

THE CREATION OF AN ACCELERATED CHARTER SCHOOL

A Thesis

Presented to

**the Faculty of the Department of Education Division
of Educational Foundations and Interdivisional Studies
California State University, Los Angeles**

**In Partial Fulfillment
of Requirements for Degree of
Master of Arts**

**by
Michael Batie
June 1995**

Handwritten:
copy
line

©1995

Michael Batie

ALL RIGHTS RESERVED

ABSTRACT

A proposal for a charter school within the Los Angeles Unified School District was written and subsequently granted. The proposed school was patterned after the prominent educational restructuring model - Accelerated Schools. A study was conducted to examine factors that influenced the creation of this Accelerated Charter School. A 10 month participant observation of the writing and submitting of a charter petition to the local governing body was made. An effort was made to show that although the concept of charter schools was developed to foster innovation in education, the governing body that grants charters is guided by bureaucratic and institutional elements of organizational development theory. A major finding is that in Los Angeles, the governing body, is inclined to grant charters that are "innovative", but only when those innovative charters meet ad hoc tests of "legitimacy". The establishment of a charter school requires risk taking. It requires teachers, parents, and administrators who are risk takers.

Table of Contents

Acknowledgements	ii
Abstract	iii
List of Figures	iv
Chapter	
1. Introduction	
Statement of the Problem	1
Purpose	4
Significance of the project	4
Limitations	5
2. Review of the literature	6
Charter Schools	6
California's Charter School Act	10
Organizational Development	12
Accelerated Schools	14
3. Methodology	17
Subjects	17
Procedure	17
4. Results	20
Discussion	20
Conclusions	37
References	39
Appendices	42
A. Charter School Checklist	43
B. Conditions of Charter Approval	48

C. Letter of written notice to the State Board of Education	57
D. The Accelerated School Charter	59

CHAPTER 1

Introduction

Statement of the Problem

Why can't Johnny read?" is the lament of many parents. What is happening to our educational system? Society in general is trying to react to the questions of why it seems that our educational system is not working. The crisis of the American public school is inadequate functioning of the educational system for a large proportion of students, particularly minority students concentrated in low socio-economic status neighborhoods (Levine and Havighurst, 1992). For the last 10 years reform of the educational system has been at the top of the nation's agenda. For example, former President Bush's America 2000 and the Clinton Administrations Goals 2000 were federal efforts to improve the education system. While there have been individual successes, as a whole the system has shown little evidence of meaningful gains in learning (Mullis and Jenkins 1990).

In 1983 the National Commission on Excellence in Education, appointed by then U.S. Secretary of Education Terrel Bell, released its report and recommendations under the title of "A Nation at Risk." (National Commission

1983, 14). The study concluded the United States is threatened by a "rising tide of mediocrity" in education. The report further stated that the United States has been moving toward "unthinkable, unilateral educational disarmament", and concluded that "if an unfriendly foreign government had attempted to impose on America the mediocre educational performance that exists today, we might well have view it as an act of war" (National Commission 1983,14). The report is accurate today, twelve years later.

Economists at the Department of Labor Statistics estimate that minority students will constitute about one-third of the new entrants in the labor force in the 1990s. A significant portion of these students do not possess adequate skills to succeed on the job (Levine and Havighurst, 1993). Similarly, a 1991 report to the U. S. Labor Department concluded that half of the youth population is not acquiring the skills required to earn a decent living or to keep the United States economically competitive (Commission on Achieving Necessary Skills 1991). These failures of education point to a system that is in need of radical change.

Within this context of the need for change we are further faced with the fact that changing our schools is a difficult task. Center and Blackbourn (1992)

characterize public education as a Monopolistic Educational Bureaucracy (MEB) that stifles relevant sources of feedback and pressures for meaningful change and reform. Duttweiler (1988) voices concern over the numerous dysfunctions that result from bureaucratic school organization. This research posits that top-down systems are no longer viable.

Efforts at changing educational policy in the early 1980's have been characterized by analysts as "top down" and "more of the same". These efforts included longer school days; increased graduation requirements; higher teacher standards; and a harder focus on competence in basic skills (Consortium for Policy Researching Education Report, 1991).

These reforms did little to change the content of instruction, directly involve teachers in the reform process, or alter the reigning notion of teaching and learning (Cohen 1990; Carnegie forum 1986; David et al. 1990). Fragmented authority structures and multiple short-term and often conflicting goals and policies provide little support for school improvement (Consortium for Policy Researching Education Report, 1991).

Thus we are faced with a dichotomy. On the one hand our schools need changing and on the other we see that change is a very difficult task at best.

Purpose

The purpose of this paper is to present a case study of an attempt to establish a charter school under California State Senate Bill 1448 (SB1448). This thesis will provide an example of the challenges that face organizations desiring to start a charter school under SB1448. This thesis will also show that the nature of organizations that grant the charters, and the nature of organizations from which charter schools are formed, constrain them to react to change in a certain manner.

Significance of the Project

Charter schools are seen by many as an important path to restructuring education to be more responsive to the needs of underachieving students. This thesis will provide useful and practical information to other schools and organizations wishing to develop and submit a charter, particularly in the Los Angeles Unified School District.

Limitations

This study is based on the events that occurred in working with the Los Angeles Unified School District, one of the largest in the country. Clearly experiences might be different in working with smaller more tractable districts and school boards. This paper will not include any events that occurred after the decision of the local governing school board was rendered.

CHAPTER 2

REVIEW OF THE LITERATURE

This review of the literature will seek to provide: (a) an overview of the charter school movement in the United States and California; (b) a review of the California State Senate Bill authorizing charter schools in California; (c) an overview of organizational development theory as it relates to the bureaucracies and institutions, and (d) an overview of the Accelerated Schools movement. The motive here is to give some background of the processes and history involved in this particular effort to reform schools, and to relate this effort to the organizational structures of schools and how those organizations, in theory, react to those reform efforts.

Charter Schools

Charter schools are essentially deregulated schools within the public school system. They are exempt from the voluminous education code and, hence are allowed maximum flexibility in developing curriculum and resolving school governance issues. Charter schools may be formed by a group of teachers, parents, community leaders, or others (even a business) and are sanctioned by an

existing local public school board or a county board of education. Once a school is granted its charter, state education funds flow directly to the charter school (Pacific Research Institute Briefing 1993).

Some observers trace the concept of American charter schools to Budde's *Education by Charter: Restructuring School Districts* (1988), which emerged from one of the federal Department of Education's regional labs. Albert Shanker, President of the American Federation of Teachers (AFT) picked up on Budde's idea and brought it into mainstream education (Pacific Research Institute Briefing 1993).

In *Education by Charter: Restructuring School Districts*, Budde (1988) creates a mythical school superintendent to introduce his plan that will be implemented over 10 years. This plan or "charter" is for organizational change in the "Hometown Public School System". This charter is a journey into the world of what if? What if districts could obtain agreements from all the school stakeholder, (teachers, parents, students, administrators, etc.) to rethink how a district could better offer its services to students.

This work is considered to be the first work to thoroughly explore the possibilities of charter schools. It is a proposal for reorganizing local school districts in a new and different way using the charter school model.

The concept of the charter school contrasts with England's charter schools, known as grant-maintained schools. Grant-maintained schools already have some history having been authorized by parliament's Education Reform Act of 1988 (Wohlstetter, 1992). In the America 2000 Education Strategy, then President Bush proposed the establishment of a new generation of America schools - charter schools - as part of a long term plan to achieve the national education goals (Wohlstetter, 1992).

In May 1991 Minnesota governor Arne Carlson signed a bill for charter schools touted by supporters as "outcome based". The bill allowed for the creation of eight schools in the state and a maximum of two in any district.

The California charter law (SB 1448) enacted in January 1993 was a reaction to the voucher initiative, Proposition 173, that was on the November 1992 election ballot (Pacific Research Institute Briefing 1993). Legislators

believed that a charter school legislation would pacify voucher proponents who were demanding more options in their children's' education.

Under the voucher initiative placed on in California ballot in 1993, families would have received a voucher worth approximately \$2600 that would be redeemable to any educational institution that the bearer desired. There were no restrictions as to whether the school was private or public (Kersten 1993).

There is much opposition to the voucher concept. Ronald Reagan proposed vouchers as a solution to the problems enumerated in "A Nation At Risk" (1983). Conner and Melendez (1993) point out the views of the opponents and proponents of the voucher concept. Opponents charge that vouchers undermine the public school system, provide inferior services in low-income areas, unfairly benefit the wealthy, facilitate state support for religious instruction, increase costs to an unknown degree, and do not assign administrative and fiscal accountability.

Proponents state that vouchers reduce the ills of the educational monopoly, create healthy competition, promote economic equality, eliminate

double payments (of tuition and taxes), reduce the burden on private schools, and encourage private innovation and diversity (Beale 1994).

The measure was defeated but sounded a message to the educational establishment that Californians were dissatisfied with the state of the educational system (Beale, 1994). The legislative knee jerk reaction to this discontent was the California State Senate Charter School Act (SB 1448).

California's Charter School Act

California's charter bill provided for 100 charter schools in the state with single school districts restricted to 10 charter schools each. Why 100? "It was a political compromise, the Business Roundtable, which loves the concept wanted 500, The California Teachers Association wanted zero" (Pacific Research Institute Briefing, 1993).

The autonomy that is possible with charter schools offers a real opportunity to create schools that have control over their own destiny both instructionally and financially. Former State Senator Gary Hart, author of the charter legislation in California called the charter bill, "a license to dream... an

opportunity to create education programs from scratch, unfettered by bureaucratic constraints." (Hart, 1993)

Senate Bill 1448 states that it was written to "provide opportunities for teachers, parents, and pupils, and community members to establish and maintain schools that....

(a) Improve pupil learning

(b) Increase Learning opportunities for pupils with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

(c) Encourage the use of different and innovative teaching methods.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

(f) Hold the school established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems (SB 1448 p. 3)

Organizational Development

Organizational Development (O.D.) is a planned, systematic process in which applied behavioral science principles and practices are introduced into an ongoing organization toward the goal of increasing individual and organizational effectiveness (French & Bell, 1995). In other words the aim of O.D. is to make better organizations.

Duttweiler (1988), Shedd (1968), Center and Blackbourn (1992) among many others agree that schools are organizationally defined as bureaucracies. Weber (1952) in his discussion on bureaucracies believed that this organizational structure was a result of a “quest for efficiency”.

DiMaggio and Powell’s (1983) discussion of bureaucracy explains this rise of the bureaucracy in a different way. Instead of thinking of this march toward efficiency and ever increasing bureaucracy as inexorable, DiMaggio and

Powell view the increase of bureaucracy as a result of organizational leaders altering organizations so that they become more similar to other organizations in the same field through three processes, a coercive process that results from political influences and issues of legitimacy, mimetic processes that come from a standard reaction of the organization to outside threats, and normative processes having to do with the professionalization of a field.

Further they argued that other factors constrain organizations from changing. As a field becomes more structured, adoption of innovation becomes a means of imparting legitimacy to the organization rather than improving performance. This sameness of organizations in the same field (homogenization) is called isomorphism. DiMaggio and Powell (1983) explain it as a “process that forces one unit in a population to resemble other units that face the same set of environment conditions”

This appears to have taken place in the Los Angeles Unified School District. Charter schools are seen as a means of imparting legitimacy to the district’s efforts at reform. But in implementing this reform effort all the governing body is actually doing through their approval process, is making the

supposedly innovative schools as much like the existing schools as they possibly can. Evidence to corroborate this claim is presented in the discussion section of this paper.

Accelerated Schools

The Accelerated Schools model was developed by Dr., Henry Levin of Stanford University. Levin calls for active, intelligent participation of all members (Ascher, 1993). The accelerated schools process provides a systematic approach to the restructuring of schools that serve predominantly at-risk students. The Accelerated School Project is designed to improve the education of disadvantaged students by using the same "acceleration" techniques used with gifted and talented students. The goal is to speed up the learning of at-risk students so they will be able to perform at grade level by the end of elementary school (Levin and Hopfenberg, 1993).

Central to the strategy is the placement of curriculum and instructional decisions in the hands of the instructional staff, requiring a complete restructuring of the traditional school organization. The emphasis on local responsibility for educational outcomes requires an appropriate decision-structure built around the

school's unity of purpose. The school must also develop the capacity to identify challenges, to understand these challenges, and to implement and evaluate solutions.

The Accelerated School Process (Levin, Hopfenberg 1992) was used throughout this undertaking as a management and procedural model. The Accelerated Schools model was created to facilitate the restructuring of schools from a top to bottom hierarchical structure to a structure where everyone has input into the decision making process.

This process is guided by three principles (Levin and Hopfenberg, 1993):

Unity of Purpose which refers to a striving among parents, teachers, support staff, students, administrators and the local community toward a common set of goals for the school that will be the focal point of everyone's effort. This is achieved through the forging of a common vision of what the participants want the school to become.

Empowerment Coupled With Responsibility refers to the ability of the key participants of a community which includes school and home to: (1) make

important educational decisions. (2) share responsibility for implementing those decisions and, (3) share responsibility for the outcomes of those decisions.

Building on the Strengths of students, parents, teachers, staff and administrators is the sharing, and utilizing of all human resources that the aforementioned stakeholders bring to the educational endeavor.

Further a fundamental set of values underlying those principles which are necessary to establish organizational change is stressed in the Accelerated Schools model. One of the central values of the Accelerated Schools philosophy is that *the school site is the center of expertise* . This value recognizes that those people who are the actual participants in an undertaking are the most knowledgeable about what is happening. Based on this philosophy, the Accelerated Schools process promotes new school organizational patterns and management strategies to improve learning outcomes by building the capacity of school communities to reach their unique visions and goals.

CHAPTER 3

METHODOLOGY

Subjects

The focus of this case study was the group of teachers, parents, students, educational bureaucrats, school board members, members of the business community, and community members who participated in the process of establishing the Accelerated Charter School. The subjects in this process were the teachers and staff at the 99th Street Accelerated School. The principal players in the process of making the idea of a charter a reality were, six elementary school teachers from an elementary school in South Central Los Angeles, the Los Angeles Unified School District Governing Board, several faculty and staff members from California State University at Los Angeles, and the author.

Procedure

As a participant observer the researcher observed and participated in the process of writing, revising, circulating, and submitting a petition for a charter school in the Los Angeles Unified School District. The result is this case study of the process. Case studies may be defined generally as descriptive studies of

particular cases. Frequently there is a particular issue being investigated.

(Sanders, 1981) In this instance the issue is the establishment of an Accelerated Charter School.

SB1448 enumerates the six steps that an organization should/must go through in order to start a charter school.

Step 1: Develop the school charter

Step 2: Circulate the Charter Petition

Step 3: Submit the Petition to the local governing board

Step 4: The local governing board approves or disapproves the petition

Step 5: Upon approval the petitioners must provide written notice to the

California State Board of Education

Step 6: The State Board Assigns numbers

If a charter is disapproved by the local governing board, the County

Superintendent of Education, at the request of the petitioners shall convene a review panel.

Not included in these steps is the very first step. That step is making the crucial decision that a school or an organization wants to become a charter

school. In theory this sounds like a simple task. In practice it is the of the most difficult tasks to accomplish. In a charter school the petitioners have many decisions to make which can have profound effects on their careers, including lifetime earning and retirement benefits. The legislation is written to allow an entity to become an autonomous school, but the cost to the participants is not often clear.

The Accelerated School petitioners followed this plan. The detailed procedures that went into accomplishing each step follow in the next section.

CHAPTER 4

RESULTS

Discussion

The 99th Street Accelerated School was the first school in the Los Angeles Unified School District to implement the Accelerated Schools Model some three years before this charter process was begun. As a result of this implementation faculty and staff morale, as measured by the School Level Environment Questionnaire (SLEQ) survey was much improved. Test scores as measured by the California Test of Basis Skills had risen at a much faster rate than the school district average. And the school had begun to garner national recognition as evidenced by articles in the Los Angeles Times and the Wall Street Journal. The articles touted the measurable gains in student achievement that the school had achieved.

These improvements cannot be attributable to district administration. There were instances where district policy stifled the faculty and staff of the school. For example, district policy precluded the banking of time that would have allowed faculty the opportunity to meet during school hours to facilitate the

acceleration process. A protracted labor dispute between the teachers union and the district lowered faculty morale. This led to a ten percent pay cut that further eroded teacher morale.

A result of these events was that meetings were held with interested teachers at the 99th Street Accelerated School, to decide if a charter was something that the faculty would be interested in pursuing. If they were interested, a draft of a charter would be written and presented to the school. After editing and revisions were made to the satisfaction of all, the charter would be submitted to the school board for approval.

Deciding to Write and Submit a Charter

In January of 1993 the author met with 3 teachers to discuss the possibility that a charter be written for the 99th Street Accelerated School. Information packets were prepared containing background information about the charter schools act (SB 1448). After discussing the pros and cons involved in becoming a charter school, it was decided that a charter was something that they would like to pursue. The possibility of having control of school curriculum and the loosening of the hold of the district to facilitate the acceleration process was an

appealing one as the school had previously unsuccessfully requested greater freedom from the myriad of district policies and regulations.

The next order of business was to share our idea with the principal and other teachers in the school. A meeting was organized and took place during the school winter break. Of a staff of 30 teachers, 19 teachers including the principal of the school, attended the informational meeting. At that meeting information packets containing background information about the charter schools act (SB 1448) were distributed. A brief presentation was made to give further background and questions were asked and answered. It was a very pleasant meeting, with an overwhelmingly positive atmosphere about the prospects of the school becoming a charter school. Again the teachers felt that the charter amendment offered them the opportunity to; "take the next logical step." That was the title given the charter process by participants. This meeting also gave teachers who might be interested, the opportunity of participating in the writing of the charter and a chance to join the planning group. The principal had no desire to participate in the writing of the charter, but did express full support of

the idea. As a result of this meeting, two additional teachers became actively involved in the writing process.

Writing a Charter

After that meeting, a charter was drafted using a template provided the staff of the Los Angeles Unified School District. This template was an exhaustive outline that listed every area that should be covered in a charter petition. The list ranged from salaries, taxes, and retirement funding, to school calendar, health and safety issues and insurance. (See Appendix A; Charter Schools Checklist). Each item was reviewed on the list and what was deemed to be an appropriate response was written.

This list was the first example in the process where the school bureaucracy was evident. Although charter schools were developed to ease the rules and regulations that schools had to adhere to, the list contained everything that a traditional school had and more. Thus if one followed the provided template to the letter, one would have a traditional school.

Circulate the Charter Petition

A charter must be circulated so that all concerned parties are aware of what the actual provisions of the charter will be. The bill requires that any school that wishes to become a charter school must meet one of two requirements. Either 50 percent of all the teachers in a school must sign the charter petition, or 10 percent of all the teachers in a school district must sign the charter petition. In the latter case all the schools (up to 10) in an entire district can become charter schools. The bill limits the number of charter schools to 100 statewide. Additionally each district may grant a maximum of 10 charters.

After the first draft was written it was circulated for revisions and additions. This was the longest part of the process. As the charter was reviewed by the faculty and staff of the school, questions arose about financial issues. The draft as written called for a complete break from the district as is allowable under the legislation. Some of the teachers and staff had reservations about taking over complete control of the finances of the school. They felt that it was not doable at current district funding levels, when one took into account all the possible things that might arise in the running of a school.

In the draft charter, many district supported services such as food, secretarial, and janitorial services would be contracted out at a lower cost. This was proposed so that more money could be spent in the classroom in the form of increased technology, supplies, teacher aide availability and teacher salaries. This caused consternation among many of the support staff. They felt they were being pushed out and had little say in the matter as their signatures were not required on the charter petition.

Also at issue in the charter draft were the provisions that restructured the teacher and staff pay scale. In composing the budget, there were limited dollars available for salaries. In order to restore some of the pay cut to teachers there had to be some restructuring of salaries at the upper levels of the scale. Older teachers who had accumulated many years in the district found this restructuring unfair to them, and justifiably felt that it could have a detrimental effect upon their retirement incomes. This area of disagreement polarized the staff into two groups - younger teachers, (who had the most to gain) and older teachers who had many years of service (those that had the most to lose). These divisions caused no small amount of animosity and discomfort among the faculty and staff of the

school. Neither side was able to come up with a solution that was palatable to both sides.

The final solution was to draft a charter that established a new Accelerated School separate from the 99th Street Accelerated School site. This new school would be able to have a fresh start, and thus would have no need to accommodate all the varied interests that were present at the 99th Street site. Further it would afford the unique opportunity to implement the Accelerated School process at a brand new site in South Central Los Angeles, thereby serving even more educationally disadvantaged and minority students.

The final result was that 30 of 32 teachers at the school felt that the proponents of this "breakaway" charter should have the opportunity to try something new and different, and signed the petition.

Submit the Petition to the Local Governing Board

On June 12, 1993 the charter was presented to the Los Angeles Unified School District. This began the approval process. The approval procedure is actually a time of negotiation. The charter is reviewed by the group of staff members from each of the administrative areas of the district. At these meetings

the charter is reviewed by each staff member and questions are asked about their specific area.

For example, at the first meeting there were budgetary questions asked by members of the accounting staff, questions about special education asked by people from the Special Education division, and so forth. At these meetings representatives were present from 16 different LAUSD departments. After each of these meetings, revisions had to be made to the charter document to address the district staff's concerns. The charter that the districts' final decision was based on was the fifth major revision. Over 25 revision/additions were made to the charter that was originally submitted to the board. The revision process required a plethora of sometimes seemingly insignificant information. In a classical example of bureaucratic interference, a draft had to be revised to include a bell schedule. These revisions took place over a 6 month period involving over 1000 person-hours.

From the beginning the tough issues to resolve were in areas of facilities and budget. Where will the school be located? Must it meet more stringent

seismic requirements? What will the per student revenue be? How much revenue was expected?

Three cadres were organized, Student/Parent Recruitment, Facilities, Budget and Operations. Cadres are small groups as defined in the Accelerated School process whose tasks are decided by the School as a Whole. In this case it was the charter group as a whole. The person in charge of recruitment enlisted the support of the community for the purpose of finding parents interested in enrolling their child into the school and attending board meetings to voice support for the effort. Additionally public relations functions were carried out by this cadre. Media events, publicity, and general community support for the establishment of the charter school was also the charge of the Student/Parent Recruitment cadre.

The facilities cadre canvassed the city for suitable sites for the school. Meetings were arranged with realtors and architects when prospective buildings were located, to assess the feasibility of converting the space into a school facility.

The budget cadre was responsible for all functions concerning financial issues. Examples of these areas were, general school budgets, cash flow analysis, business planning, etc. The operations cadre was the liaison to the district staff and coordinated long range funding projects. Part of this liaison function was to maintain communication with district staff so the that charter document could be kept updated.

The process is followed is only a general guideline. Each charter is unique and thus follows a somewhat unique path through the approval process. It should be noted that this was the eleventh charter submitted to the district. Many of the steps that we performed in progressing through the review process, were not in place for the earlier petitioners. For example, the Accelerated Charter School group was the first petitioner that was required to meet with the County Board of Education. The LAUSD Board, or any school board entertaining the establishment of a charter, at its' discretion may change the procedure as it discovers snags that arise from other petitioners.

In the petitioning process, the charter is not submitted directly to the governing board. A board designated staff person handled all contact from all the

charter petitioners. Board staff review the charter and meet with the charter petitioners to iron out any problems that their specialized staff people may have with the charter as presented. Thirty days from the submission of a charter, a public hearing must take place so that public comments and support are presented to the board.

During this time of negotiation, a major area of challenge presented itself. Up to the point of the submitting of the charter, the group had been following the organizational structure laid out in the Accelerated School model. Each member of the group was a member of a cadre(s) whose assignments were discussed within the cadre and possible actions to these assignments were discussed and agreed upon. These actions were then presented to the group as a whole, where responses or actions were discussed and choices were made by the group as to which to implement. In a school where there would be a sufficient number of teachers, the chairman of these cadres would then become members of what is called the steering committee. Since there were six participants and three cadres, everyone had to be a member of more than one cadre.

While this is an excellent mechanism in the school environment to assure total participation in decision making by schools to include parents, teachers, students, administration and staff, it is too cumbersome to implement in a business environment. The issue is primarily one of accountability and timeliness. When decisions are made by consensus in a group, who is ultimately responsible? It was suggested to the group that we should allow decision making privileges to the chairperson of each cadre to facilitate the process. The chairman would whenever possible seek consensus from the cadre and the group but when that was not possible they should act in the best interests of the group.

These suggestions were perceived as a power grab by some members of the group. The situation was resolved by agreeing that no person should meet with district officials or conduct charter related business by himself or herself.

The Local Governing Board Approves or Disapproves the Petition

In actuality the approval process proved to be a political one. What was really necessary were appearances and personal contact with LAUSD board members in order to obtain approval. Each board member had to be personally visited and informed of the ideas and ideals of the proposed charter school. The

primary concern of the board members was the fiscal aspect of the school. It was apparent that money was the major area with which they were most concerned. This was evident by the fact that most of the meetings that took place during the effort to win board approval, centered around issues of finance. All during this process we were encouraged to use existing structures to implement our idea of a school. For example, it was suggested that we use local financial banking institutions for accounting functions. This idea was strongly discouraged by district staff.

Parental support had to be evident through enthusiastic attendance at Board meetings and community meetings with Board members. There were four separate meetings of the LAUSD School Board during which the business of this charter was discussed. At each of those meetings there was an average of twenty parents there to support the charter process.

An important part of the approval process was having support from the faculty and staff of California State University at Los Angeles and the Los Angeles Accelerated Schools Center. Faculty and staff appeared before the school board and lobbied individual board members. Some board members stated

that they felt more comfortable about this “breakaway” charter because of the support and guidance from the university.

In the final analysis sixty percent of the schools in LAUSD that had charter petitions approved were in the affluent areas of the city. Four of these schools were within a five mile radius of each other. Students that fit the profile for whom the bill was written were at best, bussed into those school communities in small numbers.

November 1, 1994 the LAUSD conditionally approved the Accelerated School charter. The conditions as defined by the Los Angeles Unified School District are included in Appendix B. The major conditions were the school had to secure \$200,000 startup cash and that a facility acceptable to the school board be obtained. Neither of these requirements would be provided by the school district. A copy of the final charter proposal is included as Appendix D - The Accelerated School Charter.

Upon Approval the Petitioners Must Provide Written Notice to the State Board of Education

In December of 1993 LAUSD provided written notice to the State Board of Education. Appendix C includes a copy of this letter.

The State Board Assigns numbers

In January of 1994 the State Board of Education assigned the Accelerated School charter number .

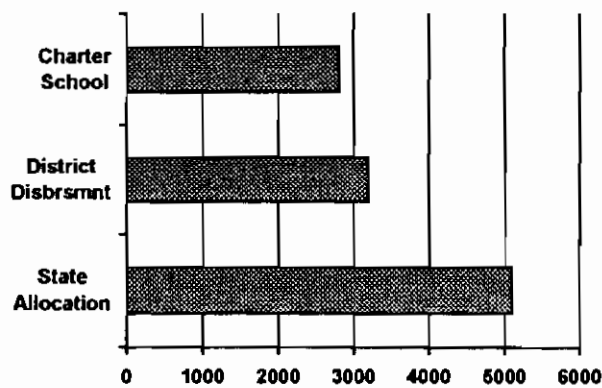
Legitimacy is not just a minor issue with the governing board.

Participating in a charter school is a risky proposition. The charter is valid for five years after which the governing board has the power to revoke the charter. For teachers near retirement, this presents a real dilemma when seniority and retirement income is at stake. The teachers at the 99th Street Accelerated School believed in the goals of the charter movement, but for some the intricacies of becoming a charter school were problematic. In the end the charter was signed by thirty teachers on a staff of thirty-two teachers, so that those willing to take the risk could do so with full support of the faculty. The near unanimity was meant

to send a message to the Board that the school staff was behind the concept of starting a new Accelerated School in South Central Los Angeles.

The district and county governing boards place such restrictions upon charter school funding that it is very difficult for innovative charters to meet the stringent financial standards to which the Board holds them. Federal entitlements are denied startup charter schools because of “state and federal regulations”. This shortfall amounts to as much as a \$600 per student per year in funding. The figure 1 illustrates the funding gap between state allocations, district disbursements and the Accelerated Charter Schools’ final allocation (The Accelerated School Charter, 1992).

Figure 1
School Revenue Allocations



An addition three percent is held back for “indirect support services”. These restrictions were not present on existing schools that convert to charter schools.

Again established entities are seen as being more legitimate.

One of the approval conditions was that the Accelerated School has to raise \$200,000 in outside startup funds in order to assure the governing board that the school has sufficient funding to begin instruction. None of these restrictions were imposed on charter schools that were proposed for existing Los Angeles Unified School District school sites.

Local boards should welcome the opportunity to implement SB 1448 so that new ideas may have the opportunity of raising the achievement level of its historically under achieving students. As a matter of fact they did not readily embrace this charter. Also, local governing boards have little to do with the charter process. Most of the investigation is done by district staff. Staff personnel review charters for the inclusion of the 13 points called out in the legislation and any other requirements that they deem necessary. Their recommendation is then presented to the board. The usual case is if staff recommends that the petition be granted the board usually does so.

Finally, this process was made easier through the use of the Accelerated Schools philosophy. This team approach was really the driving force in pursuing and obtaining a charter.

Conclusions

An effort was made to capture and summarize the charter process that would facilitate the development of other charters that may be submitted. Writing a charter is an iterative process. Many areas of concern must be addressed. These include school fiscal policy issues. Are the controls in place to protect the taxpayers' dollars? Are the systems in place to run a potentially multi-million dollar business? What happens to teacher financial security, pay scales, benefits, and retirement funds? Facility issues included asking; if the school will not be in an LAUSD building, where will it be? How much will it cost? Political Issues included is there community support for the school? What are the inter-group dynamics challenges. Finally support from academia is a must.

In Los Angeles, the governing body that grants charters, is inclined to grant charters that are "innovative", but only when those innovative charters meet fiscal and operational standards that are more stringent than standards applied to charters that are more traditional in nature. A "break the mold" charter school faces real fiscal disadvantages upon startup. The establishment of a charter

school requires risk taking. It requires intrepid teachers, parents, and administrators who are risk takers.

REFERENCES

- Ascher, Carol (1993). Changing Schools for Urban Students: The School Development Program, Accelerated Schools, and Success for All. Trends and Issues No. 18. (ERIC Document Reproduction Service No. ED 355 313)
- Benning, V. (1994, July 24) Struggling schools turn to privatization; Frustration driving education officials to seek new alternatives . The Boston Globe , p. 21
- Binder, Frederick M. (1974). The age of the common school: 1830-1865 New York, Wiley
- Carnegie forum of Education and the Economy (1986) A nation Prepared: Teachers for the 21st Century, New York: Carnegie Corporation
- Center, D. B. and Blackbourn, J. M. Monopolistic Educational Bureaucracy (MEB): The Dis-Ease Destroying Public Education
- Cohen, David, J., Honetschlager, M., Traiman, D., , S. (1990) State Actions to Restructure Schools: First Steps. Washington, DC: National Governors; Association
- Cohen, D. K. (1990) The Classroom Impact of State and Federal Education Policy. Unpublished manuscript.. School of Education Michigan State University
- Commission on Achieving Necessary Skills 1991. What Work requires of Schools. Washington DC: U. S. Department of Labor. (p. 461)
- Comer, James P. (1985) . The Yale-New Haven Primary Prevention Project: A Follow-up Study. Journal of the American Academy of Child Psychiatry, 24, 154-60.
- Conner K. and Melendez, M (1993). Analysis of the Parental Choice in Education Initiative (Report No. senate-Pub-720.S) Sacramento, CA California State Legislature, Sacramento, Senate Office of Research (ERIC Document Reproduction Service No. ED 365 004)
- Consortium for Policy Researching Education (1991). Putting the Pieces Together: Systemic School Reform (Research Rep. No. RB-06-4/91)

- Dutwiler, P. C. (1988). Insights in Educational Policy and Practice The Dysfunctions of Bureaucratic Structure Insights on Educational Policy 3 2.
- Hamersma, Guadalupe Chicago School Reform: A Principal's Perspective. Illinois Schools Journal v71 n2 p3-8 Dec.1992
- Hart, (1993)
- Isonio, S. (1990) LAUSD Student Performance on the 1988-89 Scholastic Aptitude test: Description and Comparative Analysis (Publication No. 549) . Los Angeles, CA: Los Angeles Unified School District Program Evaluation and Assessment Branch
- Kemp, Ellwood Leitheiser, (1902). History of education. Philadelphia : J.B. Lippincott company [1901].
- Levin, Hopfenberg (1992)
- Levin, Henry M. (1991). Accelerating the Progress of ALL Students. Rockefeller (Institute Special Report, Number 31) Albany, NY: Nelson A. Rockefeller Institute of Government Educational Policy Seminar
- Levine, D. U., and Havighurst, R. J., (1989) Society and Education 7th edition Allyn and Bacon, Boston
- Mullis, I., and Jenkins, L. B. (1990) The Reading Report Card 1971-1978 Princeton, NJ: Educational Testing Service, National Assessment of Educational Progress
- National Commission on Excellence in Education 1983. A nation at risk: The imperative for educational reform. Washington , DC: U. S. Government Printing Office (p. 496)
- Ortiz, F. I. (1980) The Structure of Educational Administration in Public School Organizations, Proceedings of the AERA. Boston, MA Pacific Research Institute for Public Policy. (1993). California's Charter Schools Empowering Parents, Students, and Teachers (April 1993) San Francisco, CA
- Phi Delta Kappan Vol. 75 ; No. 1 ; Pg. 42; ISSN: 0031-7217 September, 1993
- Ryan, S. P. and Flinspach, S. L. (1991) School Improvement Plan Implementation and Instructional Change. Easton, John Q. Decision Making and School Improvement: LSCs in the First Two Years of Reform, pp. 29-45

Sanders, (1981)

Shedd, M. R. (1968). Decentralization and Urban Schools. U.S. Department of Health, Education & Welfare; Office of Education (ERIC Document Reproduction Service No. ED 020 959)

St. John, Edward P. And Others (1992). The Louisiana Accelerated Schools Project First Year Evaluation Report. (ERIC Document Reproduction Service No. ED 351 751)

The Accelerated School Charter, (1992) The Accelerated School Charter Group

Wohlstetter, P. and Anderson, L. (1992) What Can U.S. Charter Schools Learn From England's Grant-Maintained Schools? Proceedings of the annual meeting of the American Educational Research Association San Francisco, California

APPENDIX

Appendix A

Joseph M. Rao
Room A-303
(213) 625-6040

CHARTER SCHOOLS CHECKLIST

Budget/Business/Accounting

Fiscal Officer Identified

ADA Accounting Procedure

Liability/Bonding

Purchase Orders

Audits (District & Charter)

Taxes

Categorical Funding (Consolidated Application for Funding)

Lease/Loan Agreement

Budgeted Resource Procedures

Level of Services, Costs?, Gifts to Charter School

Governance

Nature of Structure (Players identified)

50% Sign-off

Type of Organization

Scope of Authority (Control Safeguards)

Liability/Bonding

Workers Compensation

Capacity (Total Student Enrollment)/Class Size

Building Maintenance

Insurance

Administration

Law Suits

Programmatic Audit (District & Charter)

Outside Contracts

Process to Make Changes

Employee/Personnel

Contractual (UTLA, CSEA, 99 etc.)

Salary Schedule

Health and Welfare Benefits

Substitutes

Leaves

Work Year/Day

Retirement (State Teachers, PERS, SS)

Rights to Continue Employment in School District

Rights to Return to School District

Discipline/Dismissal

Grievance Procedure

Evaluation

Hiring

Method of Reporting Alleged Improprieties

Parent/Student

Process to Ensure Parent Involvement

Addresses Low Achieving Students

Non-Discriminatory Statement

Admission Requirements (if any)

Racial/Ethnic Balance

Student Outside Attendance Area (Transportation Fee)

Enrollment Changes

Suspension/Expulsion

Student Discipline

Students in School's Attendance Area

Tutoring Services

Counselors

Special Education

Federal/State Requirements Addressed

Access

Fair Hearing

Private School Placement

Encroachment

Health and Safety

Building Safety

Student Health Requirements

Supervision

Ill Students

Bus/Transportation

Bilingual

Federal/State Requirements

Monitor and Report LEP

Bilingual Credentials

Student Assessment

District Evaluation

Curriculum (Will the instructional program for children be enhanced if Charter is approved?)

List Programs That Will Strengthen Educational Process

Education 21st Century

Self Maintained/Competent/Life-Long Learners

Identified Goals

Equal Access

Testing Component

School Accountability Report Card

Matriculation of Students (To & From)

Measurable Pupil outcomes

✗

Bench Marks

Community/Staff Involved in Curriculum Process

Credentials

Textbook Selection/Instructional Material

✗

Multicultural Program

✗

Controversial Materials

**JMR:asv/checklis
1-13-93**

Appendix B

BOARD OF EDUCATION OF THE CITY OF LOS ANGELES
Governing Board of the Los Angeles Unified School District

Los Angeles, California
November 1, 1993

BOARD OF EDUCATION REPORT NO. 2

SUBJECT: APPROVAL OF CHARTER SCHOOL PETITION--ACCELERATED SCHOOL

A. PROPOSAL

It is proposed that the Board of Education approve the charter petition, as finally amended by petitioners and on file in the Office of School Reform, for Accelerated School for a five-year period, subject to the conditions listed in Attachments A, B, and C.

B. BACKGROUND

The purpose of Senate Bill 1448, authored by Senator Gary Hart, is to provide parents and pupils with choices as to the type of educational program available within the public school system. This bill establishes the acceptance of 100 charter schools throughout the state beginning January 1, 1993. A charter school is organized by a group of teachers, community members, parents, or others and sponsored by the local school board or a county board of education.

Senate Bill 1448 specifies that the local governing board must consider teacher and community support and grant preference to charters that demonstrate the ability to provide "comprehensive learning experiences" to students identified as low achieving. In addition, the board may consider any other issues it deems appropriate.

Charter schools are exempted from State laws governing school districts. However, Federal laws, regulations, and requirements still apply. Charter schools are not exempt from the provisions of the Constitution of the State of California and are bound by all of the laws and regulations that protect the rights of individuals. Provisions of the charter petition must provide for adequate liability coverage.

Charter schools would also be subject to the terms and conditions of the Rodriguez Consent Decree with regard to density guidelines and per pupil funding which could affect average daily attendance (ADA) apportionment.

The specific goals and operating procedures for Accelerated School are enumerated in the charter petition which is on file in the Office of School Reform.

To the extent applicable, Accelerated School will observe all of the terms and conditions of the District's integration program, as well as the existing collective bargaining rights and obligations of employees, and other related provisions more fully set forth in the petition.

The use of desegregation funds, with respect to any charter school (if applicable), both for any "interim" charter status and any subsequent changes must be approved by the appropriate state agencies.

C. BUDGET IMPLICATIONS

While there are no specific fiscal implications for the present petition, because the charter school petition for Accelerated School will conduct all of its financial operations through the established procedures required of the schools within the District, any modifications could have significant implications which would have to be reviewed at the time they are submitted for consideration. Use of integration funds, if applicable, is contingent upon state approval. Petition approval is also contingent upon adequate liability coverage and appropriate auditing, accounting, budgeting, and payroll procedures. The District will conduct an annual fiscal review.

D. DESEGREGATION IMPACT

This Board Report has been reviewed and, because the Charter Petition would be granted on conditions designed to insure compliance with the terms and requirements of the District integration program for which State reimbursement is provided, does not require a Desegregation Impact Statement. The use of any desegregation funds is subject to the approval of the appropriate State agencies. Any proposed subsequent changes to the Charter Petition may have an effect on the District's desegregation guidelines or program, which will have to be

addressed at the time such changes are submitted for consideration. Subsequent charter petitions, requests, modifications, or amendments impacting the desegregation guidelines or program, or involving in any way the use of desegregation funds, will require approval of the Board of Education and the State or, failing such, a corresponding reduction in the funds which would be provided to the charter school.

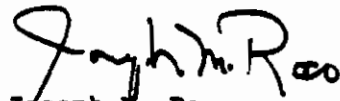
E. RECOMMENDATION

It is recommended that the Board of Education approve the charter petition, as finally amended by petitioners and on file in the Office of School Reform, for Accelerated School for a five-year period, subject to the conditions listed in Attachments A, B, and C.

Respectfully submitted,

SIDNEY A. THOMPSON
Superintendent of Schools

PREPARED BY:



Joseph M. Rao
Administrative Coordinator

PRESENTED BY:



Richard K. Mason
Special Counsel to the Superintendent

**GENERAL CONDITIONS FOR CHARTER APPROVAL
FOR SCHOOLS NOT FORMERLY A PART OF LAUSD**

1. The Charter, upon approval of the State Board of Education, is granted for a five year period commencing September, 1994 and ending June 30, 1999.
2. The Charter may be renewed for one or more renewal periods, not to exceed five years at a time.
3. This Charter may be revoked by the Los Angeles Unified School District Board of Education based on material breach of the terms of this Charter or any provision set forth by the Board of Education or provisions set forth in Education Code Section 47607(b). Any changes to the provision of this charter must be approved by the Board of Education. Unauthorized departures from the terms and conditions may constitute grounds for fiscal repayment of any costs and/or revocation of the charter.
4. Insurance as prescribed by the District, and set forth in Attachment C, must be obtained and in full force and effect at all times. The Charter School shall abide by the hold harmless/indemnification language as set forth in Attachment C.
5. For employees who are on leave from the District to serve at a Charter School, the school must abide by the Charter Schools agreements with applicable certificated and classified bargaining unit representatives regarding leave and return rights, conditions of employment, and health benefits. Classified employees not represented by a bargaining unit shall be subject to Personnel Commission rules pertaining to their employment status.
6. The Charter School must designate an independent public accountant certified by the State of California, responsible for establishing and maintaining the school's books of account and for preparing the necessary financial reports required to be submitted to the District.
7. It is the intent of the District, and a condition of charter approval, that a Charter School will not receive more revenue than it would have received had it been a District school. It is also the intent that Charter Schools will receive their money at the same time they would have were they a District School. To this end, Charter Schools will receive the same cash flow for revenues received to which a Charter is entitled and at the same time the school would have received such revenues had the school been a District school.
8. District Support Services: The Charter School shall be charged at the District's state-approved indirect rate for any services provided. The Charter School shall be responsible for its own financial services (accounting, budgeting, and payroll) and personnel services.

It should be noted that the cost to the District in collecting this data from the Charter School will be deducted from appropriations payable to this Charter School. The amount to be deducted will be on an actual cost basis and would cover the areas of attendance accounting and financial reporting.

9. To the extent required by law, the Charter School shall conduct all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) through procedures established by the State of California and the Federal Government, as appropriate. For Federal Chapter I programs, the criteria for eligibility and fiscal guidelines will be as established by the Federal Government. The charter shall provide the District with all financial and related reports, including ADA, and information so as to enable the District to meet its requirements by law.
10. Encroachment costs for children's centers, the integration program, bilingual programs, and special education will be calculated on a District-wide basis by the Budget Services and Financial Planning Division and will be deducted from the revenue limit.
11. The Charter School shall invite a District Special Education representative to any IEP meeting held at the Charter School where a student with disabilities may be considered for special education services at another location or for non-public school placement.
12. The use of desegregation funds is subject to the approval of the the appropriate state agencies and must ensure compliance with the terms and conditions of the District's Desegregation program for which state reimbursement is provided.
13. Adult school funding is not a part of this charter.
14. The school will report on an annual basis regarding its efforts to achieve student racial and ethnic balance, and the results, in accordance with the commitment made in the petition and the standards of the charter legislation.
15. The school will retain the state-funded class size reductions. Any changes to class size must receive District and state approval.
16. Charter School Petitioners must meet with the Los Angeles County Office of Education to discuss the implications of fiscal autonomy as prescribed in County Bulletin No. 16.
17. Parents must be notified that the Charter School is not subject to certain education code protections, e.g., building safety codes as outlined by the Field Act, minimum school day requirements, and teacher credentialing requirements.
18. Approval must be granted by the District to the Charter School for use of a calendar which differs from any of the District's calendars, or for any subsequent change to the calendar.

SPECIFIC CONDITIONS
ACCELERATED CHARTER SCHOOL

In addition to the General Conditions, the following Specific Conditions are to be made a part of the Board of Education's approval of the Charter:

1. The petition will be approved on the condition that the Charter petitioners have a site for their program. The site shall be appropriate for the conduct of the program and must be approved by the District. There must be no conditions which have not been satisfied in order for petitioners to use and occupy the site. Accordingly, petitioners must satisfy, no later than May 21, 1994, the following:

The school must have a site approved by the District, and fully usable, without conditions, for the school. Charter School housing for students and staff shall comply with all building code standards and regulations adopted by the city, city and county, or county agency responsible for building safety standards of the city and/or county in which the charter school is located. These code requirements shall also apply to the construction, reconstruction, alteration of or addition to any charter school building. The District shall be provided a Certificate of Occupancy by the May 21, 1994 date allowing petitioners to use and occupy the site. Failure to meet this condition shall be grounds for immediate revocation of the Charter.

Should the Charter School be cited by any agency, e.g., Cal OSHA or the Fire Marshal, for failure to comply with regulations, the District shall be notified immediately.

2. No "up front money" of any kind will be provided petitioners by the District. Petitioners agree that a condition of this approval is that, no later than May 21, 1994, they will have deposited, in an appropriate financial institution, no less than \$200,000 from other sources to enable them to commence their program. Failure to meet this condition shall be grounds for immediate revocation of the Charter.
3. The Charter School has selected a traditional calendar as established by the Board of Education and set forth in the charter petition.
4. Charter Schools requesting fiscal autonomy will receive a differentiated revenue limit rate, consistent with the Rodriguez Consent Decree, and based on the level of school involved (elementary, middle, or senior high). The base revenue limit is currently estimated to be \$2,806 for elementary, \$3,422 for middle, and \$3,545 for senior high before deductions for encroachment.

INSURANCE REQUIREMENTS

REQUIRED INSURANCE

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, as a minimum, insurance as set forth below with insurance companies acceptable to the District to protect the Charter School from claims which may arise from its operations.

The following insurance policies are required:

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect the Charter School from claims under Workers' Compensation Acts which may arise from its operations.
2. Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than \$5,000,000 each occurrence. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claim or loss shall be deemed excess and the Charter School's insurance primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no self-insured retention.
3. 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.

INSURANCE CERTIFICATES

The Charter School shall furnish to the District certificates of such insurance signed by an authorized representative 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 are not acceptable. The District reserves the right to require complete certified copies of the required insurance policies.

OPTIONAL INSURANCE

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

HOLD HARMLESS/INDEMNIFICATION

The Charter School shall hold harmless and indemnify the District, the Board of Education, its officers and employees, from every liability, claim or demand which may be made by reason of:

- a. Any injury to person or property sustained by the Charter School's officers and employees or by any person, firm, or corporation employed directly or indirectly by it in connection with its function as a charter school.
- b. Any injury to person or property sustained by any person, firm or corporation caused by any act, neglect, default, or omission of the Charter School, its officers, employees or agents.
- c. The furnishing or use of any copyrighted or uncopyrighted composition, or patented or unpatented invention.

The Charter School at its own expense and risk shall defend all legal proceedings which may be brought against it and/or the District, the Board of Education, its officers and employees, on any such liability, claim or demand, and satisfy any resulting judgments that may be rendered against any of them. This shall apply whether or not the liability, claim or demand was actually or allegedly caused wholly or in part through the negligence or other tortious conduct of any of them.

Appendix C

Appendix D

MEMBERS OF THE BOARD

Leticia Quezada, President
Barbara Boudreaux
Victoria M. Castro
Warren Furutani
Jeff Horton
Julie Korenstein
Mark Slavkin



Los Angeles Unified School District
Administrative Offices
450 North Grand Avenue
Los Angeles, California 90012
(213) 625-6251

SIDNEY A. THOMPSON
Superintendent of Schools

November 2, 1993

Merrill Vargo, Director
California Department of Education
Regional Programs and Special Projects Division
721 Capitol Mall, Room 556
Sacramento, CA 95814

Dear Dr. Vargo:


I am writing to inform you that on November 1, 1993, the Board of Education, Los Angeles Unified School District, approved the Charter Petition reflected on the attached Board Report "Conditions for Approval." Also, I have included a memo from the petitioners in which they indicate agreement with the said Conditions for Approval.

Upon approval by the State Board of Education, the Board Report grants a charter to Accelerated School, in accordance with Senate Bill 1448. Also, the certification requirement (approved by 50% of the teachers at each school) is attached to the charter petition.

The Public Hearing was held on July 26, 1993. On November 1, 1993 the Board of Education voted 7-0 to approve the petition.

If you require additional information, please call Joe Rao, our District's Charter Schools contact person at (213) 625-6040.

Sincerely,



Sidney A. Thompson

SAT:asv

c: Members, Board of Education
R. Zacarias
R. Mason
J. Rao
K. Berger
J. Williams

Mission Statement.

"We are an urban public school system that will effectively educated all students so that each will contribute to and benefit from our diverse society"