Dr. Theodore T. Alexander Jr.
Science Center School

April 2, 2014
3737 South Figueroa St
Los Angeles, CA 90007

TERM OF CHARTER
JULY 1, 2014 TO JUNE 30, 2019
# TABLE OF CONTENTS

Assurances and Affirmations ............................................................................................................. 3
Element 1 – The Educational Program ................................................................................................. 4
Element 2 – Measurable Pupil Outcomes, and
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured ................................................................. 51
Element 4 – Governance .................................................................................................................. 66
Element 5 – Employee Qualifications ............................................................................................... 71
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 – Exclusive Public School Employer ............................................................................... 92
Element 16 – Charter School Closure Procedures ............................................................................. 93
Additional Provisions ......................................................................................................................... 95
ASSURANCES AND AFFIRMATIONS

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

• Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)

• Not charge tuition. EC 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. EC 47605(d)(1)

• Admit all pupils who wish to attend the school. EC 47605(d)(2)(A). An existing public school that converts to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of the school. EC 47605(d)(1)

• Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)

• If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. EC 47605(d)(3)

• Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)

• Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 47605(c)(2)
**ELEMENT 1 – THE EDUCATIONAL PROGRAM**

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

**GENERAL INFORMATION**

- The contact person for Charter School is Principal Norma J. Spencer
- The address of Charter School is 3737 S. Figueroa St Los Angeles, CA 90007
- The phone number of Charter School is 213-746-1995
- Charter School is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District and Educational Service Center West.
- The term of this charter shall be from July 1, 2014 to June 30, 2019.
- The grade configuration of Charter School is TK-5.
- The number of students in the first year will be approximately 650.
- The grade level(s) of the students in the first year will be TK-5.
- The scheduled opening date of Charter School is August 2014.
- The current operational enrollment capacity of Charter School is; for all District affiliated charter schools, the District determines each school’s 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).
- The bell schedule for Charter School is on page 31.
- If space is available, traveling students will have the option to attend.

**COMMUNITY NEED FOR PROPOSED DISTRICT AFFILIATED CHARTER SCHOOL**

**Introduction**

The Dr. Theodore T. Alexander Jr. Science Center School (Alexander Science Center School) is a partnership School between the California Science Center and the Los Angeles Unified School District the Alexander Science Center School is to become a National Model School with an integrated curriculum focusing on science, mathematics and technology. The Alexander Science Center School will do this in a unique way.

Alexander Science Center School has made progress toward the goal of blending the formal and informal educational approaches and maintains a continuous reflection and improvement cycle to enable us to reach our ultimate goal of becoming a National Model School in integrated curriculum and professional practices that improve science education. It is also the intent of this educational partnership for the Alexander Science Center School to be a model school for replicable professional practices that improve science education in the District as well as regionally, statewide, and on a national level. The Alexander Science Center School is a neighborhood, affiliated charter school in the Los Angeles Unified School District (LAUSD) serving kindergarten through fifth grade students. Opened in 2004, the Alexander Science Center
School operates as a single track, traditional calendar school that currently serves approximately 642 students.

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

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

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

**Improve pupil learning.**

- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance based accountability systems.
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.
-California Education Code Section 47601 (a)-(g)

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

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

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

Looking back over our last charter term, our past performance indicates the following:
Surrounding Schools Data Proficient and Advanced for 2012-13:
ELA by the subgroups

Latino ELA

African American ELA
Math by the subgroups

EL Math

<table>
<thead>
<tr>
<th></th>
<th>Weemes 41.8</th>
<th>ASCS 55.7</th>
<th>Vermont 42</th>
<th>King 46</th>
<th>Norwood 37.2</th>
<th>Normandie 48.3</th>
<th>Menlo 57.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>41.8</td>
<td>55.7</td>
<td>42</td>
<td>46</td>
<td>37.2</td>
<td>48.3</td>
<td>57.1</td>
<td></td>
</tr>
</tbody>
</table>

Latino Math

<table>
<thead>
<tr>
<th></th>
<th>Weemes 57</th>
<th>ASCS 56.5</th>
<th>Vermont 61.2</th>
<th>King 34.1</th>
<th>Norwood 53.9</th>
<th>Normandie 61.8</th>
<th>Menlo 68.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>57</td>
<td>56.5</td>
<td>61.2</td>
<td>53.9</td>
<td>34.1</td>
<td>53.9</td>
<td>61.8</td>
<td>68.9</td>
</tr>
</tbody>
</table>

African American Math

<table>
<thead>
<tr>
<th></th>
<th>Weemes 42.6</th>
<th>ASCS 48.9</th>
<th>Vermont 59</th>
<th>King 36.5</th>
<th>Norwood 16.7</th>
<th>Normandie 37.5</th>
<th>Menlo 46.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>42.6</td>
<td>48.9</td>
<td>36.5</td>
<td>37.5</td>
<td>16.7</td>
<td>16.7</td>
<td>37.5</td>
<td>46.7</td>
</tr>
</tbody>
</table>
Reclassification Rates:

Science

Alexander Science Center School Data Trends from 2011-2013

ELA:
- EL students began to make gains in 2012 based on the differentiated instruction for EL learners during ELD.
- Latino students began to make gains when small group instruction during Universal Access Time was implemented into classrooms in 2012
• AA students still require differentiated ELA strategy implementation and have had inconsistent growth patterns over the past four years. Targeted intervention has been implemented to address AA students’ needs.

Math:
• EL students began to make gains in 2011 based on the differentiated instruction for EL learners.

• Latino and AA students have had inconsistent growth patterns over the past four years. Targeted intervention Tier II and III along with Common Core differentiated instruction and math practice strategies have been implemented to address students’ needs.

**STUDENT POPULATION TO BE SERVED TK-5TH GRADE**

The Alexander Science Center School is located in Exposition Park, one of the most densely populated areas in the state, and a community that has demonstrated perhaps the greatest need for this kind of educational institution. The communities served by the school are among the poorest in the city; median household income in the 37th Congressional District (which includes Exposition Park) is $46,081. Of the approximate 719,034 residents of the 37th District, 33% are foreign-born and 56.8% of the residents speak a language other than English at home. There is 11.9% unemployment and 18.1% of the people in the 37th District live below the poverty line. In addition, 31.4% of the District’s residents receive some form of public assistance.

The historic Exposition Park neighborhood of South Los Angeles, home of the California Science Center, is a study in contrasts. Rich educational and cultural landmarks exist among some of the poorest performing schools in the city. Formerly an African-American enclave, the Exposition Park neighborhood is now a mixture of cultures that include a core African-American population and Hispanic immigrants from Central and South America. Exposition Park also features the Natural History Museum of Los Angeles County, the California African American Museum, the Expo Center and the Los Angeles Memorial Coliseum. The University of Southern California is across the street on the Park’s northern border. This is the heart of urban Los Angeles and one of the oldest parts of the city.

In our elementary charter school, 84% of children are eligible for free or reduced-price lunch. Many of the parents of the students work long hours or have more than one job, making it difficult for them to assist their children with their academics after school. As a result we offer intervention afterschool throughout the school year. Seventy four percent of our population is Latino and thirty percent of them are English Learners. Many of our parents’ primary language is Spanish and they are challenged with being able to support their children with their English homework. As a result we offer intervention afterschool throughout the school year for all students and a targeted intervention to address the needs of English Learners. We also ensure that
we have a staff member available from 8am-4:30pm to translate for parents that have questions, comments or school related concerns.

African-American students make up 22% of our population. The Alexander Science Center School is committed to continually employing recruitment strategies that reach out to all families in this community, especially those who are not traditionally represented in progressive educational institutions, such as low-income and academically low-achieving students. TK-5th grade.

The Alexander Science Center School is located in Education Service Center (ESC) West in Exposition Park. The school enrolls LAUSD students with a first priority given to students residing in an area designated as the Alexander Science Center School’s “neighborhood.” Currently, the following schools fall within the designated “neighborhood” attendance area of the Alexander Science Center School: Vermont EL., Weemes EL., Norwood EL., Normandie EL., Menlo EL., John Mack EL and King Jr. EL., Jones Primary Center and South Region EL #10

The Alexander Science Center School remains committed to continuing an enrollment priority for students residing in our identified service area. As stated in the Lease Agreement (2000), “at least seventy percent (70%) of the enrolled and attending students will reside within the designated attendance boundaries for the School”. We are a neighborhood school of choice for local families looking for a science, mathematics, and technology focus for their child. Our student population consistently contains a majority of students from our local area and, as a Title I school, includes a significant percentage of students traditionally at-risk for failure because of economic circumstance.
As a result of a school-wide Needs Assessment, the following was established: A team of teachers agreed to serve as Professional Development Writers for Science, Technology and Dual Language. Their charge was to deliver 2-3 professional development sessions per year around topics and goals established in the Charter’s Petition. A team of Common Core State Standards (CCSS) specially trained teachers were identified, one per grade level, to serve as the facilitator at CCSS weekly grade level meetings. Two teachers were trained in the new standards for Performance Expectations (PE). They have created PE schedules to assist teachers in meeting the PE instructional minutes, provided each grade level with all necessary PE equipment and will lead two PE Professional Development workshops this school year. Six Science Lead Teachers meet with the California Science Center Liaisons twice a month to collaborate on Benchmark Project Based Learning Science Assignments.

Teachers began to openly request professional development and planning time around the areas of: Technology in the classroom, Dual Language Model from Kinder through 5th grade, Science Center Based Learning and Constructivism. We all agreed if we were going to become the model school that we knew that we could be, we needed to be able to implement the current goals with fidelity and stretch ourselves by embracing ambitious goals to include in the upcoming Charter Revision.

As the team brainstormed, the ideas began to flow. We decided that grade level meetings needed to be held weekly to discuss the new Common Core State Standards and the Next Generation Science Standards. Teachers needed time as a team to grapple with the implementation of the new concepts and to coach one another in learning new strategies and practices that have a direct
impact on students’ learning. We also decided to carve out two Banked Time Tuesdays per month to spend in grade level teams to review students’ data, plan for differentiated instruction to meet the needs of all students and implement sixty minutes of daily Universal Access Time for English Language Arts and Math.

Every quarter we have agreed to meet in Vertical Teams (TK-5) to discuss the strengths and weakness at each grade level. Every teacher is able to ask questions of the teachers that will receive the student the following year as well as the teachers who worked with the student the year before. This tool has proven to be a powerful one. Educators are able to hear the cries from their peers for having students mastering specific skills and concepts before sending them on to the next grade. We now have clear direction and individual commitments from teachers on ensuring students work towards mastering vital elements of instructional goals anchored in the standards.

**Outside Agency’s Independent School Evaluation**

**Evaluation and Training Institute Summary of Findings**
The California Science Center hired the Evaluation and Training Institute (ETI) in 2011 to evaluate the progress the Alexander Science Center School has made toward achieving its goals listed in the District and Science Center’s Lease and Joint Participation Agreements the School’s Charter. ETI was chosen by the Science Center School’s Governance and Operating Committee after reviewing several proposals that were submitted for the project. The California Science Center provided the funding for the evaluation.

ETI provided professional services related to the design and implementation of a two-year evaluation of the Alexander Science Center School. The design of this two-year evaluation was longitudinal in scope and provided a plan and framework for future evaluations to logically build off the outcomes, strategies, and evaluation tools of this evaluation.

ETI designed a plan and protocols with the LAUSD Division of Evaluation and Data for release of LAUSD student data to the California Science Center and the Science Center School for the purpose of continuing to track student achievement and progress through the student’s graduation from the District.

The Evaluation and Training Institute evaluated:
1) The effect attending the Alexander Science Center School has on students’ academic skills and their attitudes toward science learning in comparison to other students attending schools in the surrounding designated “neighborhood” attendance area with a similar demographic.
2) The Alexander Science Center School and its instructional program to determine if it is producing students with enhanced skills, knowledge and attitudes in the following areas as defined in the School’s Charter.
   a. Science inquiry and process skills
   b. Critical thinking and problem solving skills
   c. Sense of discovery and curiosity
   d. Positive attitude toward learning science
3) The parent or care givers involvement in their child’s education at the Alexander Science Center School. Are parents or care givers:
   a. Equipped to provide mentorship, guidance and academic intervention
   b. Fully engaged in the School and their student’s education
   c. Playing an active role in governing the School

4) And, integrate LAUSD information with the consultant’s evaluation information to more fully illustrate the students’ academic skills and their attitudes toward science learning. The goal is to incorporate student information such as:
   a. The students’ academic achievement as measured by District tests
   b. The students’ grade point average
   c. The culmination or graduation rate of Science Center School students
   d. Days expelled or out sick (or other behavioral indicators tracked by the District)
   e. Number of science and math courses taken in middle and high school

This information was compared to students from elementary schools within the Alexander Science Center School designated “neighborhood” attendance area.

**Summary of Year one (2012-13) evaluation results**

1) Results provide support that ASCS students possess higher-level science inquiry skills. For example, they were more likely than neighborhood students to recommend using more elaborate data collection strategies, to incorporate more complex scientific terminology in their responses, and to propose the use of tools or representational objects to manipulate or set up conditions for investigation.
2) ASCS students were more likely to report lower levels of anxiety towards science.
3) ASCS students were more likely to persist on challenging science tasks compared to neighborhood students.
4) School wide data revealed that ASCS fifth graders have consistently outperformed students attending local area public schools on the Science portion of the CST for the past four years.

**Summary of Year two (2013-14) evaluation results**

Mirroring the findings from the previous year, the Year Two study showed that ASCS students had higher scores in comparison to their neighborhood school students in the following areas:
   1) ASCS students have higher science inquiry composite scores than neighborhood students for each science content area.
   2) ASCS students are more likely to craft experimental designs that align with their hypothesis, accurately use science terminology, propose elaborate experimental procedures, incorporate experimental controls, and outline data collection procedures.
   3) ASCS students are more likely to refer to activities they have engaged in on their school campus when explaining their interest in STEM subjects.
   4) ASCS students had higher scores in curiosity with STEM topics.

Results from the LAUSD data that tracks students after they leave the Alexander Science Center School
When comparing Science Center School students with students from similar area public schools and after statistically controlling for key demographic variables, enrollment in the Science Center School is associated with:

1) Higher Science, Math and English Language Arts California State Testing (CST) scores in elementary, middle and high school, even after controlling for demographic factors. Students who attend the Science Center School for longer durations experience higher gains in CST scores. The tests are given at 5th, 8th, and 10th grades.

2) A GPA increase of 0.14 points per year.

3) Higher attendance rates in 5th and 8th grades and lower numbers of unexcused absences in grades 5th and 10th grades.

4) ASCS teachers endorse an inquiry-based teaching approach that emphasizes teachers as facilitators of student-centered learning.

When comparing our science data to our surrounding area schools, several questions began to arise about ASCS’s best practices. Through careful probing and reflection, we have unveiled that although our students are fearless problem solvers and are extremely well versed in science and the scientific process, we have chosen to participate in elaborate projects and activities that have not been aligned to the state science standards. One of the bittersweet realities about having the California Science Center at our beckoning call, was that many of the wonderful outings and scientific adventures we have participated in as annual events, have proven to increase students’ ability to become wonderful scientist, but failed to assist them with their ability to master grade level science standards by the end of 5th grade. Without a clear roadmap for the implementation of the science portion of the Charter, teachers have been left to their own devices to “figure it out”. Many of the ASCS educators have openly admitted to their perfunctory exposure to the district’s mandated Science Foss Kits and Curriculum and relied solely on the visits to the Science Center and self created science units to deliver science instruction to students. Without structure, clear guidance, planning time and benchmark projects to anchor the students’ work to the standards, our students have not come close to outperforming their peers at the surrounding schools. With careful conversations and specific attention to the science data, we were able to devise a plan for our students’ scientific success for the future.

A productive and true partnership has been established with the California Science Center. Weekly meetings are held with the administrative team from the Science Center and the ASCS’s Principal to discuss enhancing the Science Center Based Learning Model for students, professional development for teachers and collaborating with the six liaisons that serve as science experts for the School. We have identified a core group of ASCS teachers that serve as Lead Science Teachers and meet with the liaisons twice a month. We collaborate with the liaisons to complete three Benchmark Project Based Learning Science Assignments per year connected to the grade level Science Standards.

Each standard’s based project lasts for six-eight weeks. The liaisons meet with the teachers and students weekly in the science labs to record data, discuss progress, conduct research and complete the inquiry and investigation cycle. As a result of the liaisons working so closely with teachers and students, the Science Center field trips have been carefully linked to the quarterly benchmark projects to further students’ knowledge of sophisticated concepts that cannot be replicated at the school site. This is the first time that both the Science Center and the school site have agreed to use the district FOSS Curriculum and base all of the projects on the state’s
science standards. The administrative team for both the School and Science Center believes that this shift in practice, basing everything on the standards, will be pivotal in turning our 5th grade science scores around.

GOALS AND PHILOSOPHY

Mission and Vision

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

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

Vision Statement:
The original vision statement to become a National Model School by 2010, was the result of a year of work in 2002 by over 30 Science Center, District, university and local community education organization staff, teachers and parents.

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

- Drawing on the dynamic partnership between the California Science Center, the Los Angeles Unified School District, the University of Southern California and other Exposition Park entities
- Maintaining strong and effective leadership, along with dedicated and highly-trained teachers and staff
- Establishing school operations and instructional practices that value diverse learning styles and provide rich experiences for all learners
- Modeling collaborative engagement of parents, teachers, and professional staff from the school's partner organizations
• Designing and implementing an innovative, learner-centered curriculum based on current research, State and National Education Standards

• Researching, developing and advancing best practices for engaging students and parents, training teachers and promoting educational excellence and innovation

• Effectively integrating a wide range of resources through the adjacent Amgen Center for Science Learning

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

We have found success with our core mission, which focuses on science, math and technology. Our charter states that science, math, and technology will be integrated throughout the curriculum and that inquiry learning will comprise 40% of the instructional time. Classrooms have a clear focus on science and inquiry-based learning. This stands out in contrast to other schools where hands-on science activities are not as prevalent. Alexander Science Center School also recognizes the critical importance of supporting the healthy development of every child, so they have the knowledge, skills, and resiliency to be successful in social relationships and collaboration. We work to engage the entire school community in activities that promote problem solving, reasoning, decision-making, visioning, responsibility and self-management. Our social development curriculum and activities engage students as stakeholders in the school as a learning community, themselves as self-directed learners, and in the shared mission and vision of the school.

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

George Nelson Director, Project 2061

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

**How Learning Best Occurs**

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

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

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

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

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

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

We desire to inspire our students to think outside of the box and look for more than one way to solve a problem. We encourage students to display their learning through Constructed Responses, Project-Based Models, Inquiry and Investigation, oral reports, PowerPoint presentations, blogs, exhibit projects and formal debates. It is our goal that every student is provided with the tools to understand that inquiries are open-ended questions than can be answered through research, experimentation, observation, trial and error and data collection.

**Local Control and Accountability Plan**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations, and pursuant to District policies and procedures, related to AB 97 (Local Control Funding Formula), as they may be amended from time to time which include the requirement that Charter School submit a Local Control and Accountability Plan (LCAP) to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code §§ 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education. Charter School shall submit its annual update to the Charter Schools Division on or before July 1 of each applicable year, beginning in 2015. Charter School shall comply with all requirements of Education Code § 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 annual update.” § 47606.5(e).

Please see Element 2 for details about the Alexander Science Center School’s compliance with these new requirements.

The principal, staff, parents and students will work diligently to implement the eight state priorities.
The Alexander Science Center School has had notable success in working toward achieving its vision as outlined in the initial 5 year charter. We have developed a nine member Governance and Operating Committee made up of three Science Center personnel, three District personnel, a parent representative, a classified staff and a UTLA representative. This Committee provides oversight for the School’s development, instructional program and overall direction. While we continue a rigorous process of data-based self-reflection we are proud of what we have achieved in our first 9 years. A unique asset of the Alexander Science Center School is its access to some of the best resources for science education in the nation.

The partnership between the Alexander Science Center School and the California Science Center provides exceptional opportunities for both students and faculty. Alexander Science Center School teachers work with the California Science Center’s curatorial staff, expert education staff, to develop standards based and researched-based curriculum and programs for implementation in the classroom. On-going professional development opportunities work toward meeting Common Core State Standards and developing an understanding of best practice in science education and other ways to access Exposition Park resources to improve opportunities for student learning. Students expand their classroom based instructional program in their use of the Science Center facilities (e.g., the Big Lab and the California Science Center Exhibit Halls). Students have been given even greater access to science resources with the opening of the World of Ecology/Ecosystems and the Samuel Oschin Space Shuttle Endeavour Pavilion at the California Science Center. The California Science Center has also worked to facilitate science learning trips to Catalina Island and the Santa Monica Mountains for all Science Center School students at designated grade levels in order to broaden student exposure. The original intent of the Alexander Science Center School was to become a model of collaborative engagement between families, teachers, and community-based organizations. Toward this goal, Science Center School families have access to activities and resources provided by the California Science Center aimed at extending student learning opportunities beyond the school day. Families receive free membership to the California Science Center and are able to participate in a myriad of Science Center programs and activities in the Science Center Exhibit Halls and the Big Lab. As we continue to develop this aspect of our program, we look forward to continuing our family educational programs and providing even better opportunities for parent input and engagement in their child[ren]’s education. The Alexander Science Center School will continue to nurture and develop its partnerships with the University of Southern California and other Exposition Park entities in its next charter term as these partnerships pertain to the accomplishment of the School’s mission and vision statements.

**Looking Forward**
Alexander Science Center School operates under the Educational Service Center West mission to educate all students and demonstrate improved student achievement with standards-based instruction, focused learning opportunities, and appropriate use of all resources. In accordance with the federal No Child Left Behind Act’s stated purpose to improve the academic achievement of the disadvantaged, the partnership between all stakeholders enables the Alexander Science Center School to continue its work toward becoming a learning community with high expectations and achievement for all students as determined by the CCSS and Next Generation Science Standards. The Alexander Science Center School will continue to emphasize:
• The study of science and mathematics as the school’s curricular foundation
• The use of technology is integrated throughout daily activities and benchmark projects.
• Learner-centered and activity- and inquiry-based learning throughout all instruction
• The construction of exhibits, projects and experiments as an important tool for learning
• Its role as an experimental school
• The professional development of teachers and teachers-in-training
• Developing parent training programs to encourage participation in the school and to reinforce habits of life-long learning in their children.

**INSTRUCTIONAL DESIGN**

Teachers collaborate regularly on "Common Core Best Practices". We believe that every child has a quest to build knowledge and we use various modalities to deliver the content through instruction. We encourage our students to use a combination of purposeful questioning and inquiry based strategies across the curriculum: Dual Language, language arts, math, science and social studies. Our design is based on collaborative grouping, questioning and inquiry. We begin each lesson with stating the objectives, goals and outcomes for students. As part of the anticipatory set, students are encouraged to share what they know about a subject and discuss/list questions they have about the subject. Teachers guide students to form interest based groups based on their questions to problem solve or the teacher may identify a group that has a specific “need” and work with them in a small group to reteach or preteach the concept. Using this model has allowed students to become empowered and take responsibility for their own learning. After forming interest based groups, teachers guide students to take on leadership roles such as facilitator, recorder, timer, orator, within the group to ensure success with the desired outcomes. As a result the teacher is free to move around the room from group to group monitoring and providing constructive feedback to student teams. Students are able to display their outcomes in a variety of forms: PowerPoints, blogs, research reports, visual displays, or the table groups oral share out. Teachers find this instructional design to be refreshing and purposeful. Teachers have transitioned from the traditional “Stand and Deliver Model” to that of a facilitator by monitoring several mini group discussions. Teachers have reported that this method allows them to quickly assess a student’s ability to access the curriculum and provides the students with multiple ways and various modalities to display their learning. The ultimate goal is for students to spend more time on task, elicit more student discussion and less teacher talk.

**Alexander Science Center School Best Practices is aligned with Common Core:**
The Science Center-style instructional approach is reflected in the following ways in classroom practice.
• Students participate in a process of **inquiry** within an integrated, **project-based curriculum**
• Students utilize resources (i.e., adults and peers), classroom-based materials, and the unique, state of the art resources which comprise the Alexander Science Center School’s environment as well as the Exposition Park resources to enhance their learning
• Students engage in a curriculum that is based on CCSS and is **learner-centered**
• Students use technology as a tool to articulate their ideas and access deeper degrees of comprehension.

**Integrating Curriculum:** An integrated curriculum is a series of content area objectives building toward a common goal or outcome. Alexander Science Center School teachers integrate a Common Core standards-based curriculum toward both an overarching grade level theme and a final culmination project or exhibit framed by the processes of inquiry for grades K-5.

**Project-Based Learning:** Students engage in long-term and hands-on projects that require students to collect and analyze information as they produce an authentic product aligned to state standards.

**Inquiry and Investigation:** The process of developing questions and designing ways to test those questions that includes the science process skills of observing, communicating, classifying, estimating and measuring, inferring, predicting, defining making models and experimentation.

**Research:** Collecting information from a variety of sources in order to develop a base of knowledge for predictions, hypotheses or conducting investigations.

**Collaboration:** Working with at least one other person to create something.
Think-Pair-Share: The process of constructing your own thinking and sharing it with another person to refine your thoughts before sharing out with a larger group

**Data Collection:** Gathering information that can be used to individualize a student's learning or chart their progress.

**Universal Access:** Providing equality of educational opportunities to everyone.

**Formal Approach:** Traditional format of school systems, with clearly defined objectives for learning, more standard roles of instructor or student, and explicit assessment tools.

**Student Centered-Informal Approach:** This approach is social, experiential, learner-centered, activity and inquiry-based, engages the learner’s interest, promotes problem solving and critical thinking skills and often results in exhibits, projects or experiments.

**Utilizing Resources:** Teachers create opportunities for student engagement and increased learning utilizing the rich resources of the school environment. Students are supported on their quest to connect newly acquired skills and concepts to enrichment activities at the Science Center. Accessing the expertise of the Science Center’s Liaisons with weekly lab mini lessons and quarterly Project Based Learning Assignments provides students with an opportunity to extend their knowledge beyond a single experiment and creates and endless inquiry for unlimited discovery.

Goals of the Alexander Science Center School
• All students will meet grade level content standards in all content areas.
• Students will use science inquiry, combined with a science center-style approach, as the core of an instructional program featuring an enriched curriculum integrating math, science, and the use of technology throughout
• Students will interact with the world in a scientific way: observing, questioning, hypothesizing, predicting, investigating, interpreting, and communicating
• Students will master basic skills, critical thinking, and become problem solvers
• Students will demonstrate mastery demonstrated through measurable outcomes in the areas of language arts and will demonstrate grade-level proficiency in reading, writing, listening, and speaking which meet or exceed California Common Core Content Standards
• Student performance will increase as demonstrated by standardized, criterion- referenced and performance-based tests
• Students will demonstrate cooperative social behavior with a sense of responsibility toward their school, home, and community
• Students will value and respect their heritage and the contributions of other cultures through arts, literature, social studies, science and math curricula

The goals of the Alexander Science Center School promote the development of comprehensive, day to day skills students will encounter in the real world. For example by using inductive and deductive reasoning to problem solve based on given variables students will be able to, predict the weather based on measureable trends and patterns, or create the ideal garden by growing vegetables using the richest combination of soil, nutrients, sun, water and location rather than the rote acquisition of factual information. Our program emphasizes the development of process and critical thinking skills which can be transferred into any life situation regardless of age and environment. It is our intention to participate in student growth as self-motivated, competent, and lifelong learners.

At the core of the Alexander Science Center School’s understanding of what constitutes effective instructional practice is the belief that science inquiry, the process by which scientists come to understand the natural world, is at the heart of how students learn. The National Science Teachers Association and the California Science Teachers Association supports the notion that inquiry science must be a basic in the daily curriculum of every elementary school student at every grade level, so students may develop problem-solving skills that empower them to participate in an increasingly scientific and technological world (National Science Teachers Association, 2002).

Science Center-Style approach is founded on the principles of inquiry-based instructional methods and combines the formal educational methods commonly practiced in schools with informal learning experiences stimulated by the enriched environmental resources in which our school is located. A growing body of research documents the power of informal learning experiences, like museum visits, to spark curiosity and engage interest in the sciences during school years and throughout a lifetime. This type of multi-faceted learning is voluntary, self-directed, and often mediated within a social context (Falk, Dierking, & Foutz, 2007). Informal learning provides an experiential base and motivation for further activity and subsequent learning. Informal science education accommodates different learning styles and effectively serves the complete spectrum of learners: gifted, challenged, non-traditional, and second language learners (Informal Science Education Position Statement, National Science Teachers
students’ needs. After identifying the students, teachers meet with those selected students, and target the specific standard agreed upon by the grade level every day for a small group lesson. Teachers return to the collaborative grade level groups every two weeks to discuss the progress of selected students and refine the practices along with student grouping based on students’ progress and assessment data. We have successfully implemented this reflective teaching practice and reflection cycle for Language Arts, Dual Language, English Language Development, math and science.

Science Standards
The School’s science curriculum is currently rooted in the California State Science Standards. When the District fully rolls out the Next Generation Science Standards (NGSS), the School will fully implement the new standards. This will be an easy transition for the School because the Next Generation Science Standards embrace many of the tenets that have been in the School’s mission, vision and charter since its inception.

The Next Generation Science Standards have three main dimensions that are considered necessary for students to gain a high-quality science education and have been defined in our past and current charters. The NGSS states, “The integration of three dimensions provides students with a context for the content of science, how science knowledge is acquired and understood, and how the individual sciences are connected through concepts that have universal meaning across disciplines”.

The School has and will continue to promote the three dimensions by emphasizing science process skills which is now referred to as science and engineering practices in NGSS. The second NGSS dimension is crosscutting concepts that the School has referred to as thematic investigations that provide links across the disciplinary domains. And, the third NGSS dimension is disciplinary core ideas or what has been referred to at the School as core knowledge that lays the foundation for learning new information that is created at an ever faster rate.

The affective domain is also acknowledged in the NGSS as a critical component of science education and that domain has been at the heart of our mission and vision for the school. The affective domain is the domain of learning that involves interest, experience, attitude, and enthusiasm. The Next Generation Science Standards Framework states that there is a substantial body of research that supports the close connection between the development of concepts and skills in science and engineering and such factors as interest, engagement, motivation, persistence, and self-identity.

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

Curriculum and Instruction

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

The Alexander Science Center School also recognizes the critical importance of supporting the healthy development of every child, so they have the knowledge, skills, and resiliency to be successful in social relationships and collaboration. Our students participate in:
- Purchase and eat healthy snacks and water through our LAUSD Nutrition Program
- Fit Kids- 30 minutes of walking in the morning before school
- The Marathon Kids-accumulate 26.2 miles over the first six months of school
- Jump Rope for Heart
- Exposition Parks Recreational Pool program for free swimming lessons
- YDP’s after school organized basketball and soccer tournaments throughout the school year

INSTRUCTIONAL MATERIALS AND TEXTBOOKS

The curriculum for English Language Arts and English Language Development is Treasures. Tesoros is used to teach Language Arts in Spanish. Envision is used to teach math, Scott Foresman is used to teach Social Studies and Health and FOSS to teach the science program. Teachers regularly supplement instruction with additional resources and materials. Curricula at the school are selected to provide an instructional framework that supports a variety of student needs and learning styles, such as English Learners, Standard English Learners, gifted and special education students. Attention is paid to the implementation of these materials within a coherent curriculum plan, and a related and comprehensive professional development plan to ensure their successful use. Students use Microsoft Office, PowerPoint, Accelerated Reader, Lexia, SmartBoard Interactive Learning Tools, Mavis Beacon Typing Deluxe, BrainPop, RazKids and many other online websites enhance their learning. Future textbooks will be aligned to CCSS.

Technology:

As an Affiliated LAUSD Charter, Alexander Science Center School implements both local school design and District plans to achieve high quality teaching and learning for all students. Our school makes use of the District's core programs while integrating additional programs to further promote inquiry and conceptual understanding for students. Core programs are integrated
within an inquiry-based program with an emphasis on science and mathematics that utilizes many resources and strategies to drive innovation in the curriculum and achieve results for students.

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

Goals for students K-2:

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

Goals for 3-5:

- In addition to mastering the goals established for K-2, students will:
  - Create sophisticated projects: Blogs, web pages, long term research by capturing images and creating digital timelines, storyboards or documentaries.
  - Create virtual models
  - Successfully navigate through the Smarter Balance Assessment by:
    - Knowing how to log on, pause during testing and indicate they have completed the assessment.
    - Using iPads, lap and/or desktop keyboards to complete the assessment
    - Understand the technical commands associated with the testing language to complete the assessment.
    - Troubleshoot or request support from their teacher if they reach an error code while testing.
Teacher
Teachers will mindfully plan in order to meaningfully integrate technology as a tool to improve student learning and engagement. Teachers will effectively model the use of technology in order to propel students forward in their innovative and effective use of digital tools. A trademark of the Science Center School culture is the infusion of digital tools used to collaborate and communicate with colleagues and the community.

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

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

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

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

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

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

Our Dual Language community is characterized by being socially, economically and culturally diverse. The Dual Language Program is a vehicle that allows communities to come together and build a bridge across the cultural and linguistic divide that can separate the different ethnicities that coexist within our community. Learning a second language enables our students to see the world from another perspective and a different lens. Being bilingual, bi-literate and multicultural learners, will open doors to new opportunities that will help our students thrive in our growing global community. Our Dual Language classrooms composition is fairly balanced with students
from different backgrounds and language proficiencies. Based on research, the goal is to have 50% English proficient and 50% English Learners for optimal program results. This is to ensure that there are sufficient language models in both languages and to facilitate flexible groupings for differentiated instruction and cooperative learning. Our Dual Language Program has 2 two classes per grade levels in grades K-3, with teachers working within a teaming structure. We have two self-contained classrooms in grades four and five.

In a two teacher team structure there is an English speaking teacher in one room and a Spanish speaking teacher in the other. On a daily basis, students rotate between two teachers in order to receive 50% of their instruction in each language. In a self-contained classroom, there is only one teacher who provides instruction in both languages.

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

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

The Dual Language Program at Alexander Science Center School currently uses Tesoros for Language Arts and Envision for math.

Dual Language:

Program Overview

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

Program Goals:

- Develop communicative and academic second language proficiency
- Develop primary language proficiency
- Develop academic achievement in all subject areas
- Instill an appreciation for cultural diversity
Key Features:

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

Instructional Strategies:

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

Intervention:

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

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

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

*See Page 121 of the English Learner Master Plan Document 2012 for expected results for student in the DL Program from kindergarten to fifth grade.

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.

The State of California requires that public schools deliver 50,400 instructional minutes for grades K-3 and 54,000 instructional minutes for grades 4-5. The Alexander Science Center School will follow the LAUSD calendar for single track schools as adopted by the LAUSD
board of education. The school year calendar begins in August and ends in June. The school provides instructional minutes which exceed the Ed. Code requirements.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grades Offered</th>
<th>Number of Regular Days</th>
<th>Number of Instr. Minutes Per Regular Day</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Instr. Minutes Per Early Dismissal Day</th>
<th>Number of Minimum Days</th>
<th>Number of Instr. Minutes Per Minimum Day</th>
<th>Number of [Other] Days</th>
<th>Number of Instr. Minutes Per [Other] Day</th>
<th>Total Number of Instr. Days</th>
<th>Minutes Req’d Per State Law</th>
<th>Total Number of Instr. Minutes</th>
<th>Number of Instr. Minutes Above/Below State Req’t.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK/K</td>
<td>Select Y/N</td>
<td>139</td>
<td>319</td>
<td>26</td>
<td>250</td>
<td>5</td>
<td>240</td>
<td>10</td>
<td>275</td>
<td>180</td>
<td>36000</td>
<td>54791</td>
<td>18791</td>
</tr>
<tr>
<td>1</td>
<td>Select Y/N</td>
<td>139</td>
<td>319</td>
<td>26</td>
<td>250</td>
<td>5</td>
<td>240</td>
<td>10</td>
<td>275</td>
<td>180</td>
<td>50400</td>
<td>54791</td>
<td>4391</td>
</tr>
<tr>
<td>2</td>
<td>Select Y/N</td>
<td>139</td>
<td>319</td>
<td>26</td>
<td>250</td>
<td>5</td>
<td>240</td>
<td>10</td>
<td>275</td>
<td>180</td>
<td>50400</td>
<td>54791</td>
<td>4391</td>
</tr>
<tr>
<td>3</td>
<td>Select Y/N</td>
<td>139</td>
<td>319</td>
<td>26</td>
<td>250</td>
<td>5</td>
<td>240</td>
<td>10</td>
<td>275</td>
<td>180</td>
<td>50400</td>
<td>54791</td>
<td>4391</td>
</tr>
<tr>
<td>4</td>
<td>Select Y/N</td>
<td>139</td>
<td>319</td>
<td>26</td>
<td>250</td>
<td>5</td>
<td>240</td>
<td>10</td>
<td>275</td>
<td>180</td>
<td>54000</td>
<td>54791</td>
<td>791</td>
</tr>
<tr>
<td>5</td>
<td>Select Y/N</td>
<td>139</td>
<td>319</td>
<td>26</td>
<td>250</td>
<td>5</td>
<td>240</td>
<td>10</td>
<td>275</td>
<td>180</td>
<td>54000</td>
<td>54791</td>
<td>791</td>
</tr>
<tr>
<td>6</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Schedule:
8:05am Attendance
8:10am Breakfast in the Classroom
8:30-9:15am ELD
9:15-10:35am ELA
10:35-10:55am Recess
10:55-11:30am ELA/Writing
11:30-12:30pm Math
12:30-1:10pm Lunch
1:10-1:45pm Science
1:45-2:10pm Social Studies, Health, Art, Music
2:10-2:30pm PE
2:30 Dismissal

Regular Daily Schedule:
8:05 AM       First Bell
8:10 AM       Second Bell / Instruction Begins
9:45 – 10:05 AM  Recess – Kindergarten and 1
10:10 – 10:30 AM  Recess – Grades 2, and 4
10:35 – 10:55 AM  Recess – Grades 3 and 5
11:30 AM – 12:10 PM Lunch – Kindergarten and 1
12:10PM – 12:50 PM Lunch – Grades 2 and 4
12:30PM – 1:10 PM Lunch – Grades 3 and 5
2:30 PM       Dismissal
Shortened School Days
Alexander Science Center School uses a shortened day schedule for parent-teacher conferences and other parent outreach events. The following bell schedule is used on shortened school days.

Bell Schedule – Shortened Days
8:05 AM        First Bell
8:10 AM        Second Bell / Instruction Begins
9:45 – 10:05 AM Recess – Kindergarten and 1
10:10 – 10:30 AM Recess – Grades 2 and 4
10:35 – 10:55 AM Recess – Grades 3 and 5
11:30 AM – 12:10 PM Lunch – Kindergarten and 1
12:10 – 12:50 PM Lunch – Grades 2 and 4
12:30 PM - 1:10 PM Lunch – Grades 3 and 5
1:55 PM        Dismissal

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

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

Bell Schedule – Minimum School Days
8:05 AM        First Bell
8:10 AM        Second Bell / Instruction Begins
9:45 AM – 10:05 AM Recess – Grades K and 1
10:10 AM – 10:30 AM Recess – Grades 2 and 4
10:35 AM – 10:55 AM Recess – Grades 3 and 5
12:29 PM        Dismissal
12:30 PM- 1:10 PM Lunch

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

Transitional Kindergarten (for elementary schools only)

Charter School shall comply with all applicable legal requirements and District policy regarding transitional kindergarten.
**PROFESSIONAL DEVELOPMENT**

The Alexander Science School Principal works within the professional development procedures determined by the LAUSD/UTLA Collective Bargaining Agreement. Additional professional development opportunities may be available before the school year begins or after the school year ends.

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

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

Currently Professional development is delivered in the following manner:

**Weekly:** 30 minute Grade Level Meeting to Focus on Common Core Practices, After school CC Focus Groups meet for one hour, collaboration with Science Center Liaisons for one hour in the science labs, PD on Tuesdays: ELA, ELD, DL, PE, SWD, GATE, intervention, Positive Behavior Support technology, math, science, committees, data collection and review of assessments

**Monthly:** Leadership Team meets for one hour, Science Center Lead Teachers meet for one hour with Science Center Liaisons

**Quarterly:** 3 hours ELD/SLD PD, 4 hours Science NGSS PD, TGDC one hour PD

These structures are flexible and may change throughout the life of the charter.

To begin the process of professional development, the Alexander Science Center School worked with the Amgen Center for Science Learning to form a Curriculum and Professional Development Team comprised of Amgen Center for Science Learning staff and Alexander Science Center School. Subcommittees of the Curriculum Committee are formed to plan professional development activities to meet the needs of the teachers and inform school plans.

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

Implementing the philosophy of establishing communities of professional learners to bring about
reform-based changes that result in better student learning, the California Science Center forms
leadership teams annually with the school’s teachers to design and implement curriculum and
professional development plans and trainings. These teams of Science Center staff and teachers
build on the curriculum work of the previous year to enhance and update the work. These teams
also work to analyze the professional development needs of the teachers and work with Science
Center staff to deliver these programs. These teams support and sustain the intellectual work of
change and the successful implementation of an inquiry-based science program that spans the
disciplines and includes structured time for reflection and planning as well as coherent
instructional guides for taking action.

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

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

We provide new teacher support to our newly credentialed teachers as stipulated by the
California Department of Education. We currently have Beginning Teacher Support Providers on
site, who work with our beginning teachers. The Support Providers are National Board Certified
teachers. They schedule weekly meetings to help beginning teachers complete components of
their teaching portfolios required by the state to clear credentials and implement the school’s
charter plan.

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

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

The Professional Development Model for Dual Language, English Language Arts and math will allow teachers time to review the curriculum as a grade level and develop Action Plans to enhance classroom instruction to create school-wide "Next Steps". Teachers will target classroom intervention using Universal Access (UA). UA is a specific time of day each teacher sets aside to differentiate lessons to meet individual students’ needs. The teacher plans weekly with grade level peers and identify specific students for small group intervention. In addition to whole group professional development opportunities, the school recognizes the need for differentiated staff development opportunities, and provides for them as needed. We recognize that our paraprofessionals and teaching assistants need on-going training. We provide monthly training sessions for them with our curricular materials to enable them to work with students at an optimal level. Paraprofessionals have been trained in our core language arts program and math programs, English language development strategies, and positive behavior support strategies.

The Professional Development Model for Science allows the Alexander Science Center School teachers to work closely with the California Science Center’s curatorial staff, and expert education staff to develop standards and researched-based curriculum and programs for implementation in the classroom. On-going professional development opportunities work toward an understanding of best practice in science education and other ways to access Exposition Park resources to improve opportunities for student learning. The Alexander Science Center School is committed to providing time for teachers and administrators to plan for academic success and reflect on their pedagogy, curriculum and methodology. A variety of scheduling strategies are employed to allow teachers to examine successful teaching methods and discuss how to fine-tune and enhance them. These strategies include, but are not limited to: shortened days, pupil-free days and summer retreats before the academic year begins. The Alexander Science Center School recognizes its responsibility to the surrounding educational community and will seek to develop young, gifted teachers each year. Over time, it is hoped that these teachers will share their experiences and talents with other elementary schools with high percentages of inexperienced teachers. This will support ESC West’s mission to emphasize professional development for teachers. Also, with the Amgen Center for Science Learning, the Alexander Science Center School will disseminate its best practices to teachers in other elementary schools in ESC West in particular and the larger Los Angeles Unified School District, region and state in general. As part of the California Department of Education’s Public Charter School initiative, The Alexander Science Center School will disseminate information about its charter school start-up and implementation experience at local, statewide and national conferences.
As a result of a school-wide Needs Assessment, the following was established:

A team of teachers agreed to serve as Professional Development Writers for Science, Technology and Dual Language. Their charge was to deliver 2-3 professional development sessions per year around topics and goals established in the Charter’s Petition.

A team of Common Core State Standards (CCSS) specially trained teachers were identified, one per grade level, to serve as the facilitator at CCSS weekly grade level meetings for ELA and math and the Next Generation Science Standards

Two teachers were trained in the new standards for Performance Expectations (PE). They have created PE schedules to assist teachers in meeting the PE instructional minutes, provided each grade level with all necessary PE equipment and will lead two PE Professional Development workshops this school year.

Six Science Lead Teachers meet with the California Science Center Liaisons twice a month to collaborate on Benchmark Project Based Learning Science Cycles.

Other topics for professional development include: Technology in the classroom, Dual Language Model from kindergarten through 5th grade, Science Center Based Learning and Constructivism. English Language Development and the Master Plan, FOSS, Technology in the Classrooms and Across Curriculum, Meeting the Needs of Students with Disabilities and the Student Success Team, Professional Learning Communities: Grade Level and Vertical Articulation, Universal Access, SBAC, CELDT, DIBELS and Data Analysis, Positive Behavior Support-Second Step for Students

**MEETING THE NEEDS OF ALL STUDENTS**

**English Learners**

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

Teachers will participate in professional development throughout the year to address the needs of English Language Learners. The professional development will focus on: California English Language Development scores, new ELD standards and Curriculum, Reclassification Criteria, Monitoring of Student ELD Levels and Portfolios. Student Portfolios will be reviewed four times a year and updated frequently with student work samples. Teachers will begin the year by becoming familiar with the students' strengths and weakness listed in the students' ELD Portfolios and teachers will review the portfolios before each reporting period aligned to the students' ELD grades with the work samples being produced throughout the year.
English Language Learners

Approximately one third of the students enrolled at the Alexander Science Center School are identified somewhere on the spectrum of English Language Learners (ELL). As an affiliated charter, the Alexander Science Center School uses English Language Development (ELD) benchmarks to measure student progress. At the beginning of a school year, the learning needs of continuing ELL are determined by reviewing the benchmark assessments and scores of the previous year’s ELD Portfolio. Teachers also refer to the English Learners Monitoring Roster for their class, and use other forms of data provided to assess student needs, such as CELDT and CST data.

Grade-level teams teach the ELD Standards over the course of the school year using ELD curriculum, (e.g. Into English, and district-approved supplemental materials such as the ELD Practicum Guides). Grade-level team members collaborate on determining ELD assessments to measure their students’ progress and by problem solving together how best to accelerate and improve instruction based on their ongoing assessment results for ELL. Teachers collaborate to determine how best to improve student success on the CELDT test, and provide classroom activities prior to students taking the annual CELDT.

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

Wherever possible, classrooms are organized with no more than two consecutive ELD levels. However, when teachers have multiple ELD levels in the same class, we establish teams of teaching partners by ELD level. Teachers may also differentiate instruction within the classroom by grouping students by ELD level for direct instruction or small group instruction. Differentiated instruction and classroom accommodations also provide for the varied ELD levels within a class.

Teachers collect assessments and work samples of ELD standards taught throughout each reporting period. Work samples are reviewed at the end of each reporting period, and representative samples of a student’s current performance are placed in the student’s ELD portfolio. Portfolio items may include: End-Of-Unit Assessments from Treasures
- ELD Story Telling Criterion Chart ELD Composition Criterion Charts
- District ELD Benchmark Assessments
- ELD Writing Assessments
- District ELD Practicum Guide Assessments and
- Teacher/Grade-Level Created Performance Tasks.
Teachers or grade-level teams select student assessments and work samples to be scored and identify the ELD standards assessed by the assignment. Teachers analyze assessments/work samples and use the four-point rubric found on the ELD portfolio to decide upon a score for each ELD standard identified to have been assessed. Teachers record the score for each ELD standard on the assignment. At each reporting period, teachers review a set of scores for each individual ELD standard assessed during that reporting period to determine a single score to record on the portfolio for each ELD standard.

Because English learners often master the standards of one domain, for example listening-speaking, more rapidly than another, teachers meet the individual student’s learning needs by accelerating instruction in that domain by teaching the listening-speaking standards from the next ELD level. This occurs while the teacher continues to teach the remaining standards until the student masters those reading and writing standards. Instruction must always match identified student needs.

Teachers will support EL students daily by building background knowledge, scaffolding for understanding, have students participate in purposeful grouping during ELD, teach students how to create a viable argument from evidence, support them with analysis of complex text, allow time for students to extend discussions, integrate language and ELD strategies across all content areas.

Intervention:

Students not performing at benchmark in ELD receive 15-20 minutes of daily small group Tier II instruction.

Second through fifth grade students not meeting benchmark in ELD are invited to participate in an after school ELD Tier III intervention program in the fall and spring semesters for intervention.

**Gifted and Talented Students and Students Achieving Above Grade Level**

Charter School will continue to use LAUSD’s GATE identification process, adhere to District policy regarding GATE, and reimburse the District for testing and processing on a fee-for-service basis.

Gifted students are clustered together in self-contained classrooms and participate in a curriculum that is differentiated through acceleration and depth and complexity. Teachers also facilitate meetings with students to promote goal setting and self-reflection. Teachers and the administrator meet regularly to discuss and monitor the enrichment activities and students’ success.

Students have differentiated standards-based instruction with the following embedded strategies:
• Identifying similarities and differences
• Identifying, summarizing and note taking
• Homework and practice
• Flexible grouping
• Cooperative learning
• Setting objective and providing feedback
• Generating and listing hypotheses and
• Generating questions, cues, and use of advance organizers.

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

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

The principles and processes of science are another school wide goal and objective for GATE students. Students know methods and procedures, and investigate, research, and experiment with concepts and information. Students use the scientific process and method to create questions and formulate hypotheses that will guide their scientific investigations. Students are able to develop and plan their own investigations, enriching their experiences after doing scientific experiments through FOSS. Students analyze data collected and draw conclusions to prove or disprove their hypothesis. They develop generalizations and form conclusions supported with evidence. Students evaluate their data and make judgments based on criteria.

We will continue to identify students for GATE programs by offering the district 2nd grade OLSAT 8 for early identification every spring. In addition, we have a GATE Coordinator that provides professional development through the year to help teachers identify students in the areas of: Gifted, Highly Gifted, Highly Gifted Applicable, High Achievement, Drama, Dance, Music and Art. In order to remedy inequities in identification and monitor outcomes of underrepresented students in our Gifted and Talented Program (GATE), the Alexander Science Center structures a program for gifted students to increase identification of underrepresented students in GATE and provide instructional programs to promote student achievement. Our curriculum reflects cultural relevance for our student population and promotes the active engagement of learners and recognition of different learning styles in students. We carefully select instructional experiences for students with the goal of differentiation for student needs, and determine classroom materials that can be compacted within the content areas for gifted students. The school annually assesses our program goals in the following areas: parent involvement, governance and administration, standards and assessment of students, staffing and professional growth, teaching and learning, and opportunity. We generate action plans for our GATE program based on the outcomes of our yearly survey. We survey parents, educators and students to create goals and objectives for our school’s plan for GATE education.
Our GATE plan for parent involvement requires us to develop a cadre of parents who will be trained to facilitate and plan meetings and workshops for other parents. Through parent meetings, parents are informed regarding program requirements, the identification process, discuss topics of interest and provide a forum for parent networking.

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

**Students Achieving Below Grade Level**

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

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

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

**Level I: Prevention**

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

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

**Level II: Intermediate Intervention**

Immediate intervention is provided to students who have not responded to the good first teaching strategies. For these students English Language Arts intervention curriculum is utilized. Universal Access Time (UA) is utilized for the introduction of the Language Arts intervention materials. The skills areas in need of intervention are identified through the use of six weeks assessment data. Each student’s progress is monitored through the use of assessment tools provided in each of the intervention programs noted above.

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

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

It includes a process for monitoring effectiveness of intervention and student progress. Level II intervention curriculum materials include BURST, Triumphs and Touch Math.

Students in grades 2-5 who do not respond to first interventions are recommended to our after-school intervention class, taught by our teachers. Students receive 1-2 hours per week of additional instruction during the intervention class for six to eight weeks. Additionally, the school has organized college tutors from the USC Joint Educational Program to work with our After-School Programs to provide tutoring and homework assistance Level III students consist of those students who have not successfully responded to Level I and II interventions and continue in the intensive band. The Student Success Team (SST) is a problem-solving team that reviews and evaluates the effectiveness of the previous interventions, taking into account the level of student participation the integrity level of implementation and other factors that may be impeding achievement. Based on diagnostic testing results and data from progress monitoring, the SST may need to consider additional modification of the interventions.
Some students may display the characteristics of a student with a specific learning disability. These students are referred for a comprehensive evaluation to determine if the student has a disability that requires special education services. The comprehensive evaluation uses all progress monitoring data and diagnostic testing previously collected as well as supplementary assessment materials as a basis for establishing the disability, eligibility, and the need for special education services.

**Intervention**
Students in grades K-2 are administered the DIBELS assessment in the fall. During the first month of school during professional development, teachers were asked to identify students in the strategic and intensive bands and develop an action plan to address their needs. Teachers of third through fifth grade students were asked to use MyData and CST data to also identify their strategic and intensive students and develop an action plan to address their specific academic needs.

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

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

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

**Socio-Economically Disadvantaged Students**

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

One of the greatest assets of the Alexander Science Center School is its location among some of the great cultural and academic institutions in Los Angeles. By integrating the instructional program with the school’s environment, students from all backgrounds, including those identified as being socioeconomically disadvantaged, participate in the enriching activities of these institutions. Our instructional program strategies concentrate on a student’s opportunity to learn, restructuring classroom organization and human relations to support culturally relevant education, and the use of authentic and varied assessment and data to inform instruction. Some enrichment programs offered to further support this subgroup include: YDP, YS, Homework Club, JEP Tutors, Robotics, Jazz Ensemble, Do U Dance, .

**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 state and federal law if there is a change in the supports and services set forth in the transfer student’s IEP.

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 current District-wide average percentage of students with disabilities is 10-13%. 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 Schools 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 measureable 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 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:

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

Schools that are currently on SIS can disregard the above data requests.

The MCD requires all District authorized schools, including District Affiliated Charter Schools to implement the District’s Integrated Student Information System (“ISIS”). ISIS is a suite of applications designed to capture all District student data and includes the Welligent IEP Management Systems, EESIS, SIS and LAUSDMAX.

“A TYPICAL DAY”

A Day in the Life at the Alexander Science Center School

8:05 AM Erika enters her 3rd grade classroom excited to see what happened to her bean plant overnight. After finishing her breakfast, she pulls out her science journal and dates a new page, then joins her classmates in the lab to check on their growing experiment. She is thrilled to see that her plant has sprouted a new flower. She carefully measures the height of her plant to the nearest ¼ inch and adds 20mL of water to the soil using a graduated cylinder. She records all data in her journal, along with a detailed drawing of her plant. As she re-enters her classroom, she finds the parts of a plant poster that the class made, which helps her to correctly label the parts of her plant. She knows that some of these words will be on her spelling test later this week.
8:30 AM Erika’s teacher asks each table team to discuss the spelling words, finding common spelling patterns within them. She challenges the teams to come up with a list of words that have similar spelling patterns and calls representatives from each team to add their words to a class graphic organizer.

9:00 AM During Language Arts time, Erika is very excited to dive back into the world of Weslandia, the book by Paul Fleischman that the class has been exploring. They are inspired by the imagination of the main character, Wesley, as he created his own civilization from a strange plant growing in his backyard, using it to make his own food, clothing, shelter, method of telling time, and counting system. Erika is working on revising her story about a girl who discovers a new plant that has special properties. She is concentrating on adding dialogue and descriptions to her narrative. She uses other stories the class has read about anthropology and archaeology to compare to Weslandia and discusses ideas for her story with her partner.

9:30 AM When it is her turn to join the teacher for ELD/Universal Access time, Erika has the opportunity to practice her reading fluency on a leveled informational text about Gregor Mendel’s experiments with pea plants and the history of genetics. She practices decoding unfamiliar words and using the illustrations and diagrams in the text to help her construct meaning. This also helps her to develop questions for her ecology project, which she is eager to share with her partner.

10:45 AM After recess, Erika takes out her science journal to find the data she will need for math class today. The class is learning about different types of graphs, and are using the native and non-native plant specimens they have collected at the California Science Center to compare types, amounts, and lengths of leaves. Erika and her team count and measure the leaves from their group’s plants, then create a bar graph of their plant’s leaf lengths and shapes compared to their neighbor’s. They then share their results with the class and participate in a class discussion about their findings and how they can interpret their data to form a hypothesis about the structure of leaves in native vs. non-native plants. They come up with a list of questions to ask their Science Center Liaison when she comes in to help prepare them for their field trip, where they will have the opportunity to see some of these native and non-native plants in a natural area and observe how they interact within the ecosystem.

11:45 AM Erika joins her Weslandia project group to continue their math projects inspired by the book. Erika’s group is creating a game based on one of the trees they discovered on their nature walk around Exposition Park, using its leaves, fruit, and seeds to create a board game. Today they are working on developing a complex set of rules for the game, which they will test out on another group before lunch. Other groups are coming up with a system of bartering, a new way to tell time, new sports, etc. for their class’ new civilization.

1:15 PM After lunch, the class heads back into the lab to start building their mini ecosystems. Now that they know the basics of germinating and growing a seed, the class discusses the many variables that affect an ecosystem, including water, air, light, plants, animals, soil, and temperature. The class decides on the control amounts for all the variables, and the teacher models how to create a tabletop ecosystem using those control amounts. Then each group decides which variable they want to change in their ecosystem, learning the concept of an independent variable. Erika’s group decides they want to increase the temperature of their...
ecosystem, and debate different ways of doing that. They finally agree on putting their ecosystem under a desk lamp with a warm light bulb. In their science journals, they sketch out what their setup will look like, labeling all the parts. They write down the amounts of soil, water, plants, and insects they will need, then begin to construct their ecosystem. The teacher asks them to think as they build about what might happen to their ecosystem compared to the class one. She gives the students a sentence frame to help them write their hypotheses about their projects. After each group has written their hypothesis, they share it with the class and explain why they think it will happen, using evidence from the reading and learning they have been doing about how things grow and survive. A lively debate ensues as the class discusses the possible effects of the various variables.

2:25 PM Erika and her classmates leave for the day, still debating the viability of their ecosystems. Erika is excited to get home and eat her favorite fruit for a snack, saving all the seeds to count and measure for her homework assignment of creating a picture graph.
**ELEMEANT 2 – MEASURABLE PUPIL OUTCOMES, AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED**

**Measurable Goals of the Educational Program**


Charter School will work toward meeting the student outcome goals set forth on the LAUSD’s Performance Meter, as it may be amended, updated, and/or replaced by the District, during the term of the charter.

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

<table>
<thead>
<tr>
<th>Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)</th>
<th>Description of Goal</th>
<th>Goals</th>
<th>School(s) Affected (Indicate &quot;all&quot; if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</th>
<th>What will be different/improved for students? (based on identified metric)</th>
<th>Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Assignments and Credentialing:</strong> All students need to receive instruction from fully credentialed and qualified teachers, as required by law and charter. The school will use the results of its annual review of school compliance with credentialing and assignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The principal will ensure the school will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations.</td>
<td></td>
<td></td>
<td></td>
<td>Priority 1 - Basic; Priority 4 - Pupil Achievement; Local Priority - Charter: Element 5 (Employee Qualifications)</td>
</tr>
<tr>
<td></td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)</td>
<td>Description of Goal</td>
<td>Goals</td>
<td>Applicable Pupil Subgroup(s) (Identify applicable subgroups as defined in EC 52052) or indicate “all” for all pupils.)</td>
<td>School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</td>
<td>What will be different/improved for students? (based on identified metric)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Access to Instructional Materials:</strong> All students need appropriate access to the instructional materials necessary to participate in the school’s programs and services in order to master the state content standards and meet academic performance standards appropriate to their respective grade levels. The school will use the results of the annual Williams instructional materials review and certification process to measure achievement of this goal.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Facilities Maintenance:</strong> All students need a clean and safe school campus in good repair as a basic condition of learning, as</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)</td>
<td>Goals</td>
<td>School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</td>
<td>What will be different/improved for students? (Based on identified metric)</td>
<td>Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Description of Goal</td>
<td>Applicable Pupil Subgroup(s) (Identify applicable subgroups as defined in EC 52052) or indicate “all” for all pupils.)</td>
<td>Benchmarks</td>
<td>LCAP Year 1: 2014-15</td>
<td>Priority 2 - Implementation of State Standards; Priority 4 - Pupil Achievement; Priority 5 - Pupil Engagement; Local Priority - Charter: Elements 1 – 3 (Educational Program; Measurable Student Outcomes; and Progress Towards Outcomes)</td>
<td></td>
</tr>
<tr>
<td>Implementing needs of State Standards – English Language Arts: Based on the Comprehensive Needs Assessment conducted for the SPSA, and further analysis of recent school data Periodic Assessments and CSTS, AMAOs, both schoolwide and disaggregated by subgroups, the school has identified the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to yield improved academic performance outcomes for all students, including for English Learners, the</td>
<td>Consistent with the charter, the principal and the staff I will increase the number of students achieving proficiency level and above on the CAASPP SBAC English Language Arts tests by 1% annually over the benchmark scores established in the 2014-2015 CAASPP SBAC test administration schoolwide and, beginning in 2016-17, by 2% for foster youth, low income students, and all numerically significant subgroups.</td>
<td>Benchmarks: &gt;=1% above benchmark proficiency levels</td>
<td>&gt;=2% above benchmark proficiency levels</td>
<td>and Facilities Provisions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)</td>
<td>Goals</td>
<td>School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</td>
<td>What will be different/improved for students? (based on identified metric)</td>
<td>Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Description of Goal</strong></td>
<td><strong>Applicable Pupil Subgroup(s)</strong> (Identify applicable subgroups as defined in EC 52052) or indicate “all” for all pupils.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English Learners.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specifically, the school needs to improve/increase student proficiency outcomes in English Language Arts on state standardized assessments in accordance with state targets and the charter.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school will use the results of the CAASPP SBAC test administration each year to measure progress towards and achievement of this goal.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Implementation of State Standards – Mathematics:</strong> Based on the Comprehensive Needs Assessment, Periodic Assessments, CSTs, conducted for the SPSA, and further analysis of recent school data, both schoolwide and disaggregated by subgroups, the school has identified the need to improve</td>
<td>Consistent with the charter, the principal and the staff will increase the number of students achieving proficiency level and above on the CAASPP SBAC mathematics tests by 1% annually over the benchmark scores established in the 2014-2015 CAASPP SBAC test administration</td>
<td>Benchmarks: &gt;=1% above benchmark proficiency levels</td>
<td>Priority 2 - Implementation of State Standards; Priority 4 - Pupil Achievement; Priority 5 - Pupil Engagement; Local Priority - Charter: Elements 1 – 3 (Educational Program; Measurable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)</td>
<td>Description of Goal</td>
<td>Goals</td>
<td>School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</td>
<td>What will be different/improved for students? (based on identified metric)</td>
<td>Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>and monitor the design and delivery of a high quality Common Core State Standards-driven educational program in order to yield improved academic performance outcomes for all students, including English Learners. Specifically, the school needs to improve/increase student proficiency outcomes in mathematics on state standardized assessments in accordance with state targets and the charter. The school will use the results of the CAASPP SBAC test administration each year to measure progress towards and achievement of this goal.</td>
<td>schoolwide and, beginning in 2016-17, by 2% for English Learners, foster youth, low income students, and all numerically significant subgroups. Students with Disabilities</td>
<td>Benchmark Benchmark</td>
<td>&gt;=1% &gt;=3%</td>
<td>Student Outcomes; and Progress Towards Outcomes</td>
<td></td>
</tr>
</tbody>
</table>

Parent and Family Involvement: As discussed in the charter, and reflected in applicable law, research shows that

The principal, staff and parent rep will increase the number of parents completing the School Experience Survey and the

<p>| All | Alexader Science Center Charter School | 50% | 55% | 60% | Priority 3 - Parent Involvement; Local Priority - Charter: Element 4 (Governance) |</p>
<table>
<thead>
<tr>
<th>Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)</th>
<th>Description of Goal</th>
<th>Applicable Pupil Subgroup(s) (Identify applicable subgroups as defined in EC 52052) or indicate “all” for all pupils.)</th>
<th>School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</th>
<th>What will be different/improved for students? (based on identified metric)</th>
<th>Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>high levels of parent and family involvement in school governance and other activities contributes to increases in student academic progress and achievement. The school needs to maintain an effective program for interactive parent and family involvement that includes meaningful opportunities for providing and gathering parental input for decision-making, sharing and receiving information, teaching and learning how to support the educational program, and expressing and resolving concerns, in accordance with the charter. The school will use the results of the District’s annual Parent School Experience Survey in order to measure progress towards</td>
<td>percentage of parents trained on academic initiatives by providing a minimum of four workshops annually.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>78% 80% 82%</td>
<td></td>
</tr>
<tr>
<td>Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)</td>
<td>Goals</td>
<td>School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</td>
<td>What will be different/improved for students? (based on identified metric)</td>
<td>Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Description of Goal</td>
<td>Applicable Pupil Subgroup(s) (Identify applicable subgroups as defined in EC 52052) or indicate “all” for all pupils.)</td>
<td>Annual Update: Analysis of Progress</td>
<td>LCAP YEAR 1: 2014-15</td>
<td>Year 2: 2015-16</td>
<td>Year 3: 2016-17</td>
</tr>
<tr>
<td>and achievement of this goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Achievement - API Growth: Based on the Comprehensive Needs Assessment and further analysis of student performance data, and in accordance with the terms of the charter, charter school law governing renewal, and other applicable law, the school needs to increase the levels of academic performance in English Language Arts and mathematics schoolwide, for English Learners, low income students, foster youth, and for all numerically significant subgroups in order to meet or exceed API growth targets or equivalent.</td>
<td>All</td>
<td>Alexander Science Center Charter School</td>
<td>Increase of 5 points in Growth API or equivalent</td>
<td>Increase of 5 points in Growth API or equivalent</td>
<td>Increase of 5 points in Growth API or equivalent</td>
</tr>
<tr>
<td>During the period that state standardized test data is unavailable,</td>
<td>Latino</td>
<td></td>
<td>Increase of 10 points</td>
<td>Increase of 10 points</td>
<td>Increase of 10 points</td>
</tr>
<tr>
<td></td>
<td>Low Income</td>
<td></td>
<td>Increase of 10 points</td>
<td>Increase of 10 points</td>
<td>Increase of 10 points</td>
</tr>
<tr>
<td></td>
<td>English Learners</td>
<td></td>
<td>Increase of 10 points</td>
<td>Increase of 10 points</td>
<td>Increase of 10 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Increase of 10 points</td>
<td>Increase of 10 points</td>
<td>Increase of 10 points</td>
</tr>
<tr>
<td>Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)</td>
<td>Description of Goal</td>
<td>Goals</td>
<td>Applicable Pupil Subgroup(s) (Identify applicable subgroups as defined in EC 52052) or indicate “all” for all pupils.)</td>
<td>School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</td>
<td>What will be different/improved for students? (based on identified metric)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>and consistent with the charter, the school will use the grade-level appropriate internal benchmark assessments (e.g., DIBELS, curriculum-based assessments, and periodic assessments) described in the charter, together with historical data, to estimate/calculate growth API-equivalents school wide and for all numerically significant subgroups in order to measure progress towards and achievement of this goal.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Achievement – Graduation: Based on District goals and data analysis as well as school-level data analysis, the school needs to increase the number of students who successfully enter and complete high school ready for college and career.</td>
<td>The school will increase the graduation rate by 2% annually schoolwide and by 3% annually for any subgroup below the schoolwide rate.</td>
<td>All English Learners Low Income African American Students with</td>
<td>Alexannder Science Center Charter School</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Identified Need and Metric</td>
<td>Goals</td>
<td>What will be different/improved for students? (based on identified metric)</td>
<td>Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------</td>
<td>------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(What needs have been identified and what metrics are used to measure progress?)</td>
<td>Description of Goal</td>
<td>School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</td>
<td>LCAP YEAR</td>
<td>Year 1: 2014-15</td>
<td>Year 2: 2015-16</td>
</tr>
<tr>
<td>The school will use the 4-Year Cohort Graduation Rate schoolwide, for English Learners, foster youth, and low income students, and for all numerically significant subgroups.</td>
<td></td>
<td>Disabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Achievement – English Learner Progress: Based on analysis of current and historical AMAO 1 (CELDT) results, the school has determined that it needs to improve the number of English Learners who make adequate yearly progress toward language proficiency. CELDT Proficiency: 2011: 65% 2012: 61% 2013: N/A</td>
<td>The school will increase the number of English Learners who make adequate annual progress by 10%, the first year, 2% year 2 and 3..</td>
<td>English Learners</td>
<td>71%</td>
<td>73%</td>
<td>75%</td>
</tr>
<tr>
<td>Identified Need and Metric</td>
<td>Description of Goal</td>
<td>Goals</td>
<td>Applicable Pupil Subgroup(s)</td>
<td>School(s) Affected</td>
<td>What will be different/improved for students? (based on identified metric)</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------</td>
<td>-------</td>
<td>------------------------------</td>
<td>-------------------</td>
<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td>(What needs have been identified and what metrics are used to measure progress?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and achievement of this goal.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Student Achievement – English Learner Reclassification:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Based on the Comprehensive Needs Assessment and further analysis of CELDT data (AMAOs 1 and 2), the school needs to increase the number of its English Learners who achieve English language proficiency each year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The school will use reported reclassification data to measure progress towards and achievement of this goal.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Student Engagement - Attendance:</strong> Based on current research and the Comprehensive Needs Assessment, and in accordance with the charter, the school needs to achieve and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)</td>
<td>Description of Goal</td>
<td>Goals</td>
<td>School(s) Affected (indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</td>
<td>What will be different/improved for students? (based on identified metric)</td>
<td>Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>All</td>
<td>Alexander Science Center Charter School</td>
<td></td>
<td></td>
<td>Outcomes</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>African American Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>English Learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal and the staff will decrease by 1% annually the number of students missing 16 days or more each school year or an attendance rate of 91% or lower schoolwide and for low income students.</td>
<td>All Low Income Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal and the staff will decrease by 2% annually the number of students missing 16 days or more each school year or an attendance rate of 91% or lower for African American students, foster youth, English Learners, and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>maintain the highest levels of student attendance possible in order to support student learning.</td>
<td>96% or higher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| The school will use student attendance rates to measure progress towards and achievement of this goal. | | | | | }

**Student Engagement – Absenteeism:**

Based on current research and the Comprehensive Needs Assessment, and in accordance with the charter, the school needs to achieve and maintain the highest levels of student attendance possible in order to support student learning.

The school will use student attendance rates to measure progress towards and achievement of this goal.
<table>
<thead>
<tr>
<th>Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)</th>
<th>Goals</th>
<th>Applicable Pupil Subgroup(s) (Identify applicable subgroups as defined in EC 52052) or indicate “all” for all pupils.)</th>
<th>School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</th>
<th>What will be different/improved for students? (based on identified metric)</th>
<th>Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Climate - Suspensions: Based on District goals and data analysis as well as school-level data analysis, the school needs to reduce the number of student out-of-school suspensions and reduce the disproportionality of suspensions for African American students, foster youth, and students with disabilities. The school will use school suspension data to measure progress towards and achievement of this goal.</td>
<td>The principal and the staff will maintain the number of suspension incidents by 2% schoolwide and by 5% for English Learners, foster youth, low income students, African American students, and students with disabilities.</td>
<td>All</td>
<td>Alexandr Science Center Charter School</td>
<td>0 suspensions</td>
<td>Priority 6 - School Climate Local Priority - Charter: Elements 2, 3, and 10 (Measurable Student Outcomes and Progress Towards Outcomes; Suspension and Expulsion Procedures)</td>
</tr>
<tr>
<td>Access to Broad Course of Study: The school needs to provide a sufficiently broad course of study to all students in order to prepare them for college and career in the 21st Century, as reflected in applicable law and the charter.</td>
<td>The school will offer a broad course of study to at least 100% of its students every year.</td>
<td>All</td>
<td>Alexandr Science Center Charter School</td>
<td>&gt;= 100% of students have access to the courses and programs described in</td>
<td>Priority 7 – Access to Broad Course of Study Local Priority - Charter: Element 1 (Educational Program)</td>
</tr>
<tr>
<td>Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)</td>
<td>Description of Goal</td>
<td>Goats</td>
<td>Applicable Pupil Subgroup(s) (Identify applicable subgroups as defined in EC 52052) or indicate “all” for all pupils.)</td>
<td>School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</td>
<td>What will be different/improved for students? (based on identified metric)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>The school will conduct an annual review of school and classroom schedules, and other information to measure progress towards and achievement of this goal.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Student Outcomes:</strong> The school needs to increase the number of students scoring Proficient and Advanced on the Science CST as described in the charter. The school will use three, 6-8 week Science Cycles with teacher, students, and Science Center Liaisons, as set forth in the charter, to measure achievement of this goal.</td>
<td>The school will participate in three schoolwide 6-8 week science cycles with, students K-5, teachers and the Science Center liaisons through the partnership, as described in the charter.</td>
<td>All</td>
<td>Alexander Science Center Charter School</td>
<td>Increase the number of 5th grade student scoring proficient and advanced on the Science CST by 5%</td>
<td>Increase the number of 5th grade student scoring proficient and advanced on the Science CST by 5%</td>
</tr>
</tbody>
</table>
MEASURING PUPIL OUTCOMES:
SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

<table>
<thead>
<tr>
<th>Projected Goal for API</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>776</td>
<td>786</td>
<td>796</td>
</tr>
</tbody>
</table>

- Our API goal for the end of the charter term is 800 or its equivalent measure in the new state testing system.

- By the end of the charter term 75% of students will be proficient in ELA and 80% in Math or their equivalent measures.

- To measure the success of the science program, by the end of the charter term 100% of students will participate in the three, 6 to 8 week Science Cycles with at least 75% scoring a 3 on their culminating project.

- To measure the success of the dual language program, by the end of the charter term, 75% of students will score a 3 in all domains of their SLD Portfolios.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

DATA ANALYSIS AND REPORTING

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Assessment Type</th>
<th>Frequency</th>
<th>Who is Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>SBAC Performance Assignment</td>
<td>Annually</td>
<td>Teachers/Principal Teacher</td>
</tr>
<tr>
<td></td>
<td>DIBELS</td>
<td>Semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unit Assessments</td>
<td>Monthly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Informal Story Selections</td>
<td>Weekly</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>SBAC Performance Assignment</td>
<td>Annually</td>
<td>Teachers/Principal Teacher</td>
</tr>
<tr>
<td></td>
<td>Assignment</td>
<td>Semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unit Assessments</td>
<td>Monthly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Informal Assessments</td>
<td>Weekly</td>
<td></td>
</tr>
<tr>
<td>ELD</td>
<td>CELDT</td>
<td>Annually</td>
<td>Teacher/Principal Teacher</td>
</tr>
<tr>
<td></td>
<td>Unit Assessments</td>
<td>Monthly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Informal Assessments</td>
<td>Weekly</td>
<td></td>
</tr>
</tbody>
</table>
Annual testing data will be reviewed by the Principal with the staff annually. Teachers will review the performance assignment and DIBELS data quarterly in grade level teams. Teachers will meet weekly in grade level teams to compare data from unit and informal assessments. Data will be used by the team to inform small group classroom instruction during Universal Access Time and students to be referred for after school intervention. Parents will be informed if their child is not making progress five weeks into every reporting period. Teachers will review students’ progress in all subject areas every 6-8 weeks and create flexible groups to address specific students’ instructional needs. Parent conferences will be held twice a year. Parents are encouraged to schedule a conference any time during the school year after 2:30pm.

Grade level chairs provide the principal with notes from the weekly grade level meetings. The principal attend the grade level meetings. Teachers provide the principal with their list of flexible groups to address students’ academic needs and list the strategies teachers are using with those students to make academic progress. Principal walks classrooms regularly to monitor small group instruction. Principal facilitates and all teachers participate in vertical teams to discuss the progress or lack thereof that students are making across grade levels. Teachers are encouraged to list PD Topics of interest at every professional development. PD Teams are formed at the end of each year to roll out professional development to the staff for the following year. The Principal regularly gathers input from the teachers’ request and the students’ data to implement PD to address the areas of need.

**Grading, Progress Reporting, and Promotion/Retention**

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

**Standardized Testing**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. As a District affiliated charter school, Charter School will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.
ELEMENT 4 – GOVERNANCE

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 petition and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Any governance 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, Article XXVII of the LAUSD-UTLA CBA must be adhered to, particularly in regards to Local School Leadership Council composition and responsibilities.

In the event that Charter School changes from affiliated charter school status to independent charter school status, Charter School, operated as or by its nonprofit public benefit corporation, will be a separate legal entity and will be solely responsible for the debts and obligations of Charter School. If Charter School changes its status to an independent charter school, the Alexander Science Center School shall submit a petition for material revision with articles of incorporation and bylaws for District’s approval.

Charter School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of Charter School’s local governing council, members of school committees, 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 school leadership council are and remain consistent with District policy 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, including BUL-5439.0, Affiliated Charter Schools, as they may be changed from time to time.
LOCAL GOVERNANCE STRUCTURE AND OPERATIONS

The School’s Governance and Operating Committee (G & O) serves as the local leadership of the Alexander Science Center School. The School is operated as an affiliated charter school within the District. The Governance & Operating Committee, as defined in the Joint Participation Agreement, currently consists of nine members: Three representatives from the California Science Center, two representatives from LAUSD, plus the Principal, a parent of a current Alexander Science Center School student, the current UTLA chapter chair and an elected representative of the classified staff. The parent representative and classified staff representative are nominated and elected by their peer groups annually.

Councils
The School will establish all required councils. The School Site Council is comprised of the principal, 3 teachers, 1 classified staff and 5 parents and is the decision-making council for consolidated application programs operated at the school to improve student achievement. Local Leadership Council is made up of the principal, UTLA chair, and a team of 4 teachers and parents and has Shared Decision Making and School-Based Management. The English Learner Advisory Committee (ELAC), will be comprised of the principal, the faculty, the parents and community, and other employees. Composition and functions of the councils are established in accordance with State guidelines. School Leadership Councils established through the collective bargaining agreement will participate in certain local policy decisions made at the school site, and take into consideration the respective interests of all stakeholders.

Meetings
The Governance and Operating Committee will meet at least five to six times each year. The meetings are generally held on Tuesdays or Wednesdays, from 5:00 p.m. to 7:00 p.m. at the California Science Center. All meetings are announced and agendas are posted 72 hours in advance on the school’s website and parent communication board. Flyers go home with all students a month in advance. All minutes are made available to anyone not serving on the Governance and Operations Council upon request by the California Science Center and/or the school site.
Current Membership of Governance and Operating Committee
Jeffrey Rudolph – President and CEO, California Science Center
Ron Rohovit, Ed.D. - Deputy Director for Education, California Science Center
Cheryl Hildreth – Superintendent, ESC West, LAUSD
Vacant – LAUSD position
Norma Spencer – Principal, Alexander Science Center School
Dr. Karen Gallagher – Dean, Rossier School of Education, University of Southern California or
Maria Ott, Ph. D. Executive in Residence, Rossier School of Education, University of Southern California
Jairo De La Torre – Teacher, UTLA Chapter Chair, Alexander Science Center School
Flor Soria - Classified Representative, Alexander Science Center School
Anna Parks – Parent Representative

National Advisory Board A nine-member, National Advisory Board has been formed to advise the Amgen Center for Science Learning, review the progress of the school, make relevant commentary and suggestions, advise on the development of the curriculum and promote the national recognition of the school. The National Advisory Board meets at the discretion of the California Science Center.

Parental Involvement

Parents will play an active role in governing the school. An elected parent representative(s) will serve on the school's Governance & Operating Committee. Parents serve on the School Site Council, Local School Leadership, and ELAC. The councils are set up to find solutions to challenging areas as prioritized by the school’s Needs Assessments, such as budget, by-laws and charter, curriculum, English Learner Advisory Council, multicultural, school safety, staff selection, technology, discipline and professional development. Monthly parent meetings; Coffee with the Principal are held to share updates and information with parents. The school’s website and parent information board contains information about upcoming meetings. Monthly workshops are held in the school’s Parent Center. Parents are free to request workshops for topics they are interested in learning more about. Parents are also encouraged to fill out a comment, question or concern form that goes directly to an administrator. Parent forms are addressed via emails, phone calls, or in person in a timely manner.

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

68
parents opportunities to attend workshops, conferences, Family Science Night, Night at the Natural History Museum, Troybots, Literacy Night and Dual Language meetings to name a few.

A parent representative and classified staff representative are elected annually to be members of the Governance and Operating Committee of the Alexander Science Center School. The procedures for electing the parent and classified representatives are set, reviewed and approved by the Governance and Operating Committee.

**TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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.

**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 is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

**NOTIFICATION OF THE DISTRICT**

Charter School shall notify the appropriate Educational Service Center 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, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Educational Service Center in writing of any internal investigations within one week of commencing investigation.

**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.
ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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 identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

STAFFING

The Alexander Science Center School will follow all District personnel policies and practices. We will adhere to all court mandates, state and federal laws including the Rodriguez Consent Decree and OCR guidelines. All Alexander Science Center School staff are LAUSD employees and will be compensated according to District contracts and collective bargaining agreements.

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject to an applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions regarding salaries, classifications, 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

Selection of certificated staff shall comply with current California Education Code, District policy, and applicable collective bargaining agreements. 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 Human Resources. 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 where no other alternative
is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

**Selection of Teacher(s)**

Credentialed teachers interested in filling a position will be asked to apply in accordance with HR procedures. An applicant, who is being considered for selection, will be interviewed by the Staff Selection Sub-committee of the G & O Committee. Members of the Sub-committee will prepare questions specifically directed to the applicant’s understanding of the practices indicated in the teacher criteria. Final candidates may be asked to present a demonstration lesson at a particular grade level while being observed by members of the Sub-committee. The Sub-committee will be authorized to determine, by consensus, in an advisory capacity, which applicants will be recommended for selection. S/he must be processed through the district.

The G & O Committee shall appoint the Staff Selection Sub-committee to recommend selection of the School staff. The Sub-committee shall consist of one Committee member from the California Science Center, the principal, a teacher representative and a parent representative.

**Selection of Administrator(s)**

The principal is responsible for the direction of the instructional program and the supervision of the school plant and related facilities, school budget and serves as the administrator.

Per the Joint Participation Agreement between LAUSD and California Science Center (2002), the Executive Director of the Science Center and Superintendent of the local District shall have the responsibility for recommending to the Superintendent, the principal selected for the School.

In addition to the above procedures, prospective administrators will be interviewed by faculty and parent representatives, and will be recommended for approval based upon a two-thirds majority vote at a G & O Committee meeting. In conjunction with the designated representatives from ESC West, the California Science Center will select the administrator(s) from the list of candidates in accordance with HR policy and procedures. The principal is directly supervised by ESC West personnel and will be responsible to the LAUSD ESC West Superintendent and also receives guidance from the Alexander Science Center School G & O Committee.

**Selection of Paraprofessionals**

Paraprofessionals will be required to have the appropriate credentials and degrees associated with their job and functions. An interview committee consisting of faculty and administrators will conduct interviews. Paraprofessionals will be required to meet a rigorous standard of quality and can demonstrate knowledge of, and the ability to assist
in instruction, reading, writing and mathematics. The selection and assignment of paraprofessionals are made based on school and individual classroom needs. The exceptions for paraprofessionals are for those who act as translators or whose duties consist solely of conducting parental involvement activities.

Staff Duties

Teachers

- Duties will be in accordance with HR job descriptions and guidelines and collective bargaining agreements.
- Provide a quality, enriched, and integrated curriculum based on the school charter.
- Provide continual assessment of student progress and maintain records.
- Evaluate professional and classroom performance to meet the changing needs of students.
- Adjust teaching strategies and materials to meet the diagnosed needs of students.
- Provide an effective room environment that reflects and facilitates the academic program.
- Provide peer assistance to fellow teachers.
- Continue to work on professional growth.
- Provide ongoing and open communication with parents.
- Be an active participant in at least one aspect of school governance.
- Participate in coaching conversations with peers about teaching and learning.
- Regular, punctual attendance.
- Maintain professional appearance and attitude.
- Demonstrate attitudes for working in a professional learning community.

Administrator(s)

- Duties will be in accordance with HR job descriptions and guidelines and collective bargaining agreements.
- Ensure effective collaboration with the Science Center.
- Oversee the business practices of the school.
- Attract new resources to the school.
- Oversee the instructional program.
- Provide opportunities for professional growth.
- Facilitate communication among staff, parents and community.
- Assist with student discipline.
- Assist with scheduling when necessary.
- Spend at least 8 hours per month actively involved in the classroom.
- Regular, punctual attendance.
- Professionally attired

Principal Essential Functions:

1. Provides assistance, guidance, and supervision in instructional practices and curriculum development specific to the language, social, and academic needs of the
student population, including bilingual, Special Education, and Gifted and Talented students.

2. Provides leadership for and facilitates collaboration with all stakeholders on the writing of the School Plans, Self-Study, and Program Quality Reviews and on identifying goals for student achievement and standards for assessing the outcome of these goals.

3. Prepares school budgets and is responsible for and monitors the expenditures of all school funds in accordance with federal, state and District guidelines.

4. Develops the partnership among students, parents, community members, teachers and support staff that will enable the Alexander Science Center School to become a learning community with high expectations and achievement for all students.

5. Works with the California Science Center to develop and operate the school and maintains collaborative relationships with other formal or informal educational institutions.

6. Establishes an interdisciplinary instructional approach that emphasizes science and mathematics and integrates these with technology, language arts, social studies, fine arts and physical education.

7. Educates all students and demonstrates improved student achievement with standards-based instruction, focused learning opportunities, and appropriate use of all resources.

8. Evaluates the performance of certificated and classified personnel assigned to the school site.

9. Maintains a school climate that ensures the safety, health and welfare of students and personnel; organizes and implements a "School Safe Plan"; and complies with mandated child abuse reporting procedures.

10. Provides staff development and training for all stakeholders to improve student achievement.

**Classified and Other Personnel**

- Teacher Assistants will assist with instruction and will assist the teacher with other classroom duties.
- Office personnel will perform daily school business.
- Other personnel will perform duties as described by the administrative team.

**Plant Manager and Custodians**

- The Plant Manager and all Custodians will be employees of the California Science Center and will perform maintenance and operations and bill the district for school cost at the school rate. The plant manager and custodians will work with the principal and California Science Center’s Deputy Director of Operations to establish work schedules, procedures and protocol to ensure that the School is maintained and operated appropriately.
Evaluation

In addition to the next level school wide evaluation defined in Element 2 and as stated in the Joint Participation Agreement, at the close of each school year, the Governance and Operating Committee shall evaluate the Principal consistent with District policy. The Governance and Operating Committee will develop an assessment tool which will comply with District’s policies and measures and AALA collective bargaining agreements, to evaluate the principal on such items as engagement of the partnership, school leadership, implementation of the instructional program, and community involvement to mention a few. The evaluation will inform the Governance and Operating Committee so the Committee can identify the principal’s strengths and weaknesses, clarify job responsibilities, set standards of performance, specify work plan goals and objectives, and recommend appropriate action to be taken and plans for career development.

The principal will evaluate the faculty in a manner consistent with District policy. Such evaluation shall include the areas of professional development, teaching performance, the integration of science and technology, and the delivery of the instructional program as defined by the charter. Such evaluation will adhere to all collective bargaining agreements.

The Amgen Center for Science Learning will work closely with the Principal, University of Southern California, the National Advisory Board, and/or other external consultants to design and implement evaluation tools, criteria, outcomes and rubrics for evaluating the instructional program as defined by the charter and professional development program. Participating in this evaluation will help the Amgen Center for Science Learning to better understand the instructional program strengths and weaknesses and teachers needs and then can better provide assistance in improving the instructional program and professional development offerings.

Through coordination with the Principal, California Science Center staff or their designees will observe in classrooms and make needed recommendations to the instructional program. Appropriate curriculum and professional development workshops will be designed to meet the needs of the teachers in the school based on the observations, feedback and recommendations to the Principal.

Classified Personnel

Selection of classified staff shall be in compliance with the current merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting 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 where no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

**Professional Development**

Charter School shall comply with and implement any District-mandated professional development. Otherwise, Charter School shall have full autonomy in the selection and implementation of professional development programs for its employees to meet its site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by Charter School will be funded by the District consistent with its practice for other District schools.
ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergencies, 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 employee–to-student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PLAN

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergencies, including but not limited to the creation, maintenance, and implementation of a 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 Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its administrators, other employees, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to fingerprinting and criminal background checks.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to tuberculosis 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 pupils as a condition of attendance and screening for vision, hearing, and scoliosis.
ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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. Integration Program resources currently provided to certain affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and other reasons.

NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS

As a District affiliated charter school, Charter School shall continue to support the District’s commitment to provide all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement.

FEDERAL PROGRAM COMPLIANCE

As part of the District, which is a recipient of federal funds, Charter School shall meet all programmatic, fiscal, and other regulatory requirements of the Elementary and Secondary Education Act.
ELEMENT 8 – ADMISSION REQUIREMENTS

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Education Code § 47605(d)(2)(A)). As an existing District school that has converted to 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 Education Code § 47605(d)(1)). If the number of students who wish to attend Charter School exceeds its capacity, as determined annually by the District, the school will conduct a public random drawing/lottery. (Education Code § 47605(d)(2)(B)). Currently enrolled 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 shall have first admission preference and are thus deemed exempt from the lottery as well. (See Education Code § 47605(d)). The school will provide an admission preference for prospective students residing within LAUSD boundaries, but not residing within the attendance area of Charter School. (Education Code § 47605(d)(2)(B)).

Students who participate in the lottery but are not selected will be placed on a waitlist. 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.

In the event that Charter School reaches capacity and is unable to enroll new students who reside within the former attendance boundary of the school, Charter School shall consult and coordinate with its Education Service Center administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that the school remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, the school is able to enroll every student who resides within the school’s former attendance boundaries who wishes to attend.

If Charter School determines that any student/parent used fraudulent address information to establish resident status in the attendance area 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, the student may be withdrawn and the student will be referred back to his/her school of residence in accordance with District policy.

Admission Requirements

The school shall be located and operate within the boundaries of Local District ESC West of Los Angeles Unified School District. It shall be open to all students who wish to apply. The school shall have a maximum capacity that is determined by the District's policy for a single-track traditional school. At least 85% of the students enrolled in the Alexander Science Center School shall reside within the designated “neighborhood” attendance area. When space exists other
students residing in the LAUSD service area, and then within the state of California, may be admitted to the Alexander Science Center School. Transportation will not be provided.

Admission to the Alexander Science Center School will be non-discriminatory and will be open to any resident of the State of California subject to priority for LAUSD students who reside in the neighborhood. The school does not charge tuition. It is non-sectarian and nondiscriminatory in all areas of its operation.

**Recruiting Academically Low-Achieving and Economically Disadvantaged Students**

Past recruitment efforts at the Alexander Science Center School have produced a student population 84% of which is identified as being economically disadvantaged, as measured by eligibility for free or reduced-price lunches. Historically this population has been academically low achieving. We continue to draw our student population largely from our “neighborhood.” The comparison schools in our neighborhood have identified 94% of their populations as qualifying for free or reduced price lunch. The Alexander Science Center School remains committed to recruiting students from a variety of backgrounds representative of the community in which we operate.

**Application Process**

Parents enroll incoming students in the Alexander Science Center School by completing an application process. Each year the school, in cooperation with the Science Center and Local ESC West, will produce an announcement and application that is disseminated widely throughout the surrounding community. Announcements may be placed in local community newspapers, printed announcements are delivered to community organizations and pre-schools, and applications are distributed at the school, the Science Center, and the Local District ESC West office. Additionally, the announcement and application can be downloaded from the school, the Local ESC West and the Science Center’s website. Applications are available in English and Spanish.

The application process begins in mid-November and lasts through mid-January. To ensure that applications are fairly executed, the school does not handle applications during the initial application period. All applications are submitted to the Local District ESC West office. Late applications may be accepted, but are noted as late and will be placed separate from applications received on time. Applications are forwarded to the school from ESC West one week after the deadline. All students residing in the attendance boundary of the 9 priority schools are given first priority for enrollment into 85% of the open spaces. The remaining spaces will be filled by a public lottery process to include: late applicants and students that reside outside of the attendance boundaries of the 9 priority schools until all spaces are full. The remainder of the applications will be pulled in random order and placed on a waitlist, with a waitlisted number assigned to each student. At the completion of the lottery process, parents will be notified of their child’s status. Students will either be admitted into the school or parents will be provided with a number on the waitlist. Parents and students receiving an admissions letter will have three weeks in May to complete the enrollment packet. At the end of the third week if the packets have not been turned in, the space will be forfeited for those students. Unfilled spaces will be filled by selecting students in the order their number appears on the waitlist. Students are waitlisted for the current...
school year only, and must re-apply for the following year if they wish to be considered for enrollment at the school.

If enrollment at a certain grade falls below expected needs, the school may accept students from the waitlist in the order their number appears first, and then from new applications at a later time to meet LAUSD enrollment numbers. The process for communication to the public about available seats after the initial enrollment period has passed is the same as during the regular enrollment period.

The school maintains all records pertaining to enrollment, contacts and responses of applicants during the enrollment process.

The “9 schools” are the resident schools from which the Alexander Science Center School aims to draw 85% of its enrollment. Those schools are Normandie EL, Vermont EL, Weemes EL, Mack EL, King Jr. EL, Norwood EL, Jones Primary Center, South Region EL #10 and Menlo El.

**SCHOOL FOR ADVANCED STUDIES (SAS) PROGRAM**

If Charter School offers a SAS Program, it shall not consider any student’s interest in the program in determining admission to the 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 admission guidelines.

**MCKINNEY-VENTO HOMELESS ASSISTANCE ACT**

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

**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, 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.
ELEMENT 9 – ANNUAL FINANCIAL AUDITS

**GENERAL PROVISIONS**

The fiscal operations of an Affiliated Charter School will be supervised by LAUSD. The Affiliated Charter School will not have a separate audit but will be a part of the annual audit for LAUSD. The Affiliated Charter School will follow all financial procedures and financial policies of LAUSD. This shall include, but not be limited to, purchasing, student body funds, student store, payroll, imprest funds, payment approval for goods and services, and follow guidance from the Educational Service Center.
ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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.

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 comply with and implement the District’s Discipline Foundation Policy and/or current equivalent policy.

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

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

STUDENTS WITH DISABILITIES

Charter School shall implement operational and procedural guidelines 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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 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. As set forth in the MOU regarding special education between the District and Charter School, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 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 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).

**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 the school.

**GUN FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun Free Schools Act.
ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

Employees of 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, salaries, unemployment benefits, retirement benefits, including organizations such as STRS/PERS, 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

A student who opts not to attend Charter School may choose to attend another public school in the student’s district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.
ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

As a District affiliated charter school, all administrators, faculty and staff of Charter School are LAUSD employees. All Charter School employees will 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

All disputes relating to items defined in the Science Center School and Center for Science Learning Lease Agreement (2000) and the Joint Participation Agreement between the Los Angeles Unified School District and California Science Center (2002) or other previously signed agreements between the two parties will be resolved in accordance with the procedures set forth in those contractual agreements.

Disputes concerning items not defined in the above contracts or other previously signed contracts or agreements between the California Science Center and the Los Angeles Unified School District may follow the dispute resolution procedures described below.

The staff and governing board members of the Alexander Science Center School agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

The Alexander Science Center School and the District agree to resolve any claim, controversy or dispute (“Dispute”) arising out of or relating to the Charter and not defined in the above listed contracts or other previously signed contract or agreements between the California Science Center and the Los Angeles Unified School District, and 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 the Alexander Science Center School shall be resolved by a collaborative team from the Educational Service Center and the Charter Schools Division in accordance with the procedures set forth below:

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

To Charter School: Alexander Science Center School
c/o Principal Norma Spencer
3737 South Figueroa Street
Los Angeles, CA 90007

To Director of Charter Schools: Director of Charter Schools
Los Angeles Unified School District
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 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER

The Los Angeles Unified School District is the exclusive public school employer of the employees of Charter School for the purposes of the Educational Employee Relations Act (EERA).
ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES

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 Superintendent or his/her designee approves Charter School’s request to revert to a District traditional school.

In the event of a Closure Action, unless express LAUSD Board action 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 policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992. 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, 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 Cal. Educ. 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.
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 authorization to revert voluntarily to a District traditional school, Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for processing a request to revert to a District traditional school.

**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. 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 District traditional 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 how to enroll or transfer the student to an appropriate school. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

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 CSD.

This Element 16 shall survive the revocation, expiration, termination, 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 will adhere to all applicable district, state, and federal laws, policies and regulations regarding facilities.