



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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## EMERSON COMMUNITY CHARTER SCHOOL

A DISTRICT AFFILIATED CHARTER SCHOOL

1650 SELBY AVE, LOS ANGELES, CA 90024

### Renewal Petition

Submitted  
MARCH 15, 2019

#### TERM OF PROPOSED CHARTER

**JULY 1, 2019 TO JUNE 30, 2024**

# TABLE OF CONTENTS

Assurances, Affirmations, and declarations.....	1
Element 1 – The Educational Program .....	3
Element 2 – Measurable Pupil Outcomes, and	
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured .....	59
Element 4 – Governance .....	69
Element 5 – Employee Qualifications .....	75
Element 6 – Health and Safety Procedures .....	77
Element 7 – Means to Achieve Racial and Ethnic Balance .....	79
Element 8 – Admission Requirements.....	80
Element 9 – Annual Financial Audits .....	84
Element 10 – Suspension and Expulsion Procedures .....	85
Element 11 – Employee Retirement Systems .....	87
Element 12 – Public School Attendance Alternatives .....	88
Element 13 – Rights of District Employees.....	89
Element 14 – Mandatory Dispute Resolution .....	90
Element 15 – Charter School Closure Procedures .....	92
Additional Provisions.....	95

## ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Emerson Community Charter School (also referred to herein as “Emerson”, “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. (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”). (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>Dimone Watson</i>
• The address of Charter School is:	<i>1650 Selby Ave. Los Angeles, CA 90024</i>
• The phone number for Charter School is:	<i>(310) 234-3100</i>
• Charter School is located in LAUSD Governing Council District:	<i>4</i>
• Charter School is located in LAUSD Local District:	<i>West</i>
• The grade configuration of Charter School is:	<i>6-8</i>
• The number of students in the first year of this Charter will be:	<i>575</i>
• The grade levels of the students in the first year will be:	<i>6-8</i>
• Charter School’s scheduled first day of instruction in 2019-2020 is:	<i>8/20/2019</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>404</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>7:55am – 3:00pm</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**

Emerson Community Charter School serves local community children/families, and children/families from outside the attendance area who are interested in being a part of the Emerson Community.

2017-18 California DashGoverning Council reports all Emerson students in the orange for ELA and Math. In ELA, students with disabilities scored in the red, African American, Hispanic, English Learners, Socioeconomically Disadvantaged students scored in the orange, and white students scored in the green. In Math, students with disabilities and African American students scored in the red, English Learners scored in the orange, Hispanic and socioeconomically disadvantaged students score in the yellow, and white students scored in the green. From 2015-16 to 2017-18, the percentage of students who have met or exceeded the standard in ELA has decreased by 2.15% from 46% to 43.85%. From 2015-16 to 2017-18, the percentage of students who have met or exceeded the standard in Math has increased by .34% from 35% to 35.34%.

Emerson innovative feature has increased the engagement of students and has a positive effect on school culture. School Experience Survey data shows that Emerson's goal of building a positive community has been achieved. 96% of students feel safe at school; 90% of students feel comfortable talking with school leadership; 98% of parents feel their child is safe at school. Every student is in an academy and every student participates in the Academy Day experience when each academy has an academic and career inspiring field trip on the same day, twice a year in the Fall and Spring. The collaboration between teachers, parents, and the parent organization is facilitated through the academies in a large way and extends to the content area classes. Emerson is a stronger community because of its academy structures. This structure is designed to support ALL students in all subgroups by giving them equal opportunity to enriching experiences.

Emerson is challenged by connecting the positive school experience with positive growth in test scores. Emerson is currently engaged in professional development that is connecting the charter initiative and project based experiences to achievement gains. This includes grade level projects that are driven by standards based rubrics that are directly connected to a standards based assessment experience. This effort includes careful analysis of data and curricular devices that make students feel more comfortable and prepared for testing.

The following demographic and achievement data further demonstrates a need for innovative practices to serve the student population.

## School and Student Demographics

2017-2018 Student Enrollment	
Grade Level	Enrollment
Grade 6	161
Grade 7	175
Grade 8	182
Special Day Program (SDP)	57
Total Enrollment	575

2018-2019 Ethnic Demographics	
Hispanic	45%
White	27%
African American	20%
Asian	4%
Other	4%

Number of Reclassified Students Historically			
Year	Number of ELD Students	# Reclassified	% Reclassified Within CDE Timelines
2014-2015	79	16	20%
2015-2016	51	7	14%
2016-2017	67	17	28%
2017-2018	62	22	10%

Year	Out of School Suspensions	Rate of Suspensions	Number of Expulsions	Rate of Expulsions
2015-16	0	0 %	0	0
2016-17	0	0 %	0	0
2017-18	1	.1%	0	0

## STUDENT POPULATION TO BE SERVED

Emerson is located in Westwood near Century City and West Los Angeles. Other surrounding neighborhoods are Culver City, Palms, Mar Vista, Brentwood, Bel Air, Beverly Crest, Sawtelle, Rancho Park, Cheviot Hills, Palms, Beverly Hills, and Holmby Hills. The school is surrounded by houses, apartment buildings, the Church of Jesus Christ of Latter-Day Saints, St. Paul the Apostle Catholic Church, and the California Los Angeles Mission. The University of California, Los Angeles is a local neighborhood University. According to the LA Department of City Planning and the U.S. Census (2008), the population of Westwood is 52,041 people within a 3.68 square mile radius. The city's races/ethnicities are 62.9% White, 23.1% Asian, 7% Latino, 2% Black, and 4.9% other. The median household

income is \$68,716, and 66.5% of residents 25 and older have a four-year degree. Renters make up 64.1% of the population in Westwood while 35.9% own their own home. Of the families in Westwood, 37.5% are married couples, while 57.2% of the population has never been married. About 30% of the residents in Westwood were born outside of the United States with 6.6% of those individuals being born in Russia, 23.5% in Iran, and 7.3% in Taiwan.

There are a total of five schools in the Westwood neighborhood. The schools in Westwood are: Warner Avenue Elementary, Fairburn Avenue Elementary, Sinai Akiba Academy (Private), and St. Paul the Apostle School (Private) and Emerson Community Charter School. Extending outside of Westwood but still part of the Emerson Attendance area are 11 total schools: University Senior High(Charter), Brockton Avenue Elementary, Westwood Elementary (Charter), Marymount High School (Private), Community Magnet Charter (Charter), John Tomas Dye (Private), and Emerson Community Charter School. Of the eleven total schools four are Private, four are Charter, and seven are public. Five are Elementary Schools, two are high schools, three are K-8, and Emerson is 6-8 (Zillow.com). See the included Surrounding School's Data Chart for more information on these schools.

As a Charter school, Emerson serves students beyond the current attendance boundary. Our intent is to preserve our core population of neighborhood students as a community school, while opening our enrollment, as capacity permits, to continually strengthen the already established diversity of the school.

Emerson currently serves approximately 575 students in grades 6-8. In the current 2018-2019 school year, 55% of the students enrolled at Emerson live within the school's attendance boundaries as defined by the District. The remainder of the student population is enrolled through the Charter Lottery. Emerson also offers the Emerson Accelerated Program (EAP), which supports the development of gifted and talented youth. Currently, 45% of the students are enrolled in the EAP program in grades 6-8.

Emerson is a Title I school with a 2018-2019 ranking of 51%, signifying that about half of the student population is receiving free/reduced lunch. Emerson Community Charter will continue to function as a neighborhood school and will adhere to LAUSD enrollment procedures consistent with Charter school law and District policy. Given current facilities, Emerson's enrollment capacity is 624 students. Enrollment seats not filled by neighborhood students are filled via lottery. Lottery procedures are outlined in Element 8.

## **GOALS AND PHILOSOPHY**

### **Mission and Vision**

The mission of Emerson Community Charter School is to develop the Whole Child through an instructional environment that fosters and promotes students' talents and 21st century skills. Emerson Community Charter Middle School is committed to providing an environment that both supports and challenges every student to attain their highest level of social, intellectual, and physical development. By providing 21st century instruction and experiences in academics, arts, technology, and athletics, students will develop the values and knowledge that will allow them to appreciate and contribute to all aspects of our diverse world. Our goal of nurturing accomplished, responsible, and well-rounded students is summed up in our motto, "Scholarship, Citizenship, Achievement." The school's vision is to



foster and promote students' talents and 21st century skills through Academies. The academies will use project-based learning to develop the Whole Child while also deepening students' conceptual knowledge of core subjects. The Academy projects will also allow students to actively collaborate and become critical thinking problem solvers. The academies include:

- The Science Technology Engineering and Mathematics (STEM) Academy
- The Arts and Adventure Academy (A&A)
- The Emerson Sports Academy (ESA)
- The Leadership Academy

### **What It Means to be an “Educated Person” in the 21<sup>st</sup> Century**

Emerson believes that being an “educated person” in the 21st century means having 21st century skills and being prepared for the rigors of the college curriculum. As a result, students must demonstrate proficiency in the following School-wide Learning Objectives (SLO's):

1. Development of **learning and thinking skills** which will prepare students for 21<sup>st</sup> Century life and work. These skills include the development of:
  - creativity
  - critical thinking
  - communication
  - collaboration
  - innovation
  - problem solving skills
2. Information, **media and technology skills** which will prepare students for our media-driven global market. These skills include:
  - Information literacy
  - Media literacy
  - Information Communications Technology (ICT) Literacy – the usage of integrated communication systems i.e. internet, cell phone, computer, tablet, etc.
3. **Life and career skills** which will develop the aptitudes and skills needed for today's complex globally competitive society. These skills include:
  - flexibility
  - adaptability
  - initiative
  - self-advocacy
  - social and cross-cultural skills
  - productivity
  - accountability
  - leadership
  - responsibility

Proficiency is measured and demonstrated through students' performance on various project based, grade level activities.

## **How Learning Best Occurs**

Emerson believes that learning best occurs in the following environment:

- A school community where students, parents, teachers, administrators, staff, and community members work together as a team. This is facilitated by Emerson's School-Parent-Student Agreement.
- Research based effective instructional strategies and methodologies guide instruction and learning. Emerson's instructional program includes the use of instructional methodologies such as Constructivism, Bloom's Taxonomy, Marzano's Instructional Strategies, and Project-Based Learning. These strategies align to the needs of the target population by providing a rigorous real world learning environment that balanced and connects to students' prior knowledge. Similarly, data informs instruction and professional development to facilitate effective implementation of these strategies/methodologies.
- The Whole Child and 21st Century Skills are developed in a safe, nurturing, positive, and mutually respectful environment conducive to student learning.

## **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 PROFICIENCY FOR ALL

#### PROFICIENCY FOR ALL

#### Related State Priorities:

- |                                       |                                       |                                       |
|---------------------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1            | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 2 | <input type="checkbox"/> 5            | <input type="checkbox"/> 8            |
| <input type="checkbox"/> 3            | <input type="checkbox"/> 6            |                                       |

#### Local Priorities:

- ☐ :  
☐ :

### Specific Annual Actions to Achieve Goal

- To increase the number of students who score Proficient or above in English Language Arts and Math on the SBAC
- Increase academic outcome for all students in ELA
- To monitor and increase early literacy rates of pupils
- Decrease the number of Long Term English Learners
- Academic and performance standards will be implemented through a broad course of study that includes ELA, Math, Science, Health, Social Science, Physical Education and an Elective.
- Administration will make sure that all students have access to middle course of study by hiring qualified teachers for each offered course and designing a master schedule that is varied and provides an opportunity for all students to have access to required course offerings.

### Expected Annual Measurable Outcomes

#### **Outcome #1:**

Percentage of students reaching proficiency in ELA will increase

#### **Metric/Method for Measuring:** SBAC ELA Assessment

\*Subgroup not numerically significant at this time

APPLICABLE STUDENT GROUPS	BASELINE	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
All Students (Schoolwide)	45%	46%	47%	48%	49%	50%
English Learners	4%	5%	6%	7%	8%	9%
Socioeconomically Disadvantaged Students	32%	33%	34%	35%	36%	37%
Foster Youth	1%	2%	3%	4%	5%	6%
Students with Disabilities	12%	13%	14%	15%	16%	17%
African American Students	31%	32%	33%	34%	35%	36%

American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	64%	65%	66%	67%	68%	69%
Filipino Students	76%	77%	78%	79%	80%	81%
Latino Students	31%	32%	33%	34%	35%	36%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	58%	59%	60%	61%	62%	63%
White Students	70%	71%	72%	73%	74%	75%

### **Outcome #2:**

Percentage of students reaching proficiency in Mathematics will increase

**Metric/Method for Measuring:** SBAC Math Assessment

\*Subgroup not numerically significant at this time

APPLICABLE STUDENT GROUPS	BASELINE	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
All Students (Schoolwide)	37%	38%	39%	40%	41%	42%
English Learners	12%	13%	14%	15%	16%	17%
Socioeconomically Disadvantaged Students	24%	25%	26%	27%	28%	29%
Foster Youth	1%	2%	3%	4%	5%	6%
Students with Disabilities	9%	10%	11%	12%	13%	14%
African American Students	60%	61%	62%	63%	64%	65%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	60%	61%	62%	63%	64%	65%
Filipino Students	64%	65%	66%	67%	68%	69%
Latino Students	25%	26%	27%	28%	29%	30%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	44%	45%	46%	47%	48%	49%
White Students	60%	61%	62%	63%	64%	65%

**Outcome #3:** Percentage of reclassification of English Learners students will increase

**Metric/Method for Measuring:** ELPAC Summative Assessment

APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
English Learners	34%	35%	36%	37%	38%	39%

GOAL #2 ATTENDANCE						
<p style="text-align: center;"><b>100% ATTENDANCE</b></p> <ul style="list-style-type: none"> <li>To achieve or maintain school attendance rates that support student learning</li> <li>To decrease chronic absenteeism</li> <li>To identify students with the potential of dropping out of middle school and provide support</li> </ul>				<p><b>Related State Priorities:</b></p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input type="checkbox"/> 6</div> </div> <p><b>Local Priorities:</b></p> <div style="display: flex;"> <div style="margin-right: 10px;"><input type="checkbox"/> :</div> <div style="margin-right: 10px;"><input type="checkbox"/> :</div> </div>		
Specific Annual Actions to Achieve Goal						
<p><i>Emerson Community Charter will continue to promote and strengthen the home-school partnership to increase student attendance. Targeted supports will increase student engagement and reduce chronic absenteeism:</i></p> <ul style="list-style-type: none"> <li><i>Honoring students with improved or consistent attendance at monthly assemblies</i></li> </ul>						
Expected Annual Measurable Outcomes						
<p><b>Outcome #1:</b>Percentage of students attending 173-180 days each school year (96% attendance rate) will increase</p> <p><b>Metric/Method for Measuring:</b> MiSiS Attendance Reports</p> <p>*Subgroup not numerically significant at this time</p>						
APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
All Students (Schoolwide)	66%	67%	68%	68%	70%	71%
English Learners	58%	59%	60%	61%	62%	63%
Socioeconomically Disadvantaged Students	64%	65%	66%	67%	68%	69%
Foster Youth	66%	67%	68%	69%	70%	71%
Students with Disabilities	58%	59%	60%	61%	62%	63%
African American Students	64%	65%	66%	67%	68%	69%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	74%	75%	76%	77%	78%	79%
Filipino Students	79%	80%	81%	82%	83%	84%
Latino Students	68%	69%	70%	71%	72%	73%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	61%	62%	63%	64%	65%	66%
<p><b>Outcome #2:</b></p>						

Percentage rate of students missing 16 days or more each school year (chronic absenteeism) will decrease

**Metric/Method for Measuring:** MiSiS Attendance Reports

\*Subgroup not numerically significant at this time

APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
All Students (Schoolwide)	22%	21%	20%	19%	18%	17%
English Learners	22%	21%	20%	19%	18%	17%
Socioeconomically Disadvantaged Students	16%	15%	14%	13%	12%	11%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	13%	12%	11%	10%	9%	8%
African American Students	32%	31%	30%	29%	28%	27%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	*	*	*	*	*	*
Latino Students	19%	18%	17%	16%	15%	14%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	39%	38%	37%	36%	35%	34%

**Outcome #3:**

**Metric/Method for Measuring:**

APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
All Students (Schoolwide)						
English Learners						
Socioeconomically Disadvantaged Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						

White Students						
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GOAL #3 PARENT, COMMUNITY, AND STUDENT ENGAGEMENT
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<ul style="list-style-type: none"> <li>To increase the number of parents providing input about school conditions</li> <li>To train parents on how to support learning at home and at school</li> <li>To increase student engagement</li> </ul>	<b>Related State Priorities:</b> <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 checked="" type="checkbox"/> 6
	<b>Local Priorities:</b> <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal
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<ul style="list-style-type: none"> <li>Emerson Community Charter will continue to foster a community that is actively engaged through collaboration and a sense of belonging between and within stakeholder groups. Examples of community events, committees and activities that will maintain and build a sense of belonging for all stakeholders include: Camp Emerson, 6<sup>th</sup> grade Parent Breakfast, International Potluck, PACE meetings, School Site Council, English Learner Advisory Council, Academy Days, Back-to-School Night, Open House, High School Information Night, Field Day and PIE DAY.</li> <li>Students will participate in Success Assemblies, Peer Mediation and Grade level Focus Groups.</li> <li>Parents will have the opportunity to complete the annual school survey with assistance during office hours.</li> <li>Phone and email reminders will be sent to parents during the annual school survey.</li> </ul>
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Expected Annual Measurable Outcomes
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**Outcome #1:** Increase the percentage of students who feel a part of their school  
**Metric/Method for Measuring:** School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	90%	91%	92%	93%	94%	95%

**Outcome #2:** Increase the percentage of students who feel a part of their school  
**Metric/Method for Measuring:** School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2034
All Students (Schoolwide)	93%	94%	95%	96%	97%	98%

GOAL #4 ENSURE SCHOOL SAFETY						
<ul style="list-style-type: none"> <li><i>To sustain the low number of student suspensions while providing for targeted reductions in student subgroups</i></li> <li><i>To sustain the low number of instructional days lost to suspension while providing for targeted reductions in student subgroups</i></li> <li><i>To reduce or maintain low percentage of expulsions</i></li> <li><i>Maintain a safe and positive school environment</i></li> </ul>					<p>Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 6</div> </div> <p>Local Priorities:</p> <div style="display: flex;"> <div style="margin-right: 10px;"><input type="checkbox"/> :</div> <div style="margin-right: 10px;"><input type="checkbox"/> :</div> </div>	
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> <li><i>Continue to implement School-Wide "Bill of Rights" that enforces both teachers and students' advocacy for teaching and learning.</i></li> <li><i>Principal and Assistant Principal lead two Success Assemblies a semester.</i></li> <li><i>Teachers implement regular character development programs and social-emotional development lessons using Second Step.</i></li> </ul>						
Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> Lower the number of suspensions <b>Metric/Method for Measuring:</b> Suspension Data (number of suspension events) *Subgroup not numerically significant at this time						
APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
All Students (Schoolwide)	30	25	20	15	10	5
English Learners	0	0	0	0	0	0
Socioeconomically Disadvantaged Students	25	20	15	10	5	0
Foster Youth	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0
African American Students	0	0	0	0	0	0
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	0	0	0	0	0	0
Filipino Students	*	*	*	*	*	*
Latino Students	15	10	5	0	0	0
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	0	0	0	0	0	0
<b>Outcome #2:</b> Reduce the number of Instructional Days Lost to suspension <b>Metric/Method for Measuring:</b> Suspension Data (number of days of suspension)						
APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024



All Students (Schoolwide)	50	40	35	30	25	20
English Learners	0	0	0	0	0	0
Socioeconomically Disadvantaged Students	40	35	30	25	20	15
Foster Youth	0	0	0	0	0	0
Students with Disabilities	10	5	0	0	0	0
African American Students	10	5	0	0	0	0
American Indian/Alaska Native Students	0	0	0	0	0	0
Asian Students	0	0	0	0	0	0
Filipino Students	0	0	0	0	0	0
Latino Students	30	25	20	15	10	5
Native Hawaiian/Pacific Islander Students	0	0	0	0	0	0
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	5	0	0	0	0	0

**Outcome #3:** Increase the Number of Students Who Respond They Feel Safe at School

**Metric/Method for Measuring:** School Experience Survey

APPLICABLE STUDENT GROUPS	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
All Students (Schoolwide)	90%	100%	100%	100%	100%	100%

#### GOAL #5 PROVIDE FOR BASIC SERVICES

To provide and maintain Basic Services for students and schools

- Teacher Assignments and Credentialing: The school will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations.
- Access to Instructional Materials: The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.
- Facilities Maintenance: The school will achieve and maintain an overall “good” rating or equivalent on annual review(s) of school facilities.

Related State Priorities:

- ☒ 1    ☐ 4    ☐ 7  
☒ 2    ☒ 5    ☐ 8  
☐ 3    ☐ 6

Local Priorities:

- ☐ :  
☐ :

#### Specific Annual Actions to Achieve Goal

- Annual review of teacher credentialing to maintain 100% compliance
- School will provide each student with access to state adopted materials and complete an

*annual review in accordance with district policy*

- *School will maintain cleanliness of campus and submit work orders for problems and/or concerns with relation to district facilities*

#### Expected Annual Measurable Outcomes

**Outcome #1:** 100% ESSA/NCLB Compliance for Teacher Credentialing

**Metric/Method for Measuring:**

Human Resource Reports

APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

**Outcome #2:** All students have access to state-adopted, standards based instructional materials

**Metric/Method for Measuring:** William Certification

APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

**Outcome #3:** Emerson will receive a “good” or better rating on facility inspections

**Metric/Method for Measuring:** Site Inspections

APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

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

The goals of the instructional program at Emerson are to help students become self-motivated, competent, lifelong learners. Students at Emerson will be self-motivated because they will be given the ability to choose which Academy to participate in. This choice allows students to select an area of interest which will be more engaging and meaningful to them, thus making the learning more intrinsically motivating. Also, Academy projects will be student led, therefore encouraging students to actively learn and collaborate with others, while also taking more ownership and responsibility for their learning. Similarly, instruction in the core academic classes will be presented in a relevant student-centered way, using effective instructional strategies that challenge and engage students so that students are motivated to actively learn and participate.

The instructional program at Emerson will also help students be competent in various ways. First, the effective instructional methodologies used by teachers will help students to become competent in the common core standards and academic subjects. Also, the Project Based Learning in the Academies will deepen students’ understanding of various aspects of

the core curriculum. Teachers will also help students be competent 21st century scholars by asking students to solve problems, use evidence to prove a point, and to think critically. Such 21st century knowledge and skills will transfer across the curriculum therefore helping to make students competent in all subjects.

The instructional program will also create lifelong learners. In the Academies, students' interests and talents will be fostered, thus sparking students' desire to continue to learn and develop for the long term. Similarly, by deepening students' understanding of core academic subjects through Academy projects, they will feel motivated and interested in delving deeper into topics and concepts. By making learning meaningful, fun, and understandable, students will want to continue to learn for the rest of their lives. The Overall Student Goals of the Instructional Program are that students will have:

- academic skills necessary to be successful in high school, college, career and beyond
- knowledge and understanding of the value of positive character traits
- an appreciation of their own unique skills and talents
- an awareness of proper etiquette for interacting with people different from themselves
- an appreciation of others' diversity
- critical thinking skills
- the skill of utilizing technology in their learning
- basic study and organizational skills
- the ability and desire to actively participate in their learning
- their strengths broadened, extended, and developed
- the skill to see the connections between what they learn and the world around them
- the ability to work both individually and as a member of a group
- the ability to problem solve
- the skills and attitudes needed to become lifelong learners
- high expectations for themselves
- self-motivation and greater self-confidence
- good character, and an appreciation and concern for the larger community
- maintain a 2.5 program-wide GPA
- maintain a 96% attendance rate (7 days or less absent during the school year)

The Overall Teacher/Staff Goals of the Instructional Program are:

- students' areas of needs are identified, addressed, and strengthened in an ongoing manner
- students are encouraged to excel and gain a deeper understanding of subjects/concepts
- have high expectations for themselves and their students
- to continually develop and improve as an educator through professional development
- work collaboratively with other staff
- to ensure the Common Core Standards are taught
- use differentiated research-based instructional strategies to meet student's needs
- connect subjects across the curriculum
- actively promote parent involvement in a variety of ways
- have parents understand how they can assist their child's learning
- will use technology and a variety of resources to develop student's understanding
- use multiple forms of data to guide instruction and professional development

- encourage student attendance in a variety of ways
- use a school wide behavior support plan to keep the school safe and organized
- maintain a school-wide 96% attendance rate
- have at least an 80% eighth grade graduation rate

The Specific Goals of each Academy are that Students will have:

#### **STEM**

- To develop Science Literacy
- To explore the physical world and it's elements and how they work together
- To execute the Science and engineering practices and understand their usefulness
- To study and understand how humans affect the world

#### **Sports**

- To promote academic and sports excellence
- To teach students how to balance a rigorous academic and athletic life
- To embody sportsmanship as a means to promote social awareness and leadership skills

#### **Leadership**

- To promote community activism and service
- To build proactive strategies and providing solutions to real world problems
- To engage in opportunities for students to lead at school and in their community

#### **Arts and Adventure**

- Ability to express oneself through the literary, visual, and performing arts
- Understanding of the various forms and functions of art
- An appreciation for the different art in our world

## **INSTRUCTIONAL DESIGN**

### **Curriculum and Instruction**

Charter School shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.

Middle school represents the formative years. This is a time when students begin to question the years around them, but usually do not have the maturity or the experience to appropriately inform their judgement. At Emerson we believe that middle school should be a lab for students to learn at an appropriate pace while still feeling challenged. We also look for opportunities to provide students real world experiences that allow them to see their learning in practice. This is directly related to classroom instruction as classes are organized for student success and academies offer students valuable, hands on experiences.

Emerson's content area curriculum is based on the Common Core Standards and associated Frameworks in language arts, mathematics, science, social studies, visual and performing arts, technology, health, and physical education. The curriculum meets all state and LAUSD standards, rules, and regulations. Emerson's instructional program includes

the use of instructional methodologies such as Constructivism, Bloom's Taxonomy, Marzano's Instructional Strategies, Project-Based Learning, and other research based effective strategies in order to develop our students' knowledge and 21st century skills.

The schedule consists of six fifty minute content area courses and one fifty minute advisory. The content areas for all students are English Language Arts, Mathematics, Social Science, Science, Physical Education and an Elective (Art or Music). The advisory course is called Academy Time (AT) and is a mixed grade and ability class chosen by the students. AT is where students participate in themed, project based instruction.

### **Innovative Curricular Components**

Four Academies, STEM, Arts and Adventure, Sports, and Leadership will help students to develop as Whole Children and as self-motivated lifelong learners, while deepening their understanding of the core subjects. \* The following Academies (their descriptions, classes, and implementation plans) are flexible, and may be modified, added to, and revised in order to best meet students' needs.

#### **Science Technology Engineering and Math Academy**

The Science Technology Engineering and Math Academy (STEM) is a set of laboratories designed to provide students with opportunities to discover, explore, and experiment. Students in the STEM Academy participate in a variety of activities and lessons that encourage students to build, play, create, destroy, imagine, analyze, innovate, and invent. Students utilize the science and engineering practices and their imaginations to design projects that further an authentic experience in math, engineering, technology, and science.

In the STEM Academy students rotate through various classes including Gardening, Coding, Engineering, Robotics, Forensics, and Math Competition.

- In Gardening, students plan and care for a community garden. Students examine the life cycle of plants and other garden creatures, and will grow organic foods to share with all students at the school.
- In coding, students learn the basics of building computer programs for various environments.
- Engineering is a class designed to teach students the rudimentary principals of design and function.
- Robotics is a class where students design, and build simple to advanced robots and mechanical devices to perform specific tasks. This class develops students mathematical and technology skills as they use algorithms, data, and motors.
- Forensics allows students to hone their critical thinking skills as they study the science of investigation used by crime labs.
- Math Competition is a team based class where students engage in problem solving competitions with other schools.

STEM Academy students participate in Expos to display and share their projects. They engage in various inner-academy design and knowledge challenges throughout the year. They have various opportunities to meet with role models and experts in science, technology, engineering and mathematics and they also take field trips to gain exposure to science careers and to experience science in real world applications.

### Arts and Adventure Academy

The Arts and Adventure Academy (A&A) provides students with an opportunity to develop their talents as visual and performing artists through hands-on activities. Students' participation in A&A classes develops student's knowledge and skills in the following areas: play production, speech and debate, photography, video production, graphic arts, music, dance, leadership arts, costume design, and script/screenplay writing.

- In Leadership Arts, students create, organize, and produce wall murals, cultural celebrations, school wide community service projects, and various projects related to enhancing the physical, academic, and social environment of the school. This will also include helping out at school functions, and promoting parent involvement, at events such as Back to School Night, Parent Conference Night, and the International Potluck.
- Film Production introduces students to filmmaking techniques. Students plan, produce and edit narrative and documentary videos. Projects also introduce students to working in teams, production deadlines, equipment care, filmmaking techniques, and creative problem solving.
- Play Production puts students on stage to perform musicals and Shakespeare plays. Students also work on production and the technical arts. Students are encouraged to write and produce their own productions whenever feasible.
- In Costume design students design and create original costumes, sets, and props for the stage and film productions.
- Speech and Debate is a highly competitive environment where students learn the art of impromptu oration, oral interpretation, storytelling, constitutional debate and other rhetorical strategies. Students compete against other middle school teams and host their own tournament in the Spring.

A&A students share their projects at festivals, dramatic productions, tournaments, or community outreach events. Professionals and experts in arts and media are invited to visit the A&A Academy and Academy students also go on field trips to local arts locations like the Paley Center for Media, the Ahmanson Theatre, the Getty Museum, Theatricum Botanicum, and LACMA.

### Emerson Sports Academy

The Emerson Sports Academy (ESA) develops scholar athletes who are successful in both academics and athletics. Students expand their athletic talents and will learn knowledge and skills in the areas of social, emotional, and physical health. The Sports Academy uses Wooden's Pyramid as a guide for many activities and lesson plans and the Sports Academy has developed a partnership with the athletic department at UCLA. For example, ESA participants meet UCLA student athletes and attend collegiate level PAC 12 sporting events at the Pauley Pavilion, Drake Stadium, Easton Field, Jackie Robinson Stadium, and the Rose Bowl. In addition, eighth graders get the opportunity to be a "Bruin for a Day" when UCLA student athletes take Emerson students on a tour and offer advice to the young scholars. ESA also has teams and individuals visit from other professional, high school, and college sports teams. ESA students create a portfolio that includes their personalized goals, records of their progress, community service details, and information about colleges, Universities, and careers.

### Leadership Academy

The leadership academy focuses on service experiences that give Leadership students an opportunity to be the leading student voice at Emerson. Leadership students engage in various fund raising activities that support a budget for student body activities. The students in leadership serve as student council while providing a forum for the student leaders in the other academies to share their opinions and ideas. Leadership students are responsible for consulting with administration on regular basis and turning ideas into proposals that are presented by students to the Charter School's Governing Council for approval. Students meet as committees and perform task that directly effect the culture of the school. Activities are designed as projects that are student led, designed, articulated, and executed. Examples of committees throughout the year are:

- Evening dances
- Halloween activities including:
  - a costume contest
  - academy pumpkin carving contest
  - haunted house
- Thanksgiving food drive
- Holiday toy drive
- Valentine candy grams
- Anti-bullying campaign
- Daily announcements and communication
- Door decorating contests
- Success assemblies
- Local policy initiatives

Career Academies have proven to be effective in many ways. First, they have been shown to help prevent student dropouts and to promote both college and career preparation (The National Center on Secondary Education and Transition, 2004). Considering the similarities between Emerson's Academies and the Career Academies, we can expect these benefits. The Career Academy Support Network at the University of California Berkeley (2010) supports this when they say, "...academies, after more than four decades of development and three decades of evaluation, have been found by a conclusive random assignment study to be effective in improving outcomes for students..."(pg. 3).

Second, Career Academies have shown to have long-term benefits for students like increased future financial gain. A large, multi-site, randomized, controlled, long term study conducted by the Coalition for Evidence Based Policy (2013) found that students 11-12 years after graduation (most of whom were low-income minority students) had an 11% increase in average annual earnings, i.e. \$2,203 per year, over the previous eight years (\$21,967 in annual earnings for the career academy group versus \$19,764 for the control group). This effect was sustained over the full eight years and showed no sign of diminishing. Considering Emerson's student demographics are similar to the ones in this study (Emerson has 50% low-income students, and 78% racial and ethnic minorities), Emerson hopes that our students can expect to have similar future monetary success.

Students who participate in Career Academies also have better academic success. Study findings indicate that on average students have increased attendance, more credits earned, higher grade-point averages, and higher graduation rates. One study also indicated increased college attendance and completion rates, in comparison with similar students from the same district. It was also noted that Academy students experience their biggest academic gains in their first year of the program. (The National Center on Secondary Education and Transition, 2004). There are a handful of Academy schools in LAUSD, however these schools tend to focus on one area/concept. Data from the 2018 Parent/Student Survey shows that Academies at Emerson have facilitated the development of a positive academic and social community.

- 89% of parents believe that Emerson offers activities that encourage students' academic growth and prepares them for careers.
- 91% of parents feel welcome to participate and 87% feel included in important decisions.
- 77% of students are happy at school and 73% of students feel accepted.
- 89% of students feel that Emerson is important to achieving their future goals.

The Academies strive to increase these percentages by building relationships in an academic environment that is designed for students and teachers to interact in ways that are different than the traditional school setting.

### **Key Features**

Emerson Community Charter School has six main teaching methodologies that guide instruction and daily life at the school. All of the research-based effective instructional methodologies work together, and build upon one another, to promote successful learning.

### **Common Core Focus Strategies**

Emerson teaches the State and District mandated Common Core Standards. The Common Core Focus Strategies guide teacher's methods for instructing the standards. The Focus Strategies are writing across the content, active reading, academic conversations, persuasive argumentation, and using information to support an argument. In order to teach these strategies, teachers may use such methods as socratic seminars, paraphrasing, and citing evidence to support conclusions, as well as encouraging debate, oral speaking, and community involvement to expand public speaking skills. Teachers may also emphasize the use of academic language through rubrics, word walls, visual aids, student constructed dictionaries or word catchers, and other methods, incorporating listening, speaking, reading and writing. In addition, teachers facilitate active reading by teaching students to annotate text through note-taking and close reading techniques such as questioning, clarifying, predicting, visualizing, and summarizing.

### **Marzano's Strategies**

Marzano (2003) has identified nine instructional strategies for effective teaching that is utilized at Emerson.

- Identifying similarities and differences- This skill allows students to understand and solve complex problems through analysis. Students engage in comparing,



- contrasting, and classifying. Teachers at Emerson conduct student-directed compare and contrast activities to broaden students' understanding of concepts.
- Summarizing and Note Taking- These skills promote greater comprehension by allowing students to analyze a subject and to develop an awareness of the basic structure of the information presented. Teachers at Emerson teach and utilize college preparatory note taking skills, such as Cornell Notes, and annotating text.
  - Reinforcing Effort and Providing Recognition- Teachers help students see the connection between effort and achievement and foster students' intrinsic motivation through various positive reinforcement techniques, such as the Panther Pride program, or classroom positive behavior support, as well as utilizing Schoology and other self-monitoring systems in reading and math to chart progress and set goals.
  - Homework and Practice- Homework helps students by providing opportunities to practice learned skills and to extend their learning. Students also prepare for upcoming lessons by doing research or practicing skills.
  - Nonlinguistic Representations- Knowledge is stored in a variety of ways. Emerson teachers teach using auditory, visual, and kinesthetic techniques. For example, teachers use graphic organizers, visual representations of concepts, and symbols to represent relationships. These strategies are particularly effective for English Learners who have not yet developed a full linguistic understanding of a concept. Teachers also incorporate and analyze visual text and auditory presentations as part of the curriculum to develop more interpretive skills.
  - Cooperative Learning- Research shows that organizing students into cooperative groups yields a positive effect on overall learning. Teachers utilize groups in a variety of ways, including heterogeneous, homogeneous, and data driven configurations. Emerson teachers have students work on projects and presentations, participate in Think-Pair-Shares, and engage in Literature Circles, choosing different configurations to meet the needs of the student population.
  - Setting Objectives and Providing Feedback- Setting objectives gives students direction for their learning. Objectives are clearly posted, stated and reviewed with students so they can understand their own learning. Goals are often SMART goals (Specific, Measurable, Attainable, Reasonable, and Timely), and time to review goals and make reflections for improvement is given regularly. Similarly, according to Scarcella (2003), instructional feedback has the following characteristics: clear, consistent, conveys the message accurately, useful, timely, is supplemented with instruction, provides students with their strengths and weaknesses, and encourages students. With the use of Schoology, clear and consistent feedback is available in a timely manner so students can monitor their progress towards meeting goals and objectives.
  - Generating and Testing Hypothesis- Students not only develop hypothesis in science but in all subjects to help develop their deductive reasoning skills. Students are constantly creating hypotheses about the skills and information they are learning, and then using that information to test their theories. In history, students list questions about civilizations or organizations, make

- hypotheses about what the answers will be and then do the research required to test out the accuracy of their theories. In reading and math, prediction, testing, and reflection are integral parts of the program.
- Cues, Questions, and Advance Organizers- These tools help students build upon their prior knowledge. This scaffolding helps teachers check for understanding and ensures that all students understand a concept at each stage of increasing complexity.

### Bloom's Taxonomy

In Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001) there is a knowledge dimension and a cognitive process dimension. Both guide instruction at Emerson. Students are expected to acquire or construct four types of knowledge ranging from concrete to abstract. They are:

- Factual - terminology, specific details and events
- Conceptual - knowledge of classifications, categories, principles, generalizations, theories, models, and structures
- Procedural - knowledge of subject-specific skills, algorithms, techniques, methods, and procedures
- Metacognitive - strategic knowledge about cognitive tasks, including self-knowledge, contextual, and conditional knowledge. Research shows that this form of knowledge is particularly helpful for English Learners. It allows students to be able to transfer knowledge across subject matter, and to be able to use knowledge in each situation to solve unique thinking challenges (Martinez & Klopott, 2005). Research has shown that when students are more knowledgeable about cognition, they act on this awareness and tend to learn better (Bransford, Brown, & Cocking, 1999).

The cognitive process dimension increases in complexity from lower order to higher order thinking skills. There are six main categories, with knowledge skills embedded, which also increase in difficulty.

1. Remember - list, recognize, recall, identify
2. Understand - summarize, classify, clarify, predict
3. Apply - respond, provide, carry out, use
4. Analyze - select, differentiate, integrate, deconstruct
5. Evaluate - check, determine, judge, reflect
6. Create - generate, assemble, design, create

The goal of Emerson teachers is to move students through these steps so that they have a deep level of understanding of concepts and themes and develop the skills and knowledge needed to be 21st century scholars.

### Constructivism

Learning in a Constructivist classroom is constructed, active, reflective, collaborative, inquiry-based, and evolving. Constructivism taps into and triggers the students' innate curiosity about the world and how things work while encouraging them to be actively engaged and learning. Following Constructivist methodology, Emerson teachers encourage students to continuously assess how the activity they are engaged in

is helping them gain understanding. By questioning themselves and their strategies, students in the classroom ideally become "expert learners." This skill gives them ever-broadening tools to keep learning. With a well-planned classroom environment, the students learn how to learn. When they continuously reflect on their experiences, students find their ideas gaining in complexity and power and they develop increasingly strong abilities to integrate new information. One of the teacher's main roles is to encourage this learning and reflection process. Some specific examples of this occurring at Emerson are:

- Students being prompted to formulate their own questions (inquiry)
- Multiple interpretations and expressions of learning (multiple intelligences) encouraged
- Group work and the use of peers as resources (collaborative learning) utilized
- Administration of and reflection on STAR Reading Test data showing individual student reading levels (self-reflection and goal setting)
- Differentiated products for projects and assignments

### Project-Based Learning

In Project Based Learning, students go through an extended process of inquiry in response to a complex question, problem, or challenge. Rigorous projects help students learn key academic content and practice 21st Century Skills such as collaboration, communication and critical thinking. While allowing for some degree of student "voice and choice," students gain a deeper understanding of the concepts and standards at the heart of a project. Projects also build vital workplace skills and lifelong habits of learning and can allow students to address community issues, explore careers, interact with adult mentors, use technology, and present their work to audiences beyond the classroom

([www.p21.org](http://www.p21.org)). Project based learning:

- Is intended to teach significant content. Core standards, academic subjects, and concepts are expressly taught.
- Requires critical thinking, problem solving, collaboration, and various forms of communication. Students use higher-order thinking skills and learn to work as a team. Students learn to listen to others and make their own ideas clear when speaking. They will also read a variety of material, write and express themselves in various modes, and make effective presentations. These skills, competencies, and habits of mind, are often known as "21st century skills," because they are prerequisite for success in the 21st century workplace.
- Requires inquiry as part of the process of learning and creating something new. Students ask questions, search for answers, and arrive at conclusions, leading them to construct something new: an idea, an interpretation, or a product.
- Is organized around an open-ended driving question. By asking students to answer a specific question, it focuses student's work and deepens their learning by framing important issues, debates, challenges or problems.
- Creates need-to-know essential content and skills. Students are motivated to learn because the project concept is presented first. This creates a context and reason to learn and understand the information and concepts.
- Allows some degree of student voice and choice. Students learn to work independently and take responsibility when they are asked to make choices. The

- opportunity to make choices, and to express their learning in their own voice, also helps to increase students' educational engagement.
- Includes processes for revision and reflection. Students learn to give and receive feedback in order to improve the quality of the products they create, and are asked to think about what and how they are learning.
- Involves a public audience. Students present their work to other people, beyond their classmates and teacher – in person or online. (bie.org, 2013)

Project Based Learning is at the heart of the Emerson Academies. In each Academy, students work on a project related to that theme. For example, in the STEM Academy, students create robots in a robotics course. In the Arts and Adventure Academy, students rehearse and analyze plays and musicals for performance. In the Sports Academy, students create a portfolio of their goals and accomplishments, as well as interacting with student athletes from UCLA. In the Leadership Academy, students organize and give voice to student issues to the Charter School's Governing Council.

Project Based Learning occurs often during Academy time in order to deepen students understanding of the core academic subjects, and to develop their talents, interests, and desires to be motivated life-long learners. Students also engage in Project Based learning during academic classes and are writing novels, creating artifacts and models, and inventing new, useful objects. Students design their learning around guiding questions and essential understandings, then they complete research, planning, and trials, before revising and retrying their innovations in all content areas. Teachers work with students to develop rigorous questions and facilitate investigations and creation construction. By incorporating Project Based Learning into their academic programs, helps students become engaged in learning as well as learning 21<sup>st</sup> Century skills.

### Differentiation and Other Research-Based Effective Instructional Strategies

In order to meet the needs of the large English Learner population at Emerson, teachers use a variety of effective, research-based instructional strategies.

One strategy is differentiation. Differentiated Instruction (DI) is defined by Tomlinson et al. (2003) as “an approach to teaching in which teachers proactively modify curricula, teaching methods, resources, learning activities, and students' products to address the diverse needs of individual students and small groups of students to maximize the learning opportunity for each student in the classroom” (p. 121). The implementation of DI specifically helps ELs by allowing them to move through the levels and stages of language development as quickly as possible in order to reach grade level proficiency (CDE, 1999). Overall, DI promotes the use of effective instructional strategies that specifically benefit individual students and student subgroups such as ELLs, struggling students, and students in Special Education.

Another effective form of instruction that helps ELLs is Specially Designed Academic Instruction in English (SDAIE), also known as Sheltered Instruction. SDAIE strategies address the issue of teaching academic content to English learners while they are still learning the English language (Echevarria et al., 2006). The purpose of SDAIE is to make learning content areas such as History and Science understandable to English learners. During SDAIE, teachers use the core curriculum but provide English learners with scaffolds and strategies to make the content accessible. Specifically, SDAIE strategies help students build their prior knowledge and background information and helps

them to make connections; this allows students to become engaged and to have a deeper understanding of what they are learning (Gibbons, 2002). Also, SDAIE focuses on presenting concepts in a variety of ways by incorporating plenty of clues for understanding, various checks for comprehension, and providing feedback (Marzano, Pickering, & Pollock, 2001). Some SDAIE strategies that focus on comprehensibility are (1) contextualization or the use of manipulatives and visuals to organize and communicate ideas, (2) modeling, hands-on experiments, and show-and-tell explanations, (3) speech adjustment with a focus on reducing the amount of unnecessary verbiage, and (4) comprehension checks to see how well the lesson was taught as well as judging the understanding of the students (Diaz-Rico & Weed, 2002).

Scaffolding is another best practice and effective strategy for English learners. As Diaz-Rico and Weed (2002) state, “a scaffold is a temporary support, provided by a more capable person, for new concepts and skills that students are not able to perform unassisted” (p. 84). Emerson teachers scaffold by gradually releasing responsibility of the task from teacher modeling to the class, and/or groups practicing, once students are ready. Another scaffold is using visual aids and graphic organizers, such as thinking maps, to help students construct knowledge; this assists English learners with constructing a schema, from what is known to the unknown or new learning and helps them to make various connections (Gibbons, 2002). Another way Emerson teachers scaffold is to provide hints for students trying to carry out a task rather than just providing students with the answers; this makes the students work cognitively for the answer (Rothenberg & Fisher, 2007).

### Development of Technology Skills

Emerson teachers will use four computer labs and four iPad carts to incorporate technology into the classroom. Students are given interim assessments which provide direct and specific practice for SBA's. Teachers plan project based assignments that require students to learn and use technology skills to create a content area product to be graded using comprehensive, standards based rubrics. Technology based experiences are varied and depend on the subject area.

Teachers are also moving towards a paperless classroom whereby students are turning in work electronically through the Schoology system or taking assessments online. Schoology also encourages student accountability providing a platform for students to see an electronic rollbook of their current work. Teachers are accountable to students as well by grading work and entering assignments into the system in a timely manner.

Emerson is a one to one technology school and will receive approximately 450 Chromebooks. This will increase student access to technology. A portion of these will be set aside for parents to check out for at home use for students who do not have access. The majority of them will be used in classrooms to supplement the labs and carts that currently exist.

Whether through direct practice in a testing environment, or the development of critical thinking skills using technological resources, students at Emerson will be competent in the use of technology. This technological competency will translate into increased comfort during standardized testing and higher achievement scores schoolwide.

**Scope and Sequence:**

Emerson teaches the subjects required by the District such as English Language Arts, English Language Development, Mathematics, Social Science/History, Science, Physical Education, and Health. Elective subjects such as Visual and Performing Art, and Music are also offered. Emerson uses the District approved curriculum materials

**The School Curriculum**

<b>Grade 6</b>		<b>Grade 7</b>		<b>Grade 8</b>	
<b>Fall</b>	<b>Spring</b>	<b>Fall</b>	<b>Spring</b>	<b>Fall</b>	<b>Spring</b>
English 1 <sup>st</sup> Semester	English 2 <sup>nd</sup> Semester	English 1 <sup>st</sup> Semester	English 2 <sup>nd</sup> Semester	English 1 <sup>st</sup> Semester	English 2 <sup>nd</sup> Semester
World History and Geography: Ancient Civilizations A	World History and Geography: Ancient Civilizations B	World History and Geography: Medieval and Early Modern Times A	World History and Geography: Medieval and Early Modern Times B	U.S. History and Geography: Growth and Conflict A	U.S. History and Geography: Growth and Conflict B
Common Core Math 6 1 <sup>st</sup> Semester Highly Accelerated Common Core Math 6 1 <sup>st</sup> Semester	Common Core Math 6 2 <sup>nd</sup> Semester Highly Accelerated Common Core Math 6 2 <sup>nd</sup> Semester	Common Core Math 7 1 <sup>st</sup> Semester Accelerated Common Core Math 7 1 <sup>st</sup> Semester Highly Accelerated Common Core Math 7 1 <sup>st</sup> Semester	Common Core Math 7 2 <sup>nd</sup> Semester Accelerated Common Core Math 7 2 <sup>nd</sup> Semester Highly Accelerated Common Core Math 7 2 <sup>nd</sup> Semester	Common Core Math 8 1 <sup>st</sup> Semester Accelerated Common Core Math 8 1 <sup>st</sup> Semester Geometry	Common Core Math 8 2 <sup>nd</sup> Semester Accelerated Common Core Math 8 2 <sup>nd</sup> Semester Geometry
Integrated Science and Health 1 <sup>st</sup> Semester	Integrated Science and Health 2 <sup>nd</sup> Semester	Integrated Science and Health 1 <sup>st</sup> Semester	Integrated Science and Health 2 <sup>nd</sup> Semester	Integrated Science 1 <sup>st</sup> Semester	Integrated Science 2 <sup>nd</sup> Semester
Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
Elective: Art Music ELD SPED Lab	Elective: Art Music ELD SPED Lab	Elective: Art Music ELD SPED Lab	Elective: Art Music ELD SPED Lab	Elective: Art Music ELD SPED Lab	Elective: Art Music ELD SPED Lab

### **The Grade Level Materials**

<b>6<sup>th</sup> Grade</b>		
<b>Subject</b>	<b>Title</b>	<b>Publisher</b>
English Language Arts	Collections 6	Houghton Mifflin
Social Science	History Alive- Ancient World	Teachers' Curriculum Institute
Mathematics	California Glencoe Math Course 1	Glencoe/McGraw Hill
Science	Holt California Earth Science	Holt, Rinehart, and Winston
Health	Teen Health Course 1	Glencoe
ELD	High Point English 3D Reader's Handbook/Write Source	National Geographic Learning Scholastic Great Source

<b>7<sup>th</sup> Grade</b>		
<b>Subject</b>	<b>Title</b>	<b>Publisher</b>
English Language Arts	Collections 7	Houghton Mifflin
Social Science	Medieval World and Early Modern World	McDougal Littell
Mathematics	California Glencoe Math Course 2 Big Ideas Algebra	Glencoe/McGraw Hill Houghton Mifflin
Science	Holt California Life Science	Holt, Rinehart, and Winston
Health	Teen Health Course 2	Glencoe
ELD	High Point English 3D Reader's Handbook/Write Source	National Geographic Learning Scholastic Great Source

<b>8<sup>th</sup> Grade</b>		
<b>Subject</b>	<b>Title</b>	<b>Publisher</b>
English Language Arts	Collections 8	Houghton Mifflin
Social Science	Creating America: Beginnings Through World War I	McDougal Littell
Mathematics	California Glencoe Math Big Ideas Algebra 1 Big Ideas Geometry	Glencoe/McGraw Hill Houghton Mifflin Houghton Mifflin
Science	Holt California Physical Science	Holt, Rinehart, and Winston

8 <sup>th</sup> Grade		
Subject	Title	Publisher
ELD	High Point English 3D Reader's Handbook/ Write Source	National Geographic Learning Scholastic Great Source

Teachers also use various supplementary instructional materials that they feel meet the needs of their students. They include:

- Accelerated Reader
- Read 180
- Scholastic Magazines
- Selected Chapter Books
- Novels

### Science

All students at Emerson learn the grade level specific State Science Standards. Students learn, grow, and achieve while exploring Earth Science (6th grade), Life Science (7th grade) and Physical Science (8th grade). All the grade level science standards connect to the common core Mathematics and Reading Standards for Literacy in Science and Technical Subjects for grades 6-8. Every science class curriculum is developed in such a way to offer students multiple opportunities to reinforce, extend, and apply what they learn with various meaningful investigations and activities. By developing their scientific thinking and mastering the concepts and terms of each field, students gain a solid base of the discipline and are well prepared for high school science courses.

By the end of 6th, 7th, and 8th grade, in each of the Science classes mentioned above, students are able to:

1. Follow a multistep procedure while carrying out an experiment or performing technical tasks.
2. Comprehend and interpret scientific texts, including scientific symbols, key-terms, and other domain-specific terms as they are used in scientific or technical context.
3. Develop the ability to explain and interpret scientific texts and phenomena, search and identify connections such as cause-effects relationships.
4. Select the appropriate way of displaying quantitative or qualitative data such as graphs, charts, text, etc.
5. Provide a thorough and meaningful analysis of statistics.
6. Compare and contrast the information gained from experiments, simulations, or multimedia sources with that gained from reading a text on the same topic.
7. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
8. Develop the ability to summarize a scientific text or multi-step procedure.
9. Draw conclusions based on evidence.
10. Create presentations of scientific findings using different types of technology tools.



## English Language Arts

All students at Emerson Community Charter School learn the English Language Arts Common Core Standards identified for each grade level. At each grade level students explore a variety of themes centered around two anchor novels. Teachers assess and teach writing skills, reading fluency, and speaking/listening skills.

Specifically, students write in a variety of ways; some forms of writing include summary, narrative, literary analysis, persuasive, and expository. Writing prompts require students to write in a variety of ways, including sentences, paragraphs, essays, pamphlets, stories, lab reports, mathematic investigations and journaling. Teachers use criteria charts, rubrics, and writing examples to help students understand what is expected of them. Teachers also take students through the stages of the Writing Process (Prewrite, Write, Edit, Revise, and Publish) in order to help students create complex writing pieces. Peer reviews and teacher feedback also guide students through the writing process and help students become stronger writers.

Students also read a variety of types of literature. Teachers use the District mandated literature book assigned to each grade level with its corresponding lessons, as well as Common Core lessons from Engage NY. Engage NY lessons are novel centric, but also expose students to different writing styles, forms of writing, authors, themes, etc. The novels provide opportunities for students to become engrossed in a long piece of writing, and to gain a deeper understanding of concepts, as well as exploring broad themes that are conveyed through multiple sources. Also included in the curriculum is the use of informational and non-fiction text. Historical anecdotes, essays, personal narratives, literary critique, etc. are used as comparative reading to non-fiction or as material for students analyze on its own.

### English Grade Level Chapter Books

Engage NY Novels		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<i><b>Bud, Not Buddy</b></i>	<i><b>Lyddie</b></i>	<i><b>Inside Out and Back Again</b></i>
<i><b>Percy Jackson and the Lightning Thief</b></i>	<i><b>A Long Walk to Water</b></i>	<i><b>To Kill A Mockingbird</b></i>

Possible Grade Level Novels to be used in addition to the Textbook		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
A Light in the Forest	Juan de Parreja	The Outsiders
Tuck Everlasting	Totally Joe	The Book Thief
Esperanza Rising	The Giver	Bull Run
Julie of the Wolves	Bound	Octavian Nothing
Phantom Tollbooth		Out of the Dust
Sweet and Sour	Tangerine	Zinn: A Young People's History

Possible Grade Level Novels to be used in addition to the Textbook		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Call of the Wild		Enrique's Journey
	Gone	The Glory Field
		Anne Frank
Secret Garden	Seedfolks	Shakespeare
Shakespeare	The Last Samurai	
	Shakespeare	

Some daily activities that occur in English classrooms are:

- Daily Oral Language- "Sentence of the Day"
- Roots per week and quotes per week using <http://www.theyuniversity.net/>
- Weekly Quotation Analysis
- Step-Up to Writing
- Novel focus with anthology connections
- Accelerated Reader reading, activities, goal-setting, and progress/skill analysis
- Use of Note Taking- to be utilized in all subject areas
- A.C.E. (Answer, Cite, Explain) Writing Strategy
- NaNoWriMo novel writing

### Mathematics

All students at Emerson Community Charter School learn the Mathematics Common Core Standards identified for each grade level. The following 8 common core mathematical practices balance the procedural and conceptual understanding that is implemented across all grade levels through problem-solving based instruction.

#### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

### Grade 6 Overview

In Grade 6, instructional time is focused on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

#### *Ratios and Proportional Relationships*

- Understand ratio concepts and use ratio reasoning to solve problems.

- The Number System
- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.

#### *Expressions and Equations*

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

#### *Geometry*

- Solve real-world and mathematical problems involving area, surface area, and volume.
- Statistics and Probability
- Develop understanding of statistical variability.
- Summarize and describe distributions.

#### Grade 7 Overview

In Grade 7, instructional time is focused on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

#### *Ratios and Proportional Relationships*

- Analyze proportional relationships and use them to solve real-world and mathematical problems.

#### *The Number System*

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- Know that there are numbers that are not rational and approximate them by rational numbers.

#### *Expressions and Equations*

- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

#### *Geometry*

- Draw, construct and describe geometrical figures and describe the relationships between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

- Solve real-life and mathematical problems involving volume of cylinders, cones, and spheres.

#### *Statistics and Probability*

- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

#### Grade 8 Overview

In Grade 8, instructional time is focused on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

#### *The Number System*

- Know that there are numbers that are not rational, and approximate them by rational numbers.

#### *Expressions and Equations*

- Work with radicals and integer exponents.
- Understand the connection between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.
- Functions
- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.

#### *Geometry*

- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

#### *Statistics and Probability*

- Investigate patterns of association in bivariate data.

#### Social Science/History

Social Science/History is guided by the Common Core standards and related framework.

Sixth grade focuses on Early Humans and the Rise of Civilization. Specific areas of focus are ancient Egypt and the Near East, India, China, Greece, and Rome. Some critical questions asked of students are:

1. How do students learn to think, study, and explore like historians?

2. How did the inventions of early man change their quality of life?
3. How did the environment influence the development of culture?
4. What contributions did the people of the Fertile Crescent make to their civilization?
5. How did the surplus of food, government, social systems, specialization of labor, and culture help to develop a complex civilization?
6. How did geography affect the rise of different cultures, groups, civilizations, and religions?
7. What was the significance of Abraham and Moses?
8. Would it have been easier to live under the Hebrew code of law or the Hammurabi code of law?
9. Compare and contrast the characteristics of Buddhism and Hinduism.
10. Describe how the social structure of the caste system reflects the social and political beliefs.
11. What was unique about the culture of ancient China?
12. What were the contributing factors that led to the unification of China?
13. What were the contributing factors that led to the transition from one government to the next in ancient Greece?
14. What are the enduring Greek contributions in art and science?
15. What were the contributing factors that led to the rise of the Roman Republic?
16. What was Roman rule like prior to Christianity?
17. What impact did Christianity have on Rome?
18. How are the contributions from Rome still influencing us?

Seventh grade focuses on the following topics:

- Roman Empire
- Incan Civilization
- Byzantine Empire
- Chinese Dynasties (from Qin to Ming)
- Early Medieval Europe
- Japanese civilization
- The rise of the Islamic religion
- Later and middle medieval Europe
- The Islamic empires
- The Renaissance
- West African empires
- The Reformation
- Mayan and Aztec civilizations
- The Scientific Revolution
- The Age of Exploration
- The Enlightenment

Eighth grade focuses on the following topics:

- U.S. Constitution
- Western Expansion
- The New Nation

- Civil War
- Jeffersonian/Jacksonian
- Reconstruction
- Democracy
- Industrial Revolution/Progressive Era
- Sectionalism

Some of the essential questions being asked of eighth graders are:

1. What is democracy, and how is it represented in U.S. government?
2. What are the effects of westward expansion?
3. What are the effects of slavery on the United States?
4. How has the United States changed since the Industrial Revolution?

Emerson teachers use a variety of methods to engage all the senses and learning styles of the students so that they will more fully understand and appreciate the people and lands that they are studying. Some instructional strategies teachers use to help the 6-8 graders learn the history concepts are:

- Thinking Maps
- Two-column notes
- Step Up to Writing
- Think alouds and write alouds
- Breaking down the text
- Using context clues
- SQ3R
- KWL
- Mapping literacy
- Graphic organizers
- Small group work
- Whole group work
- Socratic Seminars (dialogue/discussion)
- Reading and writing reflections
- Reading a variety of materials including primary sources
- Creating pictures, diagrams, charts, outlines, and story Governing Councils to translate and summarize the relevant information.
- Creating art projects and presentations which recreate the values and achievements of civilizations.
- Creating artifacts and participating in recreations of historical events

### Physical Education

Following the state Physical Education Standards, students in Physical Education class learn five main skills/concepts.

- Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities which include manipulative skills, rhythmic skills, and a combination of movement patterns and skills.

- Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities; this includes movement concepts, manipulative skills, rhythmic skills, and combination of movement patterns and skills.
- Students assess and maintain a level of physical fitness to improve health and performance.
- Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. These include self-responsibility, social interaction, and group dynamics.

Some activities used to learn these standards at Emerson are:

- Participating in a variety of traditional and non-traditional sports/activities like flag football, basketball, volleyball, softball, rugby, team handball, ultimate Frisbee, paddle tennis, badminton, yoga, jazzercise, and Dance Dance Revolution.
- Learning the rules of the games, techniques, game plays, and strategies for success.
- Implementation of calisthenics
- Developing a weekly fitness routine for analysis
- Developing a nutrition plan and create a weekly eating list for analysis
- Stretching prior to all physical activities
- Incorporating Cooperative learning groups for games, physical activities
- Practicing for the five components being tested on the 7th grade physical fitness test

### English Language Development

The English Language Development standards, as defined by the California Department of Education, identify Listening, Speaking, Reading, and Writing as the main focuses/themes/domains for ELD classes. Within the reading theme are the skills of word analysis, fluency and systematic vocabulary development, reading comprehension, and literary response and analysis. Writing focuses on narrative, expository/research, response to literature/text, and persuasion.

The goal of the ELD classes is to give students the skills they need to be proficient in English in order to be able to reclassify, and then be successful in the general core classes. In order to achieve this goal, ELD classes follow the curriculum, strategies, procedures, and courses identified by the District's Master Plan for English Learners. Therefore, students identified as ELD levels 1 or 2 take two ELD courses in a Structured English Immersion Program. All other core classes are Sheltered so that effective instructional strategies for English Learners, like SDAIE, are used. Students identified as ELD 3 and 4 are in a Mainstream program where they receive one ELD course a day, and the rest of their classes are sheltered. In these courses the High Point curriculum (that matches each student's level) is used.

Students who have been in the ELD program for 5 or more years, are enrolled in a Long Term English Learner (LTEL) program. In this program they receive one ELD class,

and the rest of their classes are Sheltered. In the ELD class, additional chapter books that are engaging to students and connect with the themes of the course are used to support themes and skills. The goal of the LTEL curriculum is to:

- Teach high-leverage, portable academic language, including vocabulary, syntax, and grammar.
- Engage students with rigorous, increasingly complex informational texts that present real-world issues relevant to teen's lives.
- Improve speaking and listening skills through daily opportunities for accountable class discussions, peer collaboration, and group presentations.
- Make regular connections between coursework and the demands of college and the workplace.
- Develop academic writing skills in summarizing, justification, argument, and research.
- Prepare students for the rigorous reading, writing, language, speaking and listening expectations of the Common Core State Standards.

### **LTEL Course Framework**

SCRIBE	Skills	College Skill	Career Skill	Theme	Core Content Connections	Domain Emphasis	Achievement Attitudes
Skillful Scholars	Organization	Self-Management	Career Exploration	Hierarchy	Social Studies	Listening	Determined
Culturally Competent	Synthesis	Learn from Criticism	Team Player	Biodiversity/ Interdependence	Science	Speaking	Focused
Rational Thinkers	Analysis	Decision-Making	Persistence	Problem-Solving	Math	Writing	Thoughtful
Informed Learners	Investigation	Research	Job Market	Data around the classroom	English Language Arts	Reading	Respectful
Building Communities of Learners	Real-life Applications	Networking	Resume	Commerce			Tolerant
Effective Communicators Eager to Learn	Public Speaking	Writing Letters	Interview	Growth & Conflict			Grateful
							Hardworking
							Tenacious
							Cooperative
							Humorous
							Responsible
							Optimistic

<b>List of Potential Supplemental Chapter Books</b>		
<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
Persepolis	Dragonwings	Monster
The Last Summer of the Death Warriors	Divergent	Angry Young Men



Some activities that occur in all the ELD courses are:

- Student word lists and vocabulary books
- A personal dictionary assigned to each student
- Use of picture cards
- Flip charts with pictures
- CELDT test prep

### Visual Arts

Art is one of the elective choices for 7<sup>th</sup>-8<sup>th</sup> grade students at Emerson. Instruction is guided by the state standards for Visual Arts. The standards consist of the following main concepts/skills that students learn in grades 7-8.

#### *Artistic perception*

- Develop perceptual skills and visual arts vocabulary
- Analyze art elements and principles of design

#### *Creative expression*

- Use artistic skills, processes, materials, and tools
- Communicate and express oneself and concepts through art

#### *Historical and Cultural Context*

- Evaluate the role and development of art
- Evaluate the diversity of art

#### *Aesthetic Valuing*

- Derive meaning
- Make informed judgments

#### *Connections, Relationships, Applications*

- Make connections between art and other subjects
- Visual Literacy
- Careers and career-related skills

Some specific tasks that students do in art are:

- Paint, draw, and create art with different media like charcoal, oil pastels, acrylic paint, oil paint, gouache, colored pencils, clay etc. on different kinds of medium (wood, paper, fabric etc.)
- Use and analyze the elements of art: shape, color, texture, line, space, tone/value
- Analyze pieces of art from other cultures
- Learn about past and present artists and their style of art
- Analyze the mood, theme, and meaning of artwork and create artwork depicting different moods, themes, and meanings
- Put on an art exhibition (including selecting artwork for the show)

### Music

Music is one of the elective choices for 7<sup>th</sup>-8<sup>th</sup> grade students at Emerson. Instruction is guided by the California State Standards for Visual and Performing Arts: Music. Students are learning expression through music, music theory, music history and the mechanics of music by learning to read music and tempo of music. Students receive an instrument of their choice after learning basic notes and tempo of notes. Once students have an instrument, they are divided in the classroom by instrument family (winds,

trumpets, saxophones, etc.) and begin learning a song by reading the music and playing the instrument. In addition to playing music, students learn theory and history of music through research of artists, researching various genres of music and time periods of music (rise of Motown, Jazz Period, Big Band Era, etc.). This addition of theory and history of music introduces students to various genres of music and gives them an appreciation of the various types of music.

## Health

Emerson teachers use the California Health Standards to teach Health to 6th-8th grade students. Eight themes guide all student's learning of specific skills and knowledge: Essential Concepts, Analyzing Influences, Accessing Valid Information, Interpersonal Communication, Decision Making, Goal Setting, Practicing Health-Enhancing Behaviors, and Health Promotion.

Sixth grade focuses on three main concepts: injury prevention and safety; alcohol, tobacco, and other drugs; and mental, social, and emotional health. Some specific skills and knowledge students learn in 6th grade are:

- Reducing conflict, harassment, and violence. Know first aid and emergency procedures. Know a variety of safety procedures and behaviors.
- Analyzing self and others' behaviors.
- Identifying rules and laws to prevent injuries and asking for help.
- Communicating a problem.
- Determining a safe course of action and appropriate strategies for dealing with an unsafe problem.
- Developing a plan to remain safe.
- Practicing ways to resolve conflicts, and have safe use of technology, and know alternatives to gangs.
- Being a health advocate.
- Knowing about emotional changes and how to deal with them.
- Analyzing internal and external influences on mental, social, and emotional health.
- Identifying valid sources of information regarding mental, social, and emotional health.
- Using effective communication to ask for help and to reduce prejudice, discrimination, and bias.
- Applying a decision making process to enhance health.
- Developing a plan to prevent and manage stress.
- Carrying out personal and social responsibilities and respect others.
- Encouraging a school environment that is respectful of others.

Seventh and eighth grade share the same standards. The concepts for this grade are:

- Nutrition and Physical Activity
- Growth, Development, and Sexual Health
- Injury Prevention and Safety
- Alcohol, Tobacco, and other Drugs
- Mental, Emotional, and Social Health
- Personal and Community Health

Some specific skills and activities that occur in 7-8th grade Health are:

- Making good nutrition choices
- Understanding BMI
- Understanding aspects of food such as nutrients, calories, and foods' long-term effects
- Understanding the impact of culture and media on health
- Understanding the human reproductive cycle, diseases, and related topics
- Identifying trusted sources of information and help
- Understanding different types of violence and how to avoid them
- Developing various health management strategies

### **Intervention Supports**

- Tutoring by classroom teachers before school, during lunch, and after school
- Support from Bruin Core college tutors in grade 6-8 Math classes and after school
- TIIP Summer enrichment program
- TIIP Saturday School enrichment program
- Math lab class (when enrollment permits)
- Positive behavior interventions
- Referral to Vista del Mar counseling

### **Extracurricular Activities**

- 6<sup>th</sup> grade overnight trip to Yosemite
- 7<sup>th</sup> grade overnight trip to Catalina
- 8<sup>th</sup> grade parent sponsored trip to Washington D.C.
- Grade level content area field trips i.e.
  - 6<sup>th</sup> grade museum trips
  - 7<sup>th</sup> grade Reagan Library trip
  - 8<sup>th</sup> grade Physics Day trip
- Participation in boys/girls Beyond the Bell sports leagues
  - Volleyball
  - Basketball
  - Football
  - Softball
  - Soccer
- Intramural sports leagues
  - Rugby
  - Basketball
  - Soccer
- Competitive Speech and Debate/Forensics League
- School Leadership Council
- College awareness field trips
- Career awareness field trips (Academy Days)

## **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, related to work year, academic calendars, and schedules.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Select Y/N									0	36000	0	- 36000
1	Select Y/N									0	50400	0	- 50400
2	Select Y/N									0	50400	0	- 50400
3	Select Y/N									0	50400	0	- 50400
4	Select Y/N									0	54000	0	- 54000
5	Select Y/N									0	54000	0	- 54000
6	Select Y/N	132	380	38	289	10	260	0	0	180	54000	63742	9742
7	Select Y/N	132	380	38	289	10	260	0	0	180	54000	63742	9742
8	Select Y/N	132	380	38	289	10	260	0	0	180	54000	63742	9742
9	Select Y/N									0	64800	0	- 64800
10	Select Y/N									0	64800	0	- 64800
11	Select Y/N									0	64800	0	- 64800
12	Select Y/N									0	64800	0	- 64800

Emerson follows the single track traditional academic calendar set forth by the Los Angeles School District.

All instructional days will be regular school days with the following exceptions:

1. All Tuesdays are shortened days for faculty professional development (24 additional Tuesdays approved by waiver for a total of 38 shortened Tuesdays).

2. Ten Minimum Days to be determined by the Charter School's Governing Council that oversees calendared events.

All grades follow the daily bell schedule below, taking one period each of English Language Arts, Mathematics, Science, History/Social Science, Physical Education, and an Elective. The schedule for Common Planning/Professional Development Banked Time Days and Minimum Days are also included.

<u>REGULAR DAY SCHEDULE Monday, Wednesday, Thursday, &amp; Friday</u>			
	<b>Start Time</b>	<b>End Time</b>	<b>Length</b>
Academy Time	7:55 AM	8:45 AM	50 min
Period 1	8:50 AM	9:40 AM	50 min
Period 2	9:45 AM	10:35 AM	50 min
Nutrition	10:35 AM	10:50 AM	17 min
Period 3	10:55 AM	11:45 AM	50 min
Period 4	11:50 AM	12:40 PM	50 min
Lunch	12:40 PM	1:10 PM	30 min
Period 5	1:15 PM	2:05 PM	50 min
Period 6	2:10 PM	3:00 PM	50 min

<u>MINIMUM DAY SCHEDULE</u>			
	<b>Start Time</b>	<b>End Time</b>	<b>Length</b>
AT	7:55 AM	8:15 AM	20 min
Period 1	8:20 AM	8:55 AM	35 min
Period 2	9:00 AM	9:35 AM	35 min
Period 3	9:40 AM	10:15 AM	35 min
Nutrition	10:15 AM	10:35 AM	20 min
Period 4	10:40 AM	11:15 AM	35 min
Period 5	11:20 AM	11:55 AM	35 min
Period 6	12:00 AM	12:35 PM	35 min

<u>Staff Development Schedule Tuesday</u>			
	<b>Start Time</b>	<b>End Time</b>	<b>Length</b>
AT	7:55 AM	8:32 AM	37 min
Period 1	8:37 AM	9:13 AM	37 min
Period 2	9:19 AM	9:56 AM	37 min
Nutrition	9:56 AM	10:12 AM	16 min

<u>Staff Development Schedule Tuesday</u>			
	<b>Start Time</b>	<b>End Time</b>	<b>Length</b>
Period 3	10:17 AM	10:54 AM	37 min
Period 4	10:59 AM	11:36 AM	37 min
Lunch	11:36 AM	12:06 PM	30 min
Period 5	12:11 PM	12:48 PM	37 min
Period 6	12:53 PM	1:30 PM	37 min
Staff Development	1:35 PM	3:05 PM	90 min

### **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 all applicable District policies and procedures related to staff professional development.

Emerson provides ongoing professional development to ensure teachers have the skills needed to deliver the instructional program. Professional development (PD) will occur every Tuesday after the early dismissal time, as mandated by the District. Additional on-site professional development opportunities may be offered as needed. Teachers will also be given opportunities to attend District offered and other outside-of-school professional developments.

Professional Developments may be conducted by teachers, the administration, experts, and others depending on the topic and the school's need.

Professional development topics are determined in a variety of ways. First, a Needs Assessment is conducted in order to determine teachers' area of interest and need. This allows teachers to have a direct impact on their PDs. Teachers also decide on topics via discussion in grade level, department, and Academy meetings. Second, data is analyzed to determine specific areas needing support. Some data analyzed may include CST/Smarter Balanced Assessment scores, Periodic Assessments, Surveys etc. In

addition, observations conducted by administrators, or by colleagues in peer-observations, are used to reveal areas needing development. For example, teachers' implementation of the methodologies can be observed in order to determine if aspects should be topics in PDs. Focus areas for professional development in the new term of the charter are:

- ELA data analysis schoolwide and for each subgroup
- Math data analysis schoolwide and for each subgroup
- Filling curricular gaps in ELA to address students who do not meet standard on the SBA
- Filling curricular gaps in Math to address students who do not meet standard on the SBA
- Questioning strategies and prompts that prepare students for the SBA
- Evidence based responses in all content areas
- Managing behaviors of students who suffer from trauma
- Project based instruction in all content areas
- Writing rubrics that help students meet the learning objective

### **MEETING THE NEEDS OF ALL STUDENTS**

The Charter Petition, the methodologies, and the instructional program were all decided upon collaboratively with the Emerson faculty and parents. Representative of our intended school name "Emerson Community Charter," the Charter was created by the school community and for the school community. This helped to ensure that the needs of the targeted student population are central to the Charter.

The methodologies were selected because ample research has shown that they successfully help students learn. The instructional methodologies are expected to be effective for the majority of the student population at Emerson, and additional strategies will be used to support the diverse subgroups such as struggling learners and English Learners (see the later section in this petition).

Similarly, research has shown that Academy instructional programs have been successful in High Schools in helping students do better in school, and in preparing students to be college and career ready. Therefore, it is expected that the instructional program at Emerson will help students be successful socially, emotionally, and academically as the school develops students' talents and 21st century skills.

### **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*.

English Learners will be identified, following District policy, by using the Home Language Survey. Students whose home language is identified to be other than English will take the ELPAC exam annually, until they reclassify. The ELPAC exam tests students listening, speaking, reading, and writing fluency levels. The ELPAC exam will determine initial and yearly English Language Development (ELD) class placement. In order to reclassify, English Learners in Middle Schools must pass the ELPAC with an overall score

of 3 with a 3 or above in Oral Language and Written Language, receive a grade of C or better in their grade level English class, and score Basic or above on the Reading Inventory (RI). Students who have been in EL programs for 5 years or more will be designated as Long Term English Learners (LTELs), and will be placed in an Advanced ELD or Literacy and Language Class (see the Scope and Sequence section in Element 1 for more information). Parents of English Learners will receive a letter of initial notification of their child's preliminary placement in an ELD program, a letter of their child's test results and resulting placement, and an annual letter of their child's test results and placement.

EL level 1-4 students in the EL program will be provided with direct instruction in language acquisition by a qualified ELA teacher in classes designated by level and a grade level content area ELA course taught by an ELA teacher. LTEL students will be given an EL elective class designed to increase and refine their language comprehension skills, and a grade level content area ELA course taught by an ELA teacher. All content area ELA classes will include differentiation strategies (i.e. SDAIE) to assist all EL students with access to the general curriculum. The EL Coordinator and administration will ensure that instruction is assisting students to meet mastery through regular grade checks, analysis of ELPAC and RI data, student interviews, and classroom observation. Data from the ELPAC and RI will be used to modify instruction and set individual instructional goals for students. Areas of strength and weakness will be shared with the EL and ELA course teachers so that individualized differentiation can occur. Each year, the EL program will be evaluated based on the reclassification rate, student socioemotional growth, and teacher effectiveness as evidenced through the formal evaluation process. LTEL's and student's in danger of becoming LTEL's will be monitored separately using the process described as this is usually the group with the highest chance of reclassification.

The instructional program at Emerson will help to meet the needs of the English Learners, including Recently Reclassified English Proficient Students (RFEPs), by utilizing effective research-based methodologies (see the description of methodologies in Element One. For example, the Project-Based Learning occurring in the Academies provides ELs with opportunities for hands-on kinesthetic learning, as well as visual and auditory learning. This is particularly useful for ELs who may not yet have a solid foundation of the English Language. Similarly, teachers will utilize graphic organizers in their lessons to provide structure, organization, and support for ELs. For instance, in the Academies, STEM may use mathematical charts and graphs, Arts and Media may use flow maps for play story structure, and Sports may use a pyramid to show the scaffolding of Wooden's Pyramid for Success.

In addition, the visual arts will be incorporated into all subjects. The utilization of the arts presents a non-verbal way for ELs to express themselves, and helps them to represent and understand concepts in a non-linguistic way.

Scaffolding will also occur in all Academies and core classes. There will be a clear structure to the lessons and projects that moves from concrete to abstract. Teachers will begin with more structure and support until they gradually release students to complete tasks on their own successfully. For example, teachers will help students to connect topics with their prior knowledge, use resources to develop that knowledge, and then deepen that foundation of understanding through projects.

Students will also be actively learning in cooperative groupings. This is useful for English Learners because it will allow them to get academic support from their peers. In



addition, this collaboration will help ELs develop social and communication skills necessary for success in school and in life.

All students will also receive continuous meaningful feedback. This will allow ELs to refine their understanding, and will help them to determine areas in which they may need more support. For English Learners who are still struggling despite differentiation efforts by teachers, a variety of intervention strategies may be used. Teachers may modify assignments to fit individual student needs, they may offer tutoring and intervention services, and they may offer supplementary materials that will benefit the students.

Specific English Learner students can also be referred to the Language Appraisal Team. The teacher will collect a variety of data (such as student work, test scores, and anecdotal notes) and bring them to the LAT meeting. The LAT team consists of individuals who can provide insight and support to determine ways to help the students. Possible members include: the LTEL designee, the ELD teacher, the English teacher, the EL Coordinator, the counselor, the Resource Specialist, the Special Ed teacher, the Principal, the parent etc. The team will analyze the data and determine strategies to help the student. The teacher will then implement these strategies and a follow-up meeting will occur to discuss their effects and whether or not additional help is needed. The LAT will meet monthly to examine EL data and ensure the LEPs and RFEPs are making adequate progress, and will identify students who may need assistance.

Also, if funding is available for an English Learner Coordinator, the Coordinator will provide a variety of services to support English Learner students, their teachers, and their families. For example, the Coordinator will communicate the EL program options, student placement, test results, and other information to EL parents so that they are informed and can better support their child. The Coordinator will also assist in class placement for EL students, and provide information on students' language abilities to teachers so that they can better instruct their students. Also, the Coordinator will coordinate and provide professional developments on best practices and other topics regarding English Learners so that teachers can more effectively support those students. The Coordinator will also provide support to teachers by providing resources and materials, modeling lessons, and providing feedback. The Coordinator will also coordinate and ensure availability of intervention services for EL learners during and after the school day.

### **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.

GATE students will be identified following District guidelines. Students will be recommended by teachers or their parents to be tested with the Otis-Lennon School Ability Test (OLSAT), which is a test of abstract thinking and reasoning ability for children, that occurs every Spring.

Emerson will offer an Emerson Accelerated Program (EAP) program for identified GATE students, and students who demonstrate a high level of academic achievement. This program will challenge students by providing rigorous instruction that promotes active learning and critical thinking.

In addition, teachers will provide opportunities for the Gifted students to modify their individual tasks/assignments so that they are more challenging and engaging to them. In Particular, GATE students will be able to do more complex extensions of their Academy projects. The projects that are student-led, and utilize cooperative grouping, will provide opportunities for GATE students to develop their leadership skills as they organize and lead a group. Each Academy will offer unique opportunities for GATE students to lead: Sports will have team Captains, Leadership will have lead students, Arts and Media will have lead playwrights and actors, and STEM will have a special competitive robotics group for excelling students.

If funding is available, there will be a GATE Coordinator. The GATE Coordinator will plan and implement meetings for GATE parents to ensure that they are informed and knowledgeable about how to support their children. The Coordinator will also assist parents with GATE issues like testing requests, SAS applications etc. The Coordinator will also monitor GATE training for teachers of gifted students, and assist teachers by offering materials and resources, modeling lessons, and coordinating and conducting professional development opportunities. The Coordinator will monitor progress of students and the EAP program through grades, SPA scores, and PSAT scores.

### **Students Achieving Below Grade Level**

Grades, and SBA scores will be used to identify students who are struggling academically. These students will then participate in an Intervention Class during Academy time. Intervention classes will be designed to support individual students' needs. For example, some students may need support in math, while others may need time to complete homework. Academy Intervention Class teachers will carefully analyze data, differentiate instruction, and monitor students progress in order to ensure that these struggling students improve to be on grade level. Other supports include tutoring before school, after school, and during lunch. Also support labs instead of an elective and in class intervention.

Similarly to the English Learners, effective instructional strategies will be used to support students who are struggling. Some strategies include: modeling, scaffolding, use of graphic organizers, visual/auditory/kinesthetic techniques, and meaningful feedback. Students below grade level may also receive extra support services such as intervention, tutoring, and modification of assignments.

In addition, one strategy that will help this group succeed will be teachers' use of rubrics and criteria charts. Rubrics and criteria charts will provide clear directions and expectations so that the students know what is expected of them so they can be successful.

Students who are in need of more assistance will be referred by teachers to the Student Support and Progress Team (SSPT). The teacher will compile data (examples of the students work, test scores, anecdotal notes etc.) to bring to the SSPT meeting. The SSPT will be composed of individuals who can help determine strategies to help the student be successful. Members of the SST may include: the parents, the student, principal, counselor, Special Ed teacher, psychologist, resource specialist, EL Coordinator etc. The team will examine the data and collaborate to determine ways to meet the

student's needs. The strategies will then be implemented by the teacher, and a follow-up meeting will occur to analyze the student's progress and determine if additional interventions need to occur. Progress monitoring will be ongoing through teacher observation, 5 week grade reports, formative assessments, and the SBA.

### **Socioeconomically Disadvantaged Students**

Title I students will be identified through the Free Reduced Lunch meal application. Currently 50.8% of students at Emerson are identified as Title I.

The Academies will strive to promote the current and future success of socioeconomically disadvantaged students by bringing role models with similar backgrounds to the school as guest presenters and visitors. These successful athletes, scientists, mathematicians, engineers, and artists will seek to inspire and motivate this subgroup of students.

In addition, materials, resources, and funds for trips will be provided for these students by the school or by the parent involvement group, PACE. Emerson will ensure that all students have equal access to the opportunities available at the school.

Also, the Categorical Programs Coordinator will support teachers in helping to meet their Title I students' needs by offering and coordinating the following:

- professional development opportunities
- lesson modeling
- providing supplemental materials and resources
- coordinating counseling services for students
- engaging parents in informative workshops
- providing bridge services for parents to various resources in the community and the district (i.e. clothing, shelter, counseling, etc.)

### **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 Success Team (SST) 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 Council 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 full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

### **Students in Other Subgroups**

Emerson has a population of students reflective of the diversity of the city. The subgroups of African American and Latino students who are recognized in the achievement gap between White and Asian students is a concern at Emerson, in LAUSD, and in education nationally. Data analysis, interventions, and restorative practices are tools Emerson uses to modify its instructional practices and to develop a positive school culture.

Homeless and foster youth are another subgroup at Emerson. Although not statistically significant as the others, these students and families require attention and resources to increase their chances of educational success. Students are identified during enrollment when parents complete the Student Residency Questionnaire or through anecdotal evidence that presents itself during student or parent interviews. When students are identified, they are assigned a Homeless and Foster Youth Counselor by the district. This counselor will meet with the student on a monthly basis and provide services to the student and family as needed. The Homeless and Foster Youth Counselor is responsible for monitoring the student's and family's progress and reporting to administration any relevant changes. The Homeless and Foster Youth Counselor will also suggest differentiated strategies that will increase the student's chances at academic success. Emerson pays particular attention to responding to these students' needs with care and compassion. Resources are provided to parents and students when available and these students are provided with a stable environment while at school.

Emerson recognizes the significance of the Standard English Language (SEL) population. Strategies are incorporated into curriculum design to support these students and validate their acquisition of language. Many of the same strategies employed to support EL students are used to support SEL students. Teachers incorporate the needs of SEL students into professional development and resource selection.

### **"A TYPICAL DAY"**

As you turn onto Selby Ave., you will notice the steady flow of traffic up the street. Cars turn into the school's traffic turn-out to quickly drop off their students. Cars and students are greeted by friendly, welcoming, parent volunteers who facilitate the children's safe disembarkation. Students proceed up the steps, which are framed by student designed and maintained gardens. Students pause to check out student-created garden installation

artwork. Students enter the main doors and walk through to the Quad, benches, and field areas, where they congregate together to discuss the daily hot topics, or play an impromptu sports game before classes start. Students also visit the Library, Student Services Office, and Computer Lab to take care of personal business and to make sure they are utilizing the available resources for student success on campus. Students may also elect to have a teacher conference at this time. Eighth grade big sisters and brothers have a chance to check-in with their Sixth grader little sisters and brothers to make sure Sixth grade students are meeting challenges and feeling like they are a part of the school community.

When the morning bell rings, students bid farewell to some of their friends as everyone heads to their selected Academy Time (Emerson Sports Academy, the Arts and Adventure Academy, Leadership Academy or the Science, Technology, Engineering and Math Academy). A walk through the classroom building hallway reveals a plethora of exciting activities occurring in every classroom. A peak through one of the doors shows a class carefully building robots and shooting mouse trap cars across the floor. Across the hall finds students bent over a wheel mold where they are analyzing various wheel models or taking and analyzing fingerprints in the forensics class. A glance through the window and you see students hunkering down in the garden, planting seeds and picking vegetables that will be eaten later in the day at Nutrition. A little walk across the yard and into the beautiful auditorium illuminated by sparkling chandeliers and you see the Theatre group practicing their Shakespeare play which will be performed for the entire school. Just outside you hear the whoops and cheers of the Sports Academy as a few students beat their record running time. Just then, the Leadership group comes over the loud speaker, saying the pledge of allegiance and sharing the day's announcements.

Much to the students' dismay, the bell rings, signaling the end of Academy time. The students will just have to wait until tomorrow to finish their projects but then they remember that they have one of their favorite teachers for period one, and they hurriedly walk to their first Core Academic class of the day. On the way, they are greeted by teachers standing at their classroom doorways to monitor the hallway and interact informally with students. By the time the bell rings for the beginning of first period, all students are seated and ready for instruction. The students look up to see the lesson objective, standard, and schedule on the Governing Council. They also see a rubric, criteria chart, and example of what they will be expected to do later in class. During the class period, students experience a variety of activities facilitated by the teacher including: an engaging warm up, direct instruction, independent practice, group time, book-keeping, and student interaction with the material. Students are actively engaged in exploring information, questioning theories and making and testing their hypotheses. Students use a variety of technologies to explore and verify their ideas. Students are working independently on achieving individualized goals, which have been set by standards-based benchmark assessments, as well as working together in groups to make multi-media presentations about their ideas and findings. Other students are encouraged to critique and question their peers' work to clarify reasoning and evidence. Students defend their work and provide examples from credible sources to verify theories. After having a stimulating session, students pack up before leaving for Period 2, where they will receive similarly engaging, meaningful, and individualized instruction.

At Nutrition time, students head to the Cafeteria, the quad, the lunch tables or the field for activities, talking to friends or sports. Students picnic on the grass and under the shady trees in the quad, gather in the cafeteria, or sit together at round tables outside in the

covered eating area. Other students are working on campus beautification and education, cleaning litter and instructing fellow classmates about food waste. After a snack, many students go to the fields to play Frisbee, soccer, basketball, and football with their peers, or go to lounge on a bench under a tree while discussing the day's hot topics. The bell rings, and students excitedly head off to their next two periods.

A peek into the classrooms to see the instructional methodologies in action will reveal a history class meticulously positioning colorful paper squares to create mosaics depicting life in ancient Greece. A science class across the hall is using scientific method. They have been asked to solve a crime, and all they have are shoe prints in sand left from the crime scene. Students carefully measure and examine the shoe print to find evidence that reveals characteristics of the criminal. The language arts class down the hall has just finished watching a clip of *The Outsiders*, a novel they have been reading. A lively discussion erupts as the students debate the author's versus the director's ways of depicting the main character. Students take out a graphic organizer, and become Screenwriters, as they write down how they would conduct the scene from the novel. Later they will direct students in order to act out the scene for the class.

Next is Lunch. Again, students are involved as much as possible with the planning and preparation of foods and menus. Many students head to the cafeteria for lunch while the rest of students sit to eat their homemade lunches. Music plays throughout the Quad area as a reward for keeping the campus clean, and the dance group performs one of the dances they learned in dance class to their favorite song. The Emerson boy's and girl's football teams meet out on the yard for one final practice before their big game on Saturday, while other students sit on the bleachers to cheer them on. Across the field, students continue their earlier games from recess, determined to win the day's game. Other students head to the library and computer lab for some extra study time, or to check out a book and read quietly. Some teachers hold special meetings for clubs, or tutoring sessions for students who need it. Other teachers meet informally for lunch up in the outdoor rooftop garden, to share lesson ideas and instructional strategies. When the bell rings to send everyone back to class, students scan the nearby areas for the few pieces of litter that have been left by distracted classmates, and charitably pick it up and put it in the garbage.

The final two classes at the end of the day commence. A math class is working in small groups. One group is interviewing other classmates in order to conduct a survey on everyone's favorite food. They will graph this data and present it to the Gardening class, in order to provide ideas for the next day's snack. Another group is using M&Ms to represent variables, and to model equations, in order to help them solve a challenging problem. When they are finished they pop a sweet candy into their mouth as a treat. Outside the PE class is excitedly stretching, getting pumped up for their track race.

At the final bell, students head to after school programs run by PrimeTime. Teachers make themselves available after the bell to answer student questions and to offer intervention and tutoring. Coaches meet athletic team members on the field for practice.

After a thrilling day of learning, students head home to practice what they have learned with relevant homework, and to put a few finishing touches on their Academy project. They excitedly give their parents some flyers that were handed out earlier in the day, that offer ways for parents to get involved in the school. Just as the student is sharing with their parents the exciting things they learned during the day, the phone rings. It's a phone blast from the Emerson Principal announcing Back to School Night, and the International Potluck.

This call reminds the parent of the call she received a few days earlier from her child's teacher stating that a big science test was coming up. She grabs her laptop to send a quick email to the teacher to check in on her child's progress on Schoology and to schedule a parent/teacher conference when she smiles... in her email she sees a bulletin and weekly newsletter from PACE (the parent advisory group).

Back at Emerson, after the students have headed home for the day, teachers are still busy at work, collaborating with each other. Sometimes teachers meet in Academies, sometimes in Departments, to review data and to determine ways to support their students and on their favorite day, Tuesdays, they meet to receive meaningful professional development in order to continue to grow as teachers.

## **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 meeting 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.

Emerson provides an educational learning environment where continued progress is made toward equity and excellence for all students with the goal that all students demonstrate proficient or better and prove mastery in English Language Arts and Mathematics. Specific subject interventions are determined based on interpretation of summative and interim assessment data. Emerson's guiding goals are to have students meet LAUSD's Performance Meters including, but not limited to:

- 100% graduation rate with preparation of college and career readiness
- Academic proficiency
- 100% attendance
- New opportunities for parent and community engagement
- To provide a safe school environment and facility

Emerson works to meet these goals in the following ways:

#### 100% Graduation Rate

- The completion of an Individual Graduation Plan (IGP) for all students grades 6-8 with an emphasis on the 8<sup>th</sup> grade year.
- Enrollment of all students grades 6-8 in the LAUSD sponsored online Naviance College and Career Readiness Curriculum.
- 8<sup>th</sup> grade student meetings to explain A-G requirements.
- Parent meetings to explain A-G requirements and curricular pathways to college and career.
- Incentives for culminating 8<sup>th</sup> grade students.
- Intervention for students grades 6-8 to strengthen foundational skills
- A school culture that promotes self advocacy
- School-wide Learning Outcomes (SLOs) that include critical thinking skills, media and technology skills, and life and career skills.

#### Academic Proficiency

- Use research based instructional strategies and methodologies to ensure content is comprehensible to all students.
- Use a variety of data to identify students at-risk of not reaching proficiency and determine strategies to get them at grade level via SST meetings, LAT meetings, Grade Level/Content Area/Academy meetings, and parent/teacher conferences.
- Use technology to improve and support instruction and learning.
- Ensure the grade level Common Core Standards and 21st Century Skills (which transfer across subject matter) are taught.
- Teachers' Assistants reinforce concepts in small groups under the direct supervision of the teacher.
- Supplemental materials are purchased (such as Accelerated Reader) to support the instructional program and to differentiate instruction.
- Provide academic intervention to students who are at risk.

### 100% Attendance

- Offer incentives for students who have good attendance such as Perfect Attendance Awards monthly, and Academy competitions for best Attendance for a prize.
- Have students set short-term and long-term attendance goals. For example, students may have the goal of being absent for less than seven days during the school year (equates to a 96% attendance rate).
- Ensure students are knowledgeable of the academic, social, and emotional benefits of attendance and the consequences of absence. This is taught to students in their Academies.
- Inform parents of the student and school benefits of attendance and the consequences of absence; parents are informed through parent/teacher conferences, phone blasts home, flyers home, information on the school website, newsletters from PACE, and presentations at parent meetings.
- Calls home from the SAA or Counselor to inform parents of any tardy or attendance problems with their child.
- The counselor meets with at-risk students and parents to come up with an individualized attendance plan.
- ConnectEd reminders to parents when students are tardy or absent.
- Teacher attendance is reflected in teacher evaluations.

### Parent and Community Engagement

- A goal is set for 100% of students to participate in the School Experience Survey and incentives are given to students who demonstrate proof of parents completing the survey.
- Parents are informed of the importance in completing the survey, how to complete the survey, where to access it, what to do with the survey when it's finished, and the deadline to complete the survey. This is done through parent/teacher conferences, flyers home, phone blasts home, information on the school website, and presentations at parent meetings.
- Parents have a variety of ways to get involved at Emerson. The parent group PACE works closely with Emerson staff to offer activities such as the International Potluck, field days, curricular field trips, etc. Emerson also has events before, during, and after the school day to accommodate all parents like Coffee with the Principal, Talent Show, plays, sports competitions etc.
- Parents are informed of all the opportunities for involvement in a variety of ways such as through parent/teacher conferences, flyers home, email newsletter from PACE, phone blasts home, information on the school website, and presentations at parent meetings.
- Parents have a variety of ways to contact their child's teacher(s) like through the school website, email, phone, and letters.
- Back-to-School Night (in the Fall), Open House (in the Spring), and Parent/Teacher Conferences (2 times a year) offer opportunities for parents to meet with their child's teacher(s).

- The main office is open and welcoming to parents all day and the Parent Center offers space so that groups of parents can hold meetings and collaborate with one another.
- Distribute the “School-Parent-Student Compact” at the beginning of the school year so that parents know the Emerson staff views parent involvement as essential to the success of the students and the school.

#### Provide a Safe School Environment

- Offer alternatives to suspensions like detention or school beautification.
- Teach students the clear behavioral expectations, rules, and consequences for the school. This includes the Emerson Bill of Rights which includes:
  - The right to learn and teach in a safe and nurturing environment
  - The right to equal opportunity
  - The right to do our personal and professional best
  - The right to question with respect and answer with integrity
  - The right to respect and be respect
- Have grade level success assemblies held by the principal and counselor at the start of each semester and continuing throughout the school year.
- Have ample supervision on the yard during recess and lunch to ensure students feel safe.
- Staff follow the procedures outlined in the District mandated Safe School Plan Volumes 1-3.
- Conduct monthly emergency drills, as mandated by the District, so that students feel comfortable with the procedures and safe with the knowledge that staff is prepared to handle an emergency situation.
- Teachers utilize strong classroom management techniques as outlined in the District’s Discipline Foundation Policy.
- Continue positive behavior support strategies and a culture of restorative justice.

Measurable goals and objectives for every Emerson student are based on the mastery of California Common Core State Standards (CCSS) measured by the Smarter Balanced Summative and Interim Assessment (SBA), 8<sup>th</sup> grade Science Assessment, and additional textbook and/or teacher created, subject/class specific assessments. Mastery of standards is a goal of the Every Student Succeeds Act (ESSA.) This legislation reaffirms that every child regardless of race, income, background, or the zip code they live in deserves the chance to make the most of their education. Emerson is committed to these ideals and providing equal opportunity for all students. Emerson has goals for student growth and improvement in subgroups listed in the Eight State Priorities of the Local Control and Accountability Plan (LCAP) Element 1 goals. Emerson’s focus will be improvements that exceed school-wide academic progress for students in the designated subgroups.

Emerson has the following goals to increase achievement for English language learners:

- Examine SBA scores, formative assessments in content area classes, 5 week grade reports, and teacher observation to identify students at risk of not making annual progress and refer them to the Language Appraisal Team (LAT), as per the District’s



Master Plan for English Learners, to determine strategies to help the student be successful.

- Use effective instructional strategies for English Learners such as SDAIE, scaffolding, graphic organizers, and cooperative learning.
- Prepare students to take the ELPAC and Smarter Balanced Assessment by using practice test released questions and examples so that students know what is expected of them on the test.
- Have ELs set goals and prepare a plan in order to achieve them.
- Utilize Teacher's Assistants and parent volunteers who speak the students' home language to offer translation of difficult concepts and to provide support.
- Encourage EL parents to be involved in their child's education by sending home all documents and making phone calls, whenever possible, in the parents' home language. Similarly, a concerted effort will be made to have a translator present at all parent meetings.
- Following the District Master Plan for ELs, all parents will be informed of what is needed for reclassification, their child's program placement and assessment scores, and the English Learner Program Options.

## **MEASURING PUPIL OUTCOMES:**

### **SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

Emerson staff and administration analyzes yearly summative assessment data and sets performance targets. These targets are shared and voted on in our Charter School's Governing Council governance committee and included in the School Plan for Student Achievement (SPSA) and the Local Control Accountability Plan (LCAP).

In 2017-18 Emerson's school wide percentages of students who Met/Exceeded the standard on the SBA in English Language Arts was 44%. Emerson will set a yearly target of 1% gain with a net gain of 5% at the end of the charter period.

In 2017-18 Emerson's school wide percentages of students who Met/Exceeded the standard on the SBA in Math was 36%. Emerson will set a yearly target of 1% gain with a net gain of 5% at the end of the charter period.

Emerson is committed to raising the reclassification rate by 2% every year.

Emerson is committed to lowering the LTEL rate by 5% every year.

Emerson is committed to decreasing the achievement gap between White and other Ethnic/Racial Minority subgroups. Emerson will set a yearly target of 2% gain with a net gain of 10% at the end of the charter period.

Emerson is committed to 100% attendance every year. Currently, the chronic absenteeism rate is 13% Emerson is committed to maintaining a chronic absenteeism rate below 9%.

A safe and supportive environment for all students is essential to the academic achievement of students. Emerson is committed to Restorative Justice practices to reduce or eliminate the need for suspension. Alternatives to suspension include:

- Restorative justice circles
- Restorative justice projects
- Communicating clear expectations to students frequently

- The Emerson Bill of Rights which outlines every community member's rights while on campus
- Deescalation training for teachers
- Grade level meetings during which supports for student behavior are discussed
- Proactive monitoring of individual student behaviors while providing behavior support and self correction strategies

The school wide growth targets will also be applied to each subgroup as identified by the State Priorities of the LCFF. Targeted intervention will be used to attain these goals. Intervention includes:

- Tutoring before and after school and during lunch
- Deliberate programming of students into intervention classes.
- Purposeful creation of the master schedule that provides the greatest opportunity for student success.
- Saturday school intervention
- Summer school intervention
- Differentiated instructional strategies
- ELD intervention classes
- Resource support for students with special needs
- Parent education classes and meetings
- Individual meetings with students to provide academic counseling and encouragement
- Individual meetings with parents to provide intervention strategies at home and academic advice

Emerson is committed to parent involvement and engagement. The School Experience Survey is an effective opportunity for all parents to have a voice at Emerson, therefore, our goal is to have 100% participation yearly. Currently, the participation percentage is 55%. Emerson will set a yearly target of 10% gain with a net gain of 50% at the end of the charter period.

## **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.

### **Methods for Assessing Student Attainment of the Above Outcomes**

#### **Testing**

- Progress reports and semester grades
- Interim Assessments
- Benchmark Assessments
- Quizzes and Tests
- Smarter Balanced Assessment
- Fitness Gram

- ELPAC
- Standards Based Rubrics and Criteria Charts

#### Informal Authentic Assessments

- Grade Level Projects
- Portfolios
- Academy and academic class projects
- Student presentations or performances
- Journals
- Work samples
- Homework
- Checklists
- Teacher observations
- Anecdotal records

#### How the Methods are Consistent with the School's Instructional Program

Since the Academies focus on project-based learning, Authentic Assessments such as student projects, student presentations, and performances are an effective means of assessing students' understanding and success in the Academy classes. In addition, the informal authentic assessments allow for a more flexible analysis of whether or not students are gaining 21st century skills, a main goal of the instructional program at Emerson.

The traditional testing methods provide a specific numerical way of determining students' level of understanding and offer a means of comparing students with a common assessment which is useful to guide instruction. Therefore, testing is a good way for teacher's in the core subject areas to assess their students' understanding and to ensure that learning goals are met.

Ongoing in-house benchmark assessments will occur daily, weekly, monthly, and at every 5 week grading period.

Authentic assessments based on the Common Core Standards and developed by the teacher, are useful to monitor a student's progress over time in a variety of settings.

Standardized assessments such as the ELPAC, Smarter Balanced Assessment, and District adopted curriculum assessments are all useful measurements of students' understanding of a concept or skill. Teachers may also use commercially available performance, diagnostic, formative, and summative assessments. Teachers will monitor student progress using assessments and formative assignments to determine mastery of standards. This will include observation of group work and the use of questioning and discussion strategies to check for understanding. This will occur daily in the classroom. Counselors, Coordinators and Administration will monitor grade reports every 5 weeks to monitor student progress. Teachers will administer Interim Assessments in the Spring and Fall to collect data for analysis of student progress. Administrators will observe classrooms to monitor the effectiveness of instructional strategies. The Instructional Leadership Team (ILT) will meet monthly to determine goals for professional development based on areas of need and to provide teachers the opportunity to evaluate collected data.

<b>Methods For Monitoring Student Progress Towards Mastery of Standards</b>			
<b>Method</b>	<b>Frequency</b>	<b>Performance Expectation</b>	<b>Who is responsible</b>
Content area assessment	Daily	Grade of “C” or Better	Teacher
Formative Assessment (i.e. classwork or homework)	Daily	Grade of “C” or Better	Teacher
Questioning and Discussion	Daily	Student use academic language; student engagement; critical thought in responses	Teacher
Interim Assessment	Semester	Meets or Exceeds	Teacher
Grade Reports	Every 5 Weeks	Grade of “C” or Better	Administration; Counselor; Coordinators
Classroom Observation	Weekly	Implementation of Appropriate Instructional Strategies	Administration

## **DATA ANALYSIS AND REPORTING**

Emerson believes that assessment is on-going and provides teachers with data needed to guide instruction and meet students’ needs. Therefore, students will be frequently assessed in a variety of ways.

The District’s electronic integrated data system My Data will be used to analyze students’ performance levels on the SBA, ELPAC, RI and other summative assessments. Data will be used to target students needing intervention and support. Teachers will then meet in content area, grade level, and Academy teams to discuss strategies to help those at-risk students. Data will also be used by the Instructional Leadership Team (ILT) to prioritize professional development topics for faculty and staff and target areas of need focused on improving the delivery of instruction. The ILT will also identify topics for teacher development and areas of focus. Teachers will use professional development to refine and build curriculum that addresses deficiencies identified by the data.

Formative Assessments, either teacher created, district recommended, and Interim Assessments provided by the state will be used to determine students’ progress and level of understanding of the material. These formative assessments also allow teachers to compare student performance levels using a common assessment method, in order to determine ways to modify instruction to meet students’ needs. These periodic assessments may occur before every 5 week grading period. Similarly, daily or weekly quizzes, tests,

classwork, assignments, and projects will be used to identify areas of concern and to guide instruction.

Authentic assessments in the form of test, quizzes, or other assignments designed to check for student understanding will occur each 5 week grading period as determined by the individual teacher and their curriculum design. These will allow teachers to compile a variety of useful information on their students' learning. Other authentic assessments include: portfolios, journals, work samples, homework, checklists, teacher observations, anecdotal records, and student projects. This more informal data allows the teachers to gain a better-rounded "big-picture" understanding of the students needs and learning levels. Most of this data will be stored in the Schoology on line grading book, however journals and portfolios of work may be housed in the classroom or maintained by the students.

Assessment data will be used at Emerson on an ongoing basis in a variety of ways. First, teachers will analyze student and class data via MyData and formal and informal assessments in order to inform instruction. Specifically, data will be crucial in helping teachers to identify students who need differentiated instruction. Whether it's a gifted student whose data shows that he needs to be challenged, an English Learner who is struggling with writing, or a student in special education who needs help with specific skills, data will be used by teachers at Emerson to determine which individual students need support and in what areas. Once these students and their needs are identified, teachers can modify their teaching and determine which instructional strategies and resources will best meet the needs of their students. Similarly, whole-class data can be analyzed by teachers in order to identify topics, concepts, and standards that need re-teaching and need to be taught in a different way in order to ensure that all students learn it.

In addition, assessment data will be used to improve the entire educational program at the school. Whole-school assessment data, like subject area assessments, grade level assessments, the State Test, will be used to identify achievement gaps so that strategies to close the gaps can be determined and implemented. Also, data will be used to determine areas of learning that students are struggling in, so that teachers' instruction in those areas can be supported. For example, if it is determined that many students at Emerson are struggling with the skill of summarizing, teachers will be given professional development opportunities, modeling of effective teaching observation opportunities, and other support services in order to ensure that their instruction improves so that students at Emerson improve in that skill. Similarly, the Academies at Emerson are fluid and flexible so that they can be modified to best meet students' needs. Therefore, assessment data will be useful in helping the Academy teachers determine which goals and instructional concepts students are struggling with, so that they can adjust the classes or instruction as needed in order to ensure that all students are successful. Administrators will monitor instruction through weekly classroom observations. Observation data is compiled into recommendations for the Instructional Leadership Team (ILT). The ILT will meet monthly to determine goals for professional development based on areas of need and to provide teachers the opportunity to evaluate collected data. Administration will then include the new initiatives into the observation cycle and report back to ILT the success of implementation.

As mentioned above, assessment data will be crucial in determining professional development topics. Whole school and class data will be used to identify topics, concepts, standards, and other areas where students are struggling; these can then become areas of emphasis at professional developments so that teachers can share best practices and

lesson plans, analyze the data further, and collaboratively determine ways to improve their instruction. Professional development can also serve as a forum for teachers to later reflect on the strategies that were implemented, and share their successes and struggles, in order to continually reflect upon and improve their teaching in an on-going manner.

Overall, data will be used at Emerson to inform the following:

- To modify and guide instruction to meet student's needs
- To identify students areas of strength, weakness, and need
- To identify at-risk students for SST, Intervention, and LAT
- To share with parents (through report cards, conferences, progress reports etc.)
- To identify and prioritize professional development
- To share at grade level, content area, and Academy meetings
- To share in a public forum like at parent and governance meetings
- To determine school-wide needs (such as SARC, Data Summary Report, and MyData) in areas like attendance, suspension, and expulsion rates
- To establish school-wide funding and instructional priorities
- To identify subgroups, like English Learners, who need more widespread use of specific instructional strategies
- To inform parents and students through the Schoology online grade book of current grade information so parents and students can make realtime adjustments to increase student performance
- To inform the stakeholder groups on SSC and the Charter School's Governing Council so updates to SPSA and schoolwide achievement goals can be made yearly and as needed

### **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 Governing Council 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).

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 local 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 local 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 local 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 Governing Council of Education.

## **STAKEHOLDER INVOLVEMENT**

As an LAUSD Affiliated Charter, Emerson is subject to the governance of the LAUSD Governing Council of Education, which has fiduciary responsibility over the school. Governance at the school site level is in accordance with the provisions of this petition and is consistent with all applicable state, federal laws and regulations, and the provisions of collective bargaining agreements.

According to District policy, Emerson currently has three advisory councils/committees:

- The School Site Council (SSC) works on the Single Plan for Student Achievement and determines school-site spending. This council is made up of 6 faculty and 6 parents- 4 elected teachers, 1 classified staff, 6 parents, and the principal.
- The English Learner Advisory Council (ELAC) makes recommendations to the SSC regarding English Learner topics. This council consists of 9 total members- at least 51% of the members must be parents of English Learners and the remaining members may be parents of other students.
- The Charter School's Governing Council makes decisions in regards to student services, school culture, calendar, local policy, and related topics. This council is made up of administration, the teacher bargaining unit (UTLA) representative, teachers, and parents.

As a charter school, Emerson has combined the duties and member demographics of SSC and the Charter School's Governing Council into one membership group responsible for meeting as two separate entities. This allows stakeholders from all the groups to have equal impact on decision making and this increased collaboration between stakeholders helps to improve outcomes at Emerson. The two councils are the process by which parents, teachers, staff, and administrators consult to develop and update annually the LCAP and the SPSA. These Councils also provide stakeholders an opportunity to have input in the educational program and school culture.

Emerson will use its website to disseminate pertinent information regarding the school and opportunities for stakeholder involvement. A section of the website is dedicated to parent involvement. Stakeholders can also find the current charter, Governing Council minutes and agenda's, a calendar, and other relevant documents and information.

Emerson also has a Student Council. The Student Council representatives have the opportunity to learn about governance topics and processes. These students are particularly encouraged to attend the Governing Council meetings in order to share their opinions and those of their student constituents and to have a first-hand learning experience about governance.

The purpose of the Charter School's Governing Council is to operate as the school's site level decision making body, under the authority of the local District superintendent, and under the ultimate authority of the LAUSD Board of Education. Some duties of the Governing Council include but are not limited to: categorical funds, safety, scheduling of school events, determination of the site level calendar, student conduct, community



relations, and school operations. The Governing Council also examines a variety of data to improve student achievement and to increase parent involvement. The Governing Council also follows procedures and recommendations consistent with the District's Master Plan for English Learners which ensures that ELs' needs are being met and to close achievement gaps. The overall goal of the Governing Council is to improve student achievement and to ensure the effectiveness and success of Emerson Community Charter School.

An examination of the provided Governance Organizational Structure Chart shows that the District's Governing Council of Education, and the local District superintendent, are overseeing the decisions made by the Governing Council. Not only does the Governing Council use a variety of data to make decisions, but they also consider the input from grade level chairpersons, content area chairpersons, Academy chairpersons (see "Instructional Design" for details), school committees, and all stakeholders at the school. Similarly, by having Governing Council members from each stakeholder group, there is assurance that everyone's voices are represented; each Governing Council member receives input from their constituents and organizations and presents the information that is used in deliberations.

The Governing Council will maintain active and effective control of the school in several ways. First, the Governing Council quickly and efficiently disseminates information about decisions that were made at meetings to the parents and staff so that they may be carried out. Information is dispersed via announcements sent home, the school website, and phone blasts. Chairpersons, committees, PACE, and other groups/individuals who are directly affected by decisions, and who will be involved in their implementation, are informed directly by the Principal or Governing Council Chairperson. The implementation of decisions is monitored by the Principal. Progress is analyzed and discussed, and additional strategies are identified as needed at Governing Council meetings.

Second, the Governing Council maintains effective control of the Charter School by having parent and staff buy-in. Emerson parents and staff feel that their voices and opinions are valued because they are able to elect their own Governing Council member representatives who are from their own specific stakeholder group. Similarly, the Governing Council members maintain open communication with their constituents to ensure their constituents feel that they are valued members of the Emerson team. In addition, by having open public meetings and by keeping everyone informed of meeting dates, locations, times, agenda topics, and the results of the meetings, the Emerson community feels that they are active participants in the governance and decision making at Emerson. This collaboration and inter-connectedness not only allows the governing Governing Council to maintain effective control but also helps Emerson be successful.

The Governing Council is governed in its operations and its actions by the charter petition and by the Governing Council Bylaws. the bylaws of the Governing Council are and remain consistent with applicable laws, District policy, the provisions of LAUSD collective bargaining agreements (CBAs).

The Governing Council meets regularly at least six times during the school year. Special meetings of the Governing Council may be called by the chairperson or by a majority vote of the Governing Council.

Governing Council members are elected by their peers. The principal and UTLA representative are automatic members. Teachers are elected by teachers, the classified staff member is elected by classified staff, the English Learner parent member is elected by

English Learner parents, the PACE member by the PACE Governing Council, and the parent members are elected by parents.

All staff and parents are informed of membership vacancies via announcements sent home, posted in the front office, posted on the marquee in front of the school, on the school website, and a phone blast home. Announcements are made at least one week prior to the election process.

The actual election process begins with an informational meeting held to explain the election process, and to give information about the duties of the Governing Council and officer roles. Either immediately following the informational meeting, or at another designated meeting, the election will occur. The Principal and UTLA representative preside over the elections as election designees since they are automatic members of the Governing Council and they may designate others to assist them as needed. The membership positions are declared vacant, and the floor is opened first for teacher members. Potential members may nominate themselves, or be nominated by someone else (the nominated person must accept the nomination in order to be nominated). The election designee charts the names of nominees so they are visible to all before the designee asks three times if there are any more nominations; the designee then motions to close the nominations, and someone must second the motion in order to close the floor to nominations. If there are exactly three teachers who are nominated for the three available positions, a motion will be made to accept the nominees as members, and someone must second the motion. The nominees are announced as members. If there are more than three teachers who are nominated, the teachers' peers who are present are given a ballot and asked to vote in favor or against each nominee. The nominees with the greatest number of votes are elected. The election designees will gather and tally the votes, and announce the new members. The new members are asked to sit in a designated area.

This same process will occur for the classified staff member, for the English Learner parent, PACE parent, and for the other parents. Careful minutes are taken by the election designee documenting this process.

Once the Governing Council membership has been determined, and all new members are sitting in a designated area, officer elections will begin. The election designees may also choose to postpone the officer elections until the first Governing Council meeting. Only Governing Council members are allowed to vote for the officer positions, and only Governing Council members are allowed to run for the positions; the roles and duties of the officer positions are reviewed by the election designee.

Beginning with the Chairperson position, the position is declared vacant and the designee opens the floor to nominations. Nominees may self-nominate, or be nominated by someone else (the nominee must accept the nomination to be nominated). The designee charts the nominees' names where all can view them and the designee asks three times if there are any more nominations. The designee then motions to close the nominations, and someone must second the motion in order to close the floor to nominations. If only one person has been nominated for the position, a member casts a ballot in acclamation for the person, and signs and dates the ballot. This ballot is kept with the minutes for records. If there is more than one person nominated, members receive a ballot and vote for the member they would like elected to the position. The member with the most number of votes is elected to the position. The designee counts the ballots and announces the newly elected officer; this process will repeat for the vice-chairperson, secretary, and parliamentarian positions.

The newly elected Governing Council members and officers are announced to all teachers and parents via the school website, a flyer sent home, and a posting in the school office. In addition, the new members, parents, and staff are informed of the tentative meeting dates and times in the same manner.

In an effort to ensure that all stakeholders are informed of the date, time, location, and topics of the Governing Council meetings, a meeting announcement and agenda detailing each item to be discussed for each meeting is posted at least 72 hours in advance of the meeting. All meetings are publicized in the following venues: the school website, the front office, and the marque in front of the school. Changes to the established date, time or location are given special notice. All required notices are delivered to the Governing Council and committee members no less than 72 hours, and no more than 7 days in advance of the meeting, personally or by mail (or by e-mail).

The secretary of the Governing Council keeps detailed, true, and correct minutes of all regular and special meetings of the Governing Council, and is the custodian of the records of the Governing Council. These minutes are distributed to the Governing Council members at their request, and are kept in a binder at the school site so they are available for others' review. They are kept at the school site for a minimum of 4 years.

## **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 (subject to any applicable waiver or exemption validly and timely executed by the appropriate parties) 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.

### **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 (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. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

## **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 use and review upon District 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, contractors (vendors), 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, Emerson 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. Governing Council 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

At Emerson every effort is made to attract a group of students and all students are welcomed. Ways in which Emerson recruits students:

- Emerson administration, coordinators and counselors do outreach to residential and non-residential elementary schools. This includes visiting schools to present at parent meetings, and hosting parent meetings at Emerson.

- Emerson invites students from interested elementary schools to visit and engage with Emerson students in enrichment activities. Visiting elementary students are exposed to the Emerson experience.
- Emerson administration, teachers, and students collaborate with our parent organization PACE to host six tours a year for interested families.

### **Lottery Preferences and Procedures**

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

- **Resident Students**

Prospective students who reside within the former attendance boundaries<sup>1</sup> of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

- **LAUSD Students**

- Siblings

Prospective students who (a) are siblings of students enrolled in grades 6 and 7 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 6-7 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.

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<sup>1</sup> 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's lottery applications will be made available each year on the schools website by the first week in October or before. Charter School will accept completed application, submitted online, delivered in person or received by mail or delivery service, through close of business on the last Friday in February. On the first Monday in March, Charter School shall conduct its public random drawing (lottery). Application forms and 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 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 principal and the UTLA chapter chair will randomly select student applicants until all have been given a priority number for admission. Another school employee shall publically record the results in real time.

Parents of applicants being offered admission through the lottery will be notified in writing by email within five school days following the lottery, and will be provided three school days 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 email and will have three school days to accept the offered seat.

Non-resident students who apply for admission after the lottery is conducted will be added to the bottom of the waitlist in the order in which their applications are received.

### **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, 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)(l).)*

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 Governing Council 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: Emerson Community Charter School  
c/o School Principal  
1650 Selby Ave  
Los Angeles, CA 90024

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 Governing Council 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 Governing Council of Education revokes or denies renewal of the Charter; the LAUSD Governing Council of Education takes specific Governing Council action to close Charter School pursuant to the Governing Council’s general authority and/or its unique authority as the legal Governing Council of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Governing Council 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 Governing Council of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school.

### REVOCATION OF THE CHARTER

The District 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 Governing Council of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The District 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 Governing Council 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 Governing Council 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 Governing Council action to close Charter School pursuant to the Governing Council's general authority and/or its unique authority as the legal Governing Council 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, pursuant to a duly executed Local School Leadership Council action, determines to request approval to revert voluntarily to a non-charter District school, 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.

## **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 Governing Council 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**

Emerson Community Charter School (also referred to herein as “Emerson”, “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 Progress Team (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 to 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 boundaries<sup>2</sup> 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**

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.

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<sup>2</sup> 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.

- 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: Emerson Community Charter School  
c/o School Principal  
1650 Selby Ave  
Los Angeles, CA 90024

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).)