Freshwater Resource Booklet
Turn on the Heat	Global Warming Analysis
The Most Complex System-The Human Body	Anatomy Project

C. Texts and Supplemental Materials

Earth Science, McDougall Littell

Science Explorer: Focus on Earth Science Pearson Prentice Hall

Famous Earth Scientist, American Guidance Services

Teacher A-Z Resource Books, Discover Channel School

Science Jump Starters, The Center for Applied Research in Education

Writing in Science, Globe Fearon

D. Instructional Strategies and Methods

7. Direct Instruction – The primary means of instruction will be through interactive lectures. It is the student’s responsibility to pay attention, answer questions thoughtfully, take notes, ask meaningful questions, and be prepared for the lecture by completing the reading and homework the night before.
8. Laboratory Experiments – Experimentation is the key to scientific discovery. Throughout the course of the year, students will perform many experiments. Students must be prepared for the experiment by completing a pre-lab at home and paying attention to all instructions. Once the experiment is complete, students must complete a laboratory report.
9. In Class Projects – Besides experiments, students will be required to complete many class projects and activities related to the curriculum. Some of these activities will be in groups, but many will be individual.
10. Daily Homework – Homework is assigned almost every class period. Some assignments are long term. These assignments should be worked on daily. If homework is not assigned, students should study their class notes and/or textbook.

11. Socratic Seminars – There are many controversial issues important to the world within Earth Science. Students will participate in Socratic Seminars to discuss these issues, giving their informed opinions based on readings.
12. Culminating Activities – After each unit, students will be required to complete a culminating activity. These will range from essays (Toulmin model) to computer projects. Students will be assigned these culminating activities at least 2 weeks prior to their due date.
13. Cooperative Grouping – Students need to be able to work together with assigned roles in order to better understand the curriculum. Cooperative grouping may include, reciprocal teaching, study groups, jigsawing, class presentations, etc.

7th Grade Science

7th Grade Life Science Course Description as of 2011-2012

Brief Course Description:

The study of life science allows student to the wonders of the natural world from the cellular level up through the evolution of organisms and ecosystems. Life Science helps students find their place in the unique world while applying the skills of science.

A. Course Goals and/or Major Student Outcomes

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
- b. Use a variety of print and electronic resources (including the World Wide Web) to collect information and evidence as part of a research project.
- c. Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence.
- d. Construct scale models, maps, and appropriately labeled diagrams to communicate scientific knowledge (e.g., motion of Earth's plates and cell structure).
- e. Communicate the steps and results from an investigation in written reports and oral presentations.

B. Course Objectives

Cell Biology

All living organisms are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope. As a basis for understanding this concept:

- a. *Students know* cells function similarly in all living organisms.
- b. *Students know* the characteristics that distinguish plant cells from animal cells, including chloroplasts and cell walls.
- c. *Students know* the nucleus is the repository for genetic information in plant and animal cells.
- d. *Students know* that mitochondria liberate energy for the work that cells do and that chloroplasts capture sunlight energy for photosynthesis.
- e. *Students know* cells divide to increase their numbers through a process of mitosis, which results in two daughter cells with identical sets of chromosomes.
- f. *Students know* that as multicellular organisms develop, their cells differentiate.

Genetics

A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences. As a basis for understanding this concept:

- a. *Students know* the differences between the life cycles and reproduction methods of sexual and asexual organisms.
- b. *Students know* sexual reproduction produces offspring that inherit half their genes from each parent.
- c. *Students know* an inherited trait can be determined by one or more genes.
- d. *Students know* plant and animal cells contain many thousands of different genes and typically have two copies of every gene. The two copies (or alleles) of the gene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive.
- e. *Students know* DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell.

Evolution

Biological evolution accounts for the diversity of species developed through gradual processes over many generations. As a basis for understanding this concept:

1. *Students know* both genetic variation and environmental factors are causes of evolution and diversity of organisms.
2. *Students know* the reasoning used by Charles Darwin in reaching his conclusion that natural selection is the mechanism of evolution.
3. *Students know* how independent lines of evidence from geology, fossils, and comparative anatomy provide the bases for the theory of evolution.
4. *Students know* how to construct a simple branching diagram to classify living groups of organisms by shared derived characteristics and how to expand the diagram to include fossil organisms.
5. *Students know* that extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient for its survival.

Earth and Life History (Earth Sciences)

Evidence from rocks allows us to understand the evolution of life on Earth. As a basis for understanding this concept:

- a. *Students know* Earth processes today are similar to those that occurred in the past and slow geologic processes have large cumulative effects over long periods of time.
- b. *Students know* the history of life on Earth has been disrupted by major catastrophic events, such as major volcanic eruptions or the impacts of asteroids.
- c. *Students know* that the rock cycle includes the formation of new sediment and rocks and that rocks are often found in layers, with the oldest generally on the bottom.
- d. *Students know* that evidence from geologic layers and radioactive dating indicates Earth is approximately 4.6 billion years old and that life on this planet has existed for more than 3 billion years.
- e. *Students know* fossils provide evidence of how life and environmental conditions have changed.
- f. *Students know* how movements of Earth's continental and oceanic plates through time, with associated changes in climate and geographic connections, have affected the past and present distribution of organisms.
- g. *Students know* how to explain significant developments and extinctions of plant and animal life on the geologic time scale.

Structure and Function in Living Systems

The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function. As a basis for understanding this concept:

- a. *Students know* plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism.
- b. *Students know* organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system.
- c. *Students know* how bones and muscles work together to provide a structural framework for movement.
- d. *Students know* how the reproductive organs of the human female and male generate eggs and sperm and how sexual activity may lead to fertilization and pregnancy.
- e. *Students know* the function of the umbilicus and placenta during pregnancy.
- f. *Students know* the structures and processes by which flowering plants generate pollen, ovules, seeds, and fruit.
- g. *Students know* how to relate the structures of the eye and ear to their functions.

Physical Principles in Living Systems (Physical Sciences)

Physical principles underlie biological structures and functions. As a basis for understanding this concept:

- a. *Students know* visible light is a small band within a very broad electromagnetic spectrum.
- b. *Students know* that for an object to be seen, light emitted by or scattered from it must be detected by the eye.
- c. *Students know* light travels in straight lines if the medium it travels through does not change.

- d. *Students know* how simple lenses are used in a magnifying glass, the eye, a camera, a telescope, and a microscope.
- e. *Students know* that white light is a mixture of many wavelengths (colors) and that retinal cells react differently to different wavelengths.
- f. *Students know* light can be reflected, refracted, transmitted, and absorbed by matter.
- g. *Students know* the angle of reflection of a light beam is equal to the angle of incidence.
- h. *Students know* how to compare joints in the body (wrist, shoulder, thigh) with structures used in machines and simple devices (hinge, ball-and-socket, and sliding joints).
- i. *Students know* how levers confer mechanical advantage and how the application of this principle applies to the musculoskeletal system.
- j. *Students know* that contractions of the heart generate blood pressure and that heart valves prevent backflow of blood in the circulatory system.

Unit	Key Assignments
Cell Biology and Processes	Cell Structure and Function Creations
Genetics	Mythical Monster Projects
Evolution Through Time	Mythical Monsters Throughout Time
Human Physiology	Anatomy Project

E. Texts and Supplemental Materials

Life Science, McDougall Littell, 2008

Science Explorer: Focus on Life Science, Pearson Prentice Hall

F. Instructional Strategies and Methods

14. Direct Instruction – The primary means of instruction will be through interactive lectures. It is the student's responsibility to pay attention, answer questions thoughtfully, take notes, ask meaningful questions, and be prepared for the lecture by completing the reading and homework the night before.
15. Laboratory Experiments – Experimentation is the key to scientific discovery. Throughout the course of the year, students will perform many experiments. Students must be prepared for the experiment by completing a pre-lab at home and paying attention to all instructions. Once the experiment is complete, students must complete a laboratory report.
16. In Class Projects – Besides experiments, students will be required to complete many class projects and activities related to the curriculum. Some of these activities will be in groups, but many will be individual.
17. Daily Homework – Homework is assigned almost every class period. Some assignments are long term. These assignments should be worked on daily. If homework is not assigned, students should study their class notes and/or textbook.

18. Socratic Seminars – There are many controversial issues important to the world within Earth Science. Students will participate in Socratic Seminars to discuss these issues, giving their informed opinions based on readings.
19. Culminating Activities – After each unit, students will be required to complete a culminating activity. These will range from essays (Toulmin model) to computer projects. Students will be assigned these culminating activities at least 2 weeks prior to their due date.
20. Cooperative Grouping – Students need to be able to work together with assigned roles in order to better understand the curriculum. Cooperative grouping may include, reciprocal teaching, study groups, jigsawing, class presentations, etc.

8th Grade Physical Science Course Description as of 2011-2012

Brief Course Description:

The study of physical science allows student to explore their world using the naturally occurring principles that govern the universe. Understanding that motion, force, pressure and speed are principles not created by man. Rather they were natural phenomena that sparked the inquisitive nature of the scientist who first reported how they work. It is that same inquisitive nature that we hope to spark in our physical science course.

A. Course goals and/or major student outcomes

Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

Plan and conduct a scientific investigation to test a hypothesis.

Evaluate the accuracy and reproducibility of data.

Distinguish between variable and controlled parameters in a test.

Recognize the slope of the linear graph as the constant in the relationship $y=kx$ and apply this principle in interpreting graphs constructed from data.

Construct appropriate graphs from data and develop quantitative statements about the relationships between variables.

Apply simple mathematic relationships to determine a missing quantity in a mathematic expression, given the two remaining terms (including speed = distance/ time, density = mass/volume, force = pressure x area, volume = area x □height).

Distinguish between linear and nonlinear relationships on a graph of data.

B. Course Objectives

Motion

The velocity of an object is the rate of change of its position. As a basis for understanding this concept:

Students know position is defined in relation to some choice of a standard reference point and a set of reference directions.

Students know that average speed is the total distance traveled divided by the total time elapsed and that the speed of an object along the path traveled can vary.
Students know how to solve problems involving distance, time, and average speed.
Students know the velocity of an object must be described by specifying both the direction and the speed of the object.
Students know changes in velocity may be due to changes in speed, direction, or both.
Students know how to interpret graphs of position versus time and graphs of speed versus time for motion in a single direction.

Forces

Unbalanced forces cause changes in velocity. As a basis for understanding this concept:
Students know a force has both direction and magnitude.
Students know when an object is subject to two or more forces at once, the result is the cumulative effect of all the forces.
Students know when the forces on an object are balanced, the motion of the object does not change.
Students know how to identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction.
Students know that when the forces on an object are unbalanced, the object will change its velocity (that is, it will speed up, slow down, or change direction).
Students know the greater the mass of an object, the more force is needed to achieve the same rate of change in motion.
Students know the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system.

Structure of Matter

Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept:
Students know the structure of the atom and know it is composed of protons, neutrons, and electrons.
Students know that compounds are formed by combining two or more different elements and that compounds have properties that are different from their constituent elements.
Students know atoms and molecules form solids by building up repeating patterns, such as the crystal structure of NaCl or long-chain polymers.
Students know the states of matter (solid, liquid, gas) depend on molecular motion.
Students know that in solids the atoms are closely locked in position and can only vibrate; in liquids the atoms and molecules are more loosely connected and can collide with and move past one another; and in gases the atoms and molecules are free to move independently, colliding frequently.
Students know how to use the periodic table to identify elements in simple compounds.

Earth in the Solar System (Earth Science)

The structure and composition of the universe can be learned from studying stars and galaxies and their evolution. As a basis for understanding this concept:
Students know galaxies are clusters of billions of stars and may have different shapes.
Students know that the Sun is one of many stars in the Milky Way galaxy and that stars may differ in size, temperature, and color.

Students know how to use astronomical units and light years as measures of distances between the Sun, stars, and Earth.

Students know that stars are the source of light for all bright objects in outer space and that the Moon and planets shine by reflected sunlight, not by their own light.

Students know the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids.

Reactions

Chemical reactions are processes in which atoms are rearranged into different combinations of molecules. As a basis for understanding this concept:

Students know reactant atoms and molecules interact to form products with different chemical properties.

Students know the idea of atoms explains the conservation of matter: In chemical reactions the number of atoms stays the same no matter how they are arranged, so their total mass stays the same.

Students know chemical reactions usually liberate heat or absorb heat.

Students know physical processes include freezing and boiling, in which a material changes form with no chemical reaction.

Students know how to determine whether a solution is acidic, basic, or neutral.

Chemistry of Living Systems (Life Science)

Principles of chemistry underlie the functioning of biological systems. As a basis for understanding this concept:

Students know that carbon, because of its ability to combine in many ways with itself and other elements, has a central role in the chemistry of living organisms.

Students know that living organisms are made of molecules consisting largely of carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur.

Students know that living organisms have many different kinds of molecules, including small ones, such as water and salt, and very large ones, such as carbohydrates, fats, proteins, and DNA.

Periodic Table

The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms. As a basis for understanding this concept:

Students know how to identify regions corresponding to metals, nonmetals, and inert gases.

Students know each element has a specific number of protons in the nucleus (the atomic number) and each isotope of the element has a different but specific number of neutrons in the nucleus.

Students know substances can be classified by their properties, including their melting temperature, density, hardness, and thermal and electrical conductivity.

Density and Buoyancy

All objects experience a buoyant force when immersed in a fluid. As a basis for understanding this concept:

Students know density is mass per unit volume.

Students know how to calculate the density of substances (regular and irregular solids and liquids) from measurements of mass and volume.

Students know the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid the object has displaced.

Students know how to predict whether an object will float or sink.

C. Course Outline and Key Assignments

Unit	Key Assignments
Newton Who?: Three Laws of Force and Motion	Amusement Park Physics
It's All Elemental: The Properties of Matter	Atomic Mobile Model Atom Kit
We Have Chemistry: The Properties of Matter	Table Topics: Periodic table board game
Space	Parts of Space: A narrative

D. Texts and Supplemental Materials

Science Explorer: Focus on Physical Science CA Edition with Reading and Note Taking Guide, Pearson Prentice Hall

HISTORY

6th Grade History

Course Description: Students will have the opportunity to expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Emphasis will be placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Participants in this course will develop a higher level of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. They will analyze the interactions among the various cultures, emphasizing their enduring contributions and the link despite time, between the contemporary and ancient worlds. This all adds up to what I hope will be a busy and exciting year!

Course Goals and/or major student outcomes:

Chronological and Spatial Thinking

1. Students explain how major events are related to one another in time.
2. Students construct various time lines of key events, people, and periods of the historical era they are studying.

3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

Research, Evidence, and Point of View

1. Students frame questions that can be answered by historical study and research.
2. Students distinguish fact from opinion in historical narratives and stories.
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

Historical Interpretation

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
4. Students recognize the role of chance, oversight, and error in history.
5. Students recognize that interpretations of history are subject to change as new information is uncovered.
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

Course Objectives

Paleolithic Era

Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.
2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.
3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

Mesopotamia, Egypt and Kush

Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.

- Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.
- Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.
- Know the significance of Hammurabi's Code.
- Discuss the main features of Egyptian art and architecture.
- Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.
- Understand the significance of Queen Hatshepsut and Ramses the Great.
- Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.
- Trace the evolution of language and its written forms.

Ancient Hebrews

Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

- Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.
- Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.
- Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.
- Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.
- Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.

Ancient Greece

Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

- Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.
- Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from *Pericles' Funeral Oration*).
- State the key differences between Athenian, or direct, democracy and representative democracy.
- Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from *Aesop's Fables*.
- Outline the founding, expansion, and political organization of the Persian Empire.

6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.
7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.
8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

Early India

Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.
2. Discuss the significance of the Aryan invasions.
3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.
4. Outline the social structure of the caste system.
5. Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.
6. Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.
7. Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the *Bhagavad Gita*; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).

Early China

Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.
2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.
3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.
4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.
5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.
6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.
7. Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.
8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.

The Development of Rome

Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.
2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).
3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.
4. Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.
5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.
6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).
7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.
8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

Textbooks and Supplemental Materials:

- *Ancient Civilizations* (Pearson Prentice Hall)
- *History Alive! The Ancient World* (Teachers' Curriculum Institute)
- *World History: Ancient Civilizations* (McDougal Littell)

*Students will also utilize Primary and Secondary Resource documents, Artifacts, and videos.

7th Grade History

Brief Course Description: Students will have the opportunity to expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western modern civilizations. Geography is of special significance in the development of the human story. Emphasis will be placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Participants in this course will develop a higher level of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. They will analyze the interactions among the various cultures, emphasizing their enduring contributions and the link despite time, between the current and former worlds.

Course Goals and/or major student outcomes:

Chronological and Spatial Thinking

1. Students explain how major events are related to one another in time.
2. Students construct various time lines of key events, people, and periods of the historical era they are studying.

3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

Research, Evidence, and Point of View

1. Students frame questions that can be answered by historical study and research.
2. Students distinguish fact from opinion in historical narratives and stories.
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

Historical Interpretation

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
4. Students recognize the role of chance, oversight, and error in history.
5. Students recognize that interpretations of history are subject to change as new information is uncovered.
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

Course Objectives

The Roman Empire

Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.

1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).
2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.
3. Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

Islam in the Middle Ages

Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

1. Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.

2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.
3. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.
4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.
5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.
6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

China in the Middle Ages

Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.
2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods.
3. Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.
4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.
5. Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.
6. Describe the development of the imperial state and the scholar-official class.

Medieval Africa

Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

1. Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.
2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.
3. Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.
4. Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.
5. Describe the importance of written and oral traditions in the transmission of African history and culture.

Medieval Japan

Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

1. Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.
2. Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.

3. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of *shogun*, *daimyo*, and *samurai* and the lasting influence of the warrior code in the twentieth century.
4. Trace the development of distinctive forms of Japanese Buddhism.
5. Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's *Tale of Genji*.
6. Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.

Medieval Europe

Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

1. Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.
2. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.
3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.
4. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).
5. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).
6. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.
7. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.
8. Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").
9. Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.

Meso-American and Andean Civilizations

Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

1. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.
2. Study the roles of people in each society, including class structures, family life, war-fare, religious beliefs and practices, and slavery.
3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.
4. Describe the artistic and oral traditions and architecture in the three civilizations.

5. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.

The Renaissance

Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

1. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).
2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.
3. Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.
4. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).
5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

The Reformation

Students analyze the historical developments of the Reformation.

1. List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).
2. Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).
3. Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.
4. Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.
5. Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).
6. Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.
7. Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).

The Scientific Revolution

Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).
2. Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).
3. Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.

The Ages of Exploration, Enlightenment and Reason

Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.
2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.
3. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.
4. Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.
5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).
6. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.

Textbooks and Supplemental Materials

- *History Alive! The Medieval World and Beyond* (Teachers' Curriculum Institute)
 - *Medieval and Early Modern Times* (Pearson Prentice Hall)
 - *World History: Medieval and Early Modern Times* (McDougal Littell)
- *Students will also utilize Primary and Secondary Resource documents, Artifacts, and videos.

8th Grade History

Brief Course Description: Students will have the opportunity to expand their understanding of history by studying the people and events that ushered in the dawn and development of the United States of America. Geography is of special significance in the development of the human story. Emphasis will be placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the country and world forever. Participants in this course will develop a higher level of critical thinking by considering why the United States developed where and when it did. They will analyze the interactions among the various cultures, emphasizing their enduring contributions and the link despite time, between the current and past.

Course Goals and/or major student outcomes:

Chronological and Spatial Thinking

1. Students explain how major events are related to one another in time.
2. Students construct various time lines of key events, people, and periods of the historical era they are studying.
3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

Research, Evidence, and Point of View

1. Students frame questions that can be answered by historical study and research.

2. Students distinguish fact from opinion in historical narratives and stories.
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

Historical Interpretation

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
4. Students recognize the role of chance, oversight, and error in history.
5. Students recognize that interpretations of history are subject to change as new information is uncovered.
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

Course Objectives

The Founding of our Nation

Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").
3. Analyze how the American Revolution affected other nations, especially France.
4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

Our Constitution

Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.
2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
4. Describe the political philosophy underpinning the Constitution as specified in the *Federalist Papers* (authored by James Madison, Alexander Hamilton, and John Jay) and

the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.

5. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.
6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

Our Political System

Students understand the foundation of the American political system and the ways in which citizens participate in it.

1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.
2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.
3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.
4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).
5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).
6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).
7. Understand the functions and responsibilities of a free press.

Our Growing Country

Students analyze the aspirations and ideals of the people of the new nation.

1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.
2. Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).
3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).
4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

Our Early Place in the World

Students analyze U.S. foreign policy in the early Republic.

1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.
2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the

influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.

3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

The Northeast

Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).
2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).
3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).
4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.
5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.
6. Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).
7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

The South

Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.
2. Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).
3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.
4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

The West

Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).
2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).
4. Examine the importance of the great rivers and the struggle over water rights.
5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.
6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

Slavery

Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).
2. Discuss the abolition of slavery in early state constitutions.
3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.
4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.
5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sandford* decision (1857), and the Lincoln-Douglas debates (1858).
6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

The Civil War

Students analyze the multiple causes, key events, and complex consequences of the Civil War.

1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.
3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.
4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).
5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.
6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.
7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.

Reconstruction

Students analyze the character and lasting consequences of Reconstruction.

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.
2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.
4. Trace the rise of the Ku Klux Klan and describe the Klan's effects.
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

The Industrial Revolution

Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.
2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.
3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).
5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.
7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.
8. Identify the characteristics and impact of Grangerism and Populism.
9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).

Text Books:

- *America: History of Our Nation* (Pearson Prentice Hall)
- *History Alive! US History Through Industrialism* (Teachers' Curriculum Institute)

*Students will also utilize Primary and Secondary Resource documents, Artifacts, and videos.

MATH

6th Grade Math

Course Description

The sixth grade math course covers many different disciplines of mathematics. It serves as another step on the progression for students towards algebra by making certain that not only are they grounded in the basic computational skills and number sense, but also the foundations of algebra itself. Students are challenged with word problems and real life situation to enhance the instruction of the class.

Educational Goals/Objectives:

- 1 Develop fluency in basic computational and procedural skills, an understanding of mathematical concepts, and the ability to use mathematical reasoning to solve mathematical problems readily and finding ways to reach a solution or goal when no routine path is apparent.
- 2 Communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms.
- 3 Develop logical thinking in order to analyze evidence and build arguments to support or refute hypothesis.
- 4 Make connections among mathematical ideas and between mathematics and other disciplines.
- 5 Apply mathematics to everyday life and develop interest in pursuing advanced studies in mathematics and in a wide array of mathematically related career choices.
- 6 Develop an appreciation for the beauty and power of mathematics.

Texts & Supplemental Instructional Materials

Saxon Math (Saxon Publishers)

Supplemental Materials: manipulatives, math-factory generator.

Key Assignments

- Problem sets
- Applied concepts project (Culminating Activities)
- Basic math worksheets (Basic Skills)
 - a. Used as review to fill in gaps in core knowledge, and to reinforce automaticity in numeracy

Math 7th and 8th

Brief Course Description

Pre-Algebra (Algebra 1/2)

Algebra $\frac{1}{2}$ is a two-semester mathematics course designed to help students to transition from the concrete concepts of arithmetic to the abstract concept of algebra. The core lessons in this course are a combination of basic arithmetic and algebra. The two most important aspects of the core lessons are the incremental development into the algebraic content and continual practice. Incremental development refers to the division of concepts into small, easily understood, parts that are taught over several lessons. Continual practice means that fundamental skills and concepts are practiced and reviewed in a cumulative manner throughout the year.

Course Goals and/or Major Student Outcomes

- Students know the properties of, and compute with, rational numbers expressed in a variety of forms
- Students use exponents, powers, and roots and use exponents in working with fractions
- Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs
- Students interpret and evaluate expressions involving integer powers and simple roots
- Students graph and interpret linear and some nonlinear functions
- Students solve simple linear equations and inequalities over the rational numbers
- Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems
- Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale
- Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures
- Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program:
- Students make decisions about how to approach problems
- Students use strategies, skills, and concepts in finding solutions
- Students determine a solution is complete and move beyond a particular problem by generalizing to other situations

Course Outline

- | | |
|---|---------------------------------------|
| • fractions and their arithmetic operations | • percents |
| • decimals and their arithmetic operations | • proportions |
| • mixed numbers and their arithmetic operations | • ratios |
| • signed numbers and their arithmetic operations | • divisibility |
| • translating from words to algebraic expressions | • rounding |
| • order of operations | • place value |
| | • unit conversions |
| | • scientific notation |
| | • data representation |
| | • evaluation of algebraic expressions |

- the simplification of algebraic expressions
- the solution of linear equations in one unknown
- word problems involving pre-algebraic concepts
- perimeter
- area
- surface area
- volume
- classification of geometric figures and solids
- geometric constructions
- symmetry

Texts & Supplemental Instructional Materials

Saxon Math (Saxon Publishers)

Supplemental Materials: manipulatives, math-factory generator.

Key Assignments

- Problem sets
- Applied concepts project (Culminating Activities)
- Basic math worksheets (Basic Skills)

Algebra 1

Course Outline

Algebra students will master four main units throughout the year. Weaved in the units are all the topics listed below.

1. Number Properties
 - a. Connections to Algebra
variables, powers, order of operations, equations, inequalities, tables, graphs, and intro to functions
 - b. Properties of Real Numbers
real numbers line, $+$, $-$, \times , *and* \div real numbers, matrices, distributive property, probability, and odds
 - c. Solving Linear Equations
multi-step equations, variables on both sides, linear equations, decimal equations, formulas and functions, rates, ratios, and percents
2. Graphing
 - a. Graphing Linear Equations and Functions
Coordinates, scatter plots, intercepts, slope of a line, slope-intercept form
 - b. Writing Linear Equations
Slope-intercept form, point-slope form, standard form
 - c. Solving and Graphing Linear Inequalities
Multi-step linear inequalities, absolute value equations, stem-and-leaf, mean, median, mode, box-and whisker
3. Quadratic & Polynomials
 - a. Systems of Linear Equations and Inequalities
Graphing, substitution, linear combinations
 - b. Exponential Functions
 - c. Quadratic Equations, Functions, and Polynomials
4. Functions & Rational Expressions
 - a. Factoring

- b. Rational Equations and Functions
- c. Radicals and Connections to Geometry

Texts & Supplemental Instructional Materials

Saxon Math-Algebra I (Saxon Publishers)

Supplemental Materials: graphing calculators, manipulatives, math-factory generator.

Key Assignments

- Problem sets
- Toulmin written assignments
- Applied concepts project – i.e. (exponential growth and decay project)
- Basic math worksheets

ENGLISH

SIXTH GRADE ENGLISH

Course Description

Great literature has the power to inform and teach lessons about life, our beliefs and values, ourselves and the world in which we live. This course is an introduction to literature study. Using classic literature as a foundation, students will develop critical thinking skills, explore ideas, attitudes, ideals and values, and make connections with their own lives and the larger community. Students will complete this course with a solid foundation in literature analysis and the ability to interpret, speak and write about literature.

Course Goals/Objectives

1. Read text fluently and accurately and with appropriate pacing, intonation and expression.
2. Expand functional vocabulary.
3. Identify and interpret figurative language and words with multiple meanings.
4. Distinguish between fact and opinion, denotation and connotation, and main ideas and supporting ideas.
5. Analyze the effect of the qualities of the character (e.g., courage, cowardice, ambition or laziness) on the plot and resolution of the conflict.
6. Define how tone or meaning is conveyed through word choice, figurative language, sentence structure, etc.
7. Identify the speaker and recognize the difference between first- and third- person narration.
8. Identify and analyze features of themes conveyed through characters, actions, and images.

9. Explain the effects of literary devices (e.g., symbolism, imagery, metaphor) in fiction and non-fiction texts.
10. Make reasonable assertions about a text through accurate, supporting citations.
11. Write clear, coherent and focused essays.
12. Write and speak with a command of standard English conventions.

Essential Content Knowledge

- Literary elements (plot, character, setting, theme)
- Literary devices (symbolism, imagery, metaphor, personification, hyperbole).
- Literary Forms (novels, short stories, poetry, folktales)
- Roots, prefixes, suffixes
- Word origins
- Writing Process

Course Outline

- Orientation/Imagination Unit
 - Identifying Literary Elements
 - Character
 - Setting
 - Theme
 - Vocabulary Development
 - Word origins
 - Roots
 - Prefixes
 - Suffixes
 - Expository Writing
 - Descriptive Writing
 - Responses to Literature
- The Study of Character Unit
 - Story Structure
 - Interpreting characters and heroes and anti-heroes
 - Conflict and Resolution
 - Identifying Literary Devices
 - Symbolism
 - Simile and Metaphor
 - Narrative Writing
 - Expository Writing
 - Introduction to Analytical Writing
- People, Places, The Environment Unit
 - Exploring the effect of setting on resolution and plot
 - Identifying tone
 - Expository Writing
 - Analytical Writing
- The Individual and The Community Unit
 - A character's effect on plot and resolution
 - Identifying and analyzing themes

- Structure of Plays
- Analytical Writing

Texts and Supplemental Instructional Materials

- The Skin I'm In by Sharon G. Flake
- A Midsummer Night's Dream edited by William Shakespeare
- The Children's Homer by Padraic Colum
- The Kidnapped Prince: The Life of Olaudah Equiano by Olaudah Equiano adapted by Ann Cameron
- The Giver by Lois Lowry
- Locomotion by Jacqueline Woodson
- Language Network (McDougal Littell)

Key Assignments

- Mini Research Report
- Original Short Story
- Newspaper/Magazine Article
- African-American Biography Oral Presentation
- Children's Homer Interpretive Skit
- Independent Reading Essays
- Literature Circle Presentations

CURRICULUM COMPONENTS

- Classic Literature Study

While studying literary elements, students will pay close attention to the characters in the literature that they read. Some of the questions they will explore are: What makes a character good or bad; what do a character's actions or speech reveal about them; what does an author's use of language reveal about his/her judgment of the characters? As students read about characters and their choices, they will reflect upon their own choices, actions and character.

- Literature Circles

In addition to the core curriculum, students will be required to independently read several novels during the course of the year. These novels must be chosen from the California Reading list published by the California Department of Education. Students will meet

with other students who are reading the same books. These literature circles will discuss, analyze and critique the novels and then prepare a class presentation. In addition, students will write individual book reports.

- 100 Book *Team Read* Challenge

Consistent and extensive reading is the major contributor to vocabulary development and knowledge of spelling and grammar. Students will be challenged to read 100 books during the course of the academic year to reach the Hall of Fame. Students will then progress from Junior Varsity (25 books), Varsity (50 books), All Star (75 books) and Hall of Fame (100 books). Awards and incentives will be given as students reach each level.

SEVENTH GRADE ENGLISH SYLLABUS

Course Description

This course is a continuation of literature study. Using classic literature as a foundation, students will:

- Expand their imagination
- Sharpen their sensory vocabulary and powers of observation
- Become better readers of literature
- Become aware of the language of literature
- Learn to read and write with accuracy

Students will complete this course with a more developed foundation in literature analysis and the ability to interpret, speak and write about literature.

Course Goals:

Students will:

1. Identify idioms, analogies, metaphors and similes.
2. Clarify word meanings through the use of definition, example, restatement or contrast.
3. Identify and trace the development of an author's argument, point of view, or perspective in text.
4. Analyze characterization through character's thoughts, words, speech patterns and actions; narrator's description; thoughts, words and actions of other characters.
5. Identify and analyze recurring themes.
6. Support all statements and claims with evidence.
7. Write narratives.
8. Write responses to literature.
9. Determine the speaker's attitude toward the subject.
Arrange supporting details, reasons, descriptions, and examples effectively and persuasively.

Essential Content Knowledge

- Literary elements (plot, character, setting, theme)
- Literary devices (symbolism, imagery, metaphor, simile).
- Literary Forms (novels, short stories, poetry, folktales)
- Roots, prefixes, suffixes
- Word origins
- Writing Process

Course Outline

The lesson components of this course may occur sequentially or in tangent. The components are:

- Reading for Accuracy
 - Identifying and understanding the 5Ws (Who, What, Where, When, Why) in literature
- Writing for Accuracy
 - Objective and descriptive writing about visual media
- Reading and Writing for Accuracy
 - Reading and writing about poetry and other literature
- Independent Novel Writing
 - Monthly book reports on novels selected independently from a book list
- Interpreting Core Literature
 - Extending the reading for accuracy and reading for deeper meaning and interpretation.

Texts and Supplemental Instructional Materials

- The House on Mango Street by Sandra Cisneros
- The Watsons Go to Birmingham by Christopher Paul Curtis
- Shakespeare's Stories: Julius Ceasar by Leon Garfield
- Sundiata
- The Miracle Worker by William Gibson
- The Language of Literature (McDougal Littell)

Key Assignments

- Narrative Writing Exercises
- Descriptive Writing Exercises
- Monthly Book Reports
- Poetry Recitation

8th Grade English

Brief Course Description

1. Through the study of literature, students develop a greater understanding of the human experience.
2. Students apply critical thinking and analytical strategies in the three major genres: narrative, expository, and argument.
3. Students use the Toulmin Model to write clear sustained arguments.

COURSE GOALS

1. Students build the necessary foundation for the scholarly study of a variety of classic Western Literature.
2. Student formally uses the Toulmin Model to respond to literature.
3. Students use critical thinking skills and imagination to make a connection between the student's personal experience and the literary experience.
4. In reading literature, students routinely and analyze author word choice to develop vocabulary, distinguish between literal and figurative word use. Students gain a greater understanding of the mechanics of language through grammar practice
5. Students use teacher directed close reading to gain a deeper understanding of the text.
6. Students analyze the effects of various literary genres on the expression of a universal theme.
7. Students develop and use a grade level appropriate literary vocabulary.
8. Students write a complete essay with a sustained argument in a readable style, with limited mechanical error.
9. Students consult and cite outside sources to fully develop arguments in expository essays and responses to literature.
10. Students participate in meaningful discourse and articulate class responses in a logical and thoughtful manner.

COURSE OUTLINE

Short Stories

Students will examine the way authors develop characters, voices, and plot using different narrative techniques. Student will study grammar. Student will also explore creative writing.

“Cyrano De Bergerac”

Students will: develop play reading skills, practice choosing evidence and writing contexts (partially through summaries), write two paragraphs, write a few interior monologues, practice close reading, dramatize scenes from play, develop empathy for others who look different or are insecure, study grammar.

To Kill a Mockingbird

Students will look at the themes of appearance versus reality through hidden and overt racism and prejudice in the novel. They will also look at the theme of the inner and outer self. They will look at the principles that guide people to live a better life. They will work on the essay writing. They will work on grammar.

Poetry Unit

Students will understand the theme of a poem as it is conveyed through diction, imagery, figurative language, and other poetic devices. They will use these devices to create their own poetry. They will write an analytical paragraph addressing the theme of a poem.

Shakespeare Unit (Othello)

Students will continue to explore life themes through Shakespeare's plays. Selected close readings of integral scenes will be looked at. We are now working on stranger warrants for essays. Study grammar.

Film Seminar

Students will watch foreign and American films that share a universal theme. Students will compare and contrast films in discussion and in writing.

Texts and Supplemental Instructional Materials

1. Collected Short Stories
2. "Cyrano De Bergerac" by Edmond Rostand
3. To Kill A Mockingbird by Harper Lee
4. Othello by Shakespeare
5. 8th Grade Grammar and Punctuation
6. Selected Films for Film Seminar

Visual Arts 1

Course Description:

The Visual Arts 1 course introduces students to the four basic art disciplines-drawing and painting, two-dimensional design and three-dimensional design. Students will explore the creative process and create works of art utilizing a variety of media and techniques acquired in the class. Students will be provided with a sound foundation in the language of visual expression through learning and experiencing the elements of art and principles of design, which will enable

a student to advance to higher level art courses. Art appreciation will be presented to help students analyze the role and development of visual arts in both the past and present. This art course presents a core of knowledge essential to all other art classes.

Physical Education

Brief course description: The Physical Education course is designed to develop the mental and physical aspects of living for a productive and healthy life. Students are introduced to the fundamentals of team and individual sports, which include skills, rules and game strategy as well as physical fitness. Emphasis in the program is placed on providing an opportunity for individual growth and success.

Course Objectives:

Objective One: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health. Students will:

- Perform basic motor and manipulative skills. They will attain competency in variety of physical activities and proficiency in a few select complex motor and sports activities
- Design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance and body composition

Objective 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. Students will:

- Demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication.
- Be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants

Objective 3: Resource management

Students understand and are able to manage their personal and community resources.

Student will:

- Be aware of and able to access opportunities available to them within their community to engage in physical activity.
- Be informed consumers and be able to evaluate facilities and programs.
- Be aware of some career options in the field of physical fitness and sports.

P.E. Uniform: Students are required to have sneakers/tennis shoes, gym shorts and a grey T-shirt

Assessment: All students in the ICEF school system will take the California fitness test in 5th, 7th and 9th grades.

Health text for required reading: Teen Health Course I Glencoe 2009.

Health standards are taught within PE class.

Computer Literacy

Brief course description: students will have the opportunity to analyze the structure and formation of functional work place documents, incorporate those structures for class projects and beyond. Students will be able to demonstrate use of sophisticated learning tools by following technical directions found on specialized software programs (Micro soft word, excel, PowerPoint, photo editing) and in access guides to the World Wide Web sites on the internet. Students will be able to differentiate among, select and apply appropriate tools and technology and use search engines to generate research for particular topic studied in core subjects: English, Math, History and Science. They will develop foundational typing skills and be able to differentiate texting language from formal language.

Senior Seminar

Brief course description: students in 8th grade will participate in a thirty minute seminar class that explores the following components: building community, self- discovery, career planning, organization and academic planning and service learning. Building community activities include student government, problem solving and conflict resolution. Self –discovery and Career planning include designing a four year educational plan, exploring learning styles and profiles, interest inventories and informal career interviews. Organization and academic planning include organizing portfolios, student led conferences, on- going monitoring of notebooks, lockers and exposure to financial literacy. Finally, students will engage in school wide community service events like Toys for Tots, World Wide Fit day etc.

Study Hall

Brief course description: All students in grades 6-8th will be able to acquire independent study skills, be able to receive individualized help from teacher or peers on current instructional content, monitor individual progress by reviewing assessments (formative) in data portfolio and receive intervention in English and Math.

ELD Course (not currently offered)

Brief course description: students will focus development on listening, speaking, reading and writing skills and teachers will target strands based on students' current ELD level. Those strands include: vocabulary and concept development, oral reading fluency and use of suprasegmentals and comprehension, phonemic and morphological awareness, listening comprehension and vocabulary, oral responses and syntax, pronunciation, rhetorical organization and cohesion, grammar and vocabulary.

ICEF Pubic Schools has determined that for its instructional purposes, Physical Education is not a core subject.

Use of Information Technology

- Every student has access to a computer.
- Every student learns to type and use Microsoft Word at View Park Preparatory Accelerated Charter Middle School.
- Every student has supervised access to the Internet at View Park Preparatory Accelerated Charter Middle School.

Additionally each core teacher integrates the California Technology Standards into their core curriculum.

Practical Matters and Teaching Philosophies

Faculty members will work in cadres to develop lesson plans for each core subject: English, math, science, and history. Teachers on each grade level are required to plan their units together, during departmental planning time, develop the similar lesson plans, and instruct students with the those lesson plans. Much of this learning occurs where the chalk hits the board and where the pencil hits the paper. It is the basis of learning at View Park Preparatory Accelerated Charter Middle School. Teachers are encouraged to give “project” assignments that spur student creativity and self-reliance.

View Park Preparatory Accelerated Charter Middle School seeks to prepare students to pursue their education through to the highest intellectual reaches of university life. At View Park Preparatory Accelerated Charter Middle School, we believe in a broad and rigorous liberal arts education that will prepare students to learn whatever they need to learn in their chosen field at any point in their life. The subjects to be studied at View Park Preparatory Accelerated Charter Middle School are English, Math, Science, History, Art, Music, Dance, and Physical Education. Presented below are the measurable outcomes resulting from a three-year experience at View Park Preparatory Accelerated Charter Middle School.

Subject	Measurable Outcomes	Assessment Tools
English	Improvement in reading, writing, listening and speaking skills, and proficiency in the use of the Toulmin model.	- California Standards Test - ICEF Common Writing Assements - ICEF Benchmark Assessments
Science	Through investigation and experimentation students will understand the principles of physical science, Earth science, life science, and ecology.	- California Standards Test - - ICEF Common Writing Assements - ICEF Benchmark Assessments
Math	Students will study mathematics, conceptually understanding and working with fractions, decimals, percents, statistics, probability, the formulas (i.e., circumference and the area of a circle,), ratios, proportions,	- California Standards Test - ICEF Common Writing Assements - ICEF Benchmark Assessments

	equations, exponents, conversions between different units of measurement and graphing.	
History	Students will demonstrate intellectual reasoning, reflection, and research skills related to chronological and spatial thinking, historical interpretation, and research, evidence, and point of view.	<ul style="list-style-type: none"> - California Standards Test - ICEF Common Writing Assessments - ICEF Benchmark Assessments
Visual Arts	Students will have the opportunity to learn how to draw, paint, sculpt, and animate.	<ul style="list-style-type: none"> - California Standards (VAPA), Production of Drawings, Paintings, Murals, Sculpture, and Computer Animation.
Music	Students will have the opportunity to learn how to play a musical instrument, sing in a choir, and perform in a jazz band.	<ul style="list-style-type: none"> - California Standards (VAPA), - Performance of Classical Music by the School Orchestra; performance of School Choir; Performance of Jazz Ensemble and Chamber Music.
Physical Education	Students will develop a lifelong approach to physical fitness. Sportsmanship and teamwork will be prized attributes in all competitive activities. Students will learn about nutrition and health as well as engage in weekly aerobic and team building	<ul style="list-style-type: none"> - Fitness Tests

	activities.	
ELD	Students will develop listening, speaking, reading and writing skills.	-CELDT

Textbooks and Instructional Resources to Be Used

View Park Preparatory Accelerated Charter Middle School places a high value on the quality, condition and availability of textbooks for all students. Textbooks and ancillary materials in core academic areas are selected with a strong focus toward alignment to State standards.

In addition to the instructional materials listed in each course description, View Park Preparatory Accelerated Charter Middle School also uses the Core Knowledge Program for English Language Arts Enrichment. Core Knowledge complements the skills-based curriculum of Open Court by providing carefully sequenced and challenging knowledge in which to ground skills instruction. Core Knowledge was started by Professor E. D. Hirsch, Jr., author of Cultural Literacy and The Schools We Need, and is based on a large body of research in cognitive psychology, as well as a careful examination of several of the world's fairest and most effective school systems. Professor Hirsch has argued that, for the sake of academic excellence, greater fairness, and higher literacy, early schooling should provide a solid, specific, shared core curriculum in order to help children establish strong foundations of knowledge. After wide consultation, the content of this core curriculum has been outlined in two books — the Core Knowledge Preschool Sequence and the Core Knowledge Sequence, K–8 — that state explicitly what students should learn at each grade level. Currently, hundreds of schools and thousands of dedicated educators are participating in this school reform movement throughout the United States.

Teacher Recruitment

View Park Preparatory Accelerated Charter Middle School involves all stakeholder groups in the school to identify the best teachers to deliver our instructional program. An extensive body of research shows that teacher quality is one of the most important factors related to increasing student achievement. Teachers who are committed, engaged and skillful in their approach to instruction have a powerful, long-term impact on their students' lives. ICEF has identified teacher recruitment as an organizational priority and has developed a human resources department in the back office to help reach our recruiting goals.

The key factors of success in recruiting are:

- Dedicated Human Resources Staff in the back office
- Centralizing all of the processing of new employees in the back office

- Good Internal Communication between the back office and school sites
- Casting a wide net for candidates using traditional and innovative outreach strategies
- Responsiveness to Candidates – timely return of calls and clear explanation of next steps to perspective candidates
- Rigorous evaluation and selection process

The Human Resources Department works with the Communications Department to raise awareness about ICEF public charter schools as early as November. Most of the hiring is done from March – June. They employ a broad range of outreach tactics, from cultivating individual networks to implementing print and on-line advertising campaigns. A wider pool of candidates will ultimately result in a higher quality of teachers hired. Primary outreach strategies include:

- Information sessions at colleges and graduate schools
- Partnerships with Teach for America, R.I.S.E. and Cal Teach
- Advertisements through organizations
- Newspaper and on-line advertising such as Craig's List, Edjoin.org and Teacher-teachers.org
- Utilize the network of colleagues from our existing teaching staff

Application and Selection Process

1. Candidate submits a resume and an application
2. The recruitment team reviews the documents submitted including a credential check.
3. If a candidate is qualified, a brief phone interview is conducted
4. Candidates who pass the phone screen are invited to an interview feedback session.
5. Candidates who pass the interview/feedback session are then invited to teach a sample lesson. Parents and students are an integral part of this step in the process.
6. The final step in the process is a reference check.
7. The school director makes a recommendation regarding the selection of a candidate to the Executive Director.

Characteristics of a Strong Teacher Prospect

Teacher candidates should demonstrate most of the following characteristics in their written application, phone interview, and formal interview or during the sample lesson plan:

- Two to seven years of teaching experience
- Clear credential or enrolled in a teacher intern program
- Urban teaching experience
- Commitment to teaching in underserved areas
- Demonstrated use of data-driven instruction
- Demonstrated passion for closing the achievement gap
- Openness to feed-back
- Demonstrates a desire for personal and professional growth
- Strong connection with students
- Commitment to a rigorous education
- Strong execution of the sample lesson plan.

Formalized Ongoing Professional Development Program

View Park Preparatory Accelerated Charter Middle School has implemented a comprehensive model of continuous school improvement which includes staff professional development as well as personalized coaching to help teachers implement concepts in their classroom in a practical way that meets their needs.

Every year since the inception of ICEF public charter schools, teachers have dedicated time during the summer, and throughout the school year, to professional development. Teachers returning to ICEF Public Schools have 150 total hours of professional development embedded within their work day, consisting of: 40 hours prior to the start of school in August, 10 early release days (3.5 hours) spent in content area or grade level cadres across the organization, and 10 early release days (3.5 hours) spent on school site professional development. Early release days occur on Wednesdays when school ends at 12:25. Newly hired teachers have an additional 5 days of professional development prior to the start of school in August for a total of 150 hours of professional development.

View Park Preparatory Accelerated Charter Middle School has identified the following topics for professional development:

- Teachers examine the backward design process and use specific tools (e.g. Bloom's Taxonomy, STAR Blueprints) and critical questions to "unpack" and prioritize content standards.
- Teachers review their prioritized standards and work collaboratively to cluster standards around "big ideas." The "big idea" or "key" standards will serve as anchors for units.
- Teachers analyze achievement targets embedded in standards, as well as assessment options available to them in order to design effective assessments that are aligned to standards.
- Teachers establish specific criteria that will be used to determine student proficiency on any given task (essay, projects, oral presentations, etc...) and then communicate the criteria to students prior to giving the assessment.
- Teachers will develop instructional techniques that are proven to have a positive effect on student achievement. Participants will also learn how to differentiate the strategies in order to meet the needs of students with special needs, English language learners and high achieving/talented students.

In addition to the formalized professional development objectives outlined in this charter petition, teachers are encouraged to share with the staff and the charter school director the areas where they feel a need for more support and professional development. Peer support teams, and informal and or formal interdisciplinary teams promote the school as a place for professional and personal growth for every staff member, as well as a place for learning for every student.

Professional development is led by school site leaders, teacher content area leaders, and other curriculum specialists.

Professional Development Topic	Approx. Hours	Timeframe
Backward Mapping & Clustering Standards to Create Standards-Based Units	16	Ongoing during the school year and every summer.
Socratic Seminars/Great Books	8	Ongoing during the school year and every summer.
Classroom Management	8	Ongoing during the school year and every summer.
Content Specific Pedagogy	30	Ongoing during the school year and every summer.
Differentiated Instruction	8	Ongoing during the school year and every summer.
S.D.A.I.E. Training	8	Ongoing during the school year and every summer.
Standards-Based Instruction; Aligning standards to college expectations	8	Ongoing during the school year and every summer.
Embedding rigor in the curriculum	8	Ongoing during the school year and every summer.
Data-Driven Decision Making	8	Ongoing during the school year and every summer.
Supporting Full Access of General Ed for Special Education Students	8	Ongoing during the school year and every summer.
Sexual Harrassment	2	Completed online through safe schools training
Mandated Reporting	2	Completed online through safe schools training
Analyzing Student Achievement Data with Peers	36	During content area cadres one early release Wednesday per month
TOTAL HOURS	150	

Academic Calendar and Sample Daily Schedule

View Park Preparatory Accelerated Charter Middle School follows the State requirements for the number of instructional days and minutes for our students. Education Code Section 47612.5(a) requires a charter school to offer grades 6-8 54,000 minutes delivered in a minimum of 175 instructional days pursuant to Title 5 California Code of Regulation Section 11960. Minimum days on which professional development is provided occur every Wednesday.

School Year Begins	August 27, 2012
Veteran's Day (No School)	November 12, 2012
Thanksgiving Break (No School)	November 22 – 23, 2012
Minimum Day (Parent Teacher Conference)	December 5, 2012
Minimum Day (Parent Teacher Conference)	December 7, 2012
Winter Break (No School)	December 24, 2012 – January 4, 2013
King Holiday (No School)	January 21, 2013
President's Day (No School)	February 18, 2013

Minimum Day (Parent Teacher Conference)	March 20, 2013
Minimum Day (Parent Teacher Conference)	March 22, 2013
Spring Break (No School)	March 25 – March 29, 2013
Memorial Day (No School)	May 27, 2013
Minimum Day	June 12, 2013
Minimum Day	June 13, 2013
Minimum Day (School Year Ends)	June 14, 2013

Sample Daily Schedules

ELD is not currently represented as a separate class as we have not yet had the need to offer it as such. However, when the need does occur in the future, the schedule will permit us to offer ELD during the 1:50-2:50 instructional block on all days except Wednesday.

Sample Daily Schedule (8th Grade)

<i>Monday & Tuesday</i>		
Time	Activity	Instructional Minutes
7:45 – 8:45 (Per. 1)	English 8	60 minutes
8:50 – 9:50 (Per. 2)	History 8	60 minutes
9:50 – 10:00	Break	10 minutes
10:05 – 11:05 (Per. 3)	P.E.	60 minutes
11:10 – 12:10 (Per. 4)	Algebra 1	60 minutes
12:10 – 12:40	Lunch	30 minutes
12:45 – 1:45 (Per. 5)	Physical Science	60 minutes
1:50 – 2:50	Senior Seminar (Mon.)/Computer Lit. (Tues.)	60 minutes
Total		360 minutes

<i>Thursday (Odd Periods)</i>		
Time	Activity	Instructional Minutes
7:45 – 9:25 (Per. 1)	English 8	100 minutes
9:25 – 9:35	Break	10 minutes
9:40 – 11:20 (Per. 3)	P. E.	100 minutes
11:25 – 11:55	D.E.A.R.	30 minutes
11:55 – 12:25	Lunch	30 minutes
12:30 – 2:10 (Per. 5)	Physical Science	100 minutes
2:15 – 2:50	Senior Seminar	35 minutes
Total		365 minutes

<i>Friday (Even Periods)</i>		
Time	Activity	Instructional Minutes
7:45 – 9:25 (Per. 2)	History 8	100 minutes
9:25 – 9:35	Break	10 minutes
9:40 – 11:20 (Per. 4)	Algebra 1	100 minutes
11:25 – 11:55	D.E.A.R.	30 minutes
11:55 – 12:25	Lunch	30 minutes

12:30 – 2:10 (Per. 6)	Computer Lit	100 minutes
2:15 – 2:50	Senior Seminar	35 minutes
Total		365 minutes

Wednesday (Shortened Schedule)

Time	Activity	Instructional Minutes
7:45 – 8:35 (Per. 1)	English 8	50 minutes
8:40 – 9:30 (Per. 2)	History 8	50 minutes
9:30 – 9:40	Break	10 minutes
9:45 – 10:35 (Per. 3)	P.E.	50 minutes
10:40 – 11:30 (Per. 4)	Algebra 1	50 minutes
11:35 – 12:25 (Per. 5)	Physical Science	50 minutes
Total		250 minutes

NOTE: Minimum day schedule is the same as shortened day schedule.

Sample Daily Schedule (7th Grade)

Monday & Tuesday

Time	Activity	Instructional Minutes
7:45 – 8:45 (Per. 1)	English 7	60 minutes
8:50 – 9:50 (Per. 2)	History 7	60 minutes
9:50 – 10:00	Break	10 minutes
10:05 – 11:05 (Per. 3)	Science 7	60 minutes
11:10 – 12:10 (Per. 4)	P.E.	60 minutes
12:10 – 12:40	Lunch	30 minutes
12:45 – 1:45 (Per. 5)	Math 7	60 minutes
1:50 – 2:50 (Per. 6)	Computer Lit. (Mon.)/ Study Hall (Tues.)	60 minutes
Total		360 minutes

Thursday (Odd Periods)

Time	Activity	Instructional Minutes
7:45 – 9:25 (Per. 1)	English 7	100 minutes
9:25 – 9:35	Break	10 minutes
9:40 – 11:20 (Per. 3)	Science 7	100 minutes
11:25 – 11:55	D.E.A.R.	30 minutes
11:55 – 12:25	Lunch	30 minutes
12:30 – 2:10 (Per. 5)	Math 7	100 minutes
2:15 – 2:50	Study Hall	35 minutes
Total		365 minutes

<i>Friday (Even Periods)</i>		
Time	Activity	Instructional Minutes
7:45 – 9:25 (Per. 2)	History 7	100 minutes
9:25 – 9:35	Break	10 minutes
9:40 – 11:20 (Per. 4)	P.E.	100 minutes
11:25 – 11:55	D.E.A.R.	30 minutes
11:55 – 12:25	Lunch	30 minutes
12:30 – 2:10 (Per. 6)	Computer Lit.	100 minutes
2:15 – 2:50	Study Hall	35 minutes
Total		365 minutes

<i>Wednesday (Shortened Schedule)</i>		
Time	Activity	Instructional Minutes
7:45 – 8:35 (Per. 1)	English 7	50 minutes
8:40 – 9:30 (Per. 2)	History 7	50 minutes
9:30 – 9:40	Break	10 minutes
9:45 – 10:35 (Per. 3)	Science 7	50 minutes
10:40 – 11:30 (Per. 4)	P.E.	50 minutes
11:35 – 12:25 (Per. 5)	Algebra 1	50 minutes
Total		250 minutes

NOTE: Minimum day schedule is the same as shortened day schedule.

Sample Daily Schedule (6th Grade)

<i>Monday & Tuesday</i>		
Time	Activity	Instructional Minutes
7:45 – 8:45 (Per. 1)	History 6	60 minutes
8:50 – 9:50 (Per. 2)	Math	60 minutes
9:50 – 10:50	Break	10 minutes
10:05 – 11:05 (Per. 3)	English 6	60 minutes
11:10 – 12:10 (Per. 4)	Science 6	60 minutes
12:10 – 12:40	Lunch	30 minutes
12:45 – 1:45 (Per. 5)	Art	60 minutes
1:50 – 2:50 (Per. 6)	P.E.	60 minutes
Total		360 minutes

<i>Thursday</i>		
Time	Activity	Instructional Minutes
7:45 – 9:25 (Per. 1)	Science 6	100 minutes
9:25 – 9:35	Break	10 minutes
9:40 – 11:20 (Per. 3)	English 6	100 minutes
11:25 – 11:55	D.E.A.R.	30 minutes
11:55 – 12:25	Lunch	30 minutes
12:30 – 2:10 (Per. 5)	Art	100 minutes

2:15 – 2:50	P.E.	35 minutes
Total		365 minutes

Friday		
Time	Activity	Instructional Minutes
7:45 – 9:25 (Per. 2)	Math	100 minutes
9:25 – 9:35	Break	10 minutes
9:40 – 11:20 (Per. 4)	Science	100 minutes
11:25 – 11:55	D.E.A.R.	30 minutes
11:55 – 12:25	Lunch	30 minutes
12:30 – 2:10 (Per. 6)	P.E.	100 minutes
2:15 – 2:50	Study Hall	35 minutes
Total		365 minutes

Wednesday (Shortened Schedule)		
Time	Activity	Instructional Minutes
7:45 – 8:35 (Per. 1)	History 6	50 minutes
8:40 – 9:30 (Per. 2)	Math 6	50 minutes
9:30 – 9:40	Break	10 minutes
9:45 – 10:35 (Per. 3)	English 6	50 minutes
10:40 – 11:30 (Per. 4)	Science 6	50 minutes
11:35 – 12:25 (Per. 5)	Art	50 minutes
Total		250 minutes

NOTE: Minimum day schedule is the same as shortened day schedule.

Type of Schedule	Instructional Minutes Per Day	Number of Days Per Academic Year	Instructional Minutes Yielded Per Academic Year
Regular Day- Mon, Tues	360	66	23, 760
Regular Day—Thurs/Fri	365	66	24, 090
Shortened (PD) Day Weds. and 10 discretonal days	250	48	12,000
Total Instructional Minutes/Year at View Park Prep MS			59,850
Mandated Instructional Minutes as per Ed Code 47612.5			54, 000

English Language Learners

Overview

View Park Preparatory Accelerated Charter Middle School meets all applicable legal requirements for English Language Learners as it pertains to annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher

qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. View Park Preparatory Accelerated Charter Middle School will implement policies to assure proper placement, evaluation, and communication regarding ELL's and the rights of students and parents.

Home Language Survey

View Park Preparatory Accelerated Charter Middle School administers the home language survey upon a student's initial enrollment into school.

CELDT Testing

All students who indicate on their initial home language survey that their home language is other than English are CELDT tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.²

Reclassification Procedures

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

- Assessment of language proficiency: CELDT overall score of 4 or 5 or higher on all subsections. Score 3 or 4 on all Writing Assessments, overall score of Early Advanced or Advanced. ELA CST scale score of at least Basic.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery as measured by A, B, or C in all core subjects or teacher recommendation for any grade lower, affirming that student will be able to master the material without additional ELD support.

Additional data to be considered and discussed:

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the school district's reclassification procedure including seeking their opinion and consultation during the reclassification process
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

The View Park Preparatory Accelerated Charter Middle School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

² The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing from their prior school of enrollment.

Strategies for English Language Learner Instruction and Intervention

Teachers will be trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of English language learners identified as Intermediate Level or Above. Students who are identified as Beginning or Early Intermediate English Language Learners will be served through targeted intervention services using High Point Curriculum. These services will be provided to students during the last instructional block of day in addition to – not in lieu of – the instruction they will receive in their core classes.

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

Total Physical Response (TPR). Developed by James J. Asher, TPR is a language learning tool based on the relationship between language and its physical representation or execution. TPR emphasizes the use of physical activity to increase meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions (Asher, 2000a). Asher emphasizes that TPR can be the major focus of a language program or an extremely effective supplement, but that in order for it to be truly effective, training should include "a special course along with hands-on experience monitored by a senior instructor who is also skilled in the intricate applications of TPR" (par. 11). *(For a detailed review of the research validating this approach, as well as sample lesson plans and examples of how to use it in the classroom, see Asher, 2000b.)*

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

Language Experience Approach (also known as Dictated Stories). This approach uses students' words to create a text that becomes material for a reading lesson (Carrasquillo &

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

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

Academic Language Scaffolding. The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own (Gibbons, 2002). Academic language scaffolding draws on Cummins's research into Cognitive Academic Language Proficiency (Chamot & O'Malley, 1994; Cummins, 1981). Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies are a central part of sheltered instruction methods, but can be used in any classroom context. (*See Gibbons [2002] for specific scaffolding strategies.*)

Native Language Support. Whenever possible, ELL students should be provided with academic support in their native language (Thomas & Collier, 2002). Even in English-only classrooms, and even when an instructor is not fluent in a student's language, this can still be done in a number of ways. According to Lucas and Katz (1994), a student's native language serves several important functions: it gives students "access to academic content, to classroom activities, and to their own knowledge and experience" (paragraph 5). In addition, they found that it also "gave teachers a way to show their respect and value for students' languages and cultures; acted as a medium for social interaction and establishment of rapport; fostered family involvement, and fostered students' development of, knowledge of, and pride in their native languages and cultures" (paragraph 24).

High Achieving Students

View Park Preparatory Accelerated Charter Middle School believes that all children are entitled to a curriculum that offers the best of what we know about education that which is normally reserved for children identified as high achieving. Students who demonstrate an ability to achieve beyond grade level as well as any students who want the challenge, will be provided

with many opportunities to study the core curriculum in-depth and at an accelerated pace, allowing for novelty in student outcomes and emphasizing higher level thinking skills.

Students may be identified as high achieving in grades 1-5. Please note that our definition of High Achieving is not limited to –nor does it use—measures such as IQ which tend to narrowly define “giftedness.” Our belief is that a high achieving child is a gifted child and is one that is able to regularly exceed the performance of his peers. This may be due to natural intellectual capacity, work ethic, motivation, or even exceptional interest in a given area. Children may be identified as high achieving or gifted based first on teacher observation and recommendation for assessment. From there, the school leadership team meets to assess the student’s performance in the core academic subjects. No matter the reason for their high achievement, all children who are capable should be afforded the opportunities usually reserved for the gifted child. Students who are identified as high achieving may be clustered in academic peer groups in each class with flexible academic groupings and specialized programs used as needed. Teachers will provide a qualitatively differentiated curriculum according to California State guidelines.

Intended Goals and Outcomes for High Achieving Students at View Park Preparatory Accelerated Charter Middle School

At View Park Preparatory Accelerated Charter Middle School, all teachers will participate and contribute to the academic goals of high achieving students as all teachers may have high achieving students in their classroom and are responsible for meeting these students’ needs.

1. High achieving students at View Park Preparatory Accelerated Charter Middle School will receive differentiated instruction during language arts and mathematics including use of differentiated materials addressing algebraic and logic instruction that reflects advanced levels of thinking (synthesis and evaluation). Teachers will regroup or cluster students for instruction. Teachers will plan for horizontal curriculum alignment through grade-level meetings, as well as vertical curriculum alignment between grade levels to ensure a continuum of learning that reflects one or more years above grade level.
2. High achieving students at View Park Preparatory Accelerated Charter Middle School will study the same core curriculum as their peers in social studies, science, music and art, however, these students will have opportunities to study topics in detail, and will be required to demonstrate their understanding through projects, experiments, and other means of creative expression. Teachers will continually modify instructional strategies to include flexible groupings and hands-on learning experiences.
3. High achieving students at View Park Preparatory Accelerated Charter Middle School will participate within the regular classroom as a means of developing and encouraging social awareness and understanding. Each teacher will participate in the organization of classroom populations, addressing the school goals for the high achieving students and using the enrichment periods (art, music, computer, library time, and P.E.) to further the opportunity for differentiated instruction time.

High achieving Students Assessment and Evaluation

1. Teachers will continually assess program design and progress at grade level meetings; and, teachers will make reports to parents and committee members at Curriculum Committee meetings.
2. Students will keep portfolios and participate in self-assessments, demonstrating achievement of curricular standards appropriate to a higher-grade level.
3. Students will make presentations to parents.
4. Teachers will analyze STAR test results and other assessments of advanced performance such as participation in national math competitions to determine the strengths and weaknesses of programs in place.

Strategies to Improve the Performance of High Achieving Students

1. Teachers use the Icons of Depth and Complexity in the Classroom, along with open ended questions, in order to engage students' higher order thinking skills.
2. Students will be encouraged to choose additional assignments and/or alternative assignments from a menu of extension activities.
3. High Achieving students will be offered the opportunity to participate in Honors Course offerings. Honors courses are offered within the regular classroom but require students to enter into a contract with the classroom teacher that they agree to complete additional assignments that go beyond the regular curriculum.
4. When appropriate, as evidenced by students' early mastery of course content, students may be available for course advancement through independent study, online learning programs, and/or enrolling in courses at View Park Preparatory High School as space permits.

Students Achieving Below Grade-Level

At View Park Preparatory Accelerated Charter Middle School low-achieving students are identified as students who are below or far below basic on standardized tests or who receive an "F" in any core content area. It is important to note that a child who is low achieving in any one area may achieve at high levels in another area, or may achieve at low levels after having demonstrated earlier high achievement. A major emphasis of View Park Preparatory Accelerated Charter Middle School curriculum structure and instructional strategies outlined here are designed to maximize the learning opportunities of low-achieving students. Low-achieving students are thoroughly integrated into the entire student body at the school and participate fully in all aspects of the curriculum. We have high expectation for all ICEF Middle School students to do well.

Parents of low-achieving students will be contacted by the end of the sixth week of the school. Parents will be notified of available interventions including the Extended Learning Program through the use of a Student Success Team (SST) meeting. At the end of the second grading period, parents will be notified if their child has not made sufficient progress towards meeting the standards for promotion. They will be informed at another SST meeting which standards their child is still not meeting at grade level.

Teachers at View Park Preparatory Accelerated Charter Middle School will use paraprofessionals for academic support and reinforcement. The on-site after-school program will

work collaboratively with the teaching staff at View Park Preparatory Accelerated Charter Middle School to make the after-school program an extension of the learning during the school day.

Identifying Students Performing Below Grade Level

View Park Preparatory Accelerated Charter Middle School screens the following data to identify at-risk students:

1. Students scoring Below Basic or Far Below Basic in Language Arts, or Math.
2. Students who are at least one year below grade level in the areas of reading, written language and math, identified by student performance on diagnostics administered in Revolution Prep, The MDTP, and the ICEF writing diagnostic.
3. ELL students who do not advance a performance level over the course of a year based on CELDT data and internal curricular ELD assessments.

Intended Goals and Outcomes of Students Performing Below Grade Level

1. View Park Preparatory Accelerated Charter Middle School will work to raise the CST scores of our low-performing students by at least 5 percentage points each year. Low-performing students will have their achievement test scores individually monitored, comparing their progress from year to year.
2. All students performing below grade-level will be referred to attend the after-school program which provides small group tutoring to students in the core content areas, monitoring of student completion of homework, and with additional time on the Revolution Prep program.
3. Low-achieving students' will be scheduled to spend time using the Revolution Prep program to fill in gaps in knowledge and skills and to monitor students achievement through regular assessment. This may occur after-school, in small group break outs during core content instruction, or during study hall or elective periods. Progress toward standards mastery will be monitored at least twice per month through assessments administered on Revolution Prep.

Strategies to Improve the Performance of Below Grade-Level Students

1. By the end of the eighth week of school, all parents of students at View Park Preparatory Accelerated Charter Middle School, identified as low achieving, will have been informed of their child's academic standing.
2. At Back to School Night and parent education workshops, parents will be given specific suggestions as to how to help their child at home.
3. Teacher will use data to target gaps in core knowledge and skills and conference with students regarding those gaps. Teachers will engage students in setting measureable, incremental goals.
4. Teachers use cognitively oriented strategies, which blend the teaching of procedural knowledge with conceptual knowledge and encourage meta-cognition.
5. Small group break outs in within the core content class to access online intervention programs, participate in peer tutoring, or take part in small group individualized instruction.

6. All full-time, contracted teachers are required to hours “office hours” after school for tutoring at least once per week. Low achieving students will be strongly encouraged to attend and parents will be personally contacted with the recommendation.
7. A list of available tutoring, library and enrichment resources will be developed and made available for parents of all students.
8. Staff development sessions will be devoted to differentiated instruction including how to meet both the needs of low achieving students and high achieving students.
9. Preparation and follow-up activities such as field trips, guest speakers and assemblies will focus on language development and conceptual understanding of material presented and/or experiences shared.
10. A centralized list of targeted low-achieving students will be kept by the administrator to monitor student progress, to track services, and to provide the ICEF Chief Academic Officer or his designee with periodic updates on the progress of student achievement. Confidentiality will be maintained and data will be provided without names.
11. Annual assessments of strategies will be conducted.

Students of Low Socio Economic Status

The majority of students at View Park Preparatory Accelerated Charter Middle School will likely be students of low socio economic status. A major emphasis of View Park Preparatory Accelerated Charter Middle School curriculum structure and instructional strategies outlined here are designed to maximize the learning opportunities of low-socio economic students. Low-socio economic students tend to come to school with lower levels of academic and social readiness and often do not have as many opportunities for intellectual enrichment outside of school. We have high expectation for all ICEF Middle School students to do well.

Parents of low-socio economic students will be contacted by the end of the sixth week of the school and will be notified of available interventions including the Extended Learning Program through the use of a Student Success Team (SST) meeting. At the end of the second grading period, parents will be notified if their child has not made sufficient progress towards meeting the standards for promotion. They will be informed at another SST meeting which standards their child is still not meeting at grade level.

The on-site after-school program will work collaboratively with the teaching staff at View Park Preparatory Accelerated Charter Middle School to make the after-school program an extension of the learning during the school day so that students receive additional small group tutoring, access to online intervention programs, and expand their network of caring and supportive adult relationships.

Identifying and Supporting Students of Low Socio Economic Status

View Park Preparatory Accelerated Charter Middle School screens the following data to identify at-risk students:

1. Students who participate in the free and reduced lunch program.
2. Students who are homeless, living in foster care, and/or not living with immediate family members.
3. Students who request financial assistance in purchasing uniforms or school supplies or who indicate lack of access to a computer or internet.

4. Student or parent indicators of gang affiliation.
5. Teacher observations regarding insufficient nutrition, health care, sleep, hygiene, and or parental support/involvement.
6. Students scoring at below basic or far below basic on the California Standards Test

Intended Goals and Outcomes of Students of Low Socio Economic Status

1. View Park Preparatory Accelerated Charter Middle School will work to raise the CST scores of our low-socio economic status students by at least 5 percentage points each year. Low-socio economic students will have their achievement test scores individually monitored, comparing their progress from year to year.
2. Students of low socio economic status will be referred to attend the after-school program and their after school care costs may be subsidized by ICEF on a sliding scale.

Strategies to Improve the Performance of Low Socio Economic Status Students

1. By the end of the eighth week of school, all parents of students at View Park Preparatory Accelerated Charter Middle School, identified as being of low socio-economic status, will have been informed of their child's academic standing.
2. Low SES students who also demonstrate low-achievement or other at-risk behaviors will be assigned an adult mentor who will check-in with them regarding progress and obstacles on a weekly basis.
3. Parents will be explicitly recruited to attend parent information sessions regarding the transition to high school, the A-G requirements, and early college planning.
4. Staff development sessions will be devoted to strategies for connecting with and involving parents of Low Socio Economic Status, to the affects of poverty on student achievement, and culturally relevant pedagogy.
5. All students and parents will be provided with information regarding community resources for free or low cost health, dental, and eye care.
6. All teachers are trained and encouraged to routinely use cooperative groups, which has been positively correlated to increased achievement in low SES students.
7. Teachers work with students to set personal and academic goals in order to promote motivation and psychological attachment to school.
8. A centralized list of targeted low-achieving students will be kept by the administrator to monitor student progress, to track services, and to provide the ICEF Chief Academic Officer or his designee with periodic updates on the progress of student achievement. Confidentiality will be maintained and data will be provided without names.
9. Annual assessments of strategies will be conducted.

A full-time Parent Outreach Coordinator will work with parents to devise strategies to involve all parents in school programs that support meeting the needs of all children.

Special Education Program

All charter schools must adhere to all terms and conditions of the *Chanda Smith Modified* Consent Decree ("MCD") and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or

to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to Los Angeles Unified School District ("LAUSD" or "District") Governing Board approval, View Park Preparatory Accelerated Charter Middle School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and View Park Preparatory Accelerated Charter Middle School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but will now create two school sections (District operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools will apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

***Modified Consent Decree Requirements**

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

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

- # The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.

- # Paper SESAC Report and Welligent Student Listing Verification, due monthly

throughout the school year.

CBEDS, which is due at the end of October of Each School Year.

All Students Enrolled December 1 of Each School Year, due at the end of December every school year.

Graduation Status of 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.

What It Means to Be an “Educated Person” in the 21st Century

View Park Preparatory Accelerated Charter Middle School believes the path to college begins in Middle school. Therefore, the education experience students of View Park Preparatory Accelerated Charter Middle School will receive will prepare them for high school, college, leadership, and life. View Park Preparatory Accelerated Charter Middle School students will matriculate to middle with the skills and attributes that are critical for all 21st century learners.

- Students will think creatively and critically
- Students will have problem solving skills, and will develop learning and reasoning skills to prepare for life-long learning;
- Students will be able to set short- and long-term goals;
- Students will have a deep understanding of the humanities, sciences, mathematics and the arts;
- Students will be able to use technology as a tool in the pursuit of continued learning;
- Students will be able to communicate effectively and in many forms;
- Students will possess the attributes of responsibility, citizenship, sociability, diligence, civility, integrity, and honesty; and
- Students will be able to work with people of various backgrounds.

How Learning Best Occurs

View Park Preparatory Accelerated Charter Middle School believes that learning best occurs when:

- Students are in a safe and nurturing environment where diversity is celebrated.
- Students are in an environment where all school community members (teachers, parents, community volunteers, fellow students and administration) collaborate to achieve their school vision by sharing the responsibility and decision making for curriculum, instructional strategies, and school organization.
- An educational environment that builds on student strengths through enrichment activities, independent research, problem solving, creative thinking, music, art, environmental and technology.
- Students see the connection between what they learn and the real world.

- Students work well individually and cooperatively as members of a group.
- Teachers have high expectations for all students.
- Teachers work collaboratively to identify student strengths and areas for improvement in mastering the California Standards for each subject area.
- Teachers use differentiated instruction to address each child's needs and potential.
- Teachers use formative and summative data to drive instruction.
- Teachers continue to grow through professional development and remain lifelong learners.
- The School Director has high expectations concerning student behavior, academic development, and the levels of student self-esteem and satisfaction.
- The School Director has high expectations for teacher and staff professionalism, teacher effectiveness in ensuring that learning takes place for all students, and the levels of teacher and staff self-esteem and satisfaction.
- The School Director supports the efforts of the students and teachers.
- The School Director, as the academic leader, empowers school community members to identify, articulate, and address a shared vision for the school's educational program.
- The school treats all youth as high achieving and talented by offering an accelerated and academically rich curriculum to all students.
- Students have an educational experience that prepares them for successful learning opportunities and prepares them for success in college, careers, leadership and economic success.
- Students can build sustained and caring relationships with their fellow students, teachers, and community members.

How the Goals of the Program Enable Students to Become Self-Motivated, Competent and Life-Long Learners

View Park Preparatory Accelerated Charter Middle School will enable students to become self-motivated, competent and life-long learners by accomplishing two main goals. First, the program seeks to bring all student achievement to grade level or above. If students are on target academically they are less likely in the future to fall several grade levels behind and get discouraged. Second, View Park Preparatory Accelerated Charter Middle School seeks to develop each student's analytical and critical thinking skills. This is the key ingredient in life-long learning. Students have to know how to learn and know how to access new knowledge.

Therefore, View Park Preparatory Accelerated Charter Middle School teachers must give students opportunities for hands-on learning in addition to direct instruction so that students gain first-hand experience to solve problems. At View Park Preparatory Accelerated Charter Middle School students will become proficient or master the California Standards for their grade level while being immersed in a rigorous program based on the principles of learning, organizing for effort, clear expectations, accountable talk, academic rigor, fair and credible evaluations, recognition of accomplishments, socializing intelligence, learning as apprenticeship, and self-management of learning.

ELEMENT 2

MEASURABLE STUDENT OUTCOMES

To monitor student learning and school performance, View Park Preparatory Accelerated Charter Middle School will implement the following assessment tools and measures.

As further outlined below, the View Park Preparatory Accelerated Charter Middle School’s pupil outcomes will address the state content and performance standards in each of the “core” academic areas of math, language arts, science, and history/social science. To monitor student learning and school performance, View Park Preparatory Accelerated Charter Middle School will implement the following assessment tools and measures. Each of these measures has been designed carefully to align the mission, curriculum and assessments of the school.

Assessment Tool Name	When Administered	Purpose for Administering	Performance Goals
California Standards Test (CST) Core Content Areas	Annually	<p>Measure the achievement of California content standards in English-language arts, mathematics, science, and history-social science.</p> <p>Measure seventh grade writing student performance against State Writing Applications content standards requiring students to produce: fictional narratives, summaries, persuasive essays, and responses to literature.</p>	View Park Preparatory Accelerated Charter Middle School seeks to meet or exceed the average CST scores in English Language Arts, Math, History and Science. View Park Preparatory Accelerated Charter Middle School will meet AYP targets as established by the CDE.
CELDT	Quarterly	Measure increased acquisitions of English Language skills for English Language Learners.	View Park Preparatory Accelerated Charter Middle School EL students will increase in English Proficiency levels by at least one annually as measured by the CELDT until re-designated as Fluent English Proficient
Teacher Assessments		Enhances effective	These are formative

<p>and Authentic Assessments such as:</p> <ul style="list-style-type: none"> - Informal Assessments - Guided Practice Activities - Anecdotal Observations - Portfolio Assessment 	<p>As Needed Daily Weekly Monthly</p>	<p>teaching by providing regular monitoring and demonstration of student learning.</p> <p>To charter student growth over time and inform instruction.</p>	<p>assessments; thus, performance goals are dependent upon student performance.</p>
<p>Publisher-developed Assessments:</p> <ul style="list-style-type: none"> - Saxon Math - Math Placement Pre-test 6-Algebra I - Math Placement Pre test 6-Algebra I - Benchmark Assessments 6-Algebra I - English Language Arts, Social Science and Science - ELD High Point (only in ELD classroom, when deemed as appropriate for student) 	<p>Weekly/ every 5 lessons</p> <p>Beginning and Mid-year</p> <p>Beginning of year</p> <p>Per trimester</p> <p>Per Unit</p> <p>Per Unit</p>	<p>To determine student performance in meeting standards based lesson objectives and adjust instruction.</p> <p>To determine skill and ability levels for proper placement.</p> <p>To determine student performance in meeting standards based lesson objectives and adjust instruction</p> <p>To determine student performance in meeting standards based lesson objectives and adjust instruction</p> <p>To determine acquisition of Academic English</p>	<p>All students will master core academic skills in reading and mathematics scoring 80% or higher.</p>
<p>Academic Performance Index (API)</p>	<p>Once a year</p>	<p>Mandated by the State of California</p>	<p>Place in the top two deciles of API Similar School rankings and maintain a minimum of a 800 by 2012. Meet or exceed the annual API growth target.</p>

Physical Fitness Test	7 th Grade	Mandated by CA to measure student fitness.	50% of all students will test in Healthy Fitness Zone in all six areas of the PFT by 2015 and school will experience 5% increase yearly thereafter.
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View Park Preparatory Accelerated Charter Middle School acknowledges that as the school becomes more familiar with its targeted student population, these exit outcomes and school-wide performance goals may need to be modified over time.

School's Assessment Plan

All ICEF schools use PowerSchool to track data underlying the principles of our academic model. Teachers update and analyze data for individual students. In addition to PowerSchool, ICEF is implementing new software, Data Director, which will facilitate data analysis and allow us to compare and monitor student progress over time. The principal of View Park Preparatory Accelerated Charter Middle School and the Chief Academic Officer will meet periodically to review student achievement data to identify students needing intervention.

Performance Outcome and Goals

Each ICEF school is expected to reach the established internal goals set by the school's leadership and Board of Trustees. These goals form the basis for how the Trustees and families evaluate the school's progress.

Performance Outcome	Charter Agreement Expectation	ICEF's Internal Goals
Daily Attendance Rate	Higher daily attendance than local district schools	Maintain an average daily attendance of more than 95%
Academic Performance Index (API)	Significantly outperform neighboring Middle schools.	Place in the top two deciles of API Similar School rankings and maintain a minimum of 800 by 2012. Meet or exceed the annual API growth target.
Teacher Professional Development	Requires teachers' participation in a rigorous program of ~150 hours/year, in-house and external as deemed appropriate in meeting teachers' professional goals.	Performance evaluated yearly; progress measured in meeting student achievement goals
Parent Involvement	Strongly encourages all parents to volunteer 40 hours per school year	100% parent participation as volunteers
Parent Satisfaction	The majority of parents will score Inner City Education Foundation as excellent or good on regular parent satisfaction surveys.	90% of parents will score the school as excellent or good on regular parent satisfaction surveys

Performance Outcome	Charter Agreement Expectation	ICEF's Internal Goals
Student Achievement	<p>Annual AYP determination.</p> <p>CST scores broken down by all reportable subgroups.</p>	<p>It is the goal of View Park Preparatory Accelerated Charter Middle School to make Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Act</p> <p>View Park Preparatory Accelerated Charter Middle School seeks to meet or exceed the average CST scores in English Language Arts, Math, History and Science. View Park Preparatory Accelerated Charter Middle School seeks to experience an annual 10% decrease in the number of students designated as Basic, Below Basic, and Far Below Basic in English Language Arts, Math, History, and Science</p>

View Park Preparatory Accelerated Charter Middle School will meet all of the California State accountability expectations pursuant to AB1137.

ELEMENT 3

METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED

View Park Preparatory Accelerated Charter Middle School's curriculum and assessment systems are grounded by the California Content Standards and State Frameworks. View Park Preparatory Accelerated Charter Middle School will work cooperatively with the District to monitor progress in meeting student outcomes.

Throughout the year teachers will use a variety of assessment data including short-term and long-term projects, portfolios, chapter tests, homework, etc., to continually monitor student progress as well as to adapt curriculum and develop effective instructional strategies. School leaders and teachers will use Data Director to analyze CST data as well as student achievement on benchmark exams. Benchmark assessments will be given quarterly in the areas of English Language Arts, Mathematics, Science and History to monitor student progress toward mastery of the California Standards. These assessments are administered by teachers and results will be collectively analyzed by teacher content area teams during an organization wide content areas cadre meeting, which are held monthly on and early release Wednesday. They are also used to assess students in English Language Arts and mathematics and the results determine flexible groupings for remediation and extension activities. Teachers regularly use various assessments to evaluate, adjust and plan future instruction. View Park Preparatory Accelerated Charter Middle School teachers will conference with students and parents to discuss student mastery of the content areas.

At the beginning of the school year, achievement test and CST scores from the previous year are analyzed. Teachers are given a list of students who scored at the Basic, Below Basic, and Far Below Basic in specific subjects so that they can analyze and plan intervention activities to fill gaps in core knowledge and skills. They are also given an analysis of their impact on their previous students' achievements by comparing efficiency bands of their students at the beginning of the prior school year (on the CST from two years ago) with their students' achievement at the end of the year (on prior year's CST). This also allows teachers to analyze their impact on student achievement, identify areas for professional growth and development, and to analyze and refine their teaching practice. These reports are provided by the ICEF Central Office, but school leaders facilitate conversations each October with individual teachers using these reports. Also on the list are students that did not reach benchmark on the last periodic subject assessments from the previous year. Scores from the achievement tests, CST and periodic assessments are used to determine differentiation from at risk to high achieving students. Low-performing students are tracked from year to year so that school leaders can analyze their performance in particular classroom settings and place them with teachers who have a track record of increasing student achievement in low performing students.

At View Park Preparatory Accelerated Charter Middle School teachers serve as testing coordinators to ensure that state pupil assessments including achievement tests, CST, and

CELDT are administered. Teachers at View Park Preparatory Accelerated Charter Middle School are also involved with ongoing professional development directly addressing assessment.

View Park Preparatory Accelerated Charter Middle School will conduct pupil assessments pursuant to EC60602.5.

The View Park Preparatory Accelerated Charter Middle School faculty will continue to use informal and formal assessments to monitor student progress in mastering grade level standards in all subject areas. This progress will be shared with parents through quarterly report cards, parent-teacher conferences, and additional means as necessary.

View Park Preparatory Accelerated Charter Middle School will comply with state and federal law in collecting and reporting student and school performance and demographic data. This will include preparation and distribution of an annual School Accountability Report Card (“SARC”) to provide parents and the community with descriptive and comparative information about the school.

View Park Preparatory Accelerated Charter Middle School shall also collect and analyze student performance data each year and shall utilize the data to monitor and improve

***Testing**

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.

GRADING POLICY:

Grades 6-8

A	100-90
B	89-80
C	79-70
F	69 and below

The following scale is used to evaluate citizenship, work habits, independent work habits, on task behavior etc. (Grades 6-8)

E	Excellent
S	Satisfactory

U Unsatisfactory

Before a student receives a letter grade of “F” the parents/guardian must first be notified.

The following general guidelines will be used for grading students:

- Test/assessments 50% of student’s grade
- Quizzes 20%
- Projects 20%
- Participation /homework 10%

Percentages may vary based on the complexity of the assignment.

The Goals of View Park Preparatory Accelerated Charter Middle School are to:

1. Create an individual intervention program for every student scoring below the proficient level designed to bring the student up to grade level as quickly as possible.
2. Welcome parent involvement in the life of the school; and set an expectation that parents will volunteers four hours a month.
3. Provide cutting edge professional development and support for our teachers.
4. Provide each student with a fair and adequate opportunity to attend the college of their choice by assuring students enter high school academically prepared to successfully complete the A-G Recommended Requirements
5. Develop the future leaders of the community.
6. View Park Preparatory Accelerated Charter Middle School agrees to comply with the provisions of No Child Left Behind (NCLB) as they apply to certificated and paraprofessional employees of charter schools.

School-wide performance goals will be analyzed on a quarterly basis and modified based on the needs of the student population. At View Park Preparatory Accelerated Charter Middle School, ALL students will be expected and held accountable to the same high standards and expectations that make for successful students. Those students who require added assistance in meeting the goals and expectations will have all the assistance that they require to be successful.

ELEMENT 4 GOVERNANCE

View Park Preparatory Accelerated Charter Middle School is nonsectarian in its programs, admission policies, employment practices, and all other operations, does not charge tuition, and does not discriminate against any student on the basis of nationality, race or ethnicity, religion, sexual orientation, gender, or disability or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.. View Park Preparatory Accelerated Charter Middle School does not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

Inner City Education Foundation

The Board of Directors of Inner City Education Foundation governs View Park Preparatory Accelerated Charter Middle School.

*View Park Preparatory Accelerated Charter Middle School and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of View Park Preparatory Accelerated Charter Middle School. Inner City Education Foundation is responsible for all legal and fiduciary matters involving View Park Preparatory Accelerated Charter Middle School.

*View Park Preparatory Accelerated Charter Middle School will comply with the Brown Act.

Members of the View Park Preparatory Accelerated Charter Middle School 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.

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

The Board of Directors

The ICEF Board of Trustees has legal and fiduciary responsibility for View Park Preparatory Accelerated Charter Middle School. The ICEF Board of Directors provides fiscal accountability by approving and monitoring the budgets and other financial matters. The ICEF Board of Directors also help ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities, fundraising, fiscal capacity analysis, and overseeing that school resources are managed effectively.

Inner City Education Foundation is a California non-profit 501(c) 3 corporation. The Board of Directors is a self-selecting body as outlined in the attached Articles of Incorporation and By-laws. The Board of Directors may include a parent from an ICEF operated charter school. All

management responsibilities not specifically designated to the Board are delegated to the CEO, who answers directly to the ICEF Board of Directors. As the entity with the ultimate oversight responsibility, Inner City Education Foundation provides LAUSD with annual programmatic and fiscal audits for View Park Preparatory Accelerated Charter Middle School.

Current Board members are: Richard Riordan, Chairman of ICEF Board and Former Mayor of the City of Los Angeles; Jackson Browne, Musician/Recording Artist; Rebecca L. Bunn, Riordan Foundation; Brigid Coulter, Actress; Austin Beutner, Deputy Mayor of the City of Los Angeles;; Russel Goings, Southwest Companies; William Lucas, Cataumet Partners; Patrick McCabe, NewRoads Elementary School; Julie Kellner, Community Member; Tyrone Howard, Ph.D., Professor of Education and Information Studies at University of California at Los Angeles, Stephen Smith, the Seaport Group; David Moore, parent and Partner in MetalSales Associates; Simeon Slovacek, Ph.D., Professor of Education at California State University at Los Angeles; ; Blair Taylor, President and CEO of Los Angeles Urban League.

Members of the ICEF 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.

Process for Selecting Governing Board Members

Governing board members are identified, reviewed and nominated for membership by a standing committee of the board, assigned that responsibility, the Committee on Board Members. The Committee on Board Members solicits parents, past parents, school leaders, community leaders, and current trustees for prospective members. The Committee on Board Members nominates candidates on the basis of guidance from the board on the skills needed for the effective oversight of the schools. The Committee furnishes information on each candidate to all members of the board. The full board elects new members by majority vote at the annual meeting, held the third Thursday of January, every year or on as needed to fill vacancies. Board members are elected for one year and hold office until expiration of the term which is the date of the following annual meeting. The Committee on Board Members also develops and administers a program of orientation for newly elected board members and nominates candidates for Board Member Emeritus status.

How Often the Governing Board will Meet

The meeting schedule is set at the annual meeting each January. At least eight meetings are scheduled each year and are held at 10:00 am at the Inner City Education Foundation headquarters. Inner City Education Foundation and View Park Preparatory Accelerated Charter Middle School will comply with the Brown Act. Board Meetings will be posted in the lobby at 5150 W. Goldleaf Circle, Los Angeles, CA 90056 no less than 72 hours in advance of the Board Meeting. Agendas and governing board actions can be obtained from the same address. Agendas and meeting notices will also be posted at the school site in the main office and on the web site.

Business and Operations Management

Inner City Education Foundation provides services such as fundraising, grant writing, facility and site development, real estate purchases, as well as operating services such as budgeting/forecasting, accounting, payroll, compliance/reporting, service vendor contract negotiations, management, and purchasing. Inner City Education Foundation will monitor adherence to the charter process and laws. ICEF utilizes an accounting system that adheres to Generally Accepted Accounting Principles (GAAP). The ICEF CEO oversees all duties and services provided by ICEF, as well as ensures that the ICEF Board of Trustees is privy to the appropriate information.

Inner City Education Foundation is solely responsible for the legal obligation and financial debts of View Park Preparatory Accelerated Charter Middle School. Inner City Education Foundation agrees to follow all applicable California public benefit corporation laws.

Brown Act

Inner City Education Foundation and View Park Preparatory Accelerated Charter Middle School comply with the requirements of the Brown Act with regards to all issues related to the governance and operations of View Park Preparatory Accelerated Charter Middle School, including, but not limited to meetings regarding policies, education, and fiscal issues.

View Park Preparatory Accelerated Charter Middle School and or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

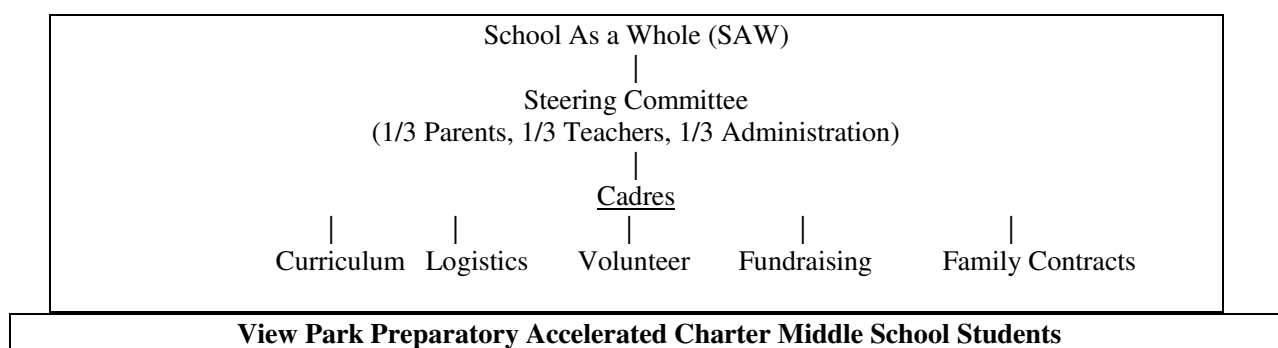
Governance Org Chart

Inner City Education Foundation Board of Directors

CEO of Inner City Education Foundation

View Park Preparatory Accelerated Charter Middle School Director

View Park Preparatory Accelerated Charter Middle School Faculty and Staff



Structure

1. The governance structure is designed to assure that every member of the school community shares in the decision-making process.
2. Cadres address site-based priority areas of concern. These areas of concern are defined through a data-gathering process. Having thoughtfully defined an area of challenge, an inquiry process is followed to address the area of challenge.
3. The Steering committee facilitates communication between cadres and the School as a Whole.

Cadres

Cadres are small work groups formed on an as needed basis to address specific concerns. An inquiry process is followed by the cadre to explore possible solutions to previously prioritized areas of concern and suggests solutions to the Steering Committee. Once the Steering Committee agrees to a proposed solution, this solution is presented to the School as Whole for full implementation through a consensus process. Cadres do not have decision-making power, however their suggestions are considered by the Steering Committee and upon their approval forwarded to the School as a Whole for action and adoption. Cadres are comprised of members from the school community: teachers, support staff, administrator(s), parents, students, and those

community members who are active participants in the school. Below are examples of typical cadres in an ICEF School.

CADRE	DUTIES	COMPOSITION
Curriculum	To become expert in the school curriculum in order to assist faculty and administration. To develop field trips, school fairs, and school assemblies to complement curriculum. To develop character education and human development programs to address the needs of the whole child. To recruit and recommend teacher candidates.	1/3 Parents 1/3 Teachers 1/3 Administration
Volunteer	School parent/family participation school activities. Recruit volunteers; act as support group for family involvement. Recommend plan for implementation of after-school activities. Recommend ways to use the strengths inherent in our school community for the good of the school.	1/3 Parents 1/3 Teachers 1/3 Administration
Family Contracts	Design home-school contracts. Support families and students in fulfilling terms of contract. Support families in fulfilling their volunteer and attendance obligations.	1/3 Parents 1/3 Teachers 1/3 Administration
Fundraising	Raise funds for school activities (field trips, enrichment programs, Spanish, computers, etc.)	1/3 Parents 1/3 Teachers 1/3 Administration
Logistics	Coordinate master schedule. Assist in admissions and registration. Organize classes to develop school's ability to respond to emergency (CPR & Disaster Training). Coordinate school safety & traffic policies.	1/3 Parents 1/3 Teachers 1/3 Administration

Cadres Guidelines

1. Cadres are formed as needed and disbanded after their work is complete (when the school has successfully addressed the challenge area).
2. School staff, parents, and community members may serve on any cadre.

Steering Committee

The steering committee consists of 1/3 cadre parent chairpersons, 1/3 teachers, and 1/3 Administration. The Steering Committee functions in the following manner:

1. Ensures that cadres and the entire school are moving in the direction of the school vision.
2. Serves as a clearinghouse for information to facilitate communication between cadres and the SAW.
3. Monitors cadres to ensure progress toward goals and accomplishment of duties.
4. Assists cadres to develop and refine recommendations for consideration by the SAW.
5. Assists Administration in dealing with incoming information to the school and disseminating information to cadre members.

School As a Whole (SAW)

The School as a Whole (SAW) refers to all stakeholders, teachers, parents, support staff, students, and community representatives. The SAW is required to approve decisions that have implications for the entire school. SAW meetings will be regularly scheduled at an hour that is conducive to parent participation. Approval is reached through a consensus model.

Conflict Resolution

1. Concerns are first brought to the appropriate cadre for research and possible tendering of proposed solutions to the Steering Committee after initiating the Taking Stock and Inquiry processes.
2. The matter is then referred to the Steering Committee for resolution.
3. The CEO or CEO's delegate reserves the right to act as final arbiter on matters that the steering committee is unable to reach a decision.

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.

***Responding to Inquiries**

View Park Preparatory Accelerated Charter Middle School 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. View Park Preparatory Accelerated Charter Middle School acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

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 District and/or the Office of the Inspector General, Investigations Unit.

***LAUSD Charter Policy**

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

Notifications

Notification is to be made to the Innovation and Charter Schools Division in writing 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 View Park Preparatory Accelerated Charter Middle School.

ELEMENT 5

QUALIFICATIONS FOR SCHOOL EMPLOYEES

The employees of the View Park Preparatory Accelerated Charter Middle School are a group of professionals committed to the education of all children. Our guiding principles demand that students engage in a rich, meaningful learning experience that will encourage them to become life-long learners.

In order to fully implement our educational model, all staff members must be equally committed and actively involved in the planning, performance, administration, and evaluation of the instructional program and school operations. To help accomplish this, staff members are encouraged to serve on a cadre of their choice.

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

Definitions of calendar, holidays, workday, work year, sick days, personal days, and due process procedures for disputes may be found in the Inner City Education Foundation Employee Handbook.

View Park Preparatory Accelerated Charter Middle School agrees to comply with the provisions of No Child Left Behind (NCLB) as they apply to certificated and paraprofessional employees of charter schools.

All full time employees of View Park Preparatory Accelerated Charter Middle School are eligible for health benefits.

Staff Member Selection

The View Park Preparatory Accelerated Charter Middle School Director in cooperation with the ICEF Human Resources staff monitors ongoing credentialing requirements. Employees' job duties and terms and conditions of employment are negotiated in individual contracts. General job descriptions have been developed for the administration, teachers, staff, and other office personnel.

Sample Job Descriptions for the View Park Preparatory Accelerated Charter Middle School:

School Office Manager Job Description

Basic Function:

The School Office Manager supports the Director by performing complex, specialized clerical activities to manage the school office. He/She prepares and maintains data, files and records; reviews and verifies the accuracy and completeness of various student documents and data; maintains students and attendance information systems; distributes mail; answers phones and responds inquiries. The School Office Manager is a fulltime, salaried non- exempt, year round position reporting to the principal and the Director of office managers.

Representative Duties:

- Manages all aspects of attendance and student records (sets up and maintains student database and attendance records)
- Demonstrates good understanding of confidentiality when typing confidential documents and maintaining files (such as school personnel, evaluations, and other confidential correspondence)
- Maintains a calendar for the principal and school
- Handles schedules and juggles multiple priorities and tasks
- Screens principal's mail and responds to all mail which can be handled in a clerical level
- Prepares and processes principal's correspondence, including handling dictation, typing, filing and other communications and record keeping processes
- Coordinates and/or handles distribution of correspondence
- Proofreads reports and documents for accuracy, completeness and conformance to established procedures and audit requirements, including Official Transcripts and attendance documents
- Duplicates and distributes a variety of records, reports and other materials as directed
- Takes incoming calls and makes necessary outgoing calls, receives visitors and parents, answers questions or direct to appropriate resource
- Facilitates communication among staff, students district personnel and other as required
- Maintains inventory of office and schools supplies: Requisitions, receives and distributed materials and supplies according to established procedures.
- Manages substitute teacher process
- Demonstrates knowledge of and support for the school mission, vision, standards, policies and procedures, confidentiality standards and the code of ethical behavior.
- Perform related duties assigned

Essential Qualifications:

- AA degree or equivalent work experience
- Five year experience in fast-paced administrative support position, experience in a school front office preferable
- Proficiency with Microsoft Office
- Efficient office management capacity
- Gracious receptionist and telephone techniques and etiquette

- Effective communicate both orally and in writing using correct English usage, grammar, spelling, punctuation and vocabulary
 - Professional attitude and appearance to meet school standards
 - Ability to perform complex, specialized clerical work involving independent judgment and requiring speed and accuracy
 - Establish and maintain cooperative and effective working relationships with others
 - Make mathematical computations quickly and accurately
 - Meet schedules and time lines
 - Interpersonal skills using tact, patience and courtesy
 - Ability to work effectively with constant interruptions
 - Physical ability to operate a computer and office equipment
 - Physical ability to lift light objects, kneel, bend and reach overhead
- May be required to administer first aid to students

Salary Determination:

ICEF utilizes the current LAUSD pay scale as a basis for salary determination. ICEF may offer incentives or bonuses at its discretion.

Title: Chief Academic Officer

Reports to: Chief Executive Officer

Summary: As an integral member of the Senior Management Team, the Chief Academic Officer is responsible for articulating the vision of the instructional program at ICEF Public Schools and ensuring that each school makes strides toward achieving the mission that all students will be prepared to attend and compete academically at the top 100 colleges and universities in the nation.

Responsibilities:

- Work with the school leaders to set and ensure the attainment of annual measureable goals for their site.
- Develop and lead school administrators in their roles as instructional leaders and site managers by creating individual growth plans and performing evaluations.
- Direct the organization wide professional development and ensure that efforts are responsive to the overall trends and needs of the organization as evidenced by school data.
- Supervise and guide all Academic Home Office staff in supporting schools.

- Works directly with Chief Executive Officer to determine the overall strategy of the organization and develop short and long term goals
- Create, refine, and articulate organization wide structures and policies that ensure schools are able to achieve their goals and the mission and vision of the CMO.
- Assist and guide administrators as they disaggregate and share assessment data and identify how they will use that data to conduct of a cycle of inquiry.

Qualifications:

- Demonstrate knowledge and support of the ICEF mission, vision, goals, instructional conventions, policies/procedures, confidentiality standards, and the code of ethical behavior.
- Recognize and be sensitive to the various cultural differences that present challenges to student learning
- Experienced with diverse youth in an urban area
- Team player
- Comfortable with a start-up environment: fast growth, flexible roles
- Confident leader
- Driven by data
- Organized administrator
- Commitment to diversity and multicultural staff
- 2 or more years of educational administrative experience
- 3 or more years of experience teaching in an urban district
- A commitment to both excellence and equity
- Relentless drive to attain results
- Experienced instructional leader, with curriculum, pedagogy

Title: School Director

The School Director is the overall school leader in each of our communities, developing and implementing programs, working with students and families, overseeing fiscal responsibility for the school, and mentoring and evaluating teachers. The School Director reports to the Chief Academic Officer.

Responsibilities:

General administration, management and leadership of school site

- Oversee daily running of school
- Address discipline/behavior issues
- Oversee student support programs
- Respond to daily crises

- Facilitate scheduling
- Manage attendance
- Coordinate relationship with the home office
- Engage in strategic planning

Instructional Leadership

- Guide professional development
- Use of data to improve teaching and learning
- Coach teachers
- Support the implementation of curriculum
- Facilitate and support course-specific and standardized assessment

Human Resources

- Hire faculty and staff
- Manage faculty and staff
- Build a team
- Evaluate faculty and staff
- Mentor future principals

Community Relations

- Build relationships with families and local institutions
- Build relationships with local district

School Director Accountabilities:

Student Achievement

- State tests
- Internal Tests
- Grade data
- Dropout rate
- Suspension/mandatory transfer rate
- (Graduation rate—for future)

Constituency Satisfaction

- Enrollment and waitlist
- Attendance rate
- Teacher retention
- Feedback from all constituencies

Essential Qualifications:

- 2 years of educational administrative experience, preferably as a principal or vice principal of an urban middle school
- 3 or more years of experience teaching in an urban district
- A commitment to both excellence and equity

- Relentless drive to attain results
- Experienced instructional leader, with curriculum, pedagogy
- Experienced leader for classroom management and student discipline matters
- Experience with meeting facilitation and change management, with commitment to reflective practice
- Experienced with diverse youth in an urban area
- Team player
- Comfortable with a start-up environment: fast growth, flexible roles
- Confident leader
- Driven by data
- Organized administrator
- Commitment to diversity and multicultural staff

Salary Determination:

ICEF utilizes the current LAUSD pay scale as a basis for salary determination. ICEF may offer incentives or bonuses at its discretion.

Title: Head of Schools

Summary: As a integral member of the Academic Leadership Team, the Head of Schools works to empower instructional leaders through professional development, coaching, support, resources, and incentives to achieve the vision of ICEF Public Schools.

- in a supportive and collaborative environment, instructional leaders develop the highest quality educator, capable of producing breakthrough results
- where students succeed in college and are socially responsible global citizens
- through academic rigor, curricular relevance, and mentoring relationships ICEF faculty and staff significantly impact the classroom extending into the community

Responsibilities:

- Work with Chief Academic Officer to assess division level school data and trends and develop division level goals and action plans to meet those goals.
- Develop and lead school administrators in their roles as instructional leaders and site managers by:
 - Initiating level-alike admin meetings and individual conferences as needed to communicate important information, to develop teamwork, to plan and implement actions, to gather feedback
 - Facilitate monthly Directors' Meetings to disseminate information, share best practices, and provide collaborative professional development to respond to the needs of the Directors

- Providing regular feedback on school wide and classroom observations, staff/student decorum, school appearance, test scores, etc
- Serve as the first line supervisor for Site administrators of the schools
 - Mediate and resolve problems/complaints that potentially emanate beyond each school site
 - Monitor/coach administrators in the work they do to support and evaluate staff; meet/confer regularly with administrators to review staff performance that may lead to dismissal; and review/approve admin recommendations for retention/dismissal in March.
 - Work with administrators to set professional goals, create a professional learning plan to meet those goal, and evaluate progress.
 - Advise and mentor administrators on all issues related to instruction, personnel, budget, community relations, and operation of the school.
- Direct the school P/D efforts, working collaboratively with administrators and teacher leaders to implement :
 - coherent school-specific P/D, throughout the year and as needed in the summer.
 - level-alike P/D that provides teachers from all schools time to collaborate by content area and/or grade level.
- Act as liaison for the Chief Academic Officer to ensure that school sites
 - receive necessary support to implement the ICEF instructional model
 - implement efficient and user-friendly systems and procedures
 - implement ICEF instructional practices and curriculum adoptions with fidelity
- Ensure that each school administers all internally and externally mandated assessments and that all materials are scored, collected and returned within the predetermined timelines.
- Assist and guide administrators as they disaggregate and share assessment data and identify how they will use that data to conduct of a cycle of inquiry.
- Take responsibility to work with administrators as they implement textbook inventory controls to:

- monitor administrators as they facilitate end of year textbook/material collections by teacher
- monitor administrators as they seek to accurately forecast textbook needs for the ensuing school year and ensure all orders are accurate, necessary, and placed in a timely manner
- work with home office staff to distribute textbooks in a timely manner, and keep an accurate record of site receipt and student distribution
- routinely conduct textbook checks throughout the year, identify student loss, and actively collect reimbursements
- ensure all collected funds are deposited in the central ICEF textbook account on a monthly basis or once total reaches \$250

Qualifications:

- Demonstrate knowledge and support of the ICEF mission, vision, goals, instructional conventions, policies/procedures, confidentiality standards, and the code of ethical behavior.
- Recognize and be sensitive to the various cultural differences that present challenges to student learning
- Experienced with diverse youth in an urban area
- Team player
- Comfortable with a start-up environment: fast growth, flexible roles
- Confident leader
- Driven by data
- Organized administrator
- Commitment to diversity and multicultural staff
- 2 years of educational administrative experience, preferably as a principal or vice principal of an urban middle school
- 3 or more years of experience teaching in an urban district
- A commitment to both excellence and equity
- Relentless drive to attain results
- Experienced instructional leader, with curriculum, pedagogy

Title: Parent Liaison/Parent Outreach Coordinator
Reports To: School Director

- Attend cadre, steering committee, School As A Whole meetings, any parent and grade level meetings, as well as district level meetings that may pertain to the implementation of a project.
- Act as a source of inspiration, encouragement and support to the school staff, parents, students and administration throughout the school improvement process.
- Provide training, modeling, coaching and guidance in the implementation of the Inquiry process to staff, administration, parents and students.
- Be a part of the campus leadership team) i.e. Director, lead teachers, etc.)
- Work closely with the grade level position holders
- Provide volunteer opportunities to actively participate in the life of the school.
- Maintain documentation of commitment hours.
- Works closely with Office Manager.
- Attend monthly parent liaison meetings.
- Act as liaison mediator between staff, administration and parents.
- Provide parent education training and scheduling.
- Knowledgeable of all campus activities and the activities of other campuses that have a direct impact on your school site.
- Participate in enrolment process (ie open house, lottery, orientations, trainings and registration)
- Oversee the integrity of all activities involving monetary transactions.
- Balance and reconcile school bank account.
- May record student community service hours.
- Proficient in Microsoft office and excel
- May facilitate Parent Information Meetings
- Works closely with Director and grade level chair to schedule field trips and fundraisers.
- Works closely with outside vendors

View Park Preparatory Accelerated Charter Middle School adheres to California laws, including fingerprinting, drug testing, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. All employees must furnish or be able to provide:

1. Medical Clearance to verify employee is free from tuberculosis and other communicable diseases (except as prohibited by applicable law).
2. Full disclosure statement regarding prior criminal record.
3. Sign-off of child-abuse policy.
4. Fingerprinting for a criminal record check.

Employees do not begin work until all of the above is cleared.

Selection of Faculty and Staff is made under the following guidelines and criteria:

1. The Human Resources Department of Inner City Education Foundation:
 - Establishes job qualifications in collaboration with View Park Preparatory Accelerated Charter Middle School
 - Announces opening(s)
 - Recruits applicant(s)
 - Requires an appropriate certificate or credential
 - Requests resumes, references, records of experiences, credentials, licenses, etc.
 - Verifies previous employment
 - Interviews candidate(s)
 - Selects top candidate
2. Medical clearance - proof of negative Mantoux tuberculosis (T.B.) testing.
3. Fingerprinting for a criminal record check. Applicant will submit prints and service fee to the Department of Justice for criminal record check.
4. The School will check to ensure that all appropriate criteria for work authorization in the United States has been met, and require child-abuse sign-off.

Selection of Administrators

Selection of the Director is based on proven experience in educational leadership, educational vision for and experience with minority children, demonstrated ability in program design and/or development, entrepreneurial, and interest and commitment to educational reform. Responsibilities for the Head of School and/or the administrative staff include but are limited to:

- Commitment to the equal education of all students.
- Commitment to the Accelerated Philosophy.
- Commitment to attending Accelerated Training.
- Facilitating communication between all school stakeholders.
- Hiring and firing of employees.
- Overseeing the day-to-day operations of the school.
- Preparing credentialing paperwork and monitoring processing.
- Organizing professional development.
- Assisting with student discipline.
- Reporting to the Board of Directors on the progress of the school in achieving educational success.
- Assisting with preparing grants, facilitating fundraising efforts, and/or obtaining loans.
- Maintaining a balanced budget and drafting an annual budget proposal for ICEF Board review and approval.
- Overseeing the development and implementation of all programs.

Selection of Teachers

View Park Preparatory Accelerated Charter Middle School teachers are required to hold appropriate All Commission on Teacher Credentialing certificates, permits, or other similar documents as required by law. These documents will be maintained on file at View Park

Preparatory Accelerated Charter Middle School and will be subject to periodic inspection by LAUSD.

Teachers are selected on an application and interview basis. Selection of teachers is ultimately made by the school Director based on recommendation from an interview committee that will consist of parents, teachers and school administration. The selection may be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Responsibilities for the teachers include but are not limited to:

- Developing lesson plans within the framework of the grade level team.
- Turning in lesson plans a week prior to instruction.
- Preparing and implementing lesson plans that lead to student understanding of the established curriculum content.
- Assessing student progress and maintaining accurate records.
- Identifying academically low-achieving students and initiating an intervention program to ensure that student succeeds.
- Participating regularly in professional development opportunities.
- Maintaining frequent communication with students, student's families, colleagues, and other school stakeholders.
- Maintaining regular, punctual attendance.

Teacher Evaluation

The Director evaluates teachers at the end of each year. This evaluation is based on meeting the responsibilities as outlined above.

Selection of Teacher Associates and Classroom Support Staff

Recruitment and testing is done by the administration of the school to form a pool of qualified candidates. Interviews and selection are performed with input from the teacher of the class that has the opening. Compliance with NCLB, medical clearance and fingerprinting are required.

View Park Preparatory Accelerated Charter Middle School will recruit qualified Spanish-language proficient paraprofessionals to assist the English language learner students.

Selection of Day-to-Day Substitutes

View Park Preparatory Accelerated Charter Middle School has established and maintains a list of qualified substitutes who will be contacted as needed. They are paid at a competitive hourly rate based upon a 6.5 hour day. Classified staff are paid on an 8.0 hour day.

Office Personnel

Office personnel are selected by the administrative staff on an application and interview basis. Selection is based on the ability to perform the job duties for that position as defined in the job description.

The following positions are considered key positions within View Park Preparatory Accelerated Charter Middle School:

- School Director
- Teacher
- Office Manager

Labor Procedures

Unless otherwise specified in an employment agreement, employment with ICEF, and our community of schools, is “at will.” This means that employment may be terminated for any reason, with or without advance notice or cause, at any time, by either the employee or ICEF. Additionally, ICEF reserves the right to change an employee’s position, title, job responsibilities, benefits, compensation level, or any other terms and conditions of employment at any time, within its sole discretion, with or without cause or advance notice. ICEF also reserves the right to impose discipline of whatever type and for whatever reasons the ICEF, in its sole discretion, determines appropriate without compromising the at-will nature of employment.

Nothing in this petition, or in any other document or statement, shall limit ICEF’s right to terminate an employee at any time, with or without cause, or to make changes to an employee’s position, title, job responsibilities, benefits, compensation level, or any other terms and conditions of employment.

No manager, supervisor, or other employee of ICEF, or any of our schools, has any authority to enter into any agreement for employment for any specified period of time or to make any agreement for employment other than “at will” employment. Only the CEO and the President at ICEF has the authority to make any agreement with another employee, which must be in writing signed by the employee and the CEO of ICEF, for any employment term other than “at will” employment.

The support, evaluation, and intervention process for ICEF faculty and staff is constantly being improved. More than an evaluation process, it is a philosophy. This process considers all aspects of the person at work: from the teacher in the classroom to the colleague in the faculty meeting or the staff person at a school or in the ICEF “home” office. Currently, ICEF has a truncated version of this process; however, as we grow, we expect this process to evolve. The process will involve three components that directly relate to each other, but also function independently of each other. These three components are Ongoing Support, Evaluation and Intervention. The ICEF “home” office will use these three structures for administrative functions as well. ICEF’s office formal evaluation process will typically occur annually.

1. Ongoing Support

ICEF believes that being an educator is a professional role that can be enhanced through continued scholarship, collegial interaction, evaluation, goal setting, self-assessment, and involvement in educational work beyond the school. Therefore, to assure that faculty and staff participate in meaningful activity beyond the classroom, the Directors and Departments Chairs (with other ICEF staff in the future) plan time for professional development that challenges and enhances their teaching. This work may include structured dialogues, conferences, workshops, school visits, peer observation and coaching, etc.

2. Evaluation

All new and developing staff and faculty are evaluated every school year. The purpose of the evaluation is to identify effective performance, improve the instructional program and encourage professional growth. Administrative staff participates in the evaluation by classroom visitations and conferences.

3. Intervention

All ICEF schools' faculty and staff are expected to work to create a positive atmosphere. This means that each of us must attempt to resolve issues of concern directly and in a supportive manner. The following intervention process is designed to have issues of concern resolved and to have a successful faculty and staff. Please note that this process does not apply to: (1) complaints of harassment or discrimination, which are governed by a separate section in the Employee Handbook, or (2) other situations requiring immediate response as determined by ICEF's sole discretion. The Human Resources Director will act as the point person in the intervention process.

- a) Go to the Source. IF NOT SUCCESSFUL, then
- b) Document efforts and consider using a voluntary intervention team. IF NOT SUCCESSFUL, then
 - a. Use an Administrative Team. IF NOT SUCCESSFUL, then
 - b. The Director may need to take action.

This intervention process does not change any employee's employment status, which remains at-will at all times, or as otherwise outlined in an employment agreement. Nor does it guarantee any rights or process prior to a disciplinary decision or termination of employment.

ELEMENT 6

HEALTH AND SAFETY PROCEDURES

Policies and Procedures

View Park Preparatory Accelerated Charter Middle School has adopted and implemented health, safety, and risk management policies and procedures. Among the many health and safety laws that need to be followed is the Healthy Schools Act – California Education Code Section 17608, which details pest management requirements for schools. View Park Preparatory Accelerated Charter Middle School also has an asbestos management plan. These policies and procedures are regularly reviewed with staff, students, and parents. These policies have been developed in consultation with the school's insurance carrier to address the following topics:

- Policies and procedures for response to natural disasters and emergencies, including fires, and earthquakes.
- A requirement that school facilities are approved by a state fire marshal and by a structural engineer to determine that there is no substantial seismic safety hazard.
- A policy that the school functions as a drug, alcohol, and tobacco free workplace.
- Policies relating to the administration of prescription drugs and other medications.
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state and local authorities and California Penal Code § 11166.5 et seq.
- An assurance that charter school will require immunization of students as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter school.
- Record of immunizations will be maintained, and an assurance that charter school will require the examination of faculty and staff for tuberculosis as described in Education Code section 49406. No prospective employee will commence employment prior to obtaining clearances.
- An assurance that charter school will require that each employee of the school submits to a criminal background check and furnish a criminal record summary as required in section 44237. No prospective employee will commence employment prior to obtaining clearances.
- Procedures for complying with all health and safety laws and regulations that apply to non-charter public schools including those regarding transportation, food services and custodial services, and those required by CAL/OSHA, the California Health Safety Code, and EPA.
- Per Title IV of the Safe and Drug Free Schools and Communities View Park Preparatory Accelerated Charter Middle School will adopt and fully implement policies and educational programs, which focus on the prevention or curtailment of the use of tobacco, drugs, and alcohol by students. The View Park Preparatory Accelerated Charter Middle School involves parents and community in these programs to in order to provide a safe learning environment for students to achieve academic success
- An assurance that charter school will provide vision, hearing, and scoliosis screening to students for the screening of to the same extent as would be required if the pupils attended a non-charter public school.

- View Park Preparatory Accelerated Charter Middle School’s facilities comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and maintains on file readily accessible records documenting such compliance.

Health Services and Prescription Medications

Parents complete the appropriate form authorizing school staff to administer medication. Staff keeps detailed records and logs of all medication schedules and dispense medications at the appropriate times. All medications are stored in secure storage cabinet.

Fire Drills

Fire drills are conducted at least twice a semester. Office personnel maintains a record of fire drills held and total required time for complete evacuation. When an alarm sounds, teachers lead students in their room out of the building in compliance with the evacuation route/map that is posted in each classroom. Once outside of the building teachers take roll to ensure that all students are accounted for. Students remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

Disaster Drills (i.e. earthquake)

Disaster drills are conducted once every two months. Students are made familiar with the “duck and cover” routine. In case of a real earthquake, everyone must engage in the duck and cover routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes too dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or other safety zone. Teachers will take roll and report any missing students to the administration. Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or national disaster, teachers are designated “Civil Defense Workers” and are not allowed to leave the school until they receive official clearance from administrative staff.

Student Supervision

Students are supervised at all times by teachers, paraprofessionals, or other qualified adults according to state law.

Evacuation Plan

In the event an evacuation is warranted, teachers will proceed with their students as outlined on the evacuation plan posted in each classroom. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom will attach themselves to the nearest teacher exiting the school for the purpose of getting to a designated evacuation site. Once at the evacuation site teachers and staff will make sure that students find their proper class and teachers. Teachers will then take roll to ensure all students are accounted for. The names of any students unaccounted for will be immediately provided to administrative personnel and a staff member will be assigned the task of finding any missing students. Teachers

will stay with their class for the duration of the emergency. All students will stay with their teachers at the designated evacuation site until the administration staff gives the “all clear” signal. In the event students cannot return to the school, the administrative staff will notify parents and/or the media where students can be picked up. A designated staff member will sign out students as they are being picked up by a parent or other authorized adult listed on the emergency information card. Parents will be asked to remain in a designated pick-up area, and the students will be escorted to their parents for release.

Insurance Requirements

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

It is View Park Preparatory Accelerated Charter Middle School’s responsibility, not the District’s, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

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

School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

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

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

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

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

Hold Harmless/Indemnification Provision

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

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

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

View Park Preparatory Accelerated Charter Middle School shall require all employees of the View Park Preparatory Accelerated Charter Middle School, and all volunteers who will be performing services that are not under the direct supervision of a View Park Preparatory Accelerated Charter Middle School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting . View Park Preparatory Accelerated Charter Middle School will maintain on file and available for inspection evidence that the View Park Preparatory Accelerated Charter Middle School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students.

Asbestos Management:

View Park Preparatory Accelerated Charter Middle School occupies facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

ELEMENT 7

RACIAL AND ETHNIC BALANCE

View Park Preparatory Accelerated Charter Middle School makes every effort to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the boundaries of the Los Angeles Unified School District. Specifically, View Park Preparatory Accelerated Charter Middle School focuses its outreach efforts on the surrounding area including the Greater Crenshaw area, the area surrounding the Harbor Freeway and South Los Angeles. View Park Preparatory Accelerated Charter Middle School is publicized on an on-going basis. School brochures outlining the school mission, goals, and enrollment information are available. Press releases are distributed throughout the year to local and regional publications. Orientation meetings and school tours are conducted on a regularly scheduled basis along with community presentations and others methods as required to assure racial and ethnic balance.

Diversity Recruitment Plan

The Inner City Education Foundation's (ICEF) mission emphasizes a focus on providing an educational experience for each member of the ICEF schools community that offers consistent opportunities for excellence in both learning and teaching. A central feature to this mission is a personal approach to learning that encourages students to return to the community in which they were raised to be the next generation of leaders, teachers, professionals, and contributors. To this end, ICEF recognizes and values diversity within its schools' communities. This includes diversity in ethnicity, language, culture, socio-economics and individual learning needs.

ICEF's Board has identified major objectives they believe, when accomplished, will further strengthen and facilitate diversity at each ICEF campus and throughout the ICEF school community:

1. Beginning in 2011-12, ICEF schools will enhance its publicity for providing notices of its lotteries, particularly in areas where there are significant concentrations of students who qualify for free or reduced-price lunch and students who are Hispanic and/or English learners.
2. Once students have enrolled, ICEF will analyze demographic information from families so that the leadership of ICEF can note, in real-time, the success of its efforts to recruit linguistically, racially and socio-economically diverse applicants as well as applicants with more diverse learning needs.
3. Current ICEF families enrolled at our schools have been our most effective ambassadors to the communities we serve. ICEF will continue to further develop its parent volunteer programs so that parents can continue to provide natural leadership in supporting ICEF's efforts, including its outreach efforts.

4. As additional resources become available to ICEF, we will use these resources to augment our efforts to recruit ICEF school communities that exemplify the diversity of our neighborhoods and service areas.
5. A staffing priority in our prior years of operation has been finding highly qualified faculty who can effectively teach and serve our school communities. As our ICEF community becomes more diverse, particularly linguistically diverse, ICEF will continue to seek individuals who can most effectively serve the needs of its students and families.
6. ICEF will continue to develop its outreach to further include the nurseries, Head Start/State Preschool programs, Crystal Stairs family programs, churches and libraries in its school communities. In addition, ICEF will increase its contacts with Regional Center, The Foundation for the Junior Blind and the LAUSD office of Special Education to further broaden and deepen diversity throughout its school communities.
7. ICEF will also continue to make documents available to families in both English and Spanish.

Federal Compliance*

As a recipient of federal funds, including federal Title I, Part A funds, View Park Preparatory Accelerated Charter Middle School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. View Park Preparatory Accelerated Charter Middle School understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. View Park Preparatory Accelerated Charter Middle School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I schoolwide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

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

Court-ordered Integration*

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

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

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

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

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

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

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

ELEMENT 8

ADMISSION REQUIREMENTS

View Park Preparatory Accelerated Charter Middle School abides by all state and federal laws regarding admissions. View Park Preparatory Accelerated Charter Middle School shall not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Admission to View Park Preparatory Accelerated Charter Middle School is available to all students residing in California. View Park Preparatory Accelerated Charter Middle School complies with all laws establishing minimum age for public school attendance.

Student Recruitment Period:

View Park Preparatory Accelerated Charter Middle School participates in the standard student recruitment period of all ICEF schools which begins in February and ends in September.

February	<p>Recruitment Period Begins</p> <p>Distribute information flyers at nearby libraries, park and recreation facilities, churches, pre-schools, head-start programs and athletics leagues.</p> <p>Place radio ads regarding the time and location of upcoming March Information Meetings on English and Spanish language radio stations including but not limited to Radio La Nueva Piolin 101.9 and KJLH 102.3</p> <p>Place Newspaper ads regarding the time and location of upcoming March Information Meetings in English and Spanish language newspapers including but not limited to The Sentinel, La Opinion, The Wave and other local newspapers.</p>
March	<p>Saturday Information Meetings</p> <p>Every Saturday in the month of March Parent Information Meetings are held at the following locations:</p> <p style="padding-left: 40px;">View Park Prep Elementary School 3855 Slauson Avenue Los Angeles, CA 90043</p> <p style="padding-left: 40px;">ICEF Vista Middle School 4471 Inglewood Blvd. Los Angeles, CA 90066</p>

	<p>Lou Dantzler Middle School 5029 S. Vermont Avenue Los Angeles, CA 90037</p> <p>Parents are informed about the school mission, vision, school culture and expectations. Parents will also be notified of their rights and responsibilities in attendance at the charter school. Further, parents are informed about the time, rules and location of the public lottery which is held either in February or April depending on grade level. The lottery for rising 6th and 9th grade are held on February 15th. The lottery for the remaining grades is held April 2nd. In the event that a sibling/district resident lottery is needed, it will be scheduled at least three business days before the remaining lotteries. Lotteries are held per school as needed. All lotteries are held at View Park Prep Elementary School. Parents are assigned a lottery number at the Information Meeting.</p>
April	<p>Public Lottery</p> <p>Lottery numbers are placed in a bin and selected at random. Students who are promoted off the waiting list will receive a phone call and a letter to confirm their status. A written copy of the lottery procedure is kept at ICEF headquarters. Students who are not selected in the are moved to the waiting list and prioritized first by the date they submitted materials, and secondly by alphabetical order. Existing students and siblings of existing students are exempt from the lottery. Preference will be given to district residents by including them at a 2:1 ratio to non-residents. The Director or a designee of the Director will be present to ensure the lottery is properly and fairly executed. Lottery results and the waiting list will be maintained at the school site and ICEF headquarters.</p>
May	<p>Enrollment</p> <p>Students selected by lottery must return enrollment information to View Park Preparatory Accelerated Charter Middle School during the enrollment period which is held the last two weeks in May. All enrollment material is available in English and Spanish.</p>

Enrollment

View Park Preparatory Accelerated Charter Middle School abides by all state and federal guidelines regarding admissions and enrollment procedures, and the No Child Left Behind Act (NCLB). View Park Preparatory Accelerated Charter Middle School also, when possible, gives preference to students who already have a sibling attending View Park Preparatory Accelerated Charter Middle School in order to preserve family continuity. Preference is also given to students who reside in the District as required by required Education Code section 47605(d)(2)(B). If spots are available, students who reside in the district and/or are siblings to current students are assured spots before the lottery occurs. Siblings are assured first priority. Students who reside in the District and are siblings to current students are assured first priority. District residents are assured second priority, and non-resident siblings are assured third priority. If there are more members of the above groups than available spots in the school, separate lotteries are held amongst students in the same priority group for the remaining spots. For example, if the first two priority groups (district siblings and district residents) have been exhausted and limited spots remain, a lottery is held first for non-district siblings, and then separately for non-district residents to fill the remaining spots.

View Park Preparatory Accelerated Charter Middle School utilizes District forms (enrollment, cumulative records, bilingual records, etc.) unless other forms specifically designed for the View Park Preparatory Accelerated Charter Middle School have been developed. View Park Preparatory Accelerated Charter Middle School agrees to adhere to applicable state and federal laws governing the privacy and confidentiality of pupil records. In order to ensure continuity of record keeping, the sponsoring district will provide Inner City Education Foundation, upon request, complete copies of the cumulative records of the students who attend View Park Preparatory Accelerated Charter Middle School. Upon leaving View Park Preparatory Accelerated Charter Middle School, student records are processed accordingly and shared with the student's new school district. View Park Preparatory Accelerated Charter Middle School adheres to all admissions regulations as mandated in AB 544.

After Enrollment

1. The parents whose children are admitted to attend View Park Preparatory Accelerated Charter Middle School are asked to review and to sign the parent/student responsibility contract.
 - a. The parent/student responsibility contract details the expectations of the school, the parent, and the student. The school's responsibilities include providing a safe, caring school environment and enforcing handbook policies fairly. Parents are expected to participate in the school's decision making process and to provide home support and close monitoring of academics and behavior. Students are expected to produce high quality work that meets or exceed expectations, follow school rules, and show respect for the school, the community, themselves and others.
2. Parents are notified of their rights and responsibilities in attendance at the charter school.
3. Parents are strongly encouraged to volunteer at least 4 hours per month.

Non-discriminatory Statement

View Park Preparatory Accelerated Charter Middle School shall not discriminate against any student on the basis of nationality, race or ethnicity, sexual orientation, religion, gender, disability, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. View Park Preparatory Accelerated Charter Middle School shall be nonsectarian in its programs, admission policies, employment practices and all other operations. View Park Preparatory Accelerated Charter Middle School shall not charge tuition.

If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to [EC] Section 48200.

McKinney-Vento Act

The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student's IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

Recruitment of Low-Achieving and Economically Disadvantaged Students

The View Park Preparatory Accelerated Charter Middle School makes every effort to recruit students of various racial, ethnic, and socioeconomic groups so as to achieve a balance that is reflective of the general population residing within the boundaries of the Los Angeles Unified School District. View Park Preparatory Accelerated Charter Middle School is publicized on an on-going basis. School brochures outlining the school mission, goals, and enrollment information are available. Press releases are distributed throughout the year to local and regional publications. Orientation meetings and school tours are conducted on a regularly scheduled basis along with community presentations and others methods as required to assure racial and ethnic balance.

Although View Park Preparatory Accelerated Charter Middle School is open to all students, the school seeks to provide a rigorous, college preparatory education to students from the South Los Angeles community. Many of the students the school recruits live within the South Los Angeles community and would otherwise attend Los Angeles Unified District schools including John Muir, Horace Mann, and Audubon Middle Schools. These schools have been underperforming

and in Program Improvement Status for many years. View Park Preparatory Accelerated Charter Middle School is located in an area where we hope to attract these low achieving and often economically disadvantaged students.

In order to recruit low achieving students and economically disadvantaged students from the community, View Park Preparatory Accelerated Charter Middle School completes various activities and outreach during the school year and summer including but not limited to:

- Attend local community events to share information about the school and program
- Hold information sessions about the school each semester and orientation prior to the school year
- Hold open house and registration days for local students and families

ELEMENT 9

FINANCIAL AUDIT

View Park Preparatory Accelerated Charter Middle School is a fiscally independent, direct funded charter school. A system of internal control has been instituted and maintained by the View Park Preparatory Accelerated Charter Middle School financial director with direct oversight and approval of ICEF Public Schools' Board of Directors. An independent audit by an accountant certified by the State of California with knowledge of school budget and accounting procedures is performed annually. This audit is conducted according to generally accepted accounting practices (GAAP) to verify the accuracy of the schools financial statements, attendance, and enrollment accounting principles and review the schools internal controls. Audit exceptions and deficiencies will be resolved in conference with auditing agency prior to the completion of the auditor's final report. The designated fiscal officer is the Chief Financial Officer of Inner City Education Foundation, assisted by ExED. View Park Preparatory Accelerated Charter Middle School will continue to provide LAUSD with the final audit results not later than December 15 for the preceding fiscal year EC 41020(h). Audit exceptions and deficiencies in the final report will be resolved to the satisfaction of LAUSD. View Park Preparatory Accelerated Charter Middle School will utilize attendance accounting procedures that will satisfy requirements for LAUSD, LACOE and CDE. This includes reporting enrollment and attendance figures to LAUSD on a monthly basis.

View Park Preparatory Accelerated Charter Middle School will submit the following reports to LAUSD:

- Provisional Budget – Spring prior to operating budget
- Final Budget- July of the budget fiscal year
- First Interim Projections-November of Operating Fiscal Year
- Second Interim Projections-February of Operating Fiscal Year
- Unaudited Actuals- July following the end of the fiscal year.
- Audited Actuals – December 15 following the end of the fiscal year
- Classification Report – monthly the Monday after close of the last day o f the school month
- Statistical Report- monthly the Friday after the last day of the school month. In addition:
 - P1, first week of January
 - P2, the first week of May
- Bell Schedule – annually by November
- Other reports requested by LAUSD

View Park Preparatory Accelerated Charter Middle School shall promptly respond to all reasonable inquiries from the District, including but not limited to inquiries regarding financial records, and shall consult with the District regarding any inquiries.

If LAUSD facilities are used during the term of this charter, the View Park Preparatory Accelerated Charter Middle School shall abide by all LAUSD policies relating to Maintenance and Operations.

District Oversight Costs

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

Balance Reserves

Additionally, the charter school 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.

Special Education Revenue Adjustment/Payment for Services

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

***Audit and Inspection of Records**

View Park Preparatory Accelerated Charter Middle School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- View Park Preparatory Accelerated Charter Middle School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the View Park Preparatory Accelerated Charter Middle 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 View Park Preparatory Accelerated Charter Middle 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.

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

View Park Preparatory Accelerated Charter Middle School will develop and maintain internal fiscal control policies governing all financial activities.

ELEMENT 10

SUSPENSIONS & EXPULSIONS

At View Park Preparatory Accelerated Charter Middle School the behavior program is positive and proactive. The entire staff at View Park Preparatory Accelerated Charter Middle School is expected to praise and reward appropriate behavior. The goal of View Park Preparatory Accelerated Charter Middle School is to teach students to have self-respect, respect for others, responsibility for his or her actions, and positive social interactions.

Every View Park Preparatory Accelerated Charter Middle School student is expected to meet minimum standards of conduct. When students disobey the law or do not obey school rules and regulations, they may be subject to discipline. In effecting discipline, teachers and administrators must recognize that students and their parent have certain legal safeguards.

View Park Preparatory Accelerated Charter Middle School has developed and approves a Parent and Student Handbook at the beginning of each school year, with input from all stakeholders, that addresses acceptable standards of behavior and specific consequences for student conduct. Parents or guardians are notified at the beginning of each school year of school discipline rules, student rights and the responsibilities relating to student conduct.

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

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

View Park Preparatory Accelerated Charter Middle School shall ensure the appropriate interim placement of students during and pending the completion of the View Park Preparatory Accelerated Charter Middle School's student expulsion process.

View Park Preparatory Accelerated Charter Middle School will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. View Park Preparatory Accelerated Charter Middle School will also ensure staff is knowledgeable about and complies with the District's Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education.

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

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

- The pupil's last known address;
- A copy of the cumulative record;
- Transcript of grades or report card
- Health information;
- Documentation of the expulsion proceeding, including specific facts supporting the expulsion;
- Student's current educational placement;
- Copy of parental notice of expulsion
- Transcript of grades or report card
- Copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment; and
- If the student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address to 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?

Outcome Data

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

Suspension

1. Suspension from Class

A teacher who suspends a student from his or her class must immediately report the suspension to the director (or the director's designee) and send the student to the office. The student may only be kept out of class for the balance of the day.

During the period of suspension, a student may not be returned to the class from which he or she was suspended without the concurrence of the director and the teacher who imposed the suspension. A teacher may require the student to complete all tests and assignments the student missed during the period of suspension. The parent or guardian will be notified immediately of the out of class suspension.

2. Suspension from School

The director or director's designee may suspend a student from school for no more than five (5) consecutive school days.

When suspension from school is imposed, the director or director's designee will talk with the student regarding the reasons for suspension, and must give the student the opportunity to explain his or her actions. The director must make a reasonable effort to inform the parent or guardian immediately of the suspension. The school must also notify the parent or guardian in writing of the suspension.

A student may not be suspended for more than 20 school days within the school year. Suspensions from class will not count towards the 20 day limit.

If a student is suspended and recommended for expulsion, the suspension may be extended until the Administrative Expulsion Panel has reached an initial decision to support or deny the recommendation for expulsion.

Grounds for Suspension, Expulsion and Disenrollment of Students

A student may be suspended or expelled for any of the enumerated acts listed below if the act is related to school activity or school attendance occurring at View Park Preparatory Accelerated Charter Middle School or at any other school at any time including but not limited to: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to, or coming from a school-sponsored activity. Penalties for all offenses not mentioned as automatically triggering suspension and recommendation for expulsion are left to the discretion of the Director.

- 1) Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- 2) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director/Administrator or designee's concurrence.
- 3) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- 4) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another

liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

5) Committed or attempted to commit robbery or extortion.

6) Caused or attempted to cause damage to school property or private property.

7) Stolen or attempted to steal school property or private property.

8) Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.

9) Committed an obscene act or engaged in habitual profanity or vulgarity.

10) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

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

12) Knowingly received stolen school property or private property.

13) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

14) Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined Penal Code 243.4.

15) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

16) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

17) Engaged in, or attempted to engage in hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a

former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.

18) Engaged 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 Education Code Section 32261, directed specifically toward a pupil or school personnel.

19) Made terrorist threats against school officials and/or school property as defined in Education Code Section 48900.7.

20) Committed sexual harassment as defined in Education Code Section 212.5.

21) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code Section 233(e).

22) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and/or reasonably expected effect of materially disrupting class work, creating substantial disorder, and/or invading student rights by creating an intimidating or hostile educational environment. This includes acts that may be generally described as bullying.

Although the offenses listed below are included as *possible* causes for suspension or expulsion, View Park Preparatory Accelerated Charter Middle School *will immediately suspend and recommend for expulsion* any student who commits the following offenses while on campus or while attending a school sponsored event, including but not limited to athletic events, school plays and school dances:

1. Possessing, selling, or furnishing a firearm. 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.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault or sexual battery.
5. Possession of an explosive.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

- 1) Informal Conference:

Suspension shall be preceded by an informal conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Director.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

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

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

2) Notice to Parents/Guardians:

At the time of the suspension, the View Park Preparatory Accelerated Charter Middle School Director or Office Manager shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice will state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3) Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension. All 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. When possible, suspended students will be given the opportunity to get classwork and homework before they leave campus. Suspended students will also be given the email address of their teachers so that they may complete coursework during their suspension. In certain situations where the safety of the school or the integrity of the learning environment could be substantially compromised, the Director or the Head of School can extend the number of days suspended up to but not more than ten (10) consecutive school days per suspension.

Authority to Expel

A student may be expelled following a recommendation by the Director of View Park Preparatory Accelerated Charter Middle School. Following the Director's recommendation, a three member Administrative Expulsion Panel ("AEP") will be empanelled by the Head of Schools or his designee. The AEP will include at least one teacher or retired teacher or administrator from outside of View Park Preparatory Accelerated Charter Middle School to ensure an unbiased process. The AEP may recommend expulsion of any student found to have committed an expellable offense(s) listed above in the "Grounds for Suspension and Expulsion." The AEP reports to the ICEF Board of Trustees for ratification of its recommendations.

Expulsion Procedure

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Director finds that the student has committed one of the acts listed under "Grounds for Suspension and Expulsion."

The hearing will be presided over by the AEP. Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Such notice shall be sent by the Director or Office Manager. The notice shall include:

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

9) A statement that parents may appeal the decision of the panel by mailing a written request by registered mail to the chair of the Head of Schools. The mailing address shall be provided to the parent/guardians at the time of the notice of the Administrative Expulsion Panel hearing. Absent a request for additional time, the request for an appeal hearing by the Head of Schools must be received by the Head of Schools no more than 10 business days from the date of the Administrative Hearing. Families may request up to 30 calendar days to determine whether to file an appeal,

Record of Hearing:

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

Presentation of Evidence:

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

Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses of whom the Principal or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm and are exceptions to hearsay.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting, as determined by the Discipline Cadre, Principal or designee would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, video-taped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit televisions.

Written Notice to Expel:

The Director or designee, following the decision to expel from the Administrative Expulsion Panel, shall send written notice of the decision to expel to the student's parent/guardian. This notice shall include the following:

- 1) The specific offense committed by the student for any of the acts listed in "Grounds for Suspension and Expulsion" above

2) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with View Park Preparatory Accelerated Charter Middle School.

3) A statement that parents may appeal the decision of the panel by mailing a written request by registered mail to the chair of the Head of Schools. The mailing address shall be provided to the parent/guardians at the time of the notice of the Administrative Expulsion Panel hearing. Absent a request for more time, the request for an appeal hearing by the Head of Schools must be received by the Board no more than 10 business days from the date of the hearing before the Administrative Expulsion Panel. Families may request up to 30 calendar days to determine whether to file an appeal. The student will be considered suspended until a meeting is convened to hear the appeal (within ten working days) at which time the student's parent must attend to present their appeal. The appeal will be heard by a fair, impartial, disinterested panel of school administrators assigned by the Head of Schools. At the appeal the student/parent will be allowed to present evidence to the panel under the same guidelines as the original hearing. The decision of the appeal panel will be communicated in writing to the student no more than three calendar days following the hearing of the appeal. The decision of the panel will be final.

4) A statement explaining the expelled student's rehabilitation plan and the date the student is eligible for reinstatement, as well as informing the parent of their responsibility to submit records/documents to prove the student's compliance with the rehabilitation plan and request reinstatement.

The Director/Administrator or designee shall send written notice of the decision to expel to the LAUSD Innovation and Charter School Division. This notice shall include the following:

- 1) The student's name
- 2) The specific offense committed by the student for any of the acts listed in "Grounds for Suspension or Expulsion" above.

The Director/Administrator or designee shall only send written notice and/or student records to the student's home school upon request.

Disciplinary Records

View Park Preparatory Accelerated Charter Middle School shall maintain records of all suspensions and expulsions of View Park Preparatory Accelerated Charter Middle School pupils. Such records shall be made available for District review upon request.

Expelled Pupils/Alternative Education

In the event of a decision to expel a student from View Park Preparatory Accelerated Charter Middle School, the school will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior will be communicated to the district/school to which the student matriculates.

View Park Preparatory Accelerated Charter Middle School will work with the district from which the expelled student originated on an interim placement at another school. If a student is under an expulsion order from another school district (LEA), all information must be provided to the View Park Preparatory Accelerated Charter Middle School Director/Administrator and/or Head of Schools for review. The View Park Preparatory Accelerated Charter Middle School Director/Administrator and/or Head of Schools will determine if enrollment will be granted.

Reporting Student Offenses to Law Enforcement

Consistent with Education Code Section 48902, excluding the penalty provisions of that statute, the Director/Administrator shall report to law enforcement authorities pupil offenses as specified therein.

Rehabilitation Plans

Pupils who are expelled from View Park Preparatory Accelerated Charter Middle School shall be given a rehabilitation plan upon expulsion as developed by the View Park Preparatory Accelerated Charter Middle School 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 (1) from the date of expulsion when the pupil may reapply to the View Park Preparatory Accelerated Charter Middle School for readmission.

Readmission

The View Park Preparatory Accelerated Charter Middle School 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 governing board shall readmit the pupil, unless the governing board makes a finding that pupil has not met the conditions of the rehabilitation plan or continues to

pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered. The charter school is responsible for reinstating the student upon the conclusion of the expulsion period based on the determination of the governing board.

Special Education Students

In the case of a student who has an IEP, or a student who has a 504 Plan, View Park Preparatory Accelerated Charter Middle School 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 View Park Preparatory Accelerated Charter Middle 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 View Park Preparatory Accelerated Charter Middle School 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 View Park Preparatory Accelerated Charter Middle School's failure to implement the 504 Plan?

Gun Free Schools Act

View Park Preparatory Accelerated Charter Middle School shall comply with the federal Gun Free Schools Act and California Gun Free School Zones Act.

ELEMENT 11

EMPLOYEE RETIREMENT PLAN

Retirement Systems

View Park Preparatory Accelerated Charter Middle School enrolls all eligible certificated staff in State Teachers Retirement System (“STRS”) and all eligible employees in the Public Employee Retirement System (“PERS”) in order for them to receive employee retirement benefits as set forth below as mandated by this Charter, the State of California and the Los Angeles County Office of Education (“LACOE”). View Park Preparatory Accelerated Charter Middle School uses a retirement reporting system compatible with LACOE to report contributions in a timely matter. ExED has been contracted to handle payroll for ICEF schools. Therefore, ExED transmits ICEF payroll information to Hess and Associates, who in turn reports to LACOE.

Certificated Employees

All eligible employees of The View Park Preparatory Accelerated Charter Middle School participate in a defined benefit Plan (“STRS” or “Plan”), as established by the State of California and the LACOE. Certificated employees not eligible for STRS are enrolled in Social Security. As part of the Plan, all salaried employees contribute the required percentage of their salary. The View Park Preparatory Accelerated Charter Middle School makes the required contribution. All withholdings from employees and from the View Park Preparatory Accelerated Charter Middle School are sent to the Defined Benefit Plan (STRS) as required. Employees will accumulate service credit years in the Defined Benefit Plan as determined by the terms of Defined Benefit Plan and the Inner City Education Foundation (“ICEF”) Board of Trustees. The vesting period and other relevant Plan terms are defined as set forth in the Plan.

Any employee who separates from the school, whether voluntarily or involuntarily, prior to the end of the vesting period as defined by the Plan, receives all deferred by them from their paycheck. The monies contributed by The View Park Preparatory Accelerated Charter Middle School (8.25%)* remain in the Plan.

Classified Employees

In addition to PERS, classified employees will be eligible to participate in the 403b plan offered by ICEF. In addition, classified employees will participate in Federal Social Security. The View Park Preparatory Accelerated Charter Middle School will make the required contribution.

Social Security

All employees who must contribute to Social Security according to Federal and State laws and do not contribute to either STRS or PERS because they are ineligible to participate in the Plans, will continue to contribute to Social Security (and not to either Plan) in the same manner with employee and The View Park Preparatory Accelerated Charter Middle School making the required contribution. The ICEF Human Resources Department is responsible for Social Security reporting.

Monitoring Credentials

The ICEF Human Resources Director in conjunction with the View Park Preparatory Accelerated Charter Middle School Director monitors the status of all of the CA teaching credentials for View Park Preparatory Accelerated Charter Middle School classroom teachers.

*These numbers are subject to change as mandated by the STRS and PERS administration as well as the Federal Social Security Administration. These numbers are subject to change as mandated by the STRS and PERS administration.

ELEMENT 12

PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

View Park Preparatory Accelerated Charter Middle School is a school of choice. No student is required to attend, and no employee is required to work at View Park Preparatory Accelerated Charter Middle School.

Pupils who choose not to attend View Park Preparatory Accelerated Charter Middle School may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.

View Park Preparatory Accelerated Charter Middle School

Address:	2941 W. 70th Street, Los Angeles, CA 90043 (6 th grade), 5749 S. Crenshaw Blvd., Los Angeles, CA 90043 (7 th & 8 th grades)
Phone Number:	(323) 290-6970
Contact Person:	Kenya Price-Jackson
Number of Rooms:	13
Grade Configuration:	6-8
Number of Students Year 1:	377
Grade Levels in Year 1:	6-8
Opening Date:	August 27, 2012
Admission Requirements:	The admission requirements include that admission is available to all students residing in California.
Operational Capacity:	420
Instructional Calendar:	Traditional Calendar
Bell Schedule:	7:45am – 2:50pm

If space is available, traveling students have the option to attend. Pupils who choose not to attend View Park Preparatory Accelerated Charter Middle School may choose to attend other public schools in their district to pursue inter-district transfer in accordance with existing enrollment and transfer policies of the district.

The parent(s) or guardian(s) of each pupil enrolled in View Park Preparatory Accelerated Charter Middle School are informed that the pupil has no right to admission in a non-charter District school (or program within a District school) as a consequence of enrollment in View Park Preparatory Accelerated Charter Middle School, except to the extent that such a right is extended by the District.

ELEMENT 13

SCHOOL DISTRICT EMPLOYEE RETURN RIGHTS

Job applicants for positions at View Park Preparatory Accelerated Charter Middle School are considered through an open process, and if hired, will enter into a contractual agreement with View Park Preparatory Accelerated Charter Middle School.

Any district union employee who is offered employment and chooses to work at View Park Preparatory Accelerated Charter Middle School is not covered by his or her respective collective bargaining unit agreement during the period of leave from the sponsoring district.

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

Teacher Associates and Classroom Support Staff currently with the sponsoring district who wish to work for View Park Preparatory Accelerated Charter Middle School may request unpaid charter school leave from the sponsoring district.

ELEMENT 14

CHARTER SCHOOL/CHARTERING AUTHORITY DISPUTE RESOLUTION

The intent of this dispute resolution process is to:

- Resolve disputes within View Park Preparatory Accelerated Charter Middle School pursuant to the school's policies.
- Minimize the oversight burden on LAUSD.
- Ensure a fair and timely resolution to disputes.
- Frame a charter renewal process and timeline so as to avoid disputes regarding renewal matters.

Disputes Arising Within View Park Preparatory Accelerated Charter Middle School

Disputes arising from within View Park Preparatory Accelerated Charter Middle School, including all disputes among and between students, staff; parents, volunteers, advisors, partner organizations, and governing board members of the school are resolved by the administration of the school, and if necessary the Director of Human Resources and/or Head of Schools.

ICEF requests that LAUSD will not intervene in any such internal disputes without the consent of the Board of the Inner City Education Foundation, which is the governing body of the View Park Preparatory Accelerated Charter Middle School. ICEF requests that LAUSD will refer any complaints or reports regarding such disputes to the administrative staff of View Park Preparatory Accelerated Charter Middle School for resolution, and if necessary the Board of the Inner City Education Foundation. ICEF requests that LAUSD agree not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board of View Park Preparatory Accelerated Charter Middle School has requested LAUSD to intervene in the dispute.

If an employee has a grievance, the employee should attempt to resolve the dispute with the administrative staff. If the dispute cannot be resolved with the school site administration, an employee should address his or her grievance to the Director of Human Resources and/or the Head of School.

***Mandatory Dispute Resolution**

The staff and governing board members of View Park Preparatory Accelerated Charter Middle School agree to resolve any claim, controversy, or dispute arising out of or relating to the Charter agreement between the District and View Park Preparatory Accelerated Charter Middle School, except any controversy or claim that is in any way related to revocation of this Charter ("Dispute"), or in which either party seeks injunctive relief, pursuant to the terms of this Element 14.

Any Dispute between the District and View Park Preparatory Accelerated Charter Middle School shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or 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 Notifications shall be addressed as follows:

To Charter School:
c/o School Director

Parker Hudnut
ICEF Public Schools
5150 W. Goldleaf Circle, Ste. 401
Los Angeles, CA 90056

To Director of Charter Schools:

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

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorney’s fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

Term and Renewal

This charter for View Park Preparatory Accelerated Charter Middle School will be for the term of five years. The proposed term will begin on July 1, 2012 and expire June 30, 2017. The charter may be renewed for subsequent five-year terms by the Los Angeles City Board of Education of the Los Angeles Unified School District. View Park Preparatory Accelerated Charter Middle School must submit its renewal petition to the District's Charter Schools Division no earlier than September of the year before the charter is due to expire.

Amendments

Any amendments to this charter will be made by the mutual agreement of the governing boards of View Park Preparatory Accelerated Charter Middle School and LAUSD. Material revisions and amendments will be made pursuant to the standards and criteria, in California Education Code section 47605.

If available, LAUSD services View Park Preparatory Accelerated Charter Middle School may request on a fee-for-service basis are:

- Non-stock requisition processing.
- District purchasing contracts.
- Environmental health /safety consultation.
- Student information system.

ELEMENT 15
EDUCATIONAL EMPLOYMENT RELATIONS ACT

View Park Preparatory Accelerated Charter Middle School is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA).

View Park Preparatory Accelerated Charter Middle School is the exclusive public employer of all employees of View Park Preparatory Accelerated Charter Middle School for collective bargaining purposes. As such, View Park Preparatory Accelerated Charter Middle School complies with all provisions of the EERA and acts independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for professional and employment relationships. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.

Element 16

PROCEDURES FOR SCHOOL CLOSURE

Revocation

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

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

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

***Closure Action for View Park Preparatory Accelerated Charter Middle School**

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

***Closure Procedures**

The procedures for charter school closure are guided by California *Education Code* sections 47604.32, 47605, 47605.6, and 47607 as well as *California Code of Regulations*, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References

to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board.

Documentation of Closure Action

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

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the **View Park Preparatory Accelerated Charter Middle School** will be issued by **View Park Preparatory Accelerated Charter Middle School** within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity
3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the **View Park Preparatory Accelerated Charter Middle School** by registered mail within 72 hours of the decision to Closure Action. **View Park Preparatory Accelerated Charter Middle School** shall provide a copy of this correspondence to the ICSD.
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the **View Park Preparatory Accelerated Charter Middle School** participates of the Closure Action shall be made by the **View Park Preparatory Accelerated Charter Middle School** by registered mail within 72 hours of the decision to Closure Action. **View Park Preparatory Accelerated Charter Middle School** shall provide a copy of this correspondence to the ICSD.
5. The retirement systems in which the school’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the ICSD.
6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the **View Park Preparatory Accelerated Charter Middle School** by registered mail within 72 hours of the decision to Closure Action. **View Park Preparatory Accelerated Charter Middle School** shall provide a copy of this correspondence to the ICSD.

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

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents or guardians may obtain copies of student records, including specific

information on completed courses and credits that meet graduation requirements

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

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

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

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

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

School and Student Records Retention and Transfer

View Park Preparatory Accelerated Charter Middle School shall observe the following in the transfer and maintenance of school and student records:

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

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

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

5. **View Park Preparatory Accelerated Charter Middle School** must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. **View Park Preparatory Accelerated Charter Middle School** will provide to the ICSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the **View Park Preparatory Accelerated Charter Middle School** has. These include, but are not limited to, records related to performance and grievance.

7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

View Park Preparatory Accelerated Charter Middle School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school's annual audit.

The financial closeout audit of **View Park Preparatory Accelerated Charter Middle School** will be paid for by the **View Park Preparatory Accelerated Charter Middle 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 **View Park Preparatory Accelerated Charter Middle School** will be the responsibility of the **View Park Preparatory Accelerated Charter Middle School** and not LAUSD. **View Park Preparatory Accelerated Charter Middle School** understands and acknowledges that **View Park Preparatory Accelerated Charter Middle School** will cover the outstanding debts or liabilities of **View Park Preparatory Accelerated Charter Middle School**. Any unused monies at the time of the audit will be returned to the appropriate funding source. **View Park Preparatory Accelerated Charter Middle School** understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which the **View Park Preparatory Accelerated Charter Middle School** participates, and other categorical funds will be returned to the source of funds.

View Park Preparatory Accelerated Charter Middle School shall ensure the completion and filing of any annual reports required. This includes:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.

b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by **View Park Preparatory Accelerated Charter Middle School** Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The **View Park Preparatory Accelerated Charter Middle School** Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

View Park Preparatory Accelerated Charter Middle School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, **View Park Preparatory Accelerated Charter Middle School** shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File the final withholding tax return (Treasury Form 165).

e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end **View Park Preparatory Accelerated Charter Middle School** right to operate as a Charter School or cause **View Park Preparatory Accelerated Charter Middle School** to cease operation. **View Park Preparatory Accelerated Charter Middle School** and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should **View Park Preparatory Accelerated Charter Middle 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

District-Owned Facilities: If View Park Preparatory Accelerated Charter Middle School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use. Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment.

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use. Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing. Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.
 - (i) Pro Rata Share. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments. Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- Maintenance & Operations Services. In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location. If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant. If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance. Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

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 issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this

charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Health & Safety: The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm

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

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.

District Impact Statement

“The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services are to be provided, and potential civil liability effects, if any, upon the school and upon the school district. The description of the facilities to be used by the charter school shall specify where the school intends to locate.” Education Code Section 47605(g).

Facilities to be Utilized

View Park Preparatory Accelerated Charter Middle School is located within the boundaries of LAUSD at 2941 W. 70th Street, Los Angeles, CA 90043 (6th grade), and at 5749 S. Crenshaw Blvd., Los Angeles, CA 90043 (7th & 8th grades)

Administrative Services

View Park Preparatory Accelerated Charter Middle School provides all of its own administrative services, but reserves the right to contract out to third parties for these services as necessary.

Potential Civil Liability Effects

View Park Preparatory Accelerated Charter Middle School is operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

The corporate bylaws of the Charter School shall provide for indemnification of the School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.