



LOS ANGELES UNIFIED SCHOOL DISTRICT

Dr. Theodore T. Alexander Jr. Science Center

A DISTRICT AFFILIATED CHARTER SCHOOL

3737 South Figueroa Street

Los Angeles, CA 90007

Renewal Petition

TERM OF PROPOSED CHARTER

JULY 1, 2019 TO JUNE 30, 2024

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

[Dr. Theodore T. Alexander Jr. Science Center (also referred to herein as “Alexander Science Center”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, 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, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be approved at a public hearing, consistent with federal law, the California Constitution, and Section 200, and shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, 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. (Ed. Code § 47605(d)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.

NOTE: This Charter contains specific "District Required Language" (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

GENERAL INFORMATION

• The contact person for Charter School is:	<i>Norma J. Spencer</i>
• The address of Charter School is:	<i>3737 S. Figueroa Street Los Angeles, CA 90007</i>
• The phone number for Charter School is:	<i>213-746-1995</i>
• Charter School is located in LAUSD Board District:	<i>1</i>
• Charter School is located in LAUSD Local District:	<i>Central</i>
• The grade configuration of Charter School is:	<i>TK-5</i>
• The number of students in the first year of this Charter will be:	<i>650</i>
• The grade levels of the students in the first year will be:	<i>TK-5</i>
• Charter School's scheduled first day of instruction in 2019-2020 is:	<i>August 20, 2019</i>
• The current operational capacity of Charter School is: NOTE: For all District affiliated charter schools, the District determines each school's operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.)	<i>650</i>
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional</i>
• The bell schedule (start and end of day) for Charter School will be:	<i>8:11 a.m. to 2:30 p.m.</i>
• The term of this Charter shall be from:	<i>July 1, 2019 to June 30, 2024</i>

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Introduction

The Alexander Science Center School is a partnership School between the California Science Center and the Los Angeles Unified School District. The goal is to become a National Model School with an integrated curriculum of formal and informal educational approaches while refining professional practices in the areas of science, mathematics and technology. It is also the intent of this educational partnership to replicate professional practices that improve science education in the District as well as regionally, statewide, and on a national level.

The Alexander Science Center School is a neighborhood, affiliated charter school in the Los Angeles Unified School District (LAUSD) serving transitional kindergarten through fifth grade students. Opened in 2004, the school operates as a single track, traditional calendar school that currently serves approximately 650 students.

Located in Exposition Park at the intersection of Exposition and Figueroa Boulevards, in South Los Angeles and Local District Central, the purpose of this neighborhood charter school is to establish and maintain an educational program of the highest quality for the students residing in its identified service area. The Alexander Science Center School also provides a school of choice to families residing in its service area. The school's program integrates mathematics, science, and the use of technology in order to maximize learning opportunities for all students, especially those identified as at-risk for academic failure, and to create new professional opportunities for teachers through the use of diverse and innovative teaching methods toward the implementation of a rigorous, standards-based instructional programs.

At the time of the school's founding, the schools in the surrounding neighborhood were multi-tracked and experiencing overcrowding. Since the surrounding schools were also sending students to other schools due to overcrowding, the Alexander Science Center School (ASCS) aimed to relieve some of the pressure of overcrowding in the former Local District (G) (ESC West) at the time. The second goal of the school was to increase the learning opportunities for all students with an emphasis on enriched and expanded learning experiences for students who are identified as academically low achieving. This was to be achieved by offering a different educational experience for students, which would utilize the resources of the California Science Center and its Education Department as well as other institutions in the Exposition Park area to establish itself as a center for student and community science learning. The school was to offer a comprehensive array of interlinked academic enrichment and recreation support programs designed to equip, inspire, and guide children and families of South Los Angeles towards educational and career success.

The Charter School Act of 1992 states that: It is the intent of the Legislature...to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish the following;

Improve pupil learning

- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving
- Encourage the use of different and innovative teaching methods
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system
- Hold the schools 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
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools

-California Education Code Section 47601 (a)-(g)

In partnership with LAUSD, the Alexander Science Center School works to fulfill the intent of the Charter School Act of 1992, the LAUSD Charter School Division's Vision and Mission, and the LAUSD Guiding Principles and Expectations for Charter Schools by developing and implementing innovative, research-based instructional practices and assessments to improve and drive continuous improvement that draws on the rich resources surrounding the school. With this flexibility, the Alexander Science Center School has the opportunity to design and implement a curriculum and instructional program toward achieving the LAUSD Charter School Division's Vision and Mission to:

- Examine practices and develop structures that can help solve the many challenges facing schools in the LAUSD and greater educational community
- Serve as a model school and be an asset from which the District can learn
- Provide possible solutions to urban school challenges
- Provide data to help identify and evaluate issues that affect quality educational programs and student learning and achievement
- Serve as laboratories to test, demonstrate and disseminate ideas that can promote best educational practices
- Provide additional educational opportunities and engagement for parents and the community
- Collaborate with the LAUSD and other districts throughout California to share best practices and opportunities for professional development and create the conditions for replication across LAUSD and other districts to accelerate improvement in all schools

The Dr. Theodore T. Alexander, Jr. Science Center School requests charter renewal for a full 5-year term in accordance with the legislative goals and LAUSD intentions outlined above. By granting this charter school petition, LAUSD helps fulfill the intent of the Charter Schools Act of 1992.

ELA SBAC Met and Exceeded

ELA SBAC Met or Exceeded	2015-2016 %	2016-2017%	2017-2018%	Last 2 Yrs Delta
Dr. TT Alexander Jr Science Center	31	33.89	41.46	7.57
Resident Schools Median	22.50	25.23	26.59	1.37
Similar Schools Median	47.00	46.63	48.91	2.28
District	39.00	39.55	42.31	2.76

Math SBAC Met and Exceeded

ELA SBAC Met or Exceeded	2015-2016 %	2016-2017%	2017-2018%	Last 2 Yrs Delta
Dr. TT Alexander Jr Science Center	16.00	24.50	22.57	-1.93
Resident Schools Median	18.50	20.16	19.80	-0.36
Similar Schools Median	38.00	38.71	41.30	2.59
District	28.00	29.86	31.32	1.46

Dr. TT Alexander Jr Science Center has partially met the minimum renewal eligibility criteria. The school's schoolwide performance levels on the CAASPP (SBAC) ELA and Math assessments in 2017-2018 are higher than the Resident Schools Median, but lower than the Similar Schools Median performance levels

Reclassification Rate

Reclassification Rate	2015-16	2016-17	2017-18
Dr. TT Alexander Jr. Science Center	7.3	15.3	35.4
Resident Schools Median	9.6	17.4	16.3
Similar Schools Median	13.5	18.9	19.3
District Average	12.1	16.8	20.1

The charter reclassified students higher than the Resident Schools Median and Similar Schools Median, including District Average. In 2017-2018, Alexander Science Center's reclassification rate was 35.4%, which was higher than the Resident Schools Median of 16.3% and the Similar Schools Median of 19.3%. In 2016-2017, Alexander Science Center's reclassification rate of 15.3% was lower than the Resident Schools Median of 17.4%, and the Similar Schools Median of 18.9%. In 2015-2016, the school's rate of 7.3% was lower than both the Resident Schools and Similar Schools Medians, at 9.6% and 13.5% respectively (Based on Data from the Office and Accountability).

The reason for the mixed data with our reclassification numbers is due to the Reclassification criteria changing in 2017, which allowed the school to reclassify students who met the criteria for reclassification in the fall and in the spring, as stated in BUL – 5619.6. Prior to fall 2017 we were only able to reclassify students who met the criteria during the first 30 days of instruction and passed the CELDT assessment. Due to the limited days of instruction, students only received limited targeted support before the CELDT, students did not reclassify at the same rate that they did in subsequent years. Please note that based our internal reporting, the 2018-2019 reclassification rate 25.4% and we expect that reclassification percentage is likely to increase in October of every year.

LTEL Progress Indicators

Long-Term EL (LTEL)	2017-18 %
Dr. TT Alexander Jr Science Center	0
Resident Schools Median	0
Similar Schools Median	0
District Average	7.3

No comparison because school has to LTELs.

“At-Risk”

At-Risk of becoming LTEL	2017-18 %
Dr. TT Alexander Jr. Science Center	8.5
Resident Schools Median	12.4
Similar Schools Median	6.2
District Average	5.3

The charter school “At-Risk” students is lower than Resident Schools Median, Similar to the Similar Schools Median, and higher than the District Average.

UPDATE

School	2017-18 EL Enrollment	2018-19 RFEP	2018-19 Reclass Rate
Dr. TT Alexander Science Jr. Center	115	34	25.4





The charter schools reclassification rate declined by 10 percentage points, but still performed above the district’s reclassification goal and is still reclassifying students through October of every year.

Root Cause Analysis of Subgroup on SBAC Math – African American and English Learner





Based on our Math SBAC data for the school year 2017-2018, Alexander Science Center has focused on Math as part of the School's Problem of Practice. Through the collaborative Inquiry process, the leadership team along with the Title III Instructional Coach have developed a plan to improve math outcomes. The teachers have gone through a series of professional development, focusing on Math Standards and targeted strategies listed below.

2017-2018 SBAC Math (African American Students)





CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	7.69 %	10.00 %	18.18 %	N/A	N/A	N/A	N/A	11.36 %
	Near Standard 	23.08 %	5.00 %	18.18 %	N/A	N/A	N/A	N/A	13.64 %
	Below Standard 	69.23 %	85.00 %	63.64 %	N/A	N/A	N/A	N/A	75.00 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?





	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	0.00 %	5.00 %	18.18 %	N/A	N/A	N/A	N/A	6.82 %
	Near Standard 	53.85 %	30.00 %	27.27 %	N/A	N/A	N/A	N/A	36.36 %
	Below Standard 	46.15 %	65.00 %	54.55 %	N/A	N/A	N/A	N/A	56.82 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?





	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	0.00 %	5.00 %	0.00 %	N/A	N/A	N/A	N/A	2.27 %
	Near Standard 	53.85 %	35.00 %	45.45 %	N/A	N/A	N/A	N/A	43.18 %
	Below Standard 	46.15 %	60.00 %	54.55 %	N/A	N/A	N/A	N/A	54.55 %

English Learners





CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	0.00 %	*	0.00 %	N/A	N/A	N/A	N/A	0.00 %
	Near Standard 	33.33 %	*	0.00 %	N/A	N/A	N/A	N/A	12.50 %
	Below Standard 	66.67 %	*	100.00 %	N/A	N/A	N/A	N/A	87.50 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	0.00 %	*	0.00 %	N/A	N/A	N/A	N/A	0.00 %
	Near Standard 	16.67 %	*	0.00 %	N/A	N/A	N/A	N/A	12.50 %
	Below Standard 	83.33 %	*	100.00 %	N/A	N/A	N/A	N/A	87.50 %


COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	0.00 %	*	0.00 %	N/A	N/A	N/A	N/A	0.00 %
	Near Standard 	50.00 %	*	9.09 %	N/A	N/A	N/A	N/A	25.00 %
	Below Standard 	50.00 %	*	90.91 %	N/A	N/A	N/A	N/A	75.00 %


We have also continued to target our English Learners and African American students during ELA instruction during our small group instruction and with our Intervention Coach.

African American Students


READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	0.00 %	*	0.00 %	N/A	N/A	N/A	N/A	0.00 %
Near Standard ⁽¹⁾	25.00 %	*	9.09 %	N/A	N/A	N/A	N/A	18.75 %
Below Standard ⁽¹⁾	75.00 %	*	90.91 %	N/A	N/A	N/A	N/A	81.25 %


WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	0.00 %	*	0.00 %	N/A	N/A	N/A	N/A	0.00 %
Near Standard ⁽¹⁾	27.27 %	*	36.36 %	N/A	N/A	N/A	N/A	29.03 %
Below Standard ⁽¹⁾	72.73 %	*	63.64 %	N/A	N/A	N/A	N/A	70.97 %

LISTENING: How well do students understand spoken information?


 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	0.00 %	*	0.00 %	N/A	N/A	N/A	N/A	0.00 %
Near Standard ⁽¹⁾	58.33 %	*	27.27 %	N/A	N/A	N/A	N/A	50.00 %
Below Standard ⁽¹⁾	41.67 %	*	72.73 %	N/A	N/A	N/A	N/A	50.00 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?


 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	0.00 %	*	0.00 %	N/A	N/A	N/A	N/A	0.00 %
Near Standard ⁽¹⁾	50.00 %	*	18.18 %	N/A	N/A	N/A	N/A	34.38 %
Below Standard ⁽¹⁾	50.00 %	*	81.82 %	N/A	N/A	N/A	N/A	65.63 %

English Learners


READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	15.38 %	15.79 %	18.18 %	N/A	N/A	N/A	N/A	16.28 %
Near Standard ⁽¹⁾	30.77 %	52.63 %	27.27 %	N/A	N/A	N/A	N/A	39.53 %
Below Standard ⁽¹⁾	53.85 %	31.58 %	54.55 %	N/A	N/A	N/A	N/A	44.19 %


WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	7.69 %	0.00 %	9.09 %	N/A	N/A	N/A	N/A	4.65 %
Near Standard ⁽¹⁾	7.69 %	57.89 %	45.45 %	N/A	N/A	N/A	N/A	39.53 %
Below Standard ⁽¹⁾	84.62 %	42.11 %	45.45 %	N/A	N/A	N/A	N/A	55.81 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	0.00 %	15.79 %	0.00 %	N/A	N/A	N/A	N/A	6.98 %
Near Standard ⁽¹⁾	84.62 %	63.16 %	63.64 %	N/A	N/A	N/A	N/A	69.77 %
Below Standard ⁽¹⁾	15.38 %	21.05 %	36.36 %	N/A	N/A	N/A	N/A	23.26 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	7.69 %	15.79 %	9.09 %	N/A	N/A	N/A	N/A	11.63 %
Near Standard ⁽¹⁾	38.46 %	36.84 %	18.18 %	N/A	N/A	N/A	N/A	32.56 %
Below Standard ⁽¹⁾	53.85 %	47.37 %	72.73 %	N/A	N/A	N/A	N/A	55.81 %

Since our claims analysis indicates that these two subgroups need improvement, students will benefit from a comprehensive approach to targeted intervention.

Targeted Strategies to Improve Outcomes for African American and English Learner

- Ongoing Formative and Informal Assessments – (IABs, teacher generated, etc.)
 - Oral projects or performance-based format often measure English Learners actual content language better than multiple choice assessments
- Focus on “Academic Language”
 - Integrated opportunities into all content areas
 - Vocabulary development
- Technology – Online programs that provide real-time data
- Effective Feedback – Constructive feedback
- Asking Questions
 - Ask questions about the content that will provide a more accurate gauge of what the English Learners understand and what they are struggling with.
- Small Group Instruction
 - Peer to peer interaction
 - Give ELs work that is appropriate for their ability to increase their confidence and make them feel like a contributor
- Visuals
 - English Learners have constructive conversations using illustrations, photos, and infographics that help them decipher words and concepts that are new to them
- Data Analysis
 - Consistently analyzing data to guide instruction
- Progress Monitoring
 - Students performance and progress will be reviewed on a regular basis to identify students who are making adequate progress, or at some risk of failure.
- Test Taking Strategies
 - English Learners will have ongoing practice with test taking strategies to lower the stress level and improve their scores
- Motivation (Growth Mindset)
- DIBELS Progress Monitoring
- Differentiate Instruction to Meet Individual Needs: Small Groups

- Integrate ELD Standards across all content areas
- Data Chats with Students for Self-Monitoring
- Data Chats with Teachers, Parents and Students
- Intervention Coach – Small group instruction to target foundational skills

Local District Title III Instructional Coach Support

Alexander Science Center will continue to receive support from the Local District Title III Instructional Coach. The Title III Instructional Coach will collaborate with the School's Leadership team in order to develop coherence between the 2012 English Learner Master Plan and the school's Single Plan to increase English proficiency. The coach will work with teachers individually and in groups through repeated cycles of coaching that include planning, modeling, lesson study, study groups, observations, co-teaching, and reflection. During planning time, teachers will map out their curriculum to State Standards to meet the needs of the students. Teachers will also have ongoing formative and informal assessments (IABs) to monitor for understanding. Teachers will collaborate during grade level planning time to target specific domains students are struggling with and develop lessons to meet their specific need. Teachers will focus on academic language and integrate language objectives during math instruction.

Professional Development

Based on the areas of improvement as identified above for the 2018 SBAC in ELA and Math, the Professional Development Plan to build teacher capacity to implement curriculum and create instructional maps to close the achievement gap.

- Develop Road Maps to Implement Designated and Integrated Instruction for All Students
- Understand the essential elements of comprehensive ELD: ELA/Literacy/ELD Framework and CA ELD Standards
- Implementing Differentiated instruction for English Learners and African Americans
- Using Text Dependent Analysis in the Classroom (Close Reading) for English Learners
- Understanding how to map curriculum to State Standards to meet the needs of English Learners and African American students
- Integration of Language Objectives during Math Instruction in order to improve on the SBAC. Focusing on strategies to target academic language

- Understanding of Math Practices to meet the needs of English Learners and African American students.

In summary, the goal is to analyze internal assessment data and achievement data to inform our professional development throughout the year and it will be modified to ensure that the school is meeting the needs of all students.

Quantifiable Goals

It is the expectation that we will increase annually in the areas of ELA and Math as aligned to our LCAP outcomes.

By the end of each year, we will increase the number of students reaching benchmark using the following targets for each group:

Overall Schoolwide Math scores will increase the baseline of 22% annually by 2%, starting with 2019-20 with 24% proficiency, 2020-21 with 26% proficiency, 2021-22 with 28% proficiency, 30% proficiency by 2022-23 and reaching 32% proficiency by 2023-24.

Overall Schoolwide ELA scores will increase the baseline of 41% annually by 2%, starting with 2019-2020 with 44% proficiency, 2020-2021 with 45% proficiency, 2021-2022 with 46% proficiency, 2022-2023 with 47% proficiency and reaching 48% proficiency 2023-2024.

SBAC Math African American students will increase the baseline of 14% annually by 3%, starting with 2019-20 with 17% proficiency, 2020-21 with 20% proficiency, 2021-22 with 23% proficiency, 26% proficiency by 2022-2023 and reaching 29% proficiency by 2023-2024.

SBAC ELA African American students will increase the baseline of 24% annually by 2%, starting with 2019-20 with 26% proficiency, 2020-21 with 28% proficiency, 2021-22 with 30% proficiency, 32% proficiency by 2022-2023 and reaching 34% proficiency by 2023-2024.

SBAC ELA /Math English Learner students will increase the baseline of 0% annually by 3%, starting with 2019-20 with 6% proficiency and reaching 18% proficiency by 2023-2024.

STUDENT POPULATION TO BE SERVED

The Alexander Science Center School is located in Exposition Park, one of the most densely populated areas in the state, and a community that has demonstrated perhaps the greatest need for this kind of educational institution. The communities served by the school are among the poorest in the city; median household income in the 37th Congressional District (which includes Exposition Park) is \$59, 069

Rich educational and cultural landmarks exist among some of the poorest performing schools in the city. Formerly an African-American enclave, the Exposition Park neighborhood is now a mixture of cultures that include a core African-American population and Hispanic immigrants from Central

and South America. Exposition Park also features the Natural History Museum of Los Angeles County, the California African American Museum, the Expo Center, the Los Angeles Memorial Coliseum, California Science Center and the Lucas Museum for Narrative Art. The University of Southern California is across the street on the park's northern border. This is the heart of urban Los Angeles and one of the oldest parts of the city.

In this elementary charter school, 83% of children are eligible for free or reduced-price lunch and 17% of the students are classified as English Language Learners. The majority of the students 83% are Latino, and 13% are African-American. The Alexander Science Center School is committed to continually employing recruitment strategies that reach out to all families in this community, especially those who are not traditionally represented in progressive educational institutions, such as low-income and academically low-achieving students.

The school enrolls LAUSD students with a first priority given to students residing in an area designated as the Alexander Science Center School's "neighborhood." Currently, the following schools fall within the designated "neighborhood" attendance area of the Alexander Science Center School: Vermont ES., Weemes ES., Norwood ES., Normandie ES., Menlo ES., John Mack ES, Jones Primary Center, King ES, and Poindexter LaMotte ES.

The school remains committed to continuing an enrollment priority for students residing in its identified service area. As stated in the Lease Agreement (2000), "at least seventy percent (70%) of the enrolled and attending students will reside within the designated attendance boundaries for the school". It is a neighborhood school of choice for local families looking for a science, mathematics, and technology focus for their child. The student population consistently contains a majority of students from the local area and, as a Title I school, includes a significant percentage of students traditionally at-risk academically because of economic circumstance.

GOALS AND PHILOSOPHY

Mission and Vision

Mission Statement:

The Mission of the Alexander Science Center School is to educate students to be productively involved in a highly technical society by creating a neighborhood school where students learn through active participation in an enriched, organized curriculum that focuses on science, mathematics, and the use of technology. The partnership between the California Science Center and the Los Angeles Unified School District will create a model for excellence through the:

- Creation of a unique learning environment for a culturally diverse population that integrates both formal and informal learning and builds the interconnection between classroom experiences and students' view of the world and lifelong learning
- Involvement of family, community business and industry, and professional organizations to create a comprehensive and integrated system of support for students that builds a heightened sense of discovery and nurtures self-esteem. Parents will be equipped to provide mentorship, guidance, and academic intervention.

Vision Statement:

The original vision statement to become a National Model School was the result of a year of work in 2002 by over 30 Science Center, District, university, and local community education organization staff, teachers, and parents.

The Alexander Science Center School will be a national model in elementary education through the innovative use of science, mathematics, and technology as the foundation for a rigorous and exciting multidisciplinary learning experience for transitional kindergarten through 5th grade students. This will be achieved through the following:

- Drawing on the dynamic partnership between the California Science Center, the Los Angeles Unified School District, the University of Southern California and other Exposition Park entities
- Maintaining strong and effective leadership, along with dedicated and highly-trained teachers and staff
- Establishing school operations and instructional practices that value diverse learning styles and provide rich experiences for all learners
- Modeling collaborative engagement of parents, teachers, and professional staff from the school's partner organizations
- Designing and implementing an innovative, learner-centered curriculum based on current research, and State and National Education Standards
- Researching, developing, and advancing best practices for engaging students and parents, training teachers and promoting educational excellence and innovation
- Effectively integrating a wide range of resources through the adjacent Education Department of the California Science Center

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

The school has found success with its core mission, which focuses on science, math, and technology. The founding charter states that science, math, and technology will be integrated throughout the curriculum and that inquiry learning will comprise 40% of the instructional time. Classrooms have a clear focus on science and inquiry-based learning. This stands out in contrast to other schools where hands-on science activities are not as prevalent. ASCS also recognizes the critical importance of supporting the healthy development of every child, so they have the knowledge, skills, and resiliency to be successful in “a 21st century world where self-awareness, social relationships, collaboration, and lifelong learning are highly valued.” Work is done to engage the entire school community in activities that promote problem solving, reasoning, decision-making, visioning, responsibility, and self-management. The school’s social-emotional learning curriculum and programs engage students, parents, staff, and teachers as stakeholders in the learning community. As part of this programming, the school utilizes restorative justice interventions rather than a punitive approach. Restorative interventions include community circles where teachers co-create a space with the students in their classroom for openness and sharing. Restorative counseling practices allow students to self-reflect on their actions, connect with their feelings and internal motivation, and repair any harm that was caused by thinking empathically about all involved parties and following through with reparative actions. This whole-child focus

promotes students to believe in themselves as self-directed lifelong learners, and to see the mission and vision of the school as a community-driven promise.

“For today’s children – the first generation to come of age in the new millennium –the future could not be more exciting, complex, and challenging. How can we prepare them for a world that we can hardly imagine? It will be a world with a stabilizing population of 10 to 20 billion people, characterized by global everything – from economics and the environment to health care and communications. Our grandchildren will live to see the next century, perhaps travel to the moon, or even choose to live in space. Almost all of them will have multiple jobs that haven’t even been invented yet. Never in history has the time between major changes (of almost everything) been shorter than a generation. Science, mathematics, and technology will be at the center of this radical change – causing it, shaping it, and responding to it. Literacy in science, mathematics, and technology is more important than ever for citizens of the 21st century.”

George Nelson, Director, Project 2061

An educated person shows an understanding of science that makes it possible to share in the richness and excitement of comprehending the natural world. Scientific literacy enables a person to use scientific principles and processes in making personal decisions and to participate in discussions of scientific issues that affect society. A sound grounding in science strengthens many of the skills that people use every day, like solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and valuing life-long learning. In addition, the educated person demonstrates knowledge of the arts, cultures, literature, history, social sciences, mathematics, and technology. This person has developed a broad knowledge base and has acquired skills, which will allow him or her to enter the economic mainstream. (S)he works cooperatively to achieve constructive answers to difficult questions for the benefit of society and has acquired an acute awareness of global diversity and his/her responsibility to the global community. This person sees himself/herself as an integral member of this diverse community. Skills in reading, writing, speaking, and listening have been acquired. Quantitative reasoning, logic, problem solving, research, and independent study have been integral parts of this person's educational background. (S)he values friendship, responsibility, cultural diversity, respect for self and others, and a satisfying quality of life.

How Learning Best Occurs

The research literature that was synthesized by the National Research Council report *How People Learn: Brain, Mind, Experience and School* (2000) defined three established principles how learning best occurs that are key for teachers to understand and incorporate in their teaching.

Learning best occurs when:

1. Students initial understandings or preconceptions about how the world works are engaged and addressed with new concepts and information.
2. Students are given the opportunity to develop a deep foundation of factual knowledge, understand facts and ideas in the context of a conceptual framework, and organize knowledge in ways that facilitate retrieval and application.
3. Students learn to take control of their own learning by defining learning goals and monitoring their progress in achieving them.

The implication drawn from this research is that learning best occurs when instruction is:

1. Learner-centered by beginning instruction with close attention to the students' preconceptions, skills, ideas, knowledge, and attitudes because these provide the foundation on which new learning builds
2. Knowledge-centered where there is a clear focus on what is taught, why it is taught, how the knowledge is organized to support expertise, and what competence or mastery looks like
3. Assessment-centered with frequent opportunities to make students' thinking and learning visible as a guide for both the teacher and the student in learning and instruction
4. Community-centered with an environment that promotes a core culture of inquiry, respect and risk taking

Local Control Funding Formula (LCFF) Requirements

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan." (Ed. Code § 47606.5(e).)

LCFF STATE PRIORITIES

GOAL #1

Basic Services - State Priority #1 <ul style="list-style-type: none"> Teacher Credentialing- 100% of teachers will be compliant and assigned according to their credentials and certification. Access to Instructional Materials- 100% of students will have access to instructional materials and textbooks necessary to participate in the educational programs offered at the school. Facilities Maintenance-the school will achieve and maintain an overall score of "Good" or better on annual reviews of school facilities. 	Related State Priorities: X 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :																																				
Specific Annual Actions to Achieve Goal																																					
<ul style="list-style-type: none"> Annual review of teacher credential rosters, assignment requirements, and teacher hiring by Principal. Annual Williams Textbook Sufficiency materials inventory and teacher certification. Annual charter budget review to ensure sufficient materials are funded. Internal, CA Science Center Plant Operations, and LAUSD annual reviews and inspections of school facilities and safety compliance. Ongoing maintenance, repair and work order logs, and facilities walkthroughs by California Science Center Operations staff and Principal. 																																					
Expected Annual Measurable Outcomes																																					
Outcome #1: The school will assign 100% of teachers in accordance with their credentials; including EL and Dual Language authorizations. Metric/Method for Measuring: Annual review of compliance reports from LAUSD Human Resources Office and teacher credential rosters.																																					
APPLICABLE STUDENT GROUPS	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 15%;">Baseline</th> <th style="width: 15%;">2019-2020</th> <th style="width: 15%;">2020-2021</th> <th style="width: 15%;">2021-2022</th> <th style="width: 15%;">2022-2023</th> <th style="width: 15%;">2023-2024</th> </tr> <tr> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> </tr> </table>	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
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Latino Students	100%																																				
Outcome #2: School will be 100% compliant by providing all required materials for instructional programs that are aligned to standards based instruction; including Dual Language. Metric/Method for Measuring: Annual Williams Textbook Sufficiency inventories, teacher certifications, and budget planning for charter textbook materials.																																					
APPLICABLE STUDENT GROUPS	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 15%;">Baseline</th> <th style="width: 15%;">2019-2020</th> <th style="width: 15%;">2020-2021</th> <th style="width: 15%;">2021-2022</th> <th style="width: 15%;">2022-2023</th> <th style="width: 15%;">2023-2024</th> </tr> <tr> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> </tr> </table>	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	100%	100%	100%	100%	100%	100%																								
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100%	100%	100%	100%	100%	100%																																
All Students (Schoolwide)	100%																																				

English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Outcome #3: The school will receive and maintain an overall rating of “Good” or better based on annual review of school facilities. Metric/Method for Measuring: Ongoing maintenance, repair/work order logs, and facilities walkthroughs by California Science Center Operations staff and Principal.						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>
English Learners	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>
Socioeconomically Disadvantaged Students	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>
Students with Disabilities	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>
African American Students	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>
Latino Students	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>	<i>Rating of Good (or better)</i>

GOAL #2						
Implementation of State Standards - State Priority #2 Proficiency for all students				<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 X 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div> <div style="padding-top: 5px;"> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : </div>		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Annual review of high-quality standards-based curriculum in all content areas to: <ul style="list-style-type: none"> 1) improve academic performance outcomes for all students, including English Learners and low income students 2) establish internal performance goals 3) design and deliver relevant and appropriate Professional Development Provide and deliver training to certificated staff on Common Core implementation strategies, including lesson design, effective delivery, and a focus on critical thinking, problem-solving, and real-world applications. Annual review and improved implementation of ELD instructional program, including new CA ELD standards for EL students to ensure adequate yearly progress and access to the core curriculum. Implement intervention strategies and programs schoolwide; including push-in, pull-out, and in-class small group settings, to individualize instruction to best meet the academic needs of each student. 						
Expected Annual Measurable Outcomes						
Outcome #1: The school will increase annually in students that meet proficiency standards in English Language Arts Metric/Method for Measuring: CAASPP - SBAC Summative Assessment in English Language Arts						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	41.46%	44%	47%	50%	53%	56%
English Learners	0%	3%	6%	9%	12%	15%
Socioeconomically Disadvantaged Students	40.38%	42%	43%	44%	45%	46%
Students with Disabilities	15.79%	17%	18%	19%	20%	21%
African American Students	23.26%	25%	26%	27%	28%	29%
Latino Students	42.79%	44%	45%	46%	47%	48%
Outcome #2: The school will increase annually in students that meet proficiency standards in Mathematics Metric/Method for Measuring: CAASPP - SBAC Summative Assessment in Mathematics						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024

All Students (Schoolwide)	22.57%	25%	28%	31%	34%	37%
English Learners	0%	3%	6%	9%	12%	15%
Socioeconomically Disadvantaged Students	21.43%	23%	26%	29%	32%	35%
Students with Disabilities	5.26%	8%	11%	14%	17%	20%
African American Students	13.64%	16%	19%	22%	25%	28%
Latino Students	21.83%	23%	26%	29%	32%	35%
Outcome #3: School will increase the percentage of students that meet benchmark on the Dynamic Indicator of Basic Early Literacy Skills (DIBELS). Metric/Method for Measuring: DIBELS periodic assessments: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY).						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	73.5%	75%	76%	77%	78%	79%
English Learners	40.66%	42%	43%	44%	45%	46%
Socioeconomically Disadvantaged Students	64%	65%	66%	67%	68%	69%
Students with Disabilities	21%	22%	23%	24%	25%	26%
African American Students	53%	54%	55%	56%	57%	58%
Latino Students	54%	56%	57%	58%	59%	60%

GOAL #3						
Parental Involvement - State Priority #3 The school will increase the percentage of parents completing the School Experience Survey and increase the percentage of parents trained and informed on District academic initiatives by providing a minimum of 4 parent workshops annually.					Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6	
					Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :	
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> • Maintain and implement new strategies to encourage strong parent involvement that provide opportunities for parents to learn about school decision-making, academic expectations at the elementary level and related assessments. • Provide information to parents on effective strategies on parent-teacher communication and reinforce positive Norms of Collaboration during school informational meetings. 						
Expected Annual Measurable Outcomes						
Outcome #1: Increase the percentage of parents completing School Experience Survey. Metric/Method for Measuring: LAUSD Annual Report of School Experience Survey results						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	38%	39%	40%	41%	42%	43%
English Learners	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	n/a	n/a	n/a	n/a	n/a	n/a
Outcome #2: Increase the percentage of parents that feel supported with instructional resources to help their child through academic workshops, parent meetings, and other school events such as Parent/Teacher conferences. (Survey question: This school provides instructional resources to help me support my child's education.) Metric/Method for Measuring: LAUSD Annual Report of School Experience Survey results of parent that agree with the statement will reflect the following percentages:						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	85%	86%	87%	88%	89%	90%
English Learners	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	n/a	n/a	n/a	n/a	n/a	n/a

Outcome #3: Provide a minimum of 4 parent workshops annually to inform parents on the following topics: Importance of School Attendance, A-G Requirements, College and Career Preparedness, CA Dashboard and related state assessments.

Metric/Method for Measuring:

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%

GOAL #4						
Pupil Achievement - State Priority #4 English Learner student progress toward English Proficiency					Related State Priorities: <input type="checkbox"/> 1 x 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6	
					Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :	
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> • Periodic review of English Learner progress in state and District assessments; meet with teachers and parents to discuss areas of need and intervention strategies. • Monitor Long Term English Learner (LTEL) progress using SSPT school process. • Provide professional development to teachers of EL students in ELD Standards-Based instruction, Designated and Integrated ELD Instructional practices, and ELPAC assessments. • Provide strategic intervention services to students close to meeting reclassification strategies. 						
Expected Annual Measurable Outcomes						
Outcome #1: Increase the percentage of English Learners that reclassify to RFEP classification by meeting District criteria. Metric/Method for Measuring: MiSiS reports, ELPAC scores, DIBELS scores						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2022-2023
All Students (Schoolwide)	n/a	n/a	n/a	n/a	n/a	n/a
English Learners	35.4%	36%	37%	38%	39%	40%
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	n/a	n/a	n/a	n/a	n/a	n/a
Outcome #2: Reduce the percentage of “At-Risk” Long Term English Learners (LTEL) students Metric/Method for Measuring: MiSiS and District reports on student EL progress						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	n/a	n/a	n/a	n/a	n/a	n/a
English Learners	8.5%	7%	6%	5%	4%	3%
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	n/a	n/a	n/a	n/a	n/a	n/a

Outcome #3: The school will increase annually in English Learner students that meet proficiency standards in English Language Arts

Metric/Method for Measuring: CAASPP - SBAC Summative Assessment in English Language Arts

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	n/a	n/a	n/a	n/a	n/a	n/a
English Learners	0%	3%	6%	9%	12%	15%
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	n/a	n/a	n/a	n/a	n/a	n/a

GOAL #5						
Pupil Engagement - State Priority #5 School Attendance Rates					Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 x 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6	
					Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :	
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> • The school will increase the number of students that meet the District target of 96% or higher. • The school will decrease the number of students that are identified as having chronic absenteeism. • Maintain and establish new attendance incentives programs. 						
Expected Annual Measurable Outcomes						
Outcome #1: School will increase the number of students that attend 173-180 days each school year (96%) Metric/Method for Measuring: MiSiS Attendance Reports, PSA Quarterly Reports						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	63.3%	66.3%	69.3%	72.3%	75.3%	78.3%
English Learners	67.3%	70.3%	73.3%	76.3%	79.3%	82.3%
Socioeconomically Disadvantaged Students	63.3%	66.3%%	69.3%	72.3%	75.3%	78.3%
Students with Disabilities	48.6%	51.6%	54.6%	57.6%	60.6%	63.6%
African American Students	50.6%	53.6%	56.6%	59.6%	62.6%	65.6%
Latino Students	64.9%	67.9%	70.9%	73.9%	76.9%	79.9%
Outcome #2: School will reduce the number of students that have 16 absences or more (chronic) or with an attendance rate of 91% or lower. Metric/Method for Measuring: MiSiS student attendance reports						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	13.5%	12.5%	11.5%	10.5%	9.5%	8.5%
English Learners	8.0%	7.0%	6.0%	5.0%	4.0%	3.0%
Socioeconomically Disadvantaged Students	13.5%	12.5%	11.5%	10.5%	9.5%	8.5%
Students with Disabilities	17.1%	16.1%	15.1%	14.1%	13.1%	12.1%
African American Students	22.4%	19.4%	16.4%	13.4%	10.4%	7.4%
Latino Students	12.2%	11.2%	10.2%	9.2%	8.2%	7.2%
Outcome #3: Reduce number of at-risk of becoming identified as having chronic absenteeism by providing and creating new attendance incentive programs.						

Metric/Method for Measuring: Monthly attendance reports, attendance reports by class, perfect attendance rosters.						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	23.2%	20.3%	17.3%	14.3%	11.3%	8.3%
English Learners	24.8%	21.8%	18.8%	15.8%	12.8%	9.8%
Socioeconomically Disadvantaged Students	23.2%	20.2%	17.2%	14.2%	11.2%	8.2%
Students with Disabilities	34.3%	31.3%	28.3%	25.3%	22.3%	19.3%
African American Students	27.1%	24.1%	21.1%	18.1%	15.1%	12.1%
Latino Students	22.9%	19.9%	16.9%	13.9%	10.9%	7.9%

GOAL #6						
School Climate- State Priority #6 Student Suspension and School Climate					Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 x 6	
					Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :	
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> • School will maintain a 0% suspension and expulsion rate. • Promote school expectations of Be Safe, Be Responsible, Be Respectful • School will promote a positive behavior support approach to discipline by offering Restorative Justice practices to misbehavior and recognizing classes that demonstrate expected behaviors. 						
Expected Annual Measurable Outcomes						
Outcome #1: Maintain a 0% suspension and expulsion rate Metric/Method for Measuring: CA Dashboard, MiSiS Suspension reports						
APPLICABLE STUDENT GROUPS	Baseline	201-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	0%	0%	0%	0%	0%	0%
Latino Students	0%	0%	0%	0%	0%	0%
Outcome #2: Increase percentage of students that feel safe at school. Metric/Method for Measuring: LAUSD Annual Report of School Experience Survey results						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	75%	76%	77%	78%	79%	80%
English Learners	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	n/a	n/a	n/a	n/a	n/a	n/a
Outcome #3: Increase percentage of students that feel that staff would help them if they reported bullying.						

Metric/Method for Measuring: LAUSD Annual Report of School Experience Survey results of parent that agree with the statement will reflect the following percentages:						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	80%	81%	82%	83%	84%	85%
English Learners	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	n/a	n/a	n/a	n/a	n/a	n/a

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

The students will be immersed in blending formal and informal educational approaches, and maintain a continuous self-reflection improvement cycle to analyze their needs and areas of development. Students are able to experience success by carefully crafting their interest with their learning style, infusing science, technology, engineering and math across all integrated curriculum. This student-centered approach will allow children to reach their maximum potential and have an overall effect on practices that improve their education and have a direct impact on their learning as a result of rigorous instruction. It is also the intent of this educational partnership for Alexander Science Center School students to be a part of model classrooms with a school-wide STEM focus that will serve as a replica for professional practices that improve science education in the District, regionally, statewide, and on a national level. The ultimate goal is to become a National Model School.

All attempts are made to inspire students to think outside of the box and look for more than one way to solve a problem. Students are encouraged to display their learning through Constructed Responses, Project-Based Models, Inquiry and Investigation, oral reports, Powerpoint presentations, blogs, and formal debates. It is the school's goal that every student is provided with the tools to understand that inquiries are open-ended questions than can be answered through research, observation, trial and error, and data collection.

Throughout the year, teachers work alongside California Science Center's curatorial and education staff to develop standards- and research-based curriculum and programs for the classroom. Ongoing professional development opportunities work toward meeting Common Core and Next Generation Science Standards and developing an understanding of the best practices in science education, as well as ways to leverage Exposition Park resources as opportunities for student learning. Students expand their classroom-based instructional program in their use of the Science Center facilities, including the Big Lab and the California Science Center exhibit halls. Science Center education staff also engages regularly with teachers and students as part of a liaison program. The California Science Center works to facilitate science learning trips to Catalina Island and the Santa Monica

Mountains for Alexander Science Center School students at designated grade levels to broaden student exposure to science in real-world contexts.

The intent was to become a model of collaborative engagement between families, teachers, and community-based organizations. Toward this goal, Science Center School families have access to activities and resources provided by the California Science Center aimed at extending student learning opportunities beyond the school day. Families receive free membership to the California Science Center. The Science Center hosts an annual family science night, inviting all school families to enjoy exhibits free of public crowds. Every Science Center student is proactively invited to apply for Science Center Hands-On Science Camp scholarships, which can equate to up to two free weeks of science-based programming in the summer.

As this aspect of the program continues to develop, the school looks forward to continuing family educational programs and providing even better opportunities for parent input and engagement in their child[ren]'s education. The Alexander Science Center School will continue to nurture and develop its partnerships with the University of Southern California and other Exposition Park entities in its next charter term as these partnerships pertain to the accomplishment of the School's mission and vision statements.

Looking Forward

The Alexander Science Center School will continue its work toward becoming a learning community with high expectations and achievement for all students as determined by the Common Core State Standards and Next Generation Science Standards. The Alexander Science Center School will continue to emphasize:

- The use of science and math as a vehicle to engage students in real-world phenomena and problem-solving throughout the instructional day
- The use of technology integrated throughout daily activities: research, presentations, Google Classroom, Google Docs, intervention applications, accessing core curriculum electronically, utilizing 3D models for science, annotating notes, typing skills, and increasing literacy through the use of various applications
- Learner-centered and inquiry-based learning throughout all curricular areas
- The construction of projects and experiments as an important tool for learning
- The professional development of teachers and teachers-in-training to incorporate the use of constructive feedback to support students with revision, refining, and reflection
- Developing parent training programs to work toward 21st-century skills by encouraging participation in the school and reinforcing habits of lifelong learning in their children

INSTRUCTIONAL DESIGN

Teachers collaborate regularly on "Common Core Best Practices". Every child has a quest to build knowledge and various modalities are used to deliver the content through instruction. Students are encouraged to use a combination of purposeful questioning and inquiry-based strategies across the curriculum: Dual Language, language arts, math, science, and social studies. This design is based on collaborative grouping, questioning, and inquiry. Each lesson begins with stating the objectives, goals and outcomes for students. As part of the anticipatory set, students are encouraged to share

what they know about a subject and discuss/list questions they have about the subject. Teachers guide students to form interest-based groups based on their questions to problem solve, or the teacher may identify a group that has a specific “need” and work with them in a small group to reteach or preteach the concept. Using this model has allowed students to become empowered and take responsibility for their own learning. After forming interest-based groups, teachers guide students to take on leadership roles such as facilitator, recorder, timer, and orator within the group to ensure success with the desired outcomes. As a result, the teacher is free to move around the room from group to group monitoring and providing constructive feedback to student teams. Students are able to display their outcomes in a variety of forms: PowerPoints, blogs, research reports, visual displays, or the table groups’ oral share out. Teachers find this instructional design to be refreshing and purposeful. Teachers have transitioned from the traditional “Stand and Deliver Model” to that of a facilitator by monitoring several mini group discussions. Teachers have reported that this method allows them to quickly assess a student’s ability to access the curriculum and provides the students with multiple ways and various modalities to display their learning. The ultimate goal is for students to spend more time on task, eliciting more student discussion and less teacher talk.

Goals of the Alexander Science Center School

- Students will use interactive notebooks, combined with “a Science Center-style approach,” as the core of an instructional program featuring an enriched curriculum integrating math, science, and the use of technology throughout.
- Students will interact with the world in a scientific way, using the Next Generation Science Standards Science and Engineering Practices: Asking Questions and Defining Problems; Developing and Using Models; Planning and Carrying Out Investigations; Analyzing and Interpreting Data; Using Mathematics and Computational Thinking; Constructing Explanations and Designing Solutions; Engaging in Argument from Evidence; and Obtaining, Evaluating, and Communicating Information.
- Students will master basic skills, critical thinking, and become problem solvers.
- Students will demonstrate mastery demonstrated through measurable outcomes in the areas of language arts and will demonstrate grade-level proficiency in reading, writing, listening, and speaking which meet or exceed Common Core State Standards.
- Student performance will increase as demonstrated by standardized, criterion-referenced and performance-based tests.
- Students will demonstrate cooperative social behavior with a sense of responsibility toward their school, home, and community.
- Students will value and respect their heritage and the contributions of other cultures through arts, literature, social studies, science and math curricula.

The goals of the Alexander Science Center School promote the development of comprehensive life skills rather than the rote acquisition of factual information. The program emphasizes the development of process and critical thinking skills which can be transferred into any life situation regardless of age and environment. It is the school’s intention to participate in student growth as self-motivated, competent, and lifelong learners.

The pedagogy behind instructional practices at the Alexander Science Center School is based on research that is at the heart of how students learn. Science inquiry – the process by which scientists

come to understand the natural world – contains the best practices for learning. A core principle in *How People Learn* details a process of science inquiry when describing: “to plan a task, to notice patterns, to generate reasonable arguments and explanations, and to draw analogies to other problems are all more closely intertwined with factual knowledge than was once believed” (National Research Council, 2000, pg. 16). The National Science Teachers Association and the California Science Teachers Association support the notion that inquiry science must be a basic in the daily curriculum of every elementary school student at every grade level, so students may develop problem-solving skills that empower them to participate in an increasingly scientific and technological world (National Science Teachers Association, 2002).

Informal science environments, such as the California Science Center, provide opportunities to engage students with science and complement in-classroom learning. Informal science experiences can spark interest in students, engaging even those that might not be participating in the classroom (Position Statement, National Science Teachers Association, 2012). A report from the National Research Council – *Learning Science in Informal Environments: People, Places, and Pursuits* – notes that experience in informal settings, such as science centers, zoos, and museums, can kick-start and sustain long-term interests that involve sophisticated learning and can significantly improve science learning outcomes for individuals from groups which are historically underrepresented in science, such as women and minorities (National Research Council, 2009).

Students from the Alexander Science Center School experience maximum benefits from a combination of formal science instruction in the classroom and informal science experiences at the California Science Center, around Exposition Park, and through Science Center staff liaisons that visit the classrooms. Students engage in a rigorous, standards-based educational program emphasizing projects that encourage curiosity, inquiry, and anchor knowledge to real world contexts. Technology, social skills, and collaborative experiences are integrated into the holistic curriculum, and students learn to communicate clearly, think creatively, and self-manage as they prepare for the secondary stage of their educational career.

Alexander Science Center School Best Practices

The Science Center-style instructional approach is reflected in the following ways in classroom practice:

- Students participate in a process of **inquiry** within an **integrated, project-based** curriculum
- Students utilize resources that include adults and peers, classroom-based materials, and the unique resources which comprise the Alexander Science Center School’s environment within Exposition Park to enhance their learning
- Students engage in a curriculum that is **learner-centered**
- Students use technology as a tool to articulate their ideas and access deeper degrees of comprehension.

Standards for Instruction:

English Language Arts/Math/Dual Language/Technology/Physical Education

All teachers are required to teach English Language Arts, math, science, social studies, health, and physical education to all students. English Language Development is also taught to students identified as English Language Learners. The District has adopted the Common Core State Standards for Language Arts, Math, and Physical Education. The Common Core State Standards are

embedded in the school's project-based, inquiry-focused curriculum. They act as a context for the interactive educational environment in which students explore their own ideas and as a reference for teachers and parents looking for opportunities to gauge student progress. Including the Common Core State Standards in this manner allows students the opportunity to be prepared for any middle school in which they choose to enroll.

The school's curricular program, framed by science inquiry, includes rigorous, standards-based core programs. All of the state mandated content standards in Mathematics, English-Language Arts and Social Studies are addressed as student capacity is built toward the overarching goal. Additionally, technology standards based on the National Educational Technology Standards (NETS) and language learning standards based on the Language Learning Continuum (LLC) of the California Foreign Language Framework for the Dual Language Immersion Program have been included. Both NETS and LLC standards are applied at each grade level in a manner consistent with grade level appropriate content and expectations. Students enrolled in the Dual Language Immersion Program are expected to make progress on the LLC in both Spanish and English.

Teachers participate in collaborative groups during professional development. Each week a topic is presented and teachers are asked to identify grade level strengths, weaknesses, and develop Action Plans. The grade level action plans target specific standards or concepts where students are experiencing the most challenges. Teachers discuss two to three strategies to implement over a four to six week learning cycle to have a direct impact on instruction. Once the grade level Action Plan has been developed, teachers create an individual plan to address their struggling students' needs. After identifying the students, teachers meet with those selected students, and target the specific standard agreed upon by the grade level every day for small group instruction. Teachers return to the collaborative grade level groups every two weeks to discuss the progress of selected students and refine the practices along with student grouping based on students' progress and assessment data. This reflective teaching practice and reflection cycle has been successfully implemented for Language Arts, Dual Language, English Language Development, math and science.

Science Standards

Currently, the school is transitioning from the 1998 California Science Standards to the newly adopted 2013 Next Generation Science Standards (NGSS), an easy transition since the NGSS embrace many of the tenets that have been in the School's mission, vision, and charter since its inception. Following NGSS' motto of "All Standards, All Students", the school is providing science experiences for each student that require hands-on explorations, constructive learning, and integrated opportunities for discourse, argumentation, and writing.

Aligning instruction to the NGSS involves intentionally planning 3-dimensional lessons using the unique resources available in Exposition Park and within the school community. The NGSS states, "The integration of three dimensions provides students with a context for the content of science, how science knowledge is acquired and understood, and how the individual sciences are connected through concepts that have universal meaning across disciplines". Successful application of science and engineering practices (e.g., constructing explanations, engaging in argument from evidence) and understanding of how crosscutting concepts (e.g., patterns, structure and function) play out across a range of disciplinary core ideas (e.g., structure and properties of matter, earth materials and systems) will demand increased cognitive expectations of all students. In the school's classrooms,

teachers have assumed the role of facilitators as science investigations are student-driven and a balance of exploration and direct instruction is at the core of all classroom activities.

NGSS also recognizes that students' interests, prior knowledge, and experiences are driving them to want to understand the world around them. This affective learning domain in NGSS is also at the heart of our mission and vision for the Science Center School. Therefore, the two belief systems merge well and serve as a wonderful platform for delivering meaningful instruction that is engaging and relevant to students.

Grounded in the standards being used, the Science Center School focuses on real-world connections in science through an integrated curriculum that promotes project-based learning experiences that are inquiry-based, student driven, and in line with science education research.

Curriculum and Instruction

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with California content and performance standards, including the Common Core State Standards, and CAASPP.

As an affiliated LAUSD Charter, the Alexander Science Center School implements both local school design and District plans to achieve high quality teaching and learning for all students. The school makes use of the District's core programs while integrating additional programs to further promote inquiry and conceptual understanding for students. Core programs are integrated within an inquiry-based program with an emphasis on science, mathematics, and technology that utilizes many resources and strategies to drive innovation in the curriculum and achieve results for students. Curricula at the school are selected to provide an instructional framework that supports a variety of student needs and learning styles, such as English Learners, Standard English Learners, gifted, and special education students. Attention is paid to the implementation of these materials within a coherent curriculum plan, and a related and comprehensive professional development plan to ensure their successful use.

The Alexander Science Center School also recognizes the critical importance of supporting the healthy development of every child, so that they have the knowledge, skills, and resiliency to be successful in social relationships and collaboration. Work is done to engage the entire school community in activities that promote problem solving, reasoning, decision-making, visioning, responsibility, and self-management. The social development curriculum and activities engage students as stakeholders in the school as a learning community, themselves as self-directed learners, and in the shared mission and vision of the school.

The Alexander Science Center School also recognizes the critical importance of supporting the healthy development of every child, so they have the knowledge, skills, and resiliency to be successful in social relationships and collaboration. Students participate in:

- Fit Kids - 30 minutes of walking in the morning before school
- The Marathon Kids - accumulate 26.2 miles over the first six months of school

- Jump Rope for Heart
- Exposition Park's Recreational Pool program for free swimming lessons
- YDP's after school organized basketball and soccer tournaments throughout the school year

The textbook for English Language Arts and English Language Development is Benchmark. Adelante is used to teach Language Arts in Spanish. MyMath is used to teach math, Scott Foresman is used to teach Social Studies and Health and FOSS is currently used to teach Science, supplemented by the work done with the Education Department.

Technology:

As an Affiliated LAUSD Charter, Alexander Science Center School implements both local school design and District plans to achieve high quality teaching and learning for all students. The school makes use of the District's core programs while integrating additional programs to further promote inquiry and conceptual understanding for students. Core programs are integrated within an inquiry-based program with an emphasis on science and mathematics that utilizes many resources and strategies to drive innovation in the curriculum and achieve results for students. Curricula at the school are selected to provide an instructional framework that supports a variety of student needs and learning styles, such as English Learners, Standard English Learners, gifted and special education students. Attention is paid to the implementation of these materials within a coherent curriculum plan, and a related and comprehensive professional development plan to ensure their successful use.

Student

Through the continuous use of technology integrated throughout the curriculum the students will move from learning to use specific hardware and software in transitional kindergarten to independently creating student generated projects where students use technology to analyze, learn, explore and create.

Goals for students K-2:

- Master technical operations of iPads, desktop, and laptop computers.
- Type fluently with correct keyboard finger positioning and master word processing skills by the end of second grade.
- By the end of second grade students should be able to: Create digital projects using a variety of computer based software. Some examples may include: Paintbrush Program, Excel for graphs, Google/Dropbox for classroom photos and virtual field trips
- Learn how to use computer based video and audio features to record themselves or communicate with others.
- Use technology to access research using district approved websites.
- Up and download pictures and word documents

Goals for 3-5: In addition to mastering the goals established for K-2, students will:

- Create sophisticated projects: Blogs, web pages, long term research by capturing images and creating digital timelines, storyboards, or documentaries.
- Create virtual models
- Successfully navigate through the Smarter Balanced Assessment by knowing how to log on, pause during testing and indicate they have completed the assessment.

- Using iPads, lap and/or desktop keyboards to complete the assessment
- Understand the technical commands associated with the testing language to complete the assessment.
- Troubleshoot or request support from their teacher if they reach an error code while testing.

Teacher

Teachers will mindfully plan in order to meaningfully integrate technology as a tool to improve student learning and engagement. Teachers will effectively model the use of technology in order to propel students forward in their innovative and effective use of digital tools. A trademark of the Science Center School culture is the infusion of digital tools used to collaborate and communicate with colleagues and the community.

Administrator

Administrator will promote a shared vision of the integration of digital skills and will actively support the full implementation of a digital age curricular framework for all students and teachers and promotes a digital age learning culture.

Dual Language Immersion

Alexander Science Center School families have the option of enrolling their children in a Dual Language Program. The goals of the Dual Language Programs are bilingualism, biliteracy, achievement at or above grade level and multicultural competence.

Research has shown that Dual Language Programs have proven effective instructional models for English Learners and English proficient students.

The Dual Language Program is an additive instructional model in which students maintain their primary language while adding a new language. Alexander Science Center School offers a 50-50 model. This means that students spend at least 50% of the instructional day immersed in Spanish and 50% involved in English instruction. The Dual Language Program follows the Alexander Science Center Common Core standards-based curriculum. All subjects are taught in both languages at all grades levels. English as well as Spanish Language literacy skills are taught beginning in Transitional Kindergarten.

Students in Dual Language Programs receive Second Language Development lessons, targeted to develop their specific second language for a specific time of the day. During the rest of the instructional day, lessons are separated by language. This means that there is no repetition of lessons or translation. Teachers in this program use specialized strategies to help students transfer the knowledge learned in one language to the other.

In addition to participating in the Dual Language Program, students have access to all the resources and rich learning experiences available to all Alexander Science Center Students. While learning science, math and technology prepares them for a global society, they have the added advantage of bilingualism and biliteracy.

The school's Dual Language community is characterized by being socially, economically and culturally diverse. The Dual Language Program is a vehicle that allows communities to come

together and build a bridge across the cultural and linguistic divide that can separate the different ethnicities that coexist within this community. Learning a second language enables students to see the world from another perspective and a different lens. Being bilingual, biliterate and multicultural learners will open doors to new opportunities that will help students thrive in a growing global community. Dual Language classroom composition is fairly balanced with students from different backgrounds and language proficiencies. Based on research, the goal is to have 50% English proficient and 50% English Learners for optimal program results. This is to ensure that there are sufficient language models in both languages and to facilitate flexible groupings for differentiated instruction and cooperative learning. The school's Dual Language Program has two classes per grade levels in grades K-3, with teachers working within a teaming structure. There are two self-contained classrooms in grades four and five. In a two teacher team structure there is an English and a Spanish speaking teacher. On a daily basis, students rotate between two teachers in order to receive 50% of their instruction in each language. In a self-contained classroom, there is only one teacher who provides instruction in both languages.

Students in the Dual Language Program enhance their linguistic capacities, acquire metalinguistic and meta-cognitive skills, and have many doors opened to them as a person who is fluent in both Spanish and English: university admissions, the job marketplace, as well as diversity in social relationships are all enhanced for bilingual individuals. In addition, they will build upon prior knowledge and therefore have more access to content. Students will have a greater repertoire of linguistic skills to use to further their primary language and strengthen the acquisition of a second language. Students will develop better self-esteem through the inclusion of their culture and language in formal education.

Parent training and participation is an integral part of the Dual Language Program success and growth. The school provides ongoing workshops and meetings for parents of students in the Dual Language Program. In addition, there are grade level specific workshops provided throughout the school year. These workshops emphasize building the necessary skills parents need to understand and participate in a meaningful way in the Dual Language experience.

The Dual Language Program at Alexander Science Center School currently uses Adelante for Language Arts and Mis Matematicas for math.

Program Overview

Dual language programs (also known as two-way immersion programs) allow English learners and English proficient students to receive instruction in English and a target language in the same classroom to develop academic proficiency in both languages beginning in kindergarten for a minimum of six years. The school's model is based on students spending fifty percent of their day in their primary language and fifty percent of their day in the targeted language.

Program Goals:

- Develop communicative and academic second language proficiency
- Develop primary language proficiency
- Develop academic achievement in all subject areas

- Instill an appreciation for cultural diversity 30 Key Features: Both English learners and English proficient students are mixed in the same classroom to promote bilingualism, biliteracy, and multiculturalism
- Students are held to the same high academic standards
- No mixing of languages - language of instruction is separated
- Heterogeneous and homogeneous grouping strategies are used to promote language development and develop literacy skills in English and the target language

Instructional Strategies:

- Specially designed academic instruction in English/target language (SDAIE/T)
- Sheltering techniques
- Scaffolding strategies
- Cooperative learning
- Communicative and natural approach
- Thematic planning
- Student-centered

Intervention:

Students not performing at benchmarks receive 15-20 minutes of daily small group Level II instruction in L1 and L2 for ELA and math.

Second through fifth grade DL students not meeting benchmark in Spanish LA and math are invited to participate in an after school Level III intervention program in the fall and spring semesters for intervention.

Kinder and 1st grade students are invited to participate in after school Level III intervention during the spring semester for support in Spanish LA and math.

*See Page 34 of the English Learner Master Plan Document 2018 for expected results for student in the DL Program from kindergarten to fifth grade.

Transitional Kindergarten

Charter School shall comply with all applicable legal requirements and District policy regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

Transitional Kindergarten (TK) provides an early childhood education program that builds a bridge between preschool years and traditional Kindergarten, TK is the first year of a two-year kindergarten program. TK offers a nurturing environment and delivery of instruction that is developmentally appropriate for young learners as they acquire elementary school readiness skills that not only include academics, but also focus on the development of language and social emotional skills through play-driven exploratory learning, rich and integrated experiences. Instruction throughout the day should reflect a balanced approach of teacher-guided and child-

initiated experiences. TK meets children where they are and provides students with rich experiences and integrated instruction that prepares them for the Kindergarten Common Core and State Content Standards at the end of their two year program.

ELD instruction is differentiated by ELD level (not age). LAUSD expectations are that all students will progress a minimum of one ELD level per year. With two years in the TK/K program and effective ELD instruction, these students will be at ELD Level 3 upon entering first grade. Language development is a focus for all TK students. EO/IFEP students are expected make academic language progress in accord with the Preschool Learning Foundations for the first semester and based on CCSS and CA standards.

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, including but not limited to provisions related to work year, academic calendars, and schedules.

The State of California requires that public schools deliver 50,000 instructional minutes for grades K-3 and 55,100 instructional minutes for grades 4-5 over at least 180 instructional days. The Alexander Science Center School will follow the LAUSD calendar for single track schools as adopted by the LAUSD board of education. The school year calendar begins in August and ends in June.

Regular Daily Schedule:

8:05 AM	First Bell
8:11 AM	Second Bell / Instruction Begins
9:45 – 10:05 AM	Recess – 1st grade
10:10 – 10:30 AM	Recess – TK/K and 3rd grade
10:35 – 10:55 AM	Recess – 4th grade
11:00-11:20 AM	Recess - 2nd and 5th grade
11:20 AM – 12:00 PM	Lunch – 1st grade
11:50 AM – 12:30 PM	Lunch – TK/K and 3rd grade
12:30 – 1:10 PM	Lunch – 4th grade
12:50 - 1:30 PM	Lunch – 5th grade
2:30 PM	Dismissal

Shortened School Days

Alexander Science Center School uses a shortened day schedule for parent-teacher conferences and other parent outreach events. The following bell schedule is used on shortened school days.

Bell Schedule – Shortened Days

8:05 AM	First Bell
8:11 AM	Second Bell / Instruction Begins

9:45 – 10:05 AM	Recess – 1st grade
10:10 – 10:30 AM	Recess – TK/K and 3rd grade
10:35 – 10:55 AM	Recess – 4th grade
11:00-11:20 AM	Recess - 2nd and 5th grade
11:20 AM – 12:00 PM	Lunch – 1st grade
11:50 AM – 12:30 PM	Lunch – TK/K and 3rd grade
12:30 – 1:10 PM	Lunch – 4th grade
12:50 - 1:30 PM	Lunch – 5th grade
1:55 PM	Dismissal

The total number of shortened school days for the school year is 20. On all shortened school days, students in Grades K-5 receive 4 hours and 44 minutes (284 minutes) of instructional time. The total number of instructional minutes from shortened school days during the course of the school year is 5,680.

The Alexander Science Center School uses a minimum day schedule for professional development. The following bell schedule is used on minimum school days.

Bell Schedule – Minimum School Days

8:05 AM	First Bell
8:11 AM	Second Bell / Instruction Begins
9:45 – 10:05 AM	Recess – 1st grade
10:10 – 10:30 AM	Recess – TK/K and 3rd grade
10:35 – 10:55 AM	Recess – 4th grade
11:00-11:20 AM	Recess - 2nd and 5th grade
12:29 PM	Dismissal

The total number of minimum school days for the school year is 10. On all minimum school days, students in Grades K-5 receive 4 hours and 9 minutes (249 minutes) of instructional time. The total number of instructional minutes from minimum school days during the course of the school year is 2,490

Mathematics Placement Act

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

High School Exit Examination

Charter School shall comply with all applicable requirements of Education Code sections 60850-60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC Accreditation

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students, and shall thereafter maintain WASC accreditation at all times.

PROFESSIONAL DEVELOPMENT

As a District affiliated charter school, Charter School shall comply with and implement required District policies and procedures related to staff professional development.

The Alexander Science School Principal works within the allowable professional development time frame determined through collective bargaining with LAUSD.

The Alexander Science Center School is committed to providing time for teachers and administrators to plan for academic success and reflect on their pedagogy, curriculum and methodology. A variety of scheduling strategies are employed to allow teachers to examine successful teaching methods and discuss how to fine-tune and enhance them. These strategies include, but are not limited to: shortened days, pupil-free days and summer planning and preparation before the academic year begins.

Integral to the development of the communities of learners is the Science Center's Education Department. It provides a point of entry for students to actually experience the various fields of science and technology in a more in-depth and realistic dimension. The Education Department also provides a significant learning experience for parents, teachers, scientists, administrators and professional educators.

The school identifies a new leadership team annually. The team may consist of, but not be limited to, representatives from each grade level, Science Center personnel, and a Special Education representative. The team meets regularly. Team members provide input on grade level needs based on the data collected through student assessments, intervention for at-risk students, Common Core Standards, and curriculum needs. The leadership team then works with the principal to develop opportunities to meet as a staff or by the grade level to address the identified needs. Identifying and planning for necessary staff development is also discussed along with outside professional development opportunities for learning at the Science Center and other community institutions. Subcommittees are formed to plan professional development activities to meet the needs of the teachers and inform school plans.

Implementing the philosophy of establishing communities of professional learners to bring about reform-based changes that result in better student learning, the California Science Center forms teams annually with the school's teachers to support the implementation of curriculum and professional development plans and trainings. These teams of Science Center staff and teachers build on the curriculum work of the previous year to enhance and update the work. These teams also work to analyze the professional development needs of the teachers and work with Science Center staff to deliver these programs.

Dual Language Immersion Program teachers participate in all professional development opportunities along with the teachers in non-dual language classrooms. They also participate in specialized professional development to increase their expertise and ability to provide quality instructional experiences to students, such as the Bilingual Symposium at the University of California, Los Angeles and the annual California Association of Bilingual Educators Conference. In addition to professional development conferences and workshops, the Dual Language Team teachers are allocated time for planning, reflection and program development.

In addition to whole group professional development opportunities, the school recognizes the need for differentiated staff development opportunities, and provides for them as needed. Recognizing that paraprofessionals and teaching assistants need ongoing training, monthly training sessions are provided for them with curricular materials to enable them to work with students at an optimal level. Paraprofessionals have been trained in core language arts program and math programs, English Language Development strategies, and positive behavior support strategies.

New teacher support is provided to newly credentialed teachers as stipulated by the California Department of Education. There are currently Beginning Teacher Support Providers on site, who work with the beginning teachers. The Support Providers are National Board Certified teachers. They schedule regular meetings to help beginning teachers complete components of their teaching portfolios required by the state to clear credentials and implement the school's charter plan.

At the end of every academic year teachers complete a professional development needs assessment. Using the California Professional Teaching Standards, a core group of teachers volunteer to create various professional development around the identified areas of need and present focus topic throughout the calendar year to the staff. Outside Experts and Specialists are invited to provide information about specialized procedures, practices, or cutting edge concepts. The Professional Development calendar consists of regularly scheduled grade level planning time, collaboration with peers and vertical articulation (TK-5). The topics include, but are not limited to: Common Core Curriculum, Intervention, Science, Technology and School Site Committees.

Grade level meetings are organized to analyze student data, provide timely interventions for students and to guide instructional planning for educators. The benefits of the staff working collaboratively on an on-going basis is to ensure a common curriculum, seek out and refine practices that will have the most positive effect on student achievement, reflect on student work so that students will be supported according to essential criteria across a grade level, and so that teachers can provide students with examples of quality work to help them learn and be reflective.

The Professional Development Model for Dual Language, English Language Arts and math will allow teachers time to review the curriculum as a grade level and develop Action Plans to enhance classroom instruction to create schoolwide "Next Steps". Teachers will target classroom intervention using Universal Access (UA). UA is a specific time of day each teacher sets aside to differentiate lessons to meet individual students' needs. The teacher plans weekly with grade level peers and identify specific students for small group intervention.

The Professional Development Model for Science allows the Alexander Science Center School teachers to work closely with the California Science Center's curatorial staff and expert education staff to develop programs, field trips, and other supports for implementation in the classroom.

Ongoing professional development opportunities work toward an understanding of best practices in science education and other ways to access Exposition Park resources to improve opportunities for student learning.

The Alexander Science Center School recognizes its responsibility to the surrounding educational community and will seek to develop young, gifted teachers each year. Over time, it is hoped that these teachers will share their experiences and talents with other elementary schools with high percentages of inexperienced teachers. This will support Local District Central's mission to emphasize professional development for teachers. Also, with the Education Department of the California Science Center, the Alexander Science Center School will disseminate its best practices to teachers in other elementary schools in Local District Central in particular and the larger Los Angeles Unified School District, region and state in general. As part of the California Department of Education's Public Charter School initiative, The Alexander Science Center School will disseminate information about its charter school start-up and implementation experience at local, statewide and national conferences.

Alexander Science Center Professional Development Calendar 2019-2020

8/27/19	EDST/SBAC 2019-2020 Goal Setting S.O.A.R
9/3/19	Schoolology
9/10/19	Refining Student Portfolios; Feedback
9/17/19	Master Plan/Student Attendance
9/24/19	Social Studies Framework
10/1/19	DIBELS/IDEL Data Analysis/Universal Access/Technology
10/8/19	Science
10/15/19	Supporting Students with Dyslexia
10/22/19	ELD/Student Portfolios Grade Level
10/29/19	Problem of Practice: Math Problem Solving
Grade Levels	Writing K-2/3-5 (SBAC Prep)
11/12/19	Data Review: Progress Monitoring/Student Portfolios
11/26/19	Problem of Practice: Math Problem Solving student samples grade level/vertical team shareout
12/3/19	Culturally and Linguistically Responsive Pedagogy
12/10/19	Benchmark using technology breakout sessions K-2/3-5
1/14/20	Data: IABs, Progress Monitoring, grade level/vertical team shareout
1/21/20	Student Portfolios; Quality Feedback
1/28/20	Problem of Practice: Math Problem Solving
2/4/20	Science Planning
2/11/20	Start Smart 2.0 and ELPAC alignment/ Technology
2/18/20	Data: DIBELS/IDEL grade Level/vertical team shareout
3/3/20	Budget Development 2019-2018

3/10/20	Breakout Session Writing K-2/3-5 (SBAC Prep)
3/17/20	Benchmark using technology grade level/ Vertical team shareout
3/24/20	Problem of Practice: Math Problem Solving
3/31/20	Creating Trauma Informed Communities
4/14/20	Data Review: IABs, Progress Monitoring Student Portfolios; Quality Feedback
4/21/20	Problem of Practice: Math Problem Solving

MEETING THE NEEDS OF ALL STUDENTS

English Learners

As a District affiliated charter school, Charter School shall implement the provisions of the District's *English Learner Master Plan*, as it may change from time to time, and comply with all applicable federal and state laws and District policies and procedures related to the implementation of the *English Learner Master Plan*.

Approximately seventeen percent of the students enrolled at the Alexander Science Center School are identified as English Language Learners (ELL). As an affiliated charter, the Alexander Science Center School uses English Language Development (ELD) benchmarks to measure student progress. At the beginning of a school year, the learning needs of continuing ELL are determined by reviewing the benchmark assessments and scores of the previous year's ELD Portfolio. Teachers also refer to the English Learners Monitoring Roster for their class, and use other forms of data provided to assess student needs, such as ELPAC (English Language Proficiency Assessments for California) and SBAC (Smarter Balanced Assessment Consortium) data. Grade-level teams teach the ELD Standards over the course of the school year using ELD curriculum, (e.g. Start Smart 1.0, Start Smart 2.0, and Benchmark Advance English Language Development Lessons).

Grade-level team members collaborate on determining ELD assessments to measure their students' progress and by problem solving together how best to accelerate and improve instruction based on their ongoing assessment results for ELL. Teachers collaborate to determine how best to improve student success on the ELPAC test, and provide classroom activities prior to students taking the annual ELPAC.

Teachers continually identify and demonstrate the use of the most effective strategies and practices for addressing the needs of culturally and linguistically diverse students. The instructional activities that teachers use for ELL are taught explicitly within the ELD instructional block and infused throughout the integrated curriculum. These strategies are building fluency, increasing academic vocabulary and reading comprehension, scaffolding specific strategies to build fluency, vocabulary, and comprehension strategies for making instruction meaningful, and providing students with multiple opportunities to demonstrate what they know.

Teachers collect assessments and work samples of ELD standards taught throughout each reporting period. Work samples are reviewed at the end of each reporting period, and representative samples

of a student's current performance are placed in the student's ELD portfolio. Portfolio items may include:

End-Of-Unit Assessments from Benchmark Advance•

- ELD Constructive Conversation Skill Activities • Student Progress Forms • District ELD Benchmark Assessments • ELD Writing Assessments • District ELD Practicum Guide Assessments and • Teacher/Grade-Level Created Performance Tasks. Teachers or grade-level teams select student assessments and work samples to be scored and identify the ELD standards assessed by the assignment. Teachers analyze assessments/work samples and use the English Language Development Scoring and Proficiency Level Key to determine rate of progress within each reporting period for each Mode or Process based on the CA ELD Standards. Teachers record the score for each ELD standard on the assignment. At each reporting period, teachers review a set of scores for each individual ELD standard assessed during that reporting period to determine a single score to record on the report card for each ELD Mode or Process. Teachers will support EL students daily by building background knowledge, scaffolding for understanding, have students participate in purposeful grouping during ELD, teach students how to create a viable argument from evidence, support them with analysis of complex text, allow time for students to extend discussions, integrate language and ELD strategies across all content areas. Intervention: Students not performing at benchmark in ELD receive additional support in small groups Level II instruction.

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall continue to use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing on a fee-for-service basis.

Students will continue to be identified for GATE programs by offering the district 2nd grade OLSAT-8 for early identification every spring. In addition, the GATE Coordinator will provide professional development through the year to help teachers identify students in the areas of: Intellectual Giftedness, High Achievement, Leadership, Creativity, Drama, Dance, Music and Art. In order to remedy inequities in identification and monitor outcomes of underrepresented students in the Gifted and Talented Program (GATE), the Alexander Science Center School structures a program for gifted students to increase identification of underrepresented students in GATE and provide instructional programs to promote student achievement. The curriculum reflects cultural relevance for the student population and promotes the active engagement of learners and recognition of different learning styles in students. Instructional experiences are carefully selected for students with the goal of differentiation for student needs, and determine classroom materials that can be compacted within the content areas for gifted students. The school annually assesses its program goals in the following areas: parent involvement, governance and administration, standards and assessment of students, staffing and professional growth, teaching and learning, and opportunity. Action plans are generated for the GATE program based on the outcomes of a yearly survey. Parents, educators and students are surveyed to create goals and objectives for the school's plan for GATE education.

The GATE plan for parent involvement requires the school to develop a cadre of parents who will be trained to facilitate and plan meetings and workshops for other parents. Through parent meetings, parents are informed regarding program requirements, the identification process, discuss topics of interest and provide a forum for parent networking.

Professional development opportunities for staff ensure that differentiated programs are able to be provided for students. Teachers of identified GATE students are encouraged to go to specialized conferences on gifted and talented education and share materials and learning with colleagues. Teachers also meet to plan program goals, and support each other and share quality strategies that help student learning and achievement. Teachers use data to inform instructional needs and drive the programs.

Gifted students are clustered together in self-contained classrooms and participate in a curriculum that is differentiated through acceleration and depth and complexity. Teachers also facilitate meetings with students to promote goal setting and self-reflection.

Students have differentiated standards-based instruction with the following embedded strategies:

- Identifying similarities and differences
- Identifying, Summarizing and note taking
- Flexible grouping
- Cooperative learning
- Setting objective and providing feedback
- Generating and listing hypotheses and
- Generating questions, cues, and use of advance organizers.
- Integration of Depth & Complexity
- Acceleration of Knowledge
- Application of Novelty
- Critical and Creative Thinking Skills
- Project or Problem Based Learning

The instructional plan for gifted students supports the overall goals of the instructional program of the school. Critical thinking is one of the school wide goals and objectives for GATE students. Students investigate problems, issues, facts and concepts, determine how well facts support generalizations, and evaluate the reliability of sources.

In science and math, students use the skills that they acquire in learning about statistics and data collection and apply it to real life problems. Students interpret, analyze, and evaluate the validity of data in mathematical problems and scientific experimentation to make sound conclusions. In language arts and social science, student use primary sources of information to help them compare and contrast real life situations. They analyze the validity of their informational sources; therefore, being better able to draw conclusions.

The principles and processes of science are another school wide goal and objective for GATE students. Students know methods and procedures, and investigate, research, and experiment with concepts and information. Students use the scientific process and method to create questions and formulate hypotheses that will guide their scientific investigations. Students are able to develop and

plan their own investigations, enriching their experiences after doing scientific experiments through FOSS. Students analyze data collected and draw conclusions to prove or disprove their hypothesis. They develop generalizations and form conclusions supported with evidence. Students evaluate their data and make judgments based on criteria.

Students Achieving Below Grade Level

Using the Response to Intervention Model, teachers will identify students performing below grade level and provide them with small group instruction in Language Arts and math regularly. Students that are not making progress with the small group instruction after 6-8 weeks of classroom intervention may be selected to participate in an intervention program or referred to the Student Success Progress Team for further intervention strategies and support. If a student continues to show little to no progress with small group instruction, Tier II intervention and after holding a follow-up Student Success Progress Team meeting, then that student may need to be referred for additional support through special services.

Academic intervention is a systematic, focused and individualized approach for providing additional instruction and practice enabling students at risk to attain greater literacy skills. This approach provides additional help that a student might need before, rather than after, they have failed. The intent of this approach is to provide targeted interventions that supplement and support the school's core literacy program, Benchmark. This prevention/intervention framework has as its foundation a three-tier model of instructional intervention.

The first stage of the intervention process is to identify students whose overall academic performance is below the expected levels of achievement. At-risk students are first identified by reviewing and evaluating reading assessment data available through periodic and informal assessment and identifying all students who fall within the intensive score band level. For students who fall within the intensive score band, there are two levels of response that are to be considered:

Level I: Prevention

"Good first teaching" is provided for all students in the form of highly effective teaching that introduces and reinforces concepts and skills from the district's core literacy program. Periodic reading assessments indicate which students are successful in meeting the grade level content standards and which students require intermediate or intensive interventions. Effective first teaching strategies may include but are not limited to the following:

- Daily/weekly phonics routines
- Read alouds
- Shared reading
- Teacher-directed interactive reading
- Structured independent reading
- Higher level questioning
- Conversations/discussion

Level II: Intermediate Intervention

Immediate intervention is provided to students who have not responded to the good first teaching strategies. For these students English Language Arts intervention curriculum is utilized. Universal

Access Time (UA), ELLP (Early Language Literacy Program) Academies is utilized for the introduction of the Language Arts intervention materials. The skills areas in need of intervention are identified through the use of six weeks assessment data. Each student's progress is monitored through the use of assessment tools provided in each of the intervention programs noted above.

Intensive Intervention is provided for students who continue to score with the intensive instructional band based on periodic assessments. The intensive intervention curriculum focuses on the specific processing skills required for literacy. Any intensive intervention approach, strategy, curriculum or program when selected is based on the following criteria.

- It is research-based
- Pre/post screenings or academic probes can be administered with ease
- It includes the ability to screen whole classrooms, small groups or individual students
- The primary focus is on reading and writing interventions
- Systematic instruction in phonemic awareness, phonics, and sight vocabulary is embedded
- Alignment of interventions to content standards and district curriculum is evident
- Instructional interventions are targeted to the student/s identified processing skills gaps
- Interventions are provided within a realistic time period

Students in grades 2-5 who do not respond to first interventions are recommended to the Level II intervention class, taught by Alexander Science Center teachers. Students receive 1-2 hours per week of small group targeted skills/strategies instruction during the intervention class for six to eight weeks. Additionally, the school has organized college tutors from the USC Joint Educational Program to work with its After-School Programs to provide tutoring and homework assistance.

Level III students consist of those students who have not successfully responded to Level I and II interventions and continue in the intensive band. The Student Success Progress Team (SSPT) is a problem-solving team that reviews and evaluates the effectiveness of the previous interventions, taking into account the level of student participation the integrity level of implementation and other factors that may be impeding achievement. Based on diagnostic testing results and data from progress monitoring, the SSPT may need to consider additional modification of the interventions.

Some students may display the characteristics of a student with a specific learning disability. These students are referred for a comprehensive evaluation to determine if the student has a disability that requires special education services. The comprehensive evaluation uses all progress monitoring data and diagnostic testing previously collected as well as supplementary assessment materials as a basis for establishing the disability, eligibility, and the need for special education services.

Intervention

Students in grades K-2 are administered the DIBELS (Dynamic indicators of Basic Early Literacy Skills) assessment in the fall. During the first month of school during professional development, teachers are asked to identify students in the strategic and intensive bands and develop an action plan to address their needs. Teachers of third through fifth grade students are asked to use MyData and SBAC (Smarter Balanced Assessment Consortium) data to also identify their strategic and intensive students and develop an action plan to address their specific academic needs.

Every four weeks, professional development around English Language Arts and math includes a component for teachers to revisit their action plans for the strategic and intensive students and discuss the students' progress, or lack thereof, within their grade level teams. At the end of the professional collaboration, teachers are able to write new action plans, implement new strategies and identify students that no longer require intensive support and identify new students that may need additional support.

During the second semester students that are showing little to no progress are identified for Level II (support with the intervention teacher) or Tier III (after school intervention). K-2 students are assessed again using DIBELS and students 3-5 are assessed using the Intervention Assessment. With the Level II push in support, the Intervention Teacher collaborates with the classroom teacher. Both teachers work at the same time and target specific standards and/or lessons that strategic and intensive students are struggling to master.

With the Level III intervention model, teachers selected grade level standards to focus on for a period of six to eight weeks for two sixty minute sessions each week. After school intervention groups consist of seven to ten students and a commitment from parents to have the students remain in the program for the entire daily session and for a period of no less than six weeks. Pre and post tests are given to all after school intervention students. Their quarterly benchmark assessments are reviewed by the Intervention and general education teachers regularly as they continue to meet in grade levels to address the needs of the students that have been targeted for Level II and Level III intervention throughout the year. With the implementation of the new Intervention Model, it is felt that the deficits in ELA and Math will be addressed prior to students testing in the spring and have a direct impact on increasing the number of students scoring in the proficient and advanced band.

Socioeconomically Disadvantaged Students

Eighty-three percent of the Alexander Science Center School's student population is identified as being socioeconomically disadvantaged. Students from such backgrounds often come to school with less academic and social preparedness. Furthermore, students from socioeconomically disadvantaged families may have less access to enrichment activities outside of school hours that can support academic achievement.

One of the greatest assets of the Alexander Science Center School is its location among some of the great cultural and academic institutions in Los Angeles. By integrating the instructional program with the school's environment, students from all backgrounds, including those identified as being socioeconomically disadvantaged, participate in the enriching activities of these institutions. Our instructional program strategies concentrate on a student's opportunity to learn, restructuring classroom organization and human relations to support culturally relevant education, and the use of authentic and varied assessment and data to inform instruction.

Students with Disabilities

Special Education

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree along with the District Affiliated Charter School.

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment on the basis of their special education status.

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

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

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

The District Affiliated Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

The District Affiliated Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-

reviews, complaints monitoring, procedural safeguards, and the local plan). The District Affiliated Charter School will participate in internal validation review (“DVR”).

The District Affiliated Charter School is responsible for the management of its personnel, programs, and services. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed, or on waiver consistent with California laws and regulations. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students’ IEPs immediately upon the students’ enrollment regardless of the types of service provider (i.e. school-based, NPA, or private). District Affiliated Charter School will ensure that IEP team meetings for such students will be held within thirty (30) days of the student’s enrollment in accordance with federal and state law and District policies and procedures.

c. Assessments

The referral process shall include Student Support and ProgressTeam (SSPT) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent’s request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents’ written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to

discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

Under limited circumstances when a District Affiliated Charter School student's needs may not be provided at the District Affiliated Charter School, the District Affiliated Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the District Affiliated Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the District Affiliated Charter School pursuant to an IEP.

e. Least Restrictive Environment

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

f. Staffing Requirements

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

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting specified IEP goals. The District Affiliated Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

g. Student Discipline/Inclusion

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation

Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School's outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will make available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District affiliated charter schools.

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to the District Affiliated Charter School including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance. The District Affiliated Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

4. Funding of Special Education

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District shall be

responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

5. District Responsibilities Relating to District Affiliated Charter School Special Education Program

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to District Affiliated Charter School staff as well.

***Modified Consent Decree Requirements**

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

As part of fulfilling the District's obligations under the Modified Consent Decree, data requests from any 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:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data
- The standard file including District ID.
- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS. Upon affiliated charter school's full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

Students in Other Subgroups

Foster Youth will be identified through the district information system, Dashboard and parent referrals. Foster Youth will be provided support by on site nursing, psychologist, psychiatric social worker, outside counseling and administration as needed. Designated areas will be established for privacy and on site meeting with Foster Youth and all support providers. All areas of academics will be reviewed quarterly and additional support provided as needed based on the students needs.

Standard English Learners (SEL) will be identified through teacher observation. All areas of academics will be reviewed quarterly and additional support provided as needed based on the students needs. Teachers participate in differentiated instructional professional topics annually which include strategies to support SELs.

"A TYPICAL DAY"

8:11 am Edgar enters his classroom and finds his seat at his pod, a set of conjoined desks that he identifies as his team. He follows his morning routine of getting breakfast and sitting down to look over the math problem of the day projected onto the board. He follows the established cooperative learning routine and discusses with his partner different patterns that he sees in the word problem, which is related to the scientific topics they have been studying. As Edgar finishes his breakfast

and cleans up, his teachers asks the students to articulate and share aloud different ways to problem solve and to provide their reasoning.

8:30 Edgar's team has been given the job of using context clues to determine the meaning of one of their reading vocabulary words. Edgar focuses on the structure of the word and notices how it looks like other words he knows in Spanish. Meanwhile another team member looks at the context of the sentence to determine what definition makes the most sense. They feel that their evidence together gives them a compelling argument to support their proposed definition of the word. Through this process Edgar has learned to feel more confident about deciphering the meaning of unknown words when he reads independently, especially in science. After the students share their reasoning, the teacher then creates a poster of the words with a picture, antonyms, and synonyms.

8:50 After vocabulary it is time to read and Edgar takes out his copy of the literature title the class is reading together. The teacher will start with a read aloud and set a purpose for the reading, posing text dependent questions. After this the students independently read the rest of the chapter, jotting their thoughts as they do. At the end of the section, Edgar's team compares notes, rereads key passages together, and responds to the questions posed. All the teams share their work and have a pointed discussion about the pivotal events and essential details that support their responses. Edgar has been practicing with getting the gist of the reading in order to construct meaning. His teacher gives students a copy of an excerpt from the chapter they just read. Edgar underlines words and phrases that stand out to him and he annotates the page with some of his thoughts. After some work time, the students openly share their impressions and interpretations of the passage in the same way their teacher had modeled last week. The teacher objectively facilitates the classroom conversation and asks questions that challenge students to explain their thinking. Later she asks questions that hone students' analysis so that they look for keywords that indicate cause and effect--the crosscutting concept that is like a thread that weaves through the subjects, helping Edgar deepen his understanding of this concept.

9:15 Students transition to universal access time. During this time Edgar will work with a group on a literature project while the teacher calls small groups over to her u-table. He can't wait to go over to the teacher and practice paraphrasing what he has read. Edgar and his group will use their chromebooks to work on their literature project. They have a lot to get done in the next couple weeks before they will be ready to present their work to the class.

9:30 Edgar gets excited when he sees his teacher walking over to her easel, because he knows its writing time, and he can't wait to work on his personal narrative. During a short mini-lesson the teacher discusses how one of the important things about personal narratives is how you change in your story. The teacher uses the passage they just analyzed as a mentor text to demonstrate how they author conveyed the concept of change with cause and effect. This allows Edgar thinks deeply about what caused his own internal and external transformations. He then goes to his seat to continue on his own piece of original writing that he has been working on adding to and revising for over a week now. He had difficulty with his writing today, and he was happy that he was selected to share his work with the whole class so that he could get some helpful feedback from other students.

10:10 Edgar goes to recess where he can play or sit and look at some of the plants growing in various planters around campus. He instead chooses to participate in the school beautification program. He has nearly completed his service hours this semester and enjoys making his community cleaner.

10:30 After recess is English Language Development. Edgar is currently at the expanding level in speaking. His teacher works with him in a smaller group so that he can have more time practicing oral speaking and practicing the academic vocabulary has been learning in science and social studies.

11:15 In math the students start with a speed multiplication drill and he has been practicing. He knows that building his fluency in math means that he will make less computational errors and focus better on his problem solving. He opens his math journal and begins working on an involved math problem. He is asked to solve a problem, and then explain his work using words, numbers and a model. In his journal he is familiar with the routine of solving problems with multiple strategies and explaining reasoning. His partners marvel at one of his more innovative strategies and vow to try it that way the next time they have a similar problems. His teacher asks him to look at multiple ways to problem solve and select one to share with the class.

12:10 Lunch

12:50 Edgar is eager to get back into his classroom because he doesn't want to waste any of the social studies time. The teacher is reading a piece of interesting informational text that makes Edgar realize that reading, like learning, is a pleasure.

1:05 When he walks back to his seat from the carpet, there is an image of a primary source artifact from the reading projected onto the board. The teacher poses a driving question that spurs him to deconstruct the artifact and look for visual clues that will lead him to a conclusion. The first time he saw this image he analyzed it as art, but this time he must look with the eyes of an archeologist. The teacher charts down their observations as they share with the class and he is beginning to notice some patterns and he takes out his notebook where he finds a previous article that the class read and he begins to make the case that somehow they are connected.

1:30 Finally, it's time to go into the lab for science. Last week, Edgar and his classmates learned about the engineering design process and wind-powered energy through guided activities provided by the Science Center liaison. They were presented with a phenomenon and given a challenge to build a wind turbine that generates power. The class had a discussion about renewable energy and were able to ask questions. During that week, Edgar planned and researched about energy and wind turbines. He began to sketch his first designs and ideas for his prototype. Edgar and his team finally agreed on their wind turbine design. Today, he is very excited because he will receive his materials to begin building his first wind turbine prototype. Edgar starts to investigate his materials, and with his group, collaborates to cut the cardboard to make the blades for the turbine. His team decides to make four blades and are given a cork, nail, and a piece of string to begin forming the nacelle, where the blades will be attached. The class explores how to attach the blades, blade shapes, and sizes. Tomorrow, Edgar and his group will attach a model motor to the tower and test to see if the blades rotate with the wind created by a hair dryer. They are very motivated to continue working through the engineering design process of the wind turbine prototype.

At **2:20** the teacher finally announces to the class that it is time to wrap up and write down their daily reflections. The class groans in unison, reluctant to stop work. They realize tomorrow will include a trip to the Big Lab and California Science Center for more hands-on science. The students collect their homework and write down what they learned for the day and what their goals are for tomorrow.

2:30 Edgar, his classmates, and his teacher head out to the gate, having lively discussions about all the interesting facts and observations from a full day of learning at the Alexander Science Center School.

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§47605(c)(1), 60605.)

Charter School shall work toward aligning all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD’s Local Control and Accountability Plan (LCAP) and Strategic Plan, as they may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

As a District affiliated charter school, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Charter School shall be responsible to pay all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

Data discussions around formative assessments take place throughout the year. In August we review the school's data with parents and staff. Teachers and administrators meet weekly in grade level team for 30 minutes from September to mid May. Teachers and administrators meet for twenty six banked time professional development meetings to discuss: the use of technology for instruction and assessments, performance tasks/assessments, IABs (interim assessment blocks), DIBELs, projects, rubrics, criteria charts, science notebooks, journals, oral presentations and research.

At the end of each quarter, teachers review ELA and math data, develop intervention groups and differentiate instruction to assist students towards meeting proficiency. Professional development opportunities are provided to allow teachers to work in grade level teams to: analyze data, backwards plan instruction, create assessments, identify standards/lessons for intervention and differentiated groups.

DATA ANALYSIS AND REPORTING

In order to ensure all students are making mastery towards state standards with the eight priorities we will administer and review the following:

Subject	Assessment Type	Frequency	Who is Responsible
ELA	SBAC Performance Assessment	Annually Semester	Teachers/Principal Teacher
	DIBELS Unit Assessments Informal Story Selections	Monthly Weekly	
Math	SBAC Performance Assessment	Annually Semester	Teachers/Principal Teacher
	Unit Assessments Informal Assessments	Monthly Weekly	

Subject	Assessment Type	Frequency	Who is Responsible
ELD	ELPAC Unit Assessments Informal Assessments	Annually Monthly Weekly	Teacher/Principal Teacher
Science	CAST Unit Assessments Informal Assessments	Annually Monthly Weekly	Teacher/Principal Teacher
Health, Social Studies, PE	Unit Assessments Informal Assessments	Monthly Weekly	Teacher

Annual testing data will be reviewed by the Principal with the staff annually. Teachers will review the performance assignment and DIBELS data quarterly in grade level teams. Teachers will meet weekly in grade level teams to compare data from unit and informal assessments. Data will be used by the team to inform small group classroom instruction during Universal Access Time and students to be referred for after school intervention. Parents will be informed if their child is not making progress five weeks into every reporting period. Teachers will review students' progress in all subject areas every 6-8 weeks and create flexible groups to address specific students' instructional needs. Parent conferences will be held twice a year. Parents are encouraged to schedule a conference any time during the school year after 2:30pm. Grade level chairs provide the principal with notes from the weekly grade level meetings. The principal attend the grade level meetings. Teachers provide the principal with their list of flexible groups to address students' academic needs and list the strategies teachers are using with those students to make academic progress. Principal walks classrooms regularly to monitor small group instruction. Principal facilitates and all teachers participate in vertical teams to discuss the progress or lack thereof that students are making across grade levels. Teachers are encouraged to list professional development (PD) topics of interest at every professional development. PD Teams are formed at the end of each year to roll out professional development to the staff for the following year. The Principal regularly gathers input from the teachers' request and the students' data to implement PD to address the areas of need.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of this Charter and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Adoption of any governance structure or model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, as it may be amended from time to time, including but not limited to provisions related to Local School Leadership Council composition and responsibilities, and provisions regarding councils and committees (e.g., Title I School Site Councils).

If the charter school has a separate charter school Governing Council [Our Governance and Operations Board is made up of the following members: CEO of the Science Center, School Principal, Parent, Classified Staff Member, UTLA Chapter Chair and the Director of Education for the Science Center. We meet six times throughout the year to discuss the school business.

Charter School shall adhere to and implement all applicable District policies and procedures for compliance with California open meetings laws (i.e., the Brown Act and the Greene Act, as applicable) and the California Public Records Act.

All staff and representatives of Charter School, including members of Charter School’s Governing Council, members of school committees and other councils, and school administrators, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its Governing Council are and remain consistent with applicable laws, District policy, the provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School’s Governing Council.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, as they may change from time to time.

In coordination and consultation with the District, Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall notify parents, guardians, and staff in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

STAKEHOLDER INVOLVEMENT

The School's Governance and Operating Committee (G & O) is the leadership body of the Alexander Science Center School. The G & O, as defined in the Joint Participation Agreement, currently consists of nine members: The affiliated charter will seek waivers annually. Three representatives from the California Science Center, two representatives from LAUSD, plus the Principal, a parent of a current Alexander Science Center School student, the current UTLA chapter chair and an elected representative of the classified staff. The parent representative and classified staff representative are elected annually at the end of May.

Councils

The School Site Council is the decision-making council for consolidated application programs operated at the school to improve student achievement. It is composed of the principal, three teachers, one classified staff member and four parents.

Parental Involvement

Parents will play an active role in governing the school. An elected parent representative(s) will serve on the school's G & O Committee and on various councils set up to find solutions to challenging areas as prioritized by the G & O Committee, including budget, by-laws and charter, curriculum, English Learner Advisory Council, multicultural, school safety, staff selection, technology, discipline and professional development.

The original intent of the Alexander Science Center School was to become a model of collaborative engagement between families, teachers, and community-based organizations. Toward this goal, Science Center families have access to activities and resources provided by the California Science Center aimed at extending student learning opportunities beyond the school day. Families receive free membership to the California Science Center and are able to participate in a myriad of Science Center programs and activities in the Science Center Exhibit Halls and the Big Lab. As this aspect of the program continues to develop, the school looks forward to continuing our family educational programs and providing even better opportunities for parent input and engagement in their child[ren]'s education.

Annually the school will review data: SBAC, ELPAC, DIBELS, School Experience Survey with all stakeholders: teachers, staff, parents and community members. Recommendations will be made about the progress towards meeting SPSA and LCAP goals throughout the year. During Budget Development in the early spring, stakeholders will provide input towards goal setting and the allocation of expenditures of school budgets. Monthly information sessions are held during parent meetings. Council meeting minutes are posted in the front of the school and on the school's website.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and the District's Uniform Complaint Procedures.

As a District affiliated charter school, Charter School shall adhere to all applicable federal and state laws and regulations, and District policies and procedures, regarding pupil fees, including but not limited to procedures related to complaints filed pursuant to Education Code section 49013.

Charter School shall comply with the requirements of Education Code section 52075 and District policies and procedures regarding the filing of complaints related to certain provisions of the Local Control Funding Formula legislation.

RESPONDING TO INQUIRIES

Charter School shall promptly respond to all District inquiries, including but not limited to inquiries regarding financial records, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

Charter School shall provide the appropriate Local District and the Charter Schools Division with copies of all collective bargaining waivers and/or exemptions within 10 days of the execution date of the waiver/exemption.

Charter School shall notify the appropriate Local District and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints or notices, within

one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Local District in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Local District immediately of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Charter School shall comply with and implement all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, 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 but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects and classes. related to staffing, credentialing, and assignments.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

Selection of the principal shall remain the purview of the LAUSD Superintendent or designee

Certificated Personnel

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available or when an administrative transfer is necessary as determined by the Local District administrator (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

Classified Personnel

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergency response and preparedness, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and allegations of employee-to-student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergency response and preparedness, including but not limited to the required creation, maintenance, and implementation of an Integrated Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Integrated Safe School Plan), and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its administrators, other staff, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

As a District affiliated charter school, in order to protect and promote the health and safety of students and staff, Charter School, including its staff, contractors (vendors), and volunteers, shall adhere to the policies and procedures of the District related to fingerprinting and criminal background clearances.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, vendor/contracting entity employee who may have frequent or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Ed. Code section 234 et seq. and related District policies and procedures.

SUICIDE PREVENTION

As a District affiliated charter school, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of AB 2246 (2016), codified in Education Code section 215.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

COURT-ORDERED INTEGRATION

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 District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. Any provision of Integration Program resources to Charter School (e.g., Magnet, Permits with Transportation, and/or Transportation resources) is subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

ELEMENT 8 – ADMISSION REQUIREMENTS

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A).) As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d).)

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of Charter School, Charter School shall immediately consult and coordinate with its Local District administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within Charter School’s former attendance boundary who wish to attend.

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to his/her school of residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

Student Recruitment

In August parent meetings are held to notify the community members of the school’s lottery process and school tours are provided. Information is placed on the school’s website that details how to apply to the school and important deadlines to meet. The application with instructions is posted in August of every year. Offsite recruitment meetings are held at local preschools in September to advise potential families of the admission procedures and resources that are available to them on the school’s website and brochures at the school site. The process is open to all. We encourage all families and students to apply.

Application Procedures

Resident Boundary Students

Prospective students who reside within the attendance boundaries¹ of Charter School (“resident students”) shall have **first** admission preference.

Non-Resident Boundary Students

The charter school will follow LAUSD’s Unified Enrollment process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below. Charter School’s non-resident lottery applications will be made available each year through the On-Time LAUSD Unified Enrollment process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November.

Lottery Preferences and Procedures

In conducting its admissions lottery, Charter School shall provide the following admission preferences, in the stated order of priority:

- **LAUSD Students**

Students from the nine priority schools have first priority

Students from non-priority schools have second priority

- **California Students**

Have third priority

□

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist in the same priority order as above. As seats become available, Charter School shall fill the seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

During the month of February, after receiving the list of interested applicants from Unified Enrollment, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School’s website and made readily available in the main office.

¹ For all District affiliated charter schools, which are conversion charter schools, the term “former attendance boundaries” includes those sending areas designated under the District’s PWT and CAP programs.

Charter School shall hold its lottery in the library or equivalent alternative space on campus. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, the administrator will pull lottery numbers and place them in order of acceptance for each program by the grade level until all numbers are exhausted.

Parents of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission within one month following the lottery, and will be provided three weeks to accept the offered seat.

Parents of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parents of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

If Charter School offers an SAS Program, it shall not consider any student's eligibility or interest in the program in determining admission to Charter School. Once a student has been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program participation guidelines.

MAGNET PROGRAM

If Charter School offers a District-approved Magnet Program, admission to the Magnet Program shall be determined in accordance with the rules and procedures established by the District's Court-ordered Integration Program per the Crawford court order. Students duly enrolled in a Magnet Program offered by Charter School shall be considered "resident students" of Charter School for purposes of admission and enrollment.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal 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. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable federal and state laws and related

District policies and procedures regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, immigration status, 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, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Documentation of Admissions and Enrollment Processes

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

As a District affiliated charter school, Charter School will not provide for a separate audit but will be included in the annual audit for LAUSD.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior, suspension, and expulsion.

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall implement alternatives to suspension and expulsion, especially in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Charter School acknowledges that the District’s Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all other due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

STUDENTS WITH DISABILITIES

Charter School shall implement District policies and procedures ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, to be determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. An IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District's Student Information System and shall make such outcome data readily available to the Charter Schools Division upon request.

READMISSION

Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from Charter School.

GUN FREE SCHOOLS ACT

Charter School shall comply with the federal Gun Free Schools Act.

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

District employees working at or assigned to Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD, inclusive of but not limited to provisions related to salaries, unemployment benefits, retirement systems and benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

As LAUSD employees, Charter School’s administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Students of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A student residing within the territorial boundaries of the District who chooses not to attend Charter School may contact the appropriate Local District to seek assistance in enrolling in another District school in accordance with District policies and procedures. Alternatively, the student may pursue an inter-district transfer, if available, in accordance with admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school’s charter.

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending Charter School may attend a public school within the student’s school district of residence in accordance with applicable law and that school district’s policies and procedures, or seek enrollment at another charter public school pursuant to applicable law and the terms of that school’s charter.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

As a District affiliated charter school, all administrators, faculty and staff of Charter School are and shall be LAUSD employees. All Charter School employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

Charter School agrees to resolve any claim, controversy or dispute (“Dispute”) arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved by a collaborative team from the appropriate Local District and the Charter Schools Division in accordance with the procedures set forth below:

- 1) Notification of 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 District by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School:

Alexander Science Center

c/o School Principal
3737 S. Figueroa Street
Los Angeles, CA 90007

To District:

LAUSD
Attn: Director, Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place 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 Charter School. 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 the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified 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 the Superintendent or his/her designee.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School’s request to revert to a non-charter District school.

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school.

REVOCATION OF THE CHARTER

The Board of Education may revoke the Charter if Charter School commits a breach of any provision set forth in a District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The Board of Education may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific

violation, and give Charter 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, or otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled at the affiliated charter school at the time of reversion, who reside outside of resident school boundaries, will be entitled to continuous enrollment through permits, as applicable.

CLOSURE PROCEDURES

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education or its duly authorized designee. If and to the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

Charter School shall issue written notification of the school's closure as a District affiliated charter school, and reversion to a non-charter District school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding student enrollment and/or transfer options as appropriate. Charter School shall simultaneously provide a copy of the written parent notification to the appropriate Local District Superintendent and Charter School's assigned Charter Schools Division administrator.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation.

ADDITIONAL PROVISIONS

FACILITIES

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

FISCAL MATTERS

As a District affiliated charter school, Charter School's fiscal operations will be supervised by LAUSD. Charter School shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting, procurement, third party contracts, student body funds, student store, donations, fundraising, payroll, imprest funds, and payment approval for goods and services.

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

ADDENDUM
**District Required Language for District Affiliated Charter School
Petitions (New and Renewal) and Material Revisions**

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Dr. Theodore T. Alexander Jr. Science Center (also referred to herein as “Alexander Science Center”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, 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, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be approved at a public hearing, consistent with federal law, the California Constitution, and Section 200, and shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price

meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(d)(2)(B).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, 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. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.

NOTE: This Charter contains specific "District Required Language" (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." (Ed. Code § 47605(b)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

Local Control Funding Formula (LCFF) Requirements

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

Curriculum and Instruction

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with California content and performance standards, including the Common Core State Standards, and CAASPP.

Transitional Kindergarten

Charter School shall comply with all applicable legal requirements and District policy regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, including but not limited to provisions related to work year, academic calendars, and schedules.

Mathematics Placement Act

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

High School Exit Examination

Charter School shall comply with all applicable requirements of Education Code sections 60850-60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC Accreditation

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students, and shall thereafter maintain WASC accreditation at all times.

PROFESSIONAL DEVELOPMENT

As a District affiliated charter school, Charter School shall comply with and implement required District policies and procedures related to staff professional development.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

As a District affiliated charter school, Charter School shall implement the provisions of the District's *English Learner Master Plan*, as it may change from time to time, and comply with all applicable federal and state laws and District policies and procedures related to the implementation of the *English Learner Master Plan*.

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall continue to use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing on a fee-for-service basis.

Students with Disabilities

Special Education

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree along with the District Affiliated Charter School.

Conversion Affiliated Charter

2. **District Affiliated Charter School's Special Education Responsibilities**
 - e. **General Requirements**

The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment on the basis of their special education status.

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

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

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

The District Affiliated Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

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

The District Affiliated Charter School is responsible for the management of its personnel, programs, and services. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed, or on waiver consistent with California laws and regulations. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

f. Transferring Students

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will

provide those related services required by the students' IEPs immediately upon the students' enrollment regardless of the types of service provider (i.e. school-based, NPA, or private). District Affiliated Charter School will ensure that IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with federal and state law and District policies and procedures.

g. Assessments

The referral process shall include Student Support and ProgressTeam (SSPT) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent's request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

h. Alternative Placements

Under limited circumstances when a District Affiliated Charter School student's needs may not be provided at the District Affiliated Charter School, the District Affiliated Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the District Affiliated Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the District Affiliated Charter School pursuant to an IEP.

f. Least Restrictive Environment

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

h. Staffing Requirements

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

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting specified IEP goals. The District Affiliated Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

i. Student Discipline/Inclusion

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School's outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will make available to the District Affiliated Charter School MCD reports indicating range

of services and number of students served at individual District affiliated charter schools.

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to the District Affiliated Charter School including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance. The District Affiliated Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

4. Funding of Special Education

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

5. District Responsibilities Relating to District Affiliated Charter School Special Education Program

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to District Affiliated Charter School staff as well.

***Modified Consent Decree Requirements**

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

As part of fulfilling the District's obligations under the Modified Consent Decree, data requests from any 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:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data
- The standard file including District ID.
- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS
- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout
District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS. Upon affiliated charter school's full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§47605(c)(1), 60605.)

Charter School shall work toward aligning all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD's Local Control and Accountability Plan (LCAP) and Strategic Plan, as they may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

As a District affiliated charter school, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Charter School shall be responsible to pay all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of this Charter and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Adoption of any governance structure or model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, as it may be amended from time to time, including but not limited to provisions related to Local School Leadership Council composition and responsibilities, and provisions regarding councils and committees (e.g., Title I School Site Councils).

If the charter school has a separate charter school Governing Council [if applicable, outline composition of that board and those duties here, if not insert **N/A**].

Charter School shall adhere to and implement all applicable District policies and procedures for compliance with California open meetings laws (i.e., the Brown Act and the Greene Act, as applicable) and the California Public Records Act.

All staff and representatives of Charter School, including members of Charter School's Governing Council, members of school committees and other councils, and school administrators, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD's charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its Governing Council are and remain consistent with applicable laws, District policy, the provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School's Governing Council.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, as they may change from time to time.

In coordination and consultation with the District, Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall notify parents, guardians, and staff in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and the District's Uniform Complaint Procedures.

As a District affiliated charter school, Charter School shall adhere to all applicable federal and state laws and regulations, and District policies and procedures, regarding pupil fees, including but not limited to procedures related to complaints filed pursuant to Education Code section 49013.

Charter School shall comply with the requirements of Education Code section 52075 and District policies and procedures regarding the filing of complaints related to certain provisions of the Local Control Funding Formula legislation.

RESPONDING TO INQUIRIES

Charter School shall promptly respond to all District inquiries, including but not limited to inquiries regarding financial records, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

Charter School shall provide the appropriate Local District and the Charter Schools Division with copies of all collective bargaining waivers and/or exemptions within 10 days of the execution date of the waiver/exemption.

Charter School shall notify the appropriate Local District and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints or notices, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Local District in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Local District immediately of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Charter School shall comply with and implement all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, 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 but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects and classes. related to staffing, credentialing, and assignments.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

Selection of the principal shall remain the purview of the LAUSD Superintendent or designee.

CERTIFICATED PERSONNEL

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available or when an administrative transfer is necessary as determined by the Local District administrator (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

CLASSIFIED PERSONNEL

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergency response and preparedness, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and allegations of employee-to-student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergency response and preparedness, including but not limited to the required creation, maintenance, and implementation of an Integrated Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Integrated Safe School Plan), and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its administrators, other staff, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

As a District affiliated charter school, in order to protect and promote the health and safety of students and staff, Charter School, including its staff, contractors (vendors), and volunteers, shall adhere to the policies and procedures of the District related to fingerprinting and criminal background clearances.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, vendor/contracting entity employee who may have frequent or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Ed. Code section 234 et seq. and related District policies and procedures.

SUICIDE PREVENTION

As a District affiliated charter school, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of AB 2246 (2016), codified in Education Code section 215.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

COURT-ORDERED INTEGRATION

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 District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. Any provision of Integration Program resources to Charter School (e.g., Magnet, Permits with Transportation, and/or Transportation resources) is subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

ELEMENT 8 – ADMISSION REQUIREMENTS

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A).) As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d).)

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students

who reside within the former attendance boundary of Charter School, Charter School shall immediately consult and coordinate with its Local District administration as well as the District's School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within Charter School's former attendance boundary who wish to attend.

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent used fraudulent address information to establish resident status within Charter School's former attendance boundary to gain enrollment prior to the school's conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School's lottery and enrollment process, the student may be withdrawn and referred back to his/her school of residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance boundaries² of Charter School ("resident students") shall have **first** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The charter school will follow LAUSD's Unified Enrollment process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below. Charter School's non-resident lottery applications will be made available each year through the On-Time LAUSD Unified Enrollment process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November.

Lottery Preferences and Procedures

In conducting its admissions lottery, Charter School shall provide the following admission preferences, in the stated order of priority:

- **LAUSD Students**
 - Siblings

² For all District affiliated charter schools, which are conversion charter schools, the term "former attendance boundaries" includes those sending areas designated under the District's PWT and CAP programs.

Prospective students who (a) are siblings of students enrolled in grades [insert school's grade span minus the highest grade served, e.g., for a school that serves K-5, insert "K-4"] at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have **second** admission preference.

□ Other LAUSD Students

All other prospective students who reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have **third** admission preference.

● **California Students**

□ Siblings

Prospective students who (a) are siblings of students enrolled in grades x-y at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist in the same priority order as above. As seats become available, Charter School shall fill the seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

During the month of February, after receiving the list of interested applicants from Unified Enrollment, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School's website and made readily available in the main office.

Charter School shall hold its lottery in the [insert on-campus location, e.g., auditorium, multipurpose room, etc.], or equivalent alternative space on campus. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, [insert description of how the school will conduct the lottery]

Parents of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission within one month following the lottery, and will be provided three weeks to accept the offered seat.

Parents of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parents of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

If Charter School offers an SAS Program, it shall not consider any student's eligibility or interest in the program in determining admission to Charter School. Once a student has been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program participation guidelines.

MAGNET PROGRAM

If Charter School offers a District-approved Magnet Program, admission to the Magnet Program shall be determined in accordance with the rules and procedures established by the District's Court-ordered Integration Program per the Crawford court order. Students duly enrolled in a Magnet Program offered by Charter School shall be considered "resident students" of Charter School for purposes of admission and enrollment.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal 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. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable federal and state laws and related District policies and procedures regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, immigration status, 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, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

As a District affiliated charter school, Charter School will not provide for a separate audit but will be included in the annual audit for LAUSD.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior, suspension, and expulsion.

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall implement alternatives to suspension and expulsion, especially in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Charter School acknowledges that the District's Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing

and all other due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

STUDENTS WITH DISABILITIES

Charter School shall implement District policies and procedures ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, to be determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. An IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District's Student Information System and shall make such outcome data readily available to the Charter Schools Division upon request.

READMISSION

Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from Charter School.

GUN FREE SCHOOLS ACT

Charter School shall comply with the federal Gun Free Schools Act.

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

District employees working at or assigned to Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD, inclusive of but not limited to provisions related to salaries, unemployment benefits, retirement systems and benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

As LAUSD employees, Charter School’s administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Students of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A student residing within the territorial boundaries of the District who chooses not to attend Charter School may contact the appropriate Local District to seek assistance in enrolling in another District school in accordance with District policies and procedures. Alternatively, the student may pursue an inter-district transfer, if available, in accordance with admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school’s charter.

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending Charter School may attend a public school within the student’s school district of residence in accordance with applicable law and that school district’s policies and procedures, or seek enrollment at another charter public school pursuant to applicable law and the terms of that school’s charter.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

As a District affiliated charter school, all administrators, faculty and staff of Charter School are and shall be LAUSD employees. All Charter School employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

Charter School agrees to resolve any claim, controversy or dispute (“Dispute”) arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved by a collaborative team from the appropriate Local District and the Charter Schools Division in accordance with the procedures set forth below:

- 1) Notification of 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 District by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School:

[Enter name of school here.]
c/o School Principal
[Enter street address of school here.]
[Enter city, state, and zip code here.]

To District:

LAUSD
Attn: Director, Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties

shall schedule a conference at a mutually agreeable time and place 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 Charter School. 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 the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified 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 the Superintendent or his/her designee.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School's request to revert to a non-charter District school.

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school.

REVOCATION OF THE CHARTER

The Board of Education may revoke the Charter if Charter School commits a breach of any provision set forth in a District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The Board of Education may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter 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, or otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled at the affiliated charter school at the time of reversion, who reside outside of resident school boundaries, will be entitled to continuous enrollment through permits, as applicable.

CLOSURE PROCEDURES

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education or its duly authorized designee. If and to the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

Charter School shall issue written notification of the school's closure as a District affiliated charter school, and reversion to a non-charter District school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding student

enrollment and/or transfer options as appropriate. Charter School shall simultaneously provide a copy of the written parent notification to the appropriate Local District Superintendent and Charter School's assigned Charter Schools Division administrator.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation.

ADDITIONAL PROVISIONS

FACILITIES

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

FISCAL MATTERS

As a District affiliated charter school, Charter School's fiscal operations will be supervised by LAUSD. Charter School shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting, procurement, third party contracts, student body funds, student store, donations, fundraising, payroll, imprest funds, and payment approval for goods and services.

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)