



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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## Emelita Academy Charter

March 7, 2013

17931 Hatteras St.

Encino, CA. 91316

### **TERM OF CHARTER**

**JULY 1, 2013 TO JUNE 30, 2018**

# TABLE OF CONTENTS

Affirmations and Assurances	4
Element 1 - Description of the Education Program	5
Element 2 - Measurable Pupil Outcomes	60
Element 3 - Means to Assess Pupril Progress	68
Element 4 - Governance	72
Element 5 - Employee Qualifications	78
Element 6 - Health and Safety	80
Element 7 - Means to Achieve Racial & Ethnic Balance	82
Element 8 - Admission Requirements	83
Element 9 - Annual Financial Audits	85
Element 10 - Suspensions and Expul	86
Element 11 - Employee Benefits	87
Element 12 - Attendance Alternatives	87
Element 13 - Rights of District Employees	87
Element 14 - Mandatory Dispute Resolution	87
Element 15 - Exclusive Public School Employer	88
Element 16 - Charter School Closure	89

## Appendices

Attachment A : Instructional Calendar

Attachment B: Bell schedule

Attachment C: Student Population/Ethnicity

Attachment D: Emelita St. CST Performance by Grade Levels

Attachment E: Emelita St. Change in ELA CST % Sub Groups

Attachment F: Emelita St. Change in Math CST % Subgroups

Attachment G: Emelita St. Change in ELA CST Levels

Attachment H: Emelita St. API scores vs. LAUSD scores

Attachment I: Emelita St. API Growth

Attachment J: Emelita St. Demographic & Academic Achievement Data of

### Current and Target Population

Attachment K: Goal #1 Proficiency for All Charts

Attachment L: Goal #2- 100% Attendance Charts

Attachment M: Goal #3- Parent and Community Engagement Charts

Attachment N: Goal #4- School Safety Charts

Attachment O: Organizational Chart

## AFFIRMATIONS AND ASSURANCES:

[Charter School] shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- 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 admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the charter school nor any employee to work at the Charter School.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves the Charter School without graduation or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

## 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)*

The address of the Charter School is 17931 Hatteras St. Encino, CA. 91316

The phone number of the Charter School is (818)342-6353

The contact person for the Charter School is Elizabeth Mayorga

The term of this charter shall be from July 1,2013 to June 30,2018

The grade configuration is k-5

The number of students in the first year will be 458

The grade level(s) of the students the first year will be: K-5

The scheduled opening date of the Charter School is: 08/13/2013

The operational capacity will be: 514

The instructional calendar will be: See Attachment A

The bell schedule for the Charter School will be: See Attachment B

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

**STUDENTS THE SCHOOL PROPOSES TO SERVE** Demographic data of the target population (this is done by completing the attached matrix.); Academic achievement data; other applicable characteristics of the target population (does the school propose to target potential dropouts? newcomer populations? other?)

Emelita stakeholders believe that all students will become capable citizens through engagement in the classroom. As a professional learning community, we uphold high expectations for all our students. We believe that every child has the potential to meet or exceed District and State Standards. We uphold that student engagement is not only a result of individual teacher practices, but also heavily influenced by the overall culture of the school, which directly impacts each student. Emelita Academy Charter School is an engaging school culture that is inviting, exciting, empowering, and safe to all students.

Students respond better in school cultures where there are consistent and high expectations for appropriate behavior, academic achievement, and life goals. There are several challenging expectations for all students:

\* Surpass the California grade-level requirements through the use of a

- common curriculum of rigorous and standards-based instruction,
- \*Excel at collaborative projects that emphasize 21st century skills and personal growth
- \*Improve personal health and fitness.

Students persist and achieve better in schools where they see themselves as “connected,” i.e., where they identify with, and are proud of, their affiliation with the school, feel trusted and respected, have positive social interactions with adults and peers, and feel cared for. Emelita Charter Academy features in this area include: Character Counts, 2nd Step, Eagle tickets and “3 Be” raffle tickets (incentive programs for following school rules and procedures). There are also several school service opportunities: Leadership Council, Play Leaders, Cafeteria workers, Shelf Elves (library helpers), Gardening Club, and Nutrition Advisory Council. There are real-world family and community based activities and Leadership Council Spirit days.

Emelita Academy Charter is located in Encino, north of Ventura Blvd in the San Fernando Valley. The student body is comprised of predominately Hispanic and White background with many students coming from the Middle East. Emelita Academy Charter School is a K-5 grade level elementary School on a traditional calendar with a population of 464 students. Enrollment since 2008 has fluctuated between 408, to the present number of 464 students. Emelita Street Elementary School is comprised of 48% Hispanic, 38% White, 10% African American, 2% Pacific Islander students. Students with disabilities represent 16% of the student population.

English Language Learners or Second language learners represent 25% of the student population at Emelita Academy Charter. The following languages are spoken at our school: Spanish, Armenian, Farsi, Hebrew, Mandarin, Russian, Korean, French, Assyrian, Japanese, Urdu, Arabic, Hungarian, Indonesian, Turkish, Cantonese, Mien and other languages. The rate of reclassification of ELL students has increased from 9% to 22% over the last 3 years. In 2011-12, we reclassified 19% of ELL students. Currently, 7% of ELL students are labeled “Long Term English Learners”.

SEE ATTACHMENT C: Student Ethnicity Graph

## ACADEMIC ACHIEVEMENT DATA

For the 2011-2012, in English Language Arts there were 58 % second graders, 65% third graders, 69 % fourth graders, and 77 % fifth graders that scored in the proficient/advanced category. The Math scores reflect that 60 % of second graders, 77 % of third graders, 59 % of fourth graders, and 56 % of fifth graders scored in the proficient/advanced category. There were low percentages of students in basic and far below basic and both in English Language Arts and Math CST tests.

Our intent and our challenge is to continue to advance an academically rigorous program that doesn't just meet the minimum standards established by the district, but is differentiated and enhanced in a way that challenges and stimulates all students at Emelita Academy Charter. Differentiated Instruction increases academic persistence and success among students, especially when differentiation addresses specific areas of deficiency. Program features include: data-driven intervention by certificated teachers and paraprofessionals, differentiated instruction for every student commensurate with their instructional needs. Increased time on the right instructional task increases academic achievement. Emelita Academy's rigor includes: Language Arts instruction block, Mathematics instruction block, structured and school-wide intervention and enrichment program. Subject-matter comprehension and mastery requires application in varied situational contexts. These include: project and application components to academic coursework that requires transfer of key skills and knowledge, interdisciplinary studies and projects, writing across the curriculum, and real-life applications.

SEE ATTACHMENT D: Emelita St. CST Performance by Grade Levels

SEE ATTACHMENT E: Emelita St. Change in ELA CST % Sub Groups

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SEE ATTACHMENT J: Emelita St. Demographic & Academic Achievement Data of  
Current and Target Population

## **MISSION AND VISION**

### Mission

Emelita Academy Charter provides its diverse learning community opportunities to be empowered with self-confidence, academic achievement, social development, and the joy of learning. Students will be able to master the California Standards or Common Core State Standards for their grade level.

We are a diverse learning community that will embrace and practice the Pillars of Character by being safe, responsible, and respectful. Staff, parents, and students will serve as positive role models for academic and behavioral success.

Emelita teachers provide high quality, multi-tiered, student centered, data based approaches to improve and accelerate the achievement of all students.

Our school community supports and advocates shared responsibilities among stakeholder groups to ensure that every student is encouraged to reach their academic and social aptitudes. Parent involvement is encouraged and supported through whole school, classroom, and individual student activities.

### Vision

At Emelita Academy Charter our vision is to become a recognized school of excellence by providing an academically challenging program where students are able to achieve their greatest potential and become caring, responsible, contributing, well-educated citizens. Emelita Academy Charter is a place that fosters critical thinking, independence and creativity and gives our students the skills necessary to succeed in an ever changing world.

## **WHAT IT MEANS TO BE AN “EDUCATED PERSON” IN THE 21ST CENTURY**

The educational philosophy at Emelita Academy Charter is to prepare students to become productive members in a multi-cultural, global-oriented society. Our overall goal is to give students the skills necessary to succeed in tomorrow’s rapidly evolving world. 21st century learners must be prepared to think critically, make informed decisions, collaborate effectively, to remain intellectually flexible to gain insights from others and make connections across the curricula. Our programs will promote experiences that lead to meaningful, real-world opportunities to solve problems both individually and as well as with peers.

Students will evaluate and use information rather than simply memorizing facts. We will place an emphasis on multi-disciplinary, project based learning that encourages our students to make connections between the curriculum, the real world, and foster a love for learning.

Our students will build a deeper understanding of the logic and processes of science that will enhance the students' ability to make informed decisions about environmental, medical, and the ethical issues they will face as responsible citizens. Our students will appreciate and participate in the arts to discover the joy and personal power in artistic expression. Such practices are recognized to help develop and sustain curiosity, wonder, and creativity. All essential in developing the mental agility and willingness to adapt in the face of rapidly changing situations. Understanding the arts also leads to increased knowledge about the world and its people thus enabling them to appreciate the rich, vibrant cultures from around the world.

For the past 3 years we have been part of the Nutrition Network Grant and won the Healthy California Bronze level of recognition. Through this organization we have enhanced our health curriculum by bringing in a dairy cow from the Dairy Council, Southland Opera performances on healthy eating choices, and Chefs in the Classroom. With the help of parents, students have planted salad gardens from seeds to the table. This opportunity offers real life learning experiences to better practice healthy eating habits. With this knowledge, our students are gaining a deeper understanding of personal and public issues and how it affects their lives.

## **HOW LEARNING BEST OCCURS**

At Emelita Academy, we believe in a strong home-school partnership. Students learn best when they are active participants in constructing their own learning opportunities. They will engage in experimentation, exploration, and discover a safe, respectful environment. To establish partnerships Emelita incorporates a School-Parent Compact. This document outlines each of the stakeholders responsibilities.

Teachers will:

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet or exceed the State Standards or Common Core Standards for their grade level.
- Treat all children as unique individuals.
- Be highly qualified and trained in best practices.
- Have high expectations for each and every student.
- Respect cultural and linguistic differences among students.

- Provide assistance to students and parents, when needed, and hold parent conferences at least once a year.
- Assign homework that supports classroom instruction.
- Regularly provide information about student progress, contact parents as soon as possible when there is a concern
- Teachers make themselves available before and after school to meet with parents.
- Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities.
- Challenge students with thought provoking problems that require discussion, analysis, and process.

Parents will support their child's learning in the following ways:

- Monitor attendance by making sure their child attends school every day and on time.
- Provide a quiet, well-lit place for the child to study and supervise completion of homework.
- Attend parent-teacher conferences, Student Study Team meetings, and school events.
- Encourage positive attitudes about school.
- Help the child meet his/her school responsibilities.
- Provide nutritious food and a consistent bedtime (children need 9-10 hours of sleep).
- Read regularly to and with the child.
- Limit and monitor television viewing and video games so that the child is not exposed to violence or programs with inappropriate maturity levels.
- Encourage an active lifestyle and participation in physical activity (ride a bike, roller skate, take a walk).
- Communicate concerns, special circumstances or information about the child to the teacher/school that may impact his/her performance.
- Stay informed by reading all notices sent by either the school, District, or teacher and respond as appropriate.

Students will:

- Attend school regularly and on time.
- Read at least 20 minutes every day outside of school time.
- Complete school assignments and homework to the best of their ability.
- Come to class prepared.
- Limit television viewing and video games.
- Follow school and classroom rules.
- Show respect for teachers and other staff members.
- Respect the rights of other to learn without distraction and disruption.
- Take pride in the school.
- Always do their best.

- Encourage others.
- Never give up.

## **HOW THE GOALS OF THE PROGRAM ENABLE STUDENTS TO BECOME SELF-MOTIVATED, COMPETENT, AND LIFE-LONG LEARNERS**

Students at Emelita Academy will develop lifelong learning and inter-personal skills. They will develop positive social and community ethics and values. Emelita Academy recognizes and awards students who exhibit the Pillars of Character.

In addition, students learn to develop character, self-esteem, and a sense of responsibility through the following:

1. Leadership, Collaboration and Cooperation: Students will know and be able to demonstrate the adaptive and associative skills appropriate to their level. They will develop the skills necessary to become successful leaders and collaborators. Currently, Emelita Academy takes part of: Leadership Club, Nutrition Network Club, Gardening Club and Play Leaders Club; children, who teach peers to play fair, be safe, responsible and respectful in all school playground areas.
2. Goal Setting: Students will learn to set their own short-term and long-term academic goals in-keeping with their abilities and based on a high-level of expectations inherent in the school community. Students will be challenged to continuously set and re-evaluate personal goals. The setting is conducted through a teacher-student conference analyzing previous CST scores and setting goals and objectives.
3. Critical Thinking and Problem Solving: Students will learn to be effective problem solvers and will develop critical-thinking skills.
4. Self-Discipline: Students will learn to self-regulate their behavior and will respect and uphold the values of the community. Students will be taught the Emelita Academy Core Values of: Respect, Responsibility, and Safety. Students are awarded when demonstrated such values.
5. Citizenship: Students will learn and practice their civic rights and responsibilities, and will have an appreciation of their impact on the immediate community and the larger world. Emelita Academy holds Super Star Award Assemblies to celebrate students Achievements

The primary goal of Emelita Academy is to provide an innovative program that actively engages all students to embrace learning and elevate their social and learning skills. This program will instill the knowledge that through effort they can achieve their highest potential with the support of caring, dedicated, and professional teachers and staff to guide them on their journey. We wish to accomplish the following:

- Maximize student achievement, based on state academic standards, periodic assessments, oral presentations, and self assessment.
- Increase interactive, hands on learning opportunities for all students with an emphasis on enriched learning experiences that are differentiated for subgroups such as students working below grade level, identified gifted, English learners, and socio-economically disadvantaged.
- Encourage the use of innovative teaching methods and empower our teachers through targeted professional development.
- Provide families in the Emelita school community with an opportunity to shape the learning environment and contribute to the school's success.

#### Goal # 1-Proficiency for All

- Increase the percentage of students scoring proficient or advanced by 10% to meet safe harbor targets on the California Standards Test (CST) in both ELA and math sections for all significant subgroups.
- Increase the percentage of third graders scoring proficient in reading comprehension and literary response and analysis by 10% on ELA assessments

How the goals of the enable students to become self-motivated, competent, and life-long-learners:

- In-class, after school instruction/intervention and use of Teachers, Coordinators, Limited Contract Teacher, and Paraprofessionals
- Utilizing parent trainings, collaborating with after school care programs, parent/teacher workshops, school based and community outreach and referral of resources, and resiliency programs with students.
- Applied RTI strategies to identify “Good First Teaching” including scaffolds and differentiation as well as intervention with low performing students
- Conducted CELDT activities prior to testing to prepare students
- Use COST/SST/conferences to identify and monitor students not meeting benchmarks

- Use differentiated /targeted Tier 2 or 3 strategies to intervene school wide, grade level, in classrooms, and with individual needs/subgroups
- Professional development with teachers to improve ELA, Math, GATE, Thinking Maps, Common Core Standards, and incorporated Culturally Relevant and Responsive Education (CRRE) and integration of Technologies as well as ELD/SDAIE strategies
- Identify and monitor attendance factors such as absences/tardies/students that leave early and a transiency rate of 14.8% that contribute to the lack of stability and continuity of programs and intervention.
- Strategies to improve parent involvement/participation in conferences, SST meetings, report cards and interventions to improve home-school efforts to assist students in making gains academically, behaviorally and with attendance.

#### Goal # 2 -100% Attendance

Increase the percentage of students attending Emelita Elementary School 96% of the time from 55% to 68% over the next three years (2011 to 2014)

How the goals of the enable students to become self-motivated, competent, and life-long-learners:

- Staff attendance has steadily increased (11% over two years) due to monthly recognition and conferencing
- Kindergarten and special education students consistently have higher absenteeism
- Overall, student attendance has become higher by 12% over the past two years

#### Goal # 3- Parent and Community Engagement

Increase the percentage of parents talking to their child's teacher from 50% to 64% by increasing access of parents to teachers through the Emelita website, email, or continuing to communicate early in the school year through conferences, and by increasing communication through different languages beyond Spanish/English.

How the goals of the enable students to become self-motivated, competent, and life-long-learners:

- Errors in data may explain lack of parent responses in previous year
- With 21 languages spoken at Emelita, this may explain lack of participation in The School Experience Survey
- Based on the Emelita Needs Assessment, Emelita Academy will employ wider reaching strategies to improve parent participation, school wide

- Economic conditions in community may have affected availability of attending school events on a regular basis or to obtain information
- Parent Conference Attendance /Sign In sheets confirm that 94% of students had parent participation for report card conferences, either in person or by phone, in Nov. 2012.

#### Goal # 4 School Safety

Increase the percentages of students attending Emelita Acedemy by utilizing alternatives to suspension and preventative/proactive practices to increase positive behavior and decrease suspension rates from 8 per year to 6 in 2014

How the goals of the enable students to become self-motivated, competent, and life-long-learners:

- Response to Intervention Services will be directly provided to individuals whom may have been suspended multiple times
- Based on data collected from a Needs Assessment Survey: there was a high rate of students (90%) that feel safe at school that has remained stable over the last 3 years
- Factors include better responses to suspension alternatives, the formation of the Behavior and Safety Committee, and Response to Intervention techniques to improve strategy building between school and home.

### **DESCRIBE A TYPICAL DAY (Narrative)**

Emelita Street School was founded in 1953. We are a great little LAUSD neighborhood school with wonderful kids and enthusiastic parents. We are located in Encino and have been a beloved neighborhood school for decades. To ensure that all our children reach their maximum potential, we at Emelita provide a standards' based core curriculum. Our goal is to instill in all our students critical and creative thinking skills within a community that fosters respect and responsibility.

The front and side gates are unlocked at 7:40, whereupon students either make their way to the cafeteria for breakfast, or to the yard to wait with their class where there is supervision. Every student has the opportunity to get some morning exercise by walking the track. The first bell rings at 8:05 and the students are expected to be at their line where their teachers meet them to take them to class. At this time, parents are asked to leave the campus so the teachers can begin the school day. Students are in the classroom ready to begin the day when the 2nd bell rings at 8:10. On Fridays, there is a school-wide morning assembly beginning with the flag salute. The Principal greets the students and parents, with announcements. Special programs are introduced to the

students at this time, as well as receiving prizes for submitting raffle tickets for being caught being “Responsible, Respectful, or Safe”.

Each morning one might notice the Principal and other adult staff leading a grade level in physical education activities while that grade level of teachers is having grade level planning time. This activity enhances the physical education activities that follow grade level curriculum throughout the week.

Once in the classroom, the students are greeted with warm-up activities to review previous learning tasks. The instructional day is divided into three instructional blocks. The morning block is from 8:10 until recess. First recess is kindergarten, 2nd grade, and 4th grade from 10:00 – 10:20. Second recess is 1st grade, 3rd grade, and 5th grade from 10:25 – 10:45. The second block of time is after recess until lunchtime at 12:00 noon. One half of the students eat from 12:00 – 12:20, while the other half is playing. Then the students reverse eating and playing from 12:20 – 12:40. The third block of time is after lunch until dismissal at 2:33 pm. Tuesday is a banked day, and release time is 1:33 pm.

In the classrooms, visitors will see students actively engaged in learning, from the moment they walk into the classroom. Different methodologies are used within each classroom to enable all students to learn in different modalities. Rigorous standards-based instruction is presented to the students in both whole group and small group settings. The daily agenda is posted in all classrooms so all students are aware of what will transpire throughout the day. The English Language Arts program is taught utilizing the Treasures curriculum, whereas the math curriculum is taught utilizing Envision. Currently, these programs are enhanced by internet programs available to all students through i-Ready, Math Facts in a Flash, as well as the online versions of Treasures and Envision. Each student has their own password and the teacher can monitor each student’s progress. This enables them to work on it at home or the public library, in addition to in-class.

Every class visits the science lab once a week, and conducts experiments with materials set up by a science center aide. The Foss curriculum material is district approved, and the material boxes are replenished when necessary in order to have all materials handy.

The classroom curriculum is enhanced by the arts program at Emelita through music, dance, art, and drama. A music teacher arrives every Wednesday, and classes have the opportunity to work with the teacher to learn music skills, such as reading the notes and understanding different types of music. This teacher assists all grade levels for the two major presentations: Winter Celebration and All for Freedom. In addition we have a recorder class for 3rd through 5th graders. The dance instructor teaches International Dance, which assists with each class or grade level presenting a dance for the yearly International Dance Festival held in the spring. Many classes enjoy learning how to do improvisation, learn how to read through scripts, and create characters in the drama

class. Art classes teach multi-media approaches and are enhanced by projects in the classroom.

There are several special education programs on campus to support students with special needs. There is a full-time resource teacher and three special day classes. Each of these classes has a full-time assistant to help the students address their individualized needs. In addition to these special education classes, Emelita offers intervention classes to students during the day and after school. The groups are comprised of students who are struggling and have trouble performing at grade level. Every teacher is trained to work with English Language Learners (ELL), and a separate group time is given for the ELL program in all classes with ELL students.

There are several after school programs on campus that are available to families, both free of charge, and paid. Creative Kids is both, a before school, and after school, program that is available to all grade levels for a fee. This enables working parents to drop off their children before the 7:40 morning bell. Keep Youth Doing Something (KYDS) and Youth Services (YS) programs are available for 2nd – 5th graders, and offer homework time as well as organized activities. This program is offered after school until 6:00 pm. In addition, there are several specialized enrichment programs offered through Peak Adventures, for a fee, such as Lego Club, Cooking, and Mad Science. These classes are offered over a six week period of time.

Emelita Elementary School is proud to be a part of the Network for a Healthy California program that is run through LAUSD as The Nutrition Network. Each month the students are exposed to different types of fruits, vegetables, and legumes in the classroom. Part of this grant program allows the school to receive many wonderful programs. For example, this year the Southland Opera will be doing three performance of “Indy Jo and the Template of Health” for our students to learn about how to read food labels and how to determine calorie, sugar, and fat content. We will also be conducting a community health fair on campus in the spring where the Emelita community will learn about healthy choices and fitness, as well as have a Farmer’s Stand.

Emelita has an active Parent Center which is staffed several days a week. Ongoing parent training is available, as well as “Coffee with the Principal”. There are several computers available in this room so parents have the ability to see what programs are available to their students. There is an active PTA group on campus which holds many fun activities throughout the year, such as the Halloween Fright Fest, and sponsoring assemblies that are brought to the school. They help support class field trips, and classroom activities.

## **DESCRIPTION OF INSTRUCTIONAL PROGRAM AND CURRICULUM**

Instructional Framework, Delineation of the Core Subjects, and Innovative Components:

Emelita Academy teachers are professionals who continually refine their skills through current educational research and best practices.

### Instructional Framework

Emelita's curriculum is based on the Common Core, California State Standards and Associated Frameworks in language arts, mathematics, science, social studies, visual and performing arts, technology, and physical education. The curriculum meets all state and LAUSD standards. The Charter School assures that the school will transition to and implement the Common Core State Standards. The school will develop a plan to address instructional shifts and professional development. Emelita teachers and staff believe that powerful learning and addressing the needs of its student population are best accomplished through a balanced program, which combines curriculum centered and student-centered instruction. Systematic direct instruction, guided practice, and the application of skills through an expansive reading selection, ensures that all students are exposed to state and District-mandated standards. Subsequently, addressing multiple intelligences (Howard Gardner), through the use of experimental and open-ended (Bloom's Taxonomy), inquiry-based learning produces self-motivated and well-balanced learners. We believe that integrating these modalities will help our students to become analytical (Sandra Kaplan) as well as creative thinkers.

### English Language Arts Framework

English language arts incorporate the strands of reading, writing, listening, and speaking as well as making inferences and generalizations. The English language arts framework for K-3 students is to acquire foundational skills in (1) fluency and decoding multi-syllabic; (2) exposure to narrative and expository text, recall sequence, main ideas, and supporting details; and (3) write compositions that describe familiar events and experiences by constructing complete, correct sentences. In addition, students must be able to give oral presentations. The English language arts framework for grades 4 -5 students is to (1) evaluate structural patterns of text; (2) achieve an effective balance between researched evidence/examples to support arguments, and differentiate between fact and opinion; and (5) identify sequence of activities.

### Math Framework

The mathematics framework focuses on understanding the structure and logic of mathematical concepts. Through interacting with and manipulating materials,, studnets will clarify and demonstrate their understanding of mathematical ideas in reading, writing, listening, and speaking. Problem solving is an essential element of mathematics. Student must be able to approach problem solving using reasoning, and

critical thinking strategies. Students have multiple opportunities to solve math problems utilizing various methods such as explaining, reasoning, and application.

### Science Framework

The science framework consists of an emphasis on the three strands which include Life Science, Physical Science, and Earth Science. The scientific method is used to develop hypotheses, test hypotheses through observation, investigation, and recording to form conclusions based upon results and make generalizations. Validity is based upon repeated testing and evaluating those results. Students develop a strong “inquiry based” approach to the sciences.

### History Social Science Framework

History and social science framework emphasizes historical events and important people, awareness of chronological and geographical content, and points-of-view. Students develop an understanding to “think like a historian,” to deliver presentations citing primary and secondary sources.

### Arts Framework

The arts framework incorporates an appreciation of the arts through the various disciplines. It allows students to express themselves through dance, theater, visual art, and music.

### Health Framework

The health framework places an emphasis on developing lifelong, positive, health-related attitudes and behaviors. It promotes healthy bodies and well-being into adulthood.

### Physical Education Framework

The physical education framework focuses on the benefits of regular physical activities, improve gross motor skills, and build new skills through developmental appropriate activities.

### Delineation of the Core Subjects

Emelita will follow State and Common Core Content Standards in the following areas: English Language Arts, English Language Development, Mathematics, Social Studies, Health, Physical Education, the Arts, and Science. We follow these by using the state adopted programs approved by LAUSD.

### English Language Arts Curriculum

Emelita's students receive instruction in language arts which incorporates the strands of reading, writing, listening, and speaking. The curriculum is implemented through the use of a variety of instructional materials that may include state adopted and staff selected textbooks and resources, supplemental instructional materials, and core literature selections that are aligned with the State Framework, State Standards, and Common Core Standards. Students will have multiple opportunities to work and learn independently, in pairs or small groups, and as part of a larger group. Students will make connections, predict, visualize, question, summarize, and evaluate with core, or other literary texts, and through a variety of cultural perspectives. Emelita Academy recognizes the importance of including Culturally Relevant and Responsive Education for diverse learners. Currently, Emelita utilizes the newly adopted California Treasures Reading Program as its primary tool for language arts instruction. Students receive Specially Designed Academic Instruction in English (SDAIE) in addition to online intervention academic programs ( i.e., i-ready and Dynamic Indicators of Basic Early Literature Skills(DIBELS))

### Mathematics Curriculum

At Emelita, all students will understand the structure, logic, and real world application of mathematics. Through interacting with and manipulating materials, reading, writing, listening and speaking, students will clarify and demonstrate their understanding of mathematical concepts. Problem solving is an essential element of the mathematics program and all students will be instructed how to approach the steps of problem solving, beginning with identifying the facts, pertinent information, variables and the different ways in which to solve the problem, such as drawing pictures, making diagrams, sets, using manipulatives, or working backwards. Students will be challenged with meaningful, real world and complex problems that require the use of higher level thinking skills, and will be encouraged to create or develop their own problems for the class to solve.

Teachers will employ various teaching methodologies beginning with concrete experiences designed to have students make connections with prior learning and build upon that foundation through the use of abstract reasoning and problem solving. The standards will be addressed through the use of a variety of materials and resources that may include state adopted and staff selected textbooks that are aligned with the State Framework, State Standards, and Common Core Standards. Supplemental instructional materials and manipulatives will be incorporated to extend conceptual, procedural, and reasoning knowledge. Currently, Emelita utilizes the enVision mathematics program from Scott Foresman as the primary tool for mathematics instruction.

### Science Curriculum

The science curriculum at Emelita consists of concentration on the three strands of Life Science, Physical Science and Earth Science. Students will be instructed using the scientific method to conduct scientific inquiry; develop hypotheses, to test their hypotheses through observation, investigation, and recording to form conclusions based upon their results. The science curriculum will be implemented through the use of

various materials that may include state adopted and staff selected textbooks. Furthermore, the science program will be expanded upon and enriched by providing teachers with the discretion and the flexibility to incorporate supplemental instructional materials into the curriculum.

Currently, Emelita utilizes the Full Option Science Series (FOSS) from Delta Education, FOSS Resource Book and its state adopted textbook as the primary tool for science instruction to support students in meeting all state standards. FOSS kits are used in kindergarten through fifth grade. Commercial publications and teacher created materials will also be used as additional resources to deepen students' knowledge in understanding the state standards in science.

### History/Social Science Curriculum

History and social science curriculum include activities and lessons throughout Emelita integrate technology, language arts, and the visual and performing arts. Frequent and varied opportunities are provided for students to learn about the contributions of the various ethnic populations in Los Angeles, California, The United States, and the world. Students at Emelita celebrate the commonality of languages, ideas, customs, beliefs, and heritage that exist among all cultures. Thus it enriches their perspectives of the multicultural world in which they live. The resonance of history and social science are brought to life at Emelita through a rich tapestry of activities across the grade levels. Fifth grade students write reports about the rich history of the United States of America and present oral reports and PowerPoint presentations. Native Americans are brought to life in the third grade through their interaction with Native Americans. Second grade students bring biographies to life and find the joy in discovering and understanding their ancestry culminating the school year with a cultural feast. First Grade, works on concepts of citizenship by observing elections. The history/social science curriculum will be implemented through the use of a variety of materials that may include state adopted and staff selected textbooks. In addition, the program will be expanded and enriched by providing teachers with the flexibility to incorporate supplemental materials and visual arts, dance, and theatre into the curriculum to assist every student in meeting and exceeding the content standards. Currently Emelita utilizes Scott-Foresman as the primary tool for instruction for in history/social sciences.

### Arts Instruction

Students at Emelita are exposed to all disciplines of arts instruction as outlined in the California State Standards. Through active, hands-on experiences, students explore dance, theatre, music, and the visual arts. Music is presented through weekly music lessons by a music teacher as well as in-class instruction. Theatre is taught through connections to literature, science, and social studies. Opportunities are provided in all classes for students to express themselves and demonstrate core curriculum knowledge on the classroom stage. The visual arts are taught and experienced using a variety of programs and tools which enable Emelita teachers to connect the visual arts across the curriculum.

## **Teaching Methodologies:**

Emelita Academy Charter's proposed authentic teaching methodologies K-5 are framed around differentiated, experiential, and inquiry-based instruction, through thematic units in a cooperative and whole group setting. Supporting these methodologies, Emelita's teachers will utilize departmentalized instruction to provide professional development by grade-level experts and instructional leads. All our methodologies will be supported by authentic assessments utilizing district, teacher-created, performance, and publisher assessments. Emelita Academy teachers, as well as the leadership team, will use current research and student data to drive instruction, using best teaching practices while utilizing rigorous conceptual learning at each grade-level. Standard methodologies include:

**Academic Rigor-** Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts.

**Clear Expectations-** Teachers clearly define and articulate state standards in "student-friendly" language to ensure academic goals are attained.

**Collaborative Groupings-** Teachers create small groups in order for students to interact with their peers. Students share their thinking processes to maximize collaborative learning. Cooperative groups promote diverse perspectives, student-centered learning, and teamwork.

**Criteria Charts/Rubrics-** These tools help focus students to effectively meet and exceed teacher expectations and objectives of the assignment. Charts/rubrics are based upon curricular standards and objectives.

**Direct Instruction-** Teachers use carefully planned direct instruction to teach standards-based lessons.

**Guided & Independent Practice-** Teachers provide students with adequate time to be successful at demonstrating their understanding of the concepts or skills being taught.

**Small Group Instruction-** Teachers create small groups to target students who need extra instructional time as well as preview and review.

**Differentiated Instruction-** Teachers provide lessons and assignments within the core curriculum that allow students to perform at their appropriate academic levels while maintaining or exceeding state standards.

**Higher-Level Thinking-** Teachers design lessons that develop critical thinking skills, which help to solve complex problems with depth and complexity. Students are

encouraged to utilize the highest stages of Bloom's Taxonomy, such as synthesis, analysis, and evaluation.

Integration of the Arts- Teachers and curriculum specialists use drama, dance, music, and visual arts to enhance their students' thinking and learning experiences.

Experiential Learning - Learning by doing. Students relate to the curriculum through participating in drama, field trips, labs, simulations, and experiments. It is through these involvements that a student processes, analyzes, and conceptualizes knowledge.

Project-based learning - is an instructional strategy that challenges students to discover answers to their questions through real world investigations and communicating their findings through 21st century technology.

In addition, Emelita Academy will adhere to LAUSDs proposed instructional framework and teaching methodologies.

### **Scope and Sequence and Different Subjects the School Plans to Teach:**

All components of the Emelita Academy curricular plan conforms to all core curricular frameworks including but not limited to language arts, math, science, social studies, health, art, and physical education for California public schools. All instruction will be standards-based and assessed by the California standards tests as scheduled by the Department of Education and the Los Angeles Unified School District. The Charter School assures that the school will transition to and implement the Common Core State Standards.

#### English Language Arts Curriculum

All Emelita Academy students receive instruction in language arts, which incorporates the strands of reading, writing, listening, and speaking. The curriculum is implemented through the use of an array of materials that may include state adopted and staff selected textbooks and resources, and core literature selection that are aligned with the State Framework, State Standards, and Common Core Standards. Students have multiple opportunities to work and learn independently, in pairs or small groups, and as part of a larger group. Students make connections, predict, visualize, inquire, summarize and evaluate with core, or other literacy texts, and through a variety of cultural perspectives. Emelita Academy recognizes the importance of including Culturally Relevant and Responsive Education for diverse learners. Currently, Emelita Academy utilizes the MacMillan/McGraw-Hill California Treasures K-6 Reading Program as its primary tool for language arts instruction.

The following is a list of activities that some of our grade levels may participate in throughout the school year:

- Read Across America/ Dr. Suess' Birthday celebration: Students read books by

Dr. Seuss, in their pajamas, make Cat in the Hat hats, eat green eggs and ham, and creatively write rhymes of their own.

- Read to Succeed volunteers read weekly with specific students to boost confidence, comprehension, and fluency.
- Cross age reading occurs when upper grade students partner with primary students to build fluency and the joy of reading.

## Mathematics Curriculum

At Emelita, all students will understand the structure and logic of mathematics. Through interacting with and manipulating materials, reading, writing, listening, and speaking, students will clarify and demonstrate their understanding of mathematical concepts. Problem solving is an essential element of the mathematics problem and all students will be instructed how to approach the steps of problem solving, beginning with identifying the facts, pertinent information, variables and the different ways in which to solve the problem, such as drawing pictures, making diagrams, sets, using manipulatives, or working backwards. Students will be challenged with meaningful, real world, and complex problems that require the use of higher level thinking skills, and will be encouraged to create or develop their own problems for the class to solve.

Teachers will employ various teaching methodologies beginning with concrete experiences designed to have students make connections with prior learning and build upon that foundation through the use of abstract reasoning and problem solving. The standards will be addressed through a variety of materials and resources that may include state adopted and staff selected textbooks that are aligned with the State Framework, State Standards, and Common Core Standards. Supplemental materials and manipulatives will be incorporated to extend conceptual, procedural, and reasoning knowledge. Currently, Emelita Academy utilizes the enVision Math program from Scott Foresman as the primary tool for mathematics instruction.

The following is a list of activities that different grade levels have participated in throughout the school year:

- 100 Days of School students create a 100th day project and collect 100 cans of food to donate at a local shelter
- Kindergarten collects 100 items to bring to school for counting and building activities, culminating with a parade
- Students will use toy money and dollar store items to create a business community. This includes hands-on activities like “store,” restaurant,” and “bank” to reinforce counting, commerce and integrate vocabulary, role-playing, and theater.
- Students will integrate physical education exercises and musical rhythms into the math pattern units.

## Science Curriculum

The science curriculum at Emelita consists of an emphasis on the three strands, which include Life Science, Physical Science, and Earth Science. Students will be instructed using the scientific method develop hypotheses, to test their hypotheses through

observation, investigation, and recording to form conclusions based upon their results. In addition they will test validity based repeated results. The science curriculum will be implemented though the use of various materials that may include state adopted and staff selected textbooks. Furthermore, the science program will be expanded upon and enriched by providing teachers with the discretion and flexibility to incorporate supplementary materials into the curriculum.

Currently, Emelita Academy utilizes the Full Option Science Series (FOSS) from Delta Education and its state adopted textbook as the primary tool for science instruction to support students in meeting all state standards. FOSS kits are used in kindergartern through fifth grade. Commercial publications and teacher created materials will also be used as additional resources to deepen students' knowledge on understanding the state standards in science. Science is made more hands-on with these activities that different grade levels participate in throughout the school year:

- Students plant seeds in the class garden where they monitor growth and care for the plants by weeding and watering
- Field trips to the Los Angeles Zoo, California Science Center, Santa Monica Pier Aquarium, California Museum of Natural History and other locations allow students to learn outside of the classroom.
- Science videos geared to Kindergarten
- Reinvigorate planting beds outside library and add more planting beds to campus

#### History/ Social Science Curriculum

The History/Social Science curriculum will be implemented through the use of a variety of materials that may include state adopted and staff selected textbooks. In addition, the program will be expended and enriched by providing teachers with the flexibility to incorporate supplementary materials and visual arts, dance, and theater into the curriculum to assist every student in meeting and exceeding the content standards. Currently Emelita Academy Utilizes History Social Sciences by Scott-Foresman as a primary tool for instruction in history/social sciences. History and social science are brought to life at Emelita Academy through a rich variety of activities across the grade levels:

- Our school-wide Multicultural Fair, where students and classess construct projects and diplays reflecting the diverse cultures represented at Emelita Academy. Samples of food from around the world as well as music are part of this annual event.
- Thanksgiving Feast: classes culminate their learning about the Pilgrims and Native Americans with their very own Thanksgiving Feast, dressing up and reenacting the first feast, as well as craft activities such as “beaded” necklaces, dream catchers, and weaving.
- Fifth grade students travel to Riley’s Farm where they participate in reenactments of life during the colonial period
- Gold Rush Day teachers about the “rush” of people who traveled across America to “Strike it rich” in the hills of California
- Native Americans come to life during a field trips where the students listen to stories,

explore lodgings, music, and culture, as well as create a craft based on Native American legend

- Students present a biography in first person, dressed in character.
- Students bring biographies to life by discovering and understanding their ancestry through oral presentation of family heritage
- Students create a “flat version” of themselves and mail it anywhere in the world. This Flat Stanly project allows students to learn about geography, other cultures and mapping skills
- Students learn about major symbols in American history by creating a three dimensional abstract object of an assigned symbol which includes an oral presentation
- Kindergarten farm trip

Activities and lessons throughout Emelita Academy integrate technology, language arts, and the visual and performing arts. Frequent and varied opportunities are provided for students to learn about the contributions of the various ethnic populations in Los Angeles, California, the United States, and the world. Students at Emelita Academy celebrate the commonality of languages, ideas, customs, beliefs, and heritage that exist among all cultures, and it enriches their perspectives of the multicultural world in which they live through our school-wide Multicultural Fair. The following are examples of the contributions of the various populations in Los Angeles.

- Kindergarten students create Chinese
- Lion Dance and other cultural dance assemblies
- Kindergarten cookbook with recipes from around the world.

#### Healthy/Physical Education Instruction

In both health and physical education instruction, Emelita promotes positive awareness of healthy behaviors. Health is presented through lessons that focus on personal health, safety, drug awareness, growth and development, and good nutritional choices.

- The following is a list of activities that different grade levels participate in throughout the school year:

Red Ribbon Week is taught by encouraging classes to participate in a wide variety of school activities. These are supported through lessons in the classroom to reinforce saying no to drugs and yes to healthy choices. Some of these activities include, but are not limited to, placing red ribbons on the perimeter gate to spell out “say no to drugs,” door decorations to promote healthy options instead of doing drugs, songs and poems, as well as other spirit/awareness building opportunities

- Lessons are taught that support growth and development, body systems, and identifying risky behaviors
- Kindergarten to fifth grade use the second step program to role-play and open discussions about problem solving, conflict resolution and empathy.
- The Dairy Council provides California schools with a program that educates about food groups, healthy eating habits and exercise and their effects on the mind and body

Physical education focuses on instruction that facilitates gross motor skill acquisition. In addition, it allows students to acquire benefits and maintain his or her physical, mental,

and social well-being. Emelita Academy psychomotor programs' objectives are to build strength, develop skills, promote self-esteem, and encourage development of the six pillars of character.

Assess students' knowledge of body parts through language arts we explore and analyze the five senses. Teachers provide activities that develop gross motor and hand-eye coordination, character count principles, including taking turns, fair play, good sportsmanship, honesty and safety.

## Arts Instruction

Students at Emelita Academy are exposed to all disciplines of arts instruction as outlined in the California State Standards. Through active, hands-on experiences, students explore dance, theater, music, and visual arts. Music is presented through weekly music lessons by a music teacher as well as in-class instruction. Class sets of instruments are used as well as a wide-range variety of recorded music for listening appreciation. Theater is taught through connections to literature, science, and social studies. Opportunities are provided in all classes for students to express themselves and demonstrate core curriculum knowledge on the classroom stage. The visual arts are taught to connect experienced using a variety of programs and tools, which enable Emelita Academy teachers to connect the visual arts across the curriculum. Instruction takes place in the classroom and outdoors. Students learn about dance by practicing and performing culturally relevant dances and ballroom dance instruction. As an Arts Program school, Emelita Academy has teachers lead professional development to continue expanding Arts education in our school.

The following are some activities that different grade levels have participated in through the school year:

- Music instruction is provide one day a week through the school year and a semester each of Theater and Visual Arts provided through the LAUSD Arts Branch.
- Many teachers bring vocabulary to life by acting out new vocabulary words
- Singing and dancing at winter and spring performances

## **How the Curriculum Addresses California Content Standards:**

### Common Core:

Charter School assures that the school will transition to and implement the Common Core State Standards and Smarter Balanced Assessments according to LAUSD established timelines.

### How the Teaching Methodologies and Instructional Program Address the Needs of the Targeted Student Population:

In the general education setting at Emelita Charter Academy, students are taught in self-contained classrooms with one general education teacher. Teaching assistants are funded through the budget process and provide support for students in the general education classroom. In the general education setting, teachers and students receive

support from the Resource Specialist Teacher as indicated to help the students access the curriculum using accommodations and modifications outlined in the student's Individualized Education Plan (IEP). Resource Specialist Program service delivery may consist of teacher consults, working in the classroom with the student, or small group specialized instruction in another setting. The related services of adapted physical education, occupational therapy, physical therapy, deaf and hard of hearing and speech therapy follow the same types of delivery models as well. All Related Services are provided by appropriately certificated LAUSD personnel. These specialists are also available to consult with teachers and parents if there are concerns with other students.

At grade level meetings, teachers discuss best practices and seek ideas from one another to provide a wider range of differentiation strategies to address student needs. Special education teachers participate in grade level planning meetings and also share their expertise and ideas for differentiation.

The students at Emelita Academy Charter also benefit from 'alternate' learning opportunities/environments such as field trips and assemblies that enrich and extend student knowledge as they apply their classroom knowledge in related activities.

#### How the Curriculum Addresses California Content Standards for Grades K-5

The following is a description of the original program today, how each element is fully integrated into the curriculum, and the evidence of research that supports the value of this approach to educating a diverse student population.

Enrichment programs are fully incorporated into the appropriate grade level curriculum for all grade levels and meet or exceed the established California Content standards. Qualified specialists teach these programs, which include dance, fine arts, music, physical education and lab, are currently hired through a collaborative process involving the PTA with input from the principal. This collaboration continues each year when the administration, faculty, and PTA schedule instruction in these specific areas into the school day so that every student in our diverse population has the opportunity to participate.

- Our entire school community focuses on a rigorous curriculum that exceeds the state content standards for all core curriculums.
- Students will use Sandra Kaplan's Depth and Complexity icons to reach all core curriculum areas.
- Students will show a commitment to connect subjects across the disciplines.
- Students will use strategies to encourage differentiated learning.
- Students will integrate and view subjects and situations through the eyes of a disciplinarian.
- Multi-Cultural day, display cases, and art gallery walks that involve many people in our community.
- The physical education program provided to all grades is a supplement to the state standards, which the teachers and psychomotor paraprofessionals implement. This enrichment element is an important component to providing our students with a

healthy mind and body. This program also enhances the concepts of weekly games, skill lessons, team sports and good sportsmanship while incorporating fairness in competition. We understand the importance of integrating the theory of physical education with organized and structured play.

- Access to a regular physical education program can enhance all aspects of development including academic performance, movement knowledge, motor skills, and self-esteem. These benefits can be achieved through a quality physical education program. For optimum results programs should be regular, frequent, developmentally appropriate, success-oriented, and instructed by trained physical education teachers. (McKenzie, Sallis, Faucette, Roby, and Kolody, 1993). During Psychomotor time, grade levels meet to plan grade and school-wide enrichment.
- During Psychomotor time, grade levels meet to plan grade and school-wide enrichment.
- Field trips for curricular areas are enthusiastically supported.
- Our library is stocked with enrichment media to supplement our curriculum.
- Students will utilize all learning modalities (kinesthetic, visual, and auditory) in all disciplines.
- Many enrichment after school classes are offered on our campus throughout the year. Examples: Mad Science, Sky High Dance and many more.
- Emelita Academy Charter School will seek to continue to provide this additional enrichment programming for all students in the future.

#### Language Arts

- All grades provide opportunities for advanced students to participate in accelerated reading groups that explore literature extensions where the students read a book and collaboratively create a product that shares the story with the other students in the form of something creative like a puppet show, short reader's theatre, Author's chair or movie box.
- Students will use the Write from the Beginning Program to promote advanced written products.
- Students will use Thinking Maps and other graphic organizers to arrange their thoughts and make connections to enhance and support their writing process.
- Develop students' critical reading, writing, listening, and speaking skills to support academics across disciplines.
- Enhancing reading using Treasures, SDAIE strategies, and Depth and Complexity terms prompts to analyze depth and complexity.
- Critique, justify, and theorize in compositions/writing across disciplines.
- Develop students' grammar, spelling, oral speaking, and active listening skills through embedded across curriculum.
- Apply vocabulary development in written, oral, illustrated, and dramatic format.
- Demonstrate critical thinking skills specific to Bloom's Taxonomy.
- Write across all genres specific to grade-level standards including narratives, poetry, writing, letters, imaginative narratives, folk tales, fairy tales, persuasive essays, and biographies.

## Math

- Students have access to resources in the enVision Math Program such as practice work, enrichment work, practice quizzes, and videos that support understanding and show math used in everyday life.
- Students in all grades use manipulatives, games, and math tools to encourage a deeper understanding of content.
- Teachers will enhance mathematics using enVision series enrichment materials and website, Touch Math, Marilyn Burns and Marcy Cook.
- Teachers will focus on developing all students' skills necessary to solve word problems.
- Students will develop mathematic proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes.
- Students will develop an understanding of the concepts of computations, patterns, functions, geometry, statistics, and probability.
- Apply math skills to daily problem-solving situations.

## Science

- Our school uses an experiment based FOSS Science program that is well-structured and exciting.
- We are constantly improving our Science curriculum.
- The sciences are taught as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels.
- The scientific method is taught and practiced throughout our grades.
- Students are encouraged to understand the need for eco-friendly products and life-changes to improve our local and global community.
- Teachers will help students learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness.

## Social Studies/History

- Students will understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods.
- Through critical thinking skills, students will relate historical events over time and be able to find parallels and patterns.
- Students will interpret geographical and historical information to draw conclusions.
- Students will understand cause and effect of historical events.
- Using role-play and interactive units, students will gain first-hand experiences.
- The school produces an elaborate yearly winter musical program.
- Multicultural days are observed through many curricular activities.
- We have Multicultural Day, heritage presentations, and an international food and artifact museum.
- Holiday performances are scheduled.

## Technology

- All classes have been updated with ELMO, Document Readers, and Laptops.
- We are building capacity in classrooms with adding iPads, iTouches, and Kindles.
- All classes have computers and printers.

## Arts

- Students are exposed to the arts and learn to think creatively and solve problems by imagining various solutions and rejecting outdated rules and assumptions.
- We have extensive programs that include all students.
- Teachers work collaboratively to promote the four areas of art education: dance, music, theatre, and visual arts.
- We have participated in the arts program for several years so that every teacher has experienced having a master teacher in the four areas of art in 12-week rotations so that we are now considered teacher trainers.
- The Reflections Program in conjunction with the PTA is an annually anticipated event for all grades, and we have produced many statewide winners over the years.
- We currently have a once-a-week music teacher that services classes in artistic perception, creative expression, aesthetic valuing, recorders, note recognition, and math- related note lessons.
- We have several murals completed, beautifying our school, and we have future plans for additional murals. All of our arts activities are designed to integrate subjects with other core curricular subjects.
- The music curriculum at each grade level supports the language arts, social studies, and science curricula while meeting the California State Music Standards.
- Since music training supports the brain's ability to process sights and sounds, it may help support emergent literacy skills for all students. Since children are naturally drawn to music activities, music education may be a uniquely effective way to help develop their reading ability.
- Music is also based on mathematical principles and proportions. When young children sing even the simplest songs, they absorb elements of math, measured patterns of tones, rhythms, and words without realizing it.

## Intervention

- DIBELS is used specifically to assess students' knowledge to promote targeted interventions.
- Teachers and paraprofessionals work daily in class with at-risk students in small groups or individually throughout the school day.
- A Learning Lab, pull in and pull out, is supported with our Resource Specialist, Resource Specialist Aide, and intervention paraprofessionals to help support all students who are not meeting grade level standards in English Language Arts or Mathematics.
- After school math intervention is provided to students in grades third through fifth to increase their understanding and easy access to basic facts in addition, subtraction, multiplication, and division and the application of those facts to grade level materials.
- After school English Language Arts intervention is given to students who need additional support to attain grade level standards.
- Credentialed limited contract teachers may be used to evaluate, support learning with use of classroom teacher's lessons, monitor, and report progress for any students who are not already participating in our Resource Program, but are struggling to meet academic grade level standards.

- Students who receive a one on their Report Card in Homework are part of an intensive intervention Homework Group that is monitored daily by their teacher and parent and weekly by the Coordinator.
- Additionally, an after school Homework Club is provided with an aide and peer group support.
- Counseling services may be offered to students who need more intensive emotional support either on campus or outside of campus depending on the desire of the parents.
- We encourage and provide time for parent and community volunteers to help support our students who need additional one to one support

#### Parent Communication

- Frequent recorded telephone messages are relayed from our principal, coordinator, SAA, and staff regarding current events and concerns.
- A detailed and informative monthly newsletter goes to every family.
- The school website is updated with class and campus information, links, and videos.
- Daily Agenda planners may be provided for homework assignments and teacher/parent communication.
- Assessment scores for Treasures, Math Quarterly Assessments, and other academic tests are sent home.
- Academic progress reports/ warning notices are sent in time for intervention to improve situations and teacher/parent communication.
- Open policy for access to our principal to facilitate communication.

#### Grade Level Curriiculum Activities

##### Kindergarten Activities

##### Language Arts

- Integrated across curriculum
- Students will have a daily journalizing activity with phonetic spelling with emphasis on conventions, writing whole words c/v/c words, high frequency words, and words with long vowels and diagraphs.
- Dictation, Science/Social Studies
- Teachers introduce the Writing Process by applying Thinking Maps and graphic organizers which leads to writing up to three sentences on topic by year's end.
- Students will perform oral presentations and learn to speak publicly.
- Rainbow words- high frequency word lists
- Cross curriculum daily writing
- Literacy centers, songs, games, activities, share-oral presentations
- Supplemental literature
- Bring stories to life / theatrical
- Realia from home connection

##### Math

- Extending patterns
- Use of money as part of morning business
- Advanced place value instruction - 100th day

- "Zero the Hero" program is used to promote base 10 understanding
- Graphing is used daily- tally, bar, and pictographs used to enrich understanding of comparisons
- Daily calendar standards review
- Math Centers, games, manipulatives
- Cross curricular activities

#### Science

- Hands on scientific method, experiments
- Live organism observations, study
- Region- theme related units for instruction
- Nature walks/ studies

#### Social Studies

- Multicultural Holiday Celebration
- Cross-curricular instruction and activities
- In depth discussion of people, places, cultures from around the world from now and long ago

#### Technology

- ELMO system allows for whole group instruction
- Internet sources
- Videos and media for theme introduction of instruction
- Electronic games

#### Parent Communication

- Weekly newsletter on homework packet
- Homework folders, daily log in behavior
- Open door policy, morning and after school conferences
- Volunteer program to be active in room activities

#### Intervention

- Learning lab
- Small group
- Peer tutoring
- Pair share
- Scaffolding
- Centers

#### Physical Education

- Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
- Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
- Students assess and maintain a level of physical fitness to improve health and performance.

- Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

#### First Grade Activities

- Language Arts
- The five step writing process will be used to create Unit writing books, which will be posted in classrooms.
- Differentiated learning is encouraged through creating groups based on strengths.
- Critical Thinking Projects will be given to help maximize student potential.
- There will be ABC Order and Dictionary skills taught
- High frequency word searches and Bingo will be used to strengthen sight word learning.
- Dictation will be utilized for sound segmentation and writing fluency.
- Students will write letters to businesses to strengthen friendly writing skills.

#### Math

- Critical thinking projects will tie into enVision Math.
- There will be daily use of manipulatives to strengthen concepts.
- EnVision Math DVDs will be utilized for student support.
- After school supplemental homework help on a as needed basis.
- Extra math skill practice

#### Science

- Planting of various seeds will emphasize the Plant Cycle.
- Weather monitoring tools will used to record and analyze data
- Students will explore matter through solids and liquids and learn about their properties

#### Social Studies

- Students will do creative activities for Presidents Day. A focus will be placed on Abraham Lincoln and George Washington.
- Patriotic songs will be learned.
- Groundhog's Day project and video will allow students to test their weather predictions.
- Martin Luther King Projects will teach students about racism and equality.
- Multicultural Day will be represented by various foods, costumes and traditions from many different cultures.

#### Technology

- The computer lab will be utilized by students on a weekly basis. Various learning sites will allow students to enrich their reading and math skills.
- Various digital technologies will be used in the classroom, including ELMO/ projectors, iPads and digital cameras. These technologies will enable teachers to reach all students.

### Parent Communication

- Teachers and parents will collaborate during parent/teacher conference week.
- Quarterly unsatisfactory notices will be sent home.
- Language Arts progress reports will be sent home.
- Student of the Month Assemblies will be held to honor students in various aspects of work habits and social skills.
- Phone calls home will be made by teachers to notify parents of excellent progress or areas needed for improvement.

### Community

- The school activities like Fright Night will raise money for various projects and activities. Community members, including parents, will help to run many of the booths.
- School Beautification invites parents and community to beautify the school by cleaning up and planting new flowers/trees.
- Jog-A-Thon will be the major fundraiser for the school. PTA and parent volunteers will organize it.
- Volunteer Tea will celebrate all Emelita Academy volunteers and community helpers.

### Intervention

- Learning Lab will utilize a resource specialist teacher and paraprofessionals to give support to below grade level students in Language Arts.
- Small group instruction will be offered daily to all students.
- Peer tutoring will be used during each Unit.
- 1:1 instruction/support will be given to at risk students with teacher and/or aide.
- Time extension, shorter assignments and repetition will be given to at risk students.

### Physical Education

- Movement concept will be learned and practiced through dance activities, games, and sports
- Students will work on explaining the P.E. concepts they have learned
- Weekly activities will improve health and performance

### Second Grade Activities

#### Language Arts

- Use of Depth and Complexity icons to dig deeper into the reading content and apply and make connections across all curriculum concepts.
- On-line access to research topics, spelling words, vocabulary strategies, and language arts enrichment connections.
- Students are encouraged to write compositions with attention-grabbing hooks, topic sentences, supporting details and satisfying conclusions.
- Students are required to write personal narratives, friendly letters, poetry, expository text, and research papers.
- Students are exposed to all genres and apply them through various projects and book reports.

- Students are trained to look through multiple perspectives to analyze and critique characters, plots, conflicts and resolutions of literature.
- Students present projects and writings orally in front of their peers with poise and with the qualities that make up a good presenter.
- Students learn to pre-write, draft, revise, edit and publish by experiencing the five- step writing process.
- Enrichment of literature through analysis and discussion of text
- Use art to illustrate vocabulary/written compositions
- Readers' Theater

### Math

- Students have access to their math textbook, homework, and quizzes available on PearsonSuccess.com.
- Students are encouraged to display and explain their thinking processes by using words, pictures, number sentences and expressions.
- Students create their own graphs and word problems.
- Hands-on creative products to demonstrate concepts (Tangram creations, Fraction Sundaes, etc.)
- Students are grouped in pair/share or cooperative learning small groups; flexible groups which allow them to tackle problems by working together and communicating mathematically.
- Extension center activities and games are provided for students who master the standards for enrichment while the students who need reinforcement are pre-taught the following concept and skills to be learned.
- Daily Spiral Review is used as needed to review key foundational math skills.
- Visual Aids are implemented to introduce new concepts and teachings of new skills and concepts to be attained.
- Hands-on math activities are presented for all topics to encourage all types of learners.
- Math lessons introduce new concepts and objectives while they provide the teachers' access to the students' prior knowledge.
- Students are exposed to algebraic concepts through patterns, rules, and "Hands-On Equation" program in GATE cluster classroom.
- Through the use of literature, students are introduced to a new mathematical concept to increase motivation, excitement, and to be able to make meaningful connections.

### Science

- All three areas Life, Earth and Physical Science of science are enriched through hands-on activities and investigations.
- Students use various resources such as non-fiction books, Internet, and encyclopedias to research on scientific topic.
- Students study and make fossils.
- Students learn safe practices with science materials
- Students validate science concepts by verifying observations
- Students record observations and key concepts related to science lessons

### Social Studies

- Students use research methods and investigate their family history. The final product is their choice of presentation including models, dioramas, posters, teachings, acting out, or other creative endeavor.
- Students create timelines (personal and connected to “People Who Make a Difference” 2nd grade theme).

#### Technology

- Students use Pearsonsuccesnet.com to enhance math program.
- Students have access to online interactive academic programs

#### Parent Communication

- Ongoing communication with parents through E-Mail.
- We invite parent volunteers to work with individual students/small groups to reinforce skills
- Conferences with parents as needed

#### Community Involvement

- Presentations by community “Heroes”

#### Intervention

- All teachers communicate student progress through the daily student agenda book.
- Parent volunteers help students on a daily basis.
- Students are pulled out of the classroom to attend a Learning Lab daily for pre-teaching and re-teaching language art skills.
- Teachers provide guidance and strategies for struggling students with vigorous academic practices
- After school homework club.

#### Physical Education

Physical education is an integral part of the Emelita educational program. It teaches students how their bodies move and how to perform a variety of physical activities. Students learn the health-related benefits of regular physical activity and the skills to adopt a physically active, healthy lifestyle. The Emelita Staff provides learning experiences that meet the developmental needs of all students. Physical education content standards taught at Emelita provide opportunities for teachers to reinforce student learning throughout the curriculum.

- Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
- Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
- Students assess and maintain a level of physical fitness to improve health and performance.
- Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

- Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

### Third Grade Activities

#### Language Arts

- Use of Depth and Complexity icons to dig deeper into the reading content to apply and make connections across all curriculum concepts.
- On-line access to research topics, spelling words, vocabulary strategies, and language arts enrichment connections.
- Thinking Maps are utilized to encourage strong scaffolding in students' writing process.
- Students are encouraged to write paragraphs with topic sentences, supporting details and satisfying conclusions.
- Students are required to write personal narratives, informational letters, poetry, expository texts, creative writings and research papers.
- Students are exposed to all genres and apply them through various projects and book reports.
- Students are able to express and reflect their prior and current knowledge by writing in their daily notebooks and journals.
- Students are trained to look through multiple perspectives to analyze and critique characters, plots, conflicts and resolutions of literature.
- Students take charge of leading group discussions with open-ended questions and rigorous discussions.
- Students present projects and writings orally in front of their peers with poise and with the qualities that make up a good presenter.
- Students learn to pre-write, draft, revise, edit and publish by experiencing the five- step writing process. The final projects are published through a publishing company.

#### Math

- Students have access to their math textbook, homework, and quizzes available on PearsonSuccess.com.
- Every student is responsible for keeping a math journal in order to record, calculate and depict the correct mathematical processes.
- Math journals are used to demonstrate use of different strategies in order to solve problems. They are encouraged to display and explain their thinking processes by using words, pictures, number sentences and expressions.
- Students are grouped in pair/share or cooperative learning small groups; flexible groups which allow them to tackle problems by working together and communicating mathematically.
- Extension center activities and games are provided for students who master the standards for enrichment while the students who need reinforcement are pre-taught the following concept and skills to be learned.
- Quick Check and Daily Spiral Review are used to review key foundational math skills.
- Visual Aids are implemented to introduce new concepts and daily teachings of new skills to be attained.

- Hands-on math activities are presented for all topics to encourage all types of learners.
- Math concept lessons introduce new concepts and objectives while they give the teachers access to the students' prior knowledge.
- Students are exposed to algebraic concepts through patterns, rules, and hands-on activities.
- Through the use of literature, students are motivated and to introduce students to the idea of mathematical concepts.

#### Science

- All three areas of science are routinely enriched through experiments using the scientific method. Students perform investigations that require inquiry and evaluations.
- Students use various resources such as non-fiction books, Internet, and encyclopedias to research on a scientific topic of their choice.

#### Social Studies

- Students extend their learning of California Native American Tribes.
- They read and learn about the other tribes of Northern America and how they adapt to their environment.
- They use hands-on experiences making the arts and crafts pertaining to the Indian tribes being studied.

#### Technology

- Access to educational software, i.e., i-ready, Math Facts in a Flash, Connect to California Treasures.

#### Parent Communication

- Written communications through student agenda books.
- School News Letters

#### Community Involvement

- Read-a-Thon
- Community Field Trips
- School Fairs
- International Dance

#### Intervention

- All teachers communicate school math intervention for 3rd graders on a weekly basis.

#### Physical Education

Physical education is an integral part of the Emelita educational program. It teaches students how their bodies move and how to perform a variety of physical activities. Students learn the health-related benefits of regular physical activity and the skills to adopt a physically active, healthy lifestyle. The Emelita Staff provides learning experiences that meet the developmental needs of all students. Physical education content standards taught at Emelita provide opportunities for teachers to reinforce student learning throughout the curriculum.

- Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
- Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
- Students assess and maintain a level of physical fitness to improve health and performance.
- Students assess and maintain a level of physical fitness to improve health and performance.
- Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

#### Fourth Grade Activities

##### Language Arts

- During thematic units, teachers assign project-based learning activities that enrich daily curriculum.
- Weekly and unit comprehension questions are given that foster the ability to interpret facts from the stories and also encourages the use of Bloom's multiple levels of thinking. For example, critical thinking, making predictions, drawing conclusions, and making inferences.
- Thinking Maps are utilized to encourage strong scaffolding in students' writing process.
- Students learn to pre-write, draft, revise, edit and publish by experiencing the five step writing process as well as using the Traits of Good Writing.
- All students are given journals in which they respond to writing prompts
- Use of analogies to further develop vocabulary and word relationships.
- Students present projects and writings orally in front of their peers with poise and with the qualities that make up a good presenter.

##### Math

- Students create models of equivalent fractions and geometrical figures.
- Students participate in topic games and group projects.
- Students use manipulatives and problem solving skills to further develop the big idea and concept mastery.

##### Science

- All three areas of science are routinely enriched through experiments using the scientific method. Students perform investigations that require inquiry and evaluations.
- We create many hands-on activities to experience all the facets of the units. For example, during the Magnetism and Electricity unit, students create electricity using a battery, wire and light bulb.
- Students maintain a journal in which they record observations, investigations, key concepts, and vocabulary to be utilized in grade. On the CST Assessment, 40% of the questions relate to science lessons from fourth grade.

##### Social Studies

- Mission Projects

### Technology

- Teachers post homework and supply resources to support students' achievement at home. Websites provide links to supplemental websites, spelling lists and homework assignments. e.g.: enVision.com
- All classes use Elmo technology, visual realia, and videos to differentiate for all learning modalities.

### Intervention

- Small group, graphic organizers, teacher modeling, collaboration across curriculum with grade level teachers and Special Education teachers.
- Strategic planning based on assessment data.

### Parent Communication

- On-going communication with parents
- Unsat/Satisfactory notices
- Back to School/ Open House

### Community Involvement

- School Beautification
- Halloween/Fright Night
- Book Fair
- Caring is Sharing
- Family Night at local restaurants
- McTeacher/Staff Night at McDonald's

### Fifth Grade Enrichment & Intervention Activities

#### Language Arts

- During thematic units, teachers assign project-based learning activities that enrich daily curriculum. For example, During the American West Unit students researched either Native Americans or Pioneers and created a visual representation of their research on five different areas. These projects are assessed both objectively and subjectively
- Weekly and unit comprehension questions are given that foster the ability to interpret facts from the stories and also encourages the use of Bloom's multiple levels of thinking. For example, critical thinking, making predictions, drawing conclusions, and making inferences.
- All students are given journals in which they respond to daily writing prompts along with a "free write" of their choice. The journals inspire the students to explore their thoughts and ideas, helping to enhance their writing skills.
- Use of analogies to further develop vocabulary and word relationships.
- Read Classics and participate in Literature Circles
- Greek and Latin root word studies
- Students access online interactive academic support ( i.e., i-ready)

#### Math

- Students work in groups to create anchor charts using math vocabulary and concepts that incorporate depth and complexity icons and deeper level thinking.

- Students create models of equivalent fractions and geometrical figures.
- Students participate in topic games and group projects.
- Students participate in use of technology to further develop problem solving skills.
- Students use manipulatives and problem solving skills to further develop the big idea and concept mastery.
- Students evaluate and reflect on own learning.
- Hands-on Equations
- Students access online math interactive academic programs

#### Science

- All three areas of science are routinely enriched through experiments using the scientific method. Students perform investigations that require inquiry and evaluations.
- We create many hands-on activities to experience all the facets of the units. For example, during the Life Science Unit, students create three dimensional projects of the human body.
- Students maintain a journal that they record observations, investigations, key concepts, and vocabulary terms.

#### Social Studies

- Students participate in local field trips to experience history of the area.
- Students engage in colonial day activities to better understand the history of those times.
- State Reports are created by each student.

#### Technology

- All classes use Elmo technology, visual realia, and videos to differentiate for all learning modalities.
- Students use technology to research literacy themed topics and Social Studies
- Teacher uses Smart board to facilitate interactive opportunities.

#### Intervention

- After school fifth grade math intervention
- Progress reports are sent home.
- Small group, graphic organizers, teacher modeling, collaboration across curriculum with grade level teachers and Special Education teachers.
- Strategic planning based on assessment data.

#### Parent Communication

- On-going communication with parents through e-mail.
- Written communication with parents through use of agenda books.
- Back to School Night/ Open House
- Parent Center
- Three times a year progress reports.
- Parent Teacher Conference
- Satisfactory/ Unsatisfactory

## Community Involvement

- Reflections Program
- Caring is Sharing
- Family Night at local restaurants
- McTeacher/Staff Night at McDonald's
- Donor's Choose website projects
- Read-A-Thon
- School Beautification
- Book Fair
- Fright Night

Researched-Based Evidence that the Proposed Instructional Program has been Successful with Similar Student Populations and/or will be Successful with the Charter's Targeted Population:

Students respond better in school cultures where there are consistent and high expectations for appropriate behavior, academic achievement, and life goals. There are several challenging expectations for all students: surpass the California grade-level requirements through the use of a common curriculum of rigorous and standards-based instruction, excel at collaborative projects that emphasize 21st century skills and personal growth, improve personal health and fitness.

Differentiated Instruction increases academic persistence and success among students, especially when differentiation addresses specific areas of deficiency. Program features include: data-driven intervention by certificated teachers and paraprofessionals, differentiated instruction for every student commensurate with their instructional needs.

Increased time on the right instructional task increases academic achievement. Emelita Academy's rigor includes: Language Arts instruction block, Mathematics instruction block, structured and school-wide intervention and enrichment program.

Subject-matter comprehension and mastery requires application in varied situational contexts. These include: project and application components to academic coursework that requires transfer of key skills and knowledge, interdisciplinary studies and projects, writing across the curriculum, real-life applications.

Students persist and achieve better in schools where they see themselves as "connected," i.e., where they identify with, and are proud of, their affiliation with the school, feel trusted and respected, have positive social interactions with adults and peers, and feel cared for. Emelita Academy features in this area include: Character Counts, 2nd Step, Eagle tickets and "3 Be" raffle tickets (incentive programs for following school rules and procedures). There are also several school service opportunities: Leadership Council, Play Leaders, Cafeteria workers, Shelf Elves (library helpers), Gardening Club, and Nutrition Advisory Council. There are real-world family and community based activities and Leadership Council Spirit days.

Emelita Academy Charter continues to expand its use of higher-level critical thinking skills through the integration of depth and complexity (Sandra Kaplan, USC) and Blooms taxonomy. Depth complexity utilizes icons that students are introduced to and then taught to apply them across the curriculum. The icons represent big ideas, multiple perspectives, patterns, trends, rules, details, ethics, relate over time, language of the discipline, unanswered questions, and across disciplines. These higher level thinking skills are applied in our classroom as students discuss literature, apply mathematical principles, review writing samples, participate in science explorations, relive history, experience the arts and create assigned projects that address state standards.

Blooms taxonomy compliments the acquisition and application of higher level thinking through six levels of questioning, which progress from simple to complex. The levels include knowledge, comprehension, application, analysis comma, synthesis, and application. Students learn the meaning of the words, use them in question discussion across the curriculum, and may develop some test questions for the class. As student progress to the higher levels of comprehension, they use the words as concrete anchors and bridge the gap of abstract thinking and open-ended questions. Blooms Taxonomy is a model for differentiating the challenge level of activities based on students' needs. To meet students' needs, teachers will use the blooms models in developing assignments and activities geared to the challenge level of different students. When students work intelligently and widen their learning repertoire, work is produced with greater ease.

To ensure success of all students, teachers utilize the Thinking Maps as a means of constructing networks of knowledge. Thinking Maps are used as a scaffolding strategy so that learners construct knowledge as they built cognitive maps for organizing and interpreting new information. Effective teachers help students make such maps by drawing connections among different concepts and between new ideas and learners' prior experience" (Hammond) The use of thinking maps provide our students a common language for the thinking process by utilizing as set of visual tools to help synthesize and connect information. The school wide use of these tools helps students increase retention of knowledge of reading, provides a means for deeper and conceptual understanding, enables greater understanding and the ability to communicate abstract concepts, heightens meta-cognition and self assessment, allows for the transference of thinking processes across disciplines, and enhances creativity and broadens students perspectives. They provide concrete tools for constructing networks of knowledge.

Additionally, teachers utilize Loren Resnick's principles of learning strategies, including clear expectations and accountable talk, as supplemental scaffolding strategies. Teachers create criteria charts with student inputs and rubrics that students as tools to help define explicitly what they are expected to learn. "With visible accomplishment targets to aim toward at each stage of learning, students can participate in evaluating their own work and setting goals for their own effort." (Resnick). To enhance academic vocabulary , teachers use accountable talk strategies to promote appropriate knowledge and rigorous thinking. Accountable talk uses evidence appropriate to the discipline, and forces the students to use academic language. (Math Vocabulary, Data form investigation in science, contextual details in literature and primary sources in history).

According to Julia L. Roberts, E.D. and Tracy Inman, “ When differentiated learning experiences are provided, all students win. Winning means that each student is learning at appropriately challenging levels and all students are making continuous progress. When this happens, motivation to learn is high, and disciplinary problems are few.” Teachers tier assignments or compact the curriculum to motivate advanced learners based on their interests. The purpose is to eliminate repetition of already mastered skills/knowledge, increase challenge level, and to give time for investigating the topic beyond regular instruction. Teachers plan tiered assignments with different learning activities based on diagnosis of students needs. This provides a better instructional match between students and their individual needs. Teachers also plan tiered assignments for challenge, complexity, resources, outcomes, process, and product. Teachers compact the curriculum by examining a subject area and identify content or skills that could be advanced, eliminated, or pre-assessed.

Teachers at Emelita practice, recognize, and emphasize the development of relevant vocabulary and background knowledge as they move into new units of study, progress through them and reflect beyond them. It is this continuous cycle of planning, teaching, assessing, and reflecting that provides ongoing feedback for teachers to evaluate the effectiveness of their teaching and its outcome on student learning. Research by Hirsch validates that these best teaching practices recognize and emphasize sequential teaching which build on students’ prior knowledge, diverse vocabulary and background knowledge. Each is utilized in every curricular area in order for students to make the numerous connections necessary to fully comprehend and access the content. Teaching methodologies and instructional strategies are varied according to the standards and student learning objectives, and include, but are not limited to:

- Whole group, small group, and individualized instruction
- Think-pair share instruction
- Cooperative learning
- Independent work time, research, and independent based projects
- Differentiated small group instruction
- The writing process
- Choral reading, chanting
- Response to Instruction and Intervention (RtI2)
- Use of manipulatives and realia
- Hands-on-inquiry based learning
- Depth and complexity
- Tiered assignments
- Compacting
- Literature Circles
- Technology based teaching
- Blooms taxonomy
- Audio visual opportunities
- Direct instruction
- Thinking maps
- Simulations

## The Textbooks or Other Instructional Resources to be used:

All components of the Emelita Academy curriculum will conform to math and language arts frameworks for California public schools, as well as incorporate the Common Core State Standards. All instruction will be standards-based and assessed by the California Standards Tests and/or Common Core Standards as scheduled by the Department of Education and the Los Angeles Unified School District. Emelita Academy determines the extent to which they will implement district-adopted curriculum and periodic assessments

Emelita Academy currently uses district-approved state-aligned textbooks for all core subjects and will continue to do so for the 2013-2014 school year. In the future, Emelita Academy may consider using other publishers that benefit the needs of the target population. The Academic Support and Services/Curriculum Committee will decide whether to implement the District periodic assessments or whether teachers will create assessments (utilizing Core K-12 Teacher Created Assessments) to monitor student progress, in compliance with all district policy and law. Grade Level chairs, in concert with grade level teachers may suggest the use of department-created assessments in addition to the District-provided assessments. Emelita Academy shall have flexibility in utilizing innovative instructional programs and choice of curricular materials to enhance the Districts academic program. All assessments and curricular materials will be aligned with adopted Common Core and California state standards.

### Textbook/Program List:

Grades K-5 Subject	Title	Publisher
English/Language Arts	Treasures	McGraw-Hill
ELD	Treasures ELD	McGraw-Hill
Mathematics	Envision	Pearson
Social Science	History-Social Science for CA	Scott Foresman
Science	Inquiry-Based	FOSS
Art	Art Connections	McGraw-Hill
Music	Share the Music	McGraw-Hill
Health	Health and Wellness	McGraw-Hill
Physical Education	CA State Standards	CA Dept. of Ed.
Nutrition	Nutrition Network	CA Dept. of Ed.

### **How the School will Recruit Teachers who are Qualified to Deliver the Proposed Instructional Program:**

Teachers will be recruited in accordance with district policy, procedures, and collective bargaining agreements. Teacher staff will be asked to submit an application in accordance with Personnel Commission and district policies.

### **How the School will Provide Ongoing Professional Development to Ensure that Teachers have the Skills to Deliver the Proposed Instructional Program:**

#### Professional Development

Emelita Academy Charter teachers and administrators have direct involvement in reviewing, identifying, selecting, and aligning curriculum materials, instructional activities, interventions, and periodic, formative/summative assessments that provide multiple pathways for students to meet and exceed the California Content Standards/Common Core Standards across the curriculum. Professional Development will be an on-going component of Emelita Academy Charter and an effective tool used to design the curricular needs of our students and teachers. Initial professional development at the beginning of the year will focus on analyzing test data to identify students at risk of not meeting benchmark. The executive committee will use this information to bring to the Governance Council to facilitate the planning of professional development. The governance council will identify staff members qualified to facilitate the recommended professional development or will find outside resources to deliver curriculum support. This may also include utilizing teachers with varied levels of expertise in the areas of depth and complexity, differentiation, task analysis, application of strategies for positive behavior support, accommodations, English Language support, integrating character education as a school culture, and ensuring success for at risk students and students with special needs in the general education setting. Professional development may also include small group instruction within the same grade level or across grade levels and after school learning communities to explore ways to elevate both teaching and learning.

Integrating District Professional Development at the school site is the responsibility of the school administrator of Emelita Academy Charter. District Initiatives are at the core of the District professional development. This includes but is not limited to State or Federal mandates, Response to Instruction and Intervention, English Language Learners, Mathematics, and English Language Arts instruction. Emelita Academy Charter will draw upon professional experts, LAUSD personnel, as well as our own teaching staff's expertise. Professional development will focus on the areas of Technology, Innovative Research Based Teaching Strategies, Character Education, Response to Intervention, English Language Learners, Differentiation Strategies, and Special Education.

The curriculum committee will continue to make recommendations for subsequent PD's for Tuesday afternoon banked times to include:

- Differentiating curriculum for gifted learners using depth and complexity icons, content imperatives, universal themes, teaching methods as presented by Kaplan
- Using Thinking Maps, Treasures, Envision, and FOSS
- Special Education and RSP teachers collaborate with general education teachers to contribute resources and support for students in special education
- Grade level meetings during psychomotor times to collaborate to review periodic assessments and indentifying students for intervention \*\*
- Technology
- Incorporation of the Arts
- Health Education Programs, including Second Step and Too Good for Drugs

The School's Academic Calendar and Sample Daily Schedule (which explains the rationale for allocation of instructional time to different subject matter areas, as well as an assurance that the school will offer, at minimum, the number of minutes of instruction set forth in Education Code § 47612.5):

Emelita Academy will continue to follow the traditional school LAUSD calendar and adhere to state and district requirements for instructional minutes as set forth in E.C. Emelita Charter favors a time-banking system of instructional time keeping. The present bell schedule for regular, minimum, shortened and professional development banked days have provided the required number of instructional minutes as required by state law which includes one professional development banked day per week, beginning the first week of school and ending the last week of the school year. Upon approval, non-banked days will be lengthened to accommodate for these extra banked days. Time-banking provides the staff with invaluable time to meet as a group to discuss all pertinent educational issues and participate in professional development. These extra minutes also provides time to meet at grade level to address formative data, interventions, and ongoing lesson unit coordination, as well as allow for cross-grade articulation. Furthermore, it has allowed the time necessary for Emelita Academy Governance Board and Standing Committees to meet regularly, to ensure full stakeholder participation in school policy-making. Bell schedules and reporting forms will be submitted to the District each year.

Emelita Academy Charter will follow recommendations for daily minutes as set forth in the California Reading and Language Arts Frameworks, (2 hours daily), Math Frameworks, (50-60 minutes per day), and required minutes for Physical Education, 200 minutes every 10 days.

Daily Schedule:

Language Arts: 8:10 a.m.-10:00 a.m.

10:00 a.m.-10:20 a.m. First Recess- K-2nd -4th

10:25 a.m.- 10:45 a.m. Second recess- 1st -3rd -5th

10:20(45) a.m.-12:00 a.m. (145 minutes daily)--this includes time  
for ELD instruction.

Lunch:12:00-12:40

Math: 12:40 a.m. -1:45 p.m. (65 minutes daily)

Science, Social Science, Arts, and Physical Education: Varies daily at each grade level  
with 45 minutes scheduled .

SEE ATTACHMENT B

While adhering to the number of state-mandated instructional minutes, we would like the flexibility to combine our professional development time into larger blocks. These professional developments would be used at our discretion for the implementation of new instructional programs to better serve the needs of our population.

## **HOW THE INSTRUCTIONAL PROGRAM WILL MEET THE NEEDS OF SUBGROUPS**

Transitional Kindergarten (for elementary only):

Affiliated charter school will implement Transitional Kindergarten (TK) in accordance with District Policy.

The Emelita Academy Charter TK program follows the requirements of SB 1381 in providing a modified kindergarten curriculum that is both age and developmentally appropriate. Emphasis is placed on developing oral language skills and providing integrated experiences in language and literacy, social-emotional development, mathematics, physical development, the arts, science, social sciences, and English language development.

English Learners (including reclassification):

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

As a District affiliated charter school, the Charter School shall comply with all applicable laws (federal and state), policies and procedures set forth in the District's English Learner Master Plan including but not limited to English Learner (EL) identification, parent notification, assessment, progress monitoring, and reclassification.

Emelita Academy Charter Elementary School, An Affiliated Charter currently follows the LAUSD Master Plan for the Education of English Language Learners (ELL's) as a guide to provide opportunities for non-English speaking students to become proficient in English. Based on their response to the Home Language Survey at the time of enrollment, parents of students whose primary language is other than English are informed that their child's English proficiency will be assessed using the California English Language Development Test (CELDT) to determine identification and eligibility for ELL services. ELL students receive supplemental instruction, intervention, and assistance in either their regular education classrooms. Teachers use the "California Treasures English Language Development" program as well as other supplementary materials. Children are supported by 45-60 minutes of direct ELD instruction on a daily basis. Additionally, teachers have been trained in effective classroom practices such as Specifically Designed Academic Instruction In English (SDAIE), as well as strategies such as Thinking Maps, and Think-Pair-Share to meet the needs of ELL students. Teachers receive ongoing professional development to further their knowledge of current research and strategies. The goal is to help English learners achieve academic

proficiency in the English language, master academic standards in all areas of the curriculum, and to develop self-esteem and a positive self-concept.

#### Socioeconomically Disadvantaged Students:

Sixty two percent of Emelita St. student population qualifies for free or reduced priced meals. Of these students 57.5% are scoring in the proficient to advanced range on the ELA portion of the CST, compared to 48% in LAUSD with the same achievement. In mathematics, 49% of Emelita St. economically disadvantaged students scored in the proficient to advanced range in comparison to just 59% in LAUSD scoring the same proficiencies. Emelita St. supports socioeconomically disadvantaged students through intervention, field trips, and access to I-ready technology. Emelita Academy Charter School will continue to ensure that all students are provided with the necessary tools and nutrition to succeed academically and socially. In addition, PTA supports funding for various activities during school. Our goal is success of all students, regardless of economic status or advantage.

#### Gifted Students:

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

#### Gifted Program and Curriculum

Emelita Academy Charter Elementary School is committed to providing gifted and talented education( GATE) with opportunities to study the core curriculum in-depth and at an accelerated pace. This program is available to all students that show the ability to succeed a program, not only those identified as GATE. Higher level, creative and logical thinking activities provide for the depth, complexity and novelty that define a high quality gifted program at each grade level. We begin to introduce the prompts of depth and complexity in the primary grades and continue to build in all grades throughout our school. Classroom differentiation allows for individualized extensions of the curriculum, creative problem solving activities, and acceleration and compacting of the curriculum when appropriate. Classroom teachers will employ the differentiation strategies of tiered assignments, flexible skills grouping, questioning strategies, interest grouping, and project based activities. Students are encouraged to demonstrate their learning in creative and innovative ways, which reflect the 21st century learner. Technology is used to help extend the curriculum with classroom computers, LCD projectors and document readers.

## Identification of GATE Students

Emelita Academy Charter Elementary School starts identifying students for intellectual testing in first grade. In second grade any student not already identified will be administered the OLSAT to further identify students in the high achieving category. Furthermore, in third, fourth, and fifth grade, based on standardized test scores and grades, additional students are identified gifted in the high achieving category. Our goal is to also monitor and identify the underrepresented student populations. When a student is referred, the screening committee reviews the student's qualifications to proceed with the identification process. Emelita Academy Charter will continue to use LAUSD's GATE identification process and policy and reimburse the District for testing and processing on a fee-for-service basis.

As an affiliated charter school, Emelita Academy Charter School will complete a fee for service form to be sent to the charter office for approval and then to the LAUSD GATE office for intellectual screening. We understand that a psychologist is required for intellectual assessment and must be LAUSD authorized to complete GATE intellectual testing. When intellectual testing is completed at the school site, processing will be completed by LAUSD GATE office for a fee for service at their current rate. Students who meet the high achievement criteria and the single subject criteria will be identified through the LAUSD GATE office by their screening committee, and forward monthly reports for processing of these students to the GATE coordinator.

## Gifted Professional Development

Our teachers attend gifted conferences and additional professional development on gifted education on an ongoing basis. Many teachers have attended Sandra Kaplan's summer institutes on gifted education at USC, as well as the annual Los Angeles/County Education GATE Conference. Teachers provide professional development and support to the staff and parents.

## Students Achieving Below Grade Level:

Emelita Academy Charter is committed to maximizing the learning potential for low achieving students. High expectations are held for all of our students, and students who are identified as low achieving receive all of the additional scaffolding, resources and strategies at our disposal to address the particular, individual needs of low achieving students. Emelita Academy Charter firmly believes that our students are capable of succeeding. This is realized by providing multiple opportunities and pathways for low achieving students to access the curriculum, make it comprehensible, and improve their potential for achievement. Emelita Academy Charter identifies all low achieving students

and monitors their progress on a periodic basis. Primary students are assessed using an array of assessments; including but not limited to grade-level created and publisher available performance assessments, diagnostic assessments, formative and summative assessments to identify specific areas of needs. Emelita Academy Charter's categorical program advisor works directly with classroom teachers to provide in class support for small groups and intervention outside of the classroom. Low achieving students also receive small group instruction, hands-on activities, and differentiation. Low achieving students receive support from an afterschool tutoring program. Student Success Team (SST) meetings are held with their classroom certificated teacher, parent, and administrator. Together the team helps gather information, identify needs and create a plan to help the student access the curriculum. Our goal is to have every student performing or making progress at the proficient level and striving for success.

Students with Disabilities (include the school's outreach efforts to recruit students with disabilities; address who will deliver special education instruction):

The District shall continue to serve the needs of special education students enrolled in the affiliated charter school 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. The affiliated charter school will follow the guidelines, policies, and procedures set forth in the Special Education Policy and Procedures Manual.

The District shall continue to serve the needs of special education students enrolled in the 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.

### Conversion Affiliated Charter

#### 1. Charter School Special Education Responsibilities a. General Requirements

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

The 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 Charter School. The 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 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 Charter School will maintain copies of assessments and IEP materials for District review. The 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 Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures. The 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 Charter School will participate in internal validation review (“DVR”). The Charter School is responsible for the management of its personnel, programs and services. The 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 Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the Charter School.

#### b. Transferring Students

For students transferring to the Charter School from other school districts, District-operated schools or District affiliated 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). 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 Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services. Upon a parent’s written request for assessment, the 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 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 Charter School concludes that there are suspected disabilities, the school must develop an assessment plan for each student with suspected disabilities within the 15 day timeline. The assessment plan will describe 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 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 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 Charter School student's needs may not be provided at the Charter School, Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the 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 Charter School pursuant to an IEP.

e. Least Restrictive Environment

The 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 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 Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

Description of the Implementation Plan for the School's Instructional Program (including a timeline for implementation of various components of the plan):

Emelita Academy follows the single track school calendar. All classroom instruction will be based on California State and Common Core Standards. Instruction in all areas will be planned and delivered in a timely manner to ensure all students access to the required curriculum. All teachers will meet regularly throughout the year in grade level teams to plan study units. Instructional materials adopted by the state and the Los Angeles Unified School District will be used to deliver instruction. Categorical Block Grant funds will be used to allow teacher assistance in all grade levels to give individual instructional support, to increase the integration of technology, to provide professional development, and to purchase supplemental curricular materials.

The Emelita Academy population is continually challenged to do more with less due to declining federal, state, and district budgets. As an affiliated charter, we have the prospect of directing the budget to fit our various needs. The Categorical Block Grant may include, but is not limited to the following:

- Increase technology in the classrooms: including, but not limited to, new computers for classrooms, iPads and/or Tablets, and SMART Boards.
- Software to enhance and supplement the core curriculum, such as: iReady, Math Facts in a Flash

- Instructional Aides to work with the diverse populations to ensure success for all students.
- Fund all GATE activities, including conferences for teachers, supplies, and GATE testing to identify students.
- During school and after school intervention for students not meeting State Content Standards or Common Core Standards.
- Teacher X time for tutoring students who need assistance in Math and Language Arts.
- Increase the IMA account, which supplies the school with paper and supplies for the students and teachers.
- 6 hour Library Aide.
- Substitute days for professional development and teacher release time.
- Professional Development classes and/or seminars off campus for certificated personnel.
- Funds to pay for presenters for staff professional development.
- Supplies and materials that supplement the Core Curriculum.

HIGH SCHOOLS ONLY: (describe the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. (Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Include a timeline for WASC accreditation.)

## Element 2 – Measurable Student Outcomes

*“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” Ed. Code § 47605 (b)(5)(B)*

LAUSD’s Program Improvement Plan specifically outlines that the schools will implement Periodic Assessments at least three times per year. Implementation of assessment at all schools must meet or exceed the District standard for implementing Periodic Assessments.

Schools that implement alternate or replacement formative/periodic assessments will be asked to provide the following information in their charter petition.

1. Replacement assessments are standards aligned, valid, reliable, and cover the content.
2. A process is in place for data collection, sharing, and analysis
  - a. A data platform is in place for teachers, counselors, and administrators to use.
  - b. A system is established to score, print, produce, and share results.
  - c. Formative assessments are implemented at least three times per year in the specified course or content area.
3. Professional development is provided to staff on the formative assessment process.
4. Evidence of implementation is available and ready for use during Performance Dialogues with Instructional Directors.
5. Evidence that processes are in place to determine effectiveness of the replacement assessments (i.e. student participation, teacher buy-in, correlation to summative assessments, etc.) What is the evidence of successful implementation?

Schools that are granted assessment autonomy will be responsible for all costs related to implementation.

The Charter School will work toward meeting the student outcome goals as outlined on the LAUSD’s Performance Meter.

Anticipated Skills and Knowledge Outcomes for Students:

Emelita Academy’s desired curriculum will include an integrated, inquiry-based K-5 curriculum closely aligned with California State, and Common Core standards in the

core areas of language arts, science, math, and social studies. Cross-curricular, project-based learning will be enhanced using music, art, and dance instruction, so that there will be a strong emphasis on hands-on learning utilizing technology and science lab. The Emelita Academy Charter program embraces the following key elements to demonstrate knowledge and skills:

1. Standards are Essential: Clear and public standards for what students should learn at benchmark grade levels are a crucial aspect of making sure we are meeting the academic needs of all students. They also serve as a guide for teachers, administrators, parents, and students themselves as to the specific basic knowledge and skills the students must master.
2. Challenging Curriculum: Standards must be accompanied by a rigorous curriculum. The goal of the Emelita Academy Charter is to provide a challenging 21st Century curriculum that will not only meet, but also exceed the minimum thresholds established by the District and the state.
3. Teachers Matter: Teachers will to be held to high standards, and they will be knowledgeable of the latest research, methodologies, and pedagogies. Strategies for significant and on-going teacher professional development using the selected curricula will be included in the Emelita Academy Charter academic program.

#### Assessment of Pupil Outcomes of the School's Instructional Program

Emelita Academy understands that on-going assessments allow teachers the most desirable method to facilitate and drive instruction based on the needs of all students as determined by their areas of strengths and weaknesses. A variety of assessments are utilized, which may include but are not limited to: California Standards Test (C.S.T.), California English Language Development Test (C.E.L.D.T.), Dynamic Indicators of Basic Early Literacy Skills (D.I.B.E.L.s), California Treasures English Language Arts Program Assessments, enVision Mathematics Topic Tests LAUSD District Literacy Periodic Assessments, LAUSD Quarterly Math and Science Assessments, LAUSD English Language Development Standards Based Assessment Portfolio, teacher-created tests, quizzes, portfolios, and anecdotal records.

1. Language Arts: Students will be effective communicators. They will be able to read, write, listen, and speak effectively meeting all state and Common Core standards. Students will be able to incorporate the language of all disciplines across the curriculum and give concrete examples when writing and speaking. Furthermore, they will actively read, listen, and be able to locate and interpret information. Students will be able to combine these skills to compose meaningful writing and oral presentations.
2. Mathematics: Lessons will be presented in an exciting, enriching, and engaging manner with the use of technology and manipulatives. Students will understand and apply formal logical reasoning, analytic and symbolic processing, arithmetic and pre-algebraic manipulation and construction. Students will also create/generate their own

real world word problems to gain further understanding of the applications of such processes.

3. Science: Students will acquire proficiency in the fundamental concepts and terms of various branches of science, such as Physical, Life, Earth, and Ecology. They will attain proficiency by engaging in inquiry-based experiments. Students will formulate their hypothesis and utilize experiments demonstrating the scientific method as they engage in hands-on critical thinking experiments in our science lab. They will apply their skills to gain further understanding of fundamental science concepts.

4. History and Social Science: Students will demonstrate an understanding of culture, diversity, and world view recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. They will demonstrate an understanding of the rights and the origins, functions, and sources of power, authority, and governance of various populations. "Without a sense of history, no man can truly understand the problems of his own time." (Sir Winston Churchill)

5. Technology: Students will become familiar with technology in the classroom. They will use word processing and other applications to enhance the core curriculum and prepare them for a technologically advanced society. Students will be familiar with various applications to accomplish goals in all other disciplines. Students will understand the use of current technology and its real world applications. Students will learn to navigate the Internet safely while conducting research.

6. Arts: Students will develop knowledge of and the appreciation for the arts such as music, visual arts, theatre, and dance. This will be promoted through an academic curriculum intertwined with enrichment instruction. The classroom teacher will provide Art instruction linked to all academic areas as possible. Currently, through the Arts Prototype students receive Fine Arts instruction in a rotational basis.

7. Physical Education: Students will build a healthy, balanced body, and mind through various intramural sport activities and drills. All Physical Education standards and mandates will be addressed with dedicated time for psychomotor skills development.

Specific, Measurable and Realistic Student Achievement Targets for the Anticipated Student Population: (API scores, AYP AMOs, CST scores, CAHSEE scores (if applicable), Graduation Rates (if applicable), Internal Benchmark Assessments, etc.)

The Charter School will strive to achieve student outcome goals as outlined in LAUSD's Performance Meter.

#### Goal # 1-Proficiency for All

- Increase the percentage of students scoring proficient or advanced by 10% to meet safe harbor targets on the California Standards Test (CST) in both ELA and math sections for all significant subgroups.

Increase the percentage of third graders scoring proficient in reading comprehension and literary response and analysis by 10% on ELA assessments

#### Anticipated Skills and Knowledge Outcomes for Students

Factors that contributed to changes in proficiency levels over time include:

- In-class, after school instruction/intervention and use of Teachers, Coordinators, Limited Contract Teacher, and Paraprofessionals
- Utilizing parent trainings, collaborating with after school care programs, parent/teacher workshops, school based and community outreach and referral of resources, and resiliency programs with students.
- Applied RTI strategies to identify “Good First Teaching” including scaffolds and differentiation as well as intervention with low performing students
- Conducted CELDT activities prior to testing to prepare students
- Used COST/SST/conferences to identify and monitor students not meeting benchmarks
- Used differentiated /targeted Tier 2 or 3 strategies to intervene school wide, grade level, in classrooms, and with individual needs/subgroups
- Professional development with teachers to improve ELA, Math, GATE, Thinking Maps, Common Core Standards, and incorporated Culturally Relevant and Responsive Education (CRRE) and integration of Technologies as well as ELD/SDAIE strategies
- Identify and monitor attendance factors such as absences/tardies/students that leave early and a transiency rate of 14.8% that contribute to the lack of stability and continuity of programs and intervention.
- Strategies to improve parent involvement/participation in conferences, SST meetings, report cards and interventions to improve home-school efforts to assist students in making gains academically, behaviorally and with attendance.

SEE AATTACHMENT K: Goal #1 Proficiency for All Charts

#### Goal # 2 -100% Attendance

- Increase the percentage of students attending Emelita Elementary School 96% of the time from 55% to 68% over the next three years (2011 to 2014)

#### Anticipated Skills and Knowledge Outcomes for Students

Factors that contributed to changes in the attendance data include:

- Staff attendance has steadily increased (11% over two years) due to monthly recognition and conferencing
- Kindergarten and special education students consistently have higher absenteeism
- Overall, student attendance has become higher by 12% over the past two years

SEE ATTACHMENT L: Goal #2- 100% Attendance Charts

### Goal # 3- Parent and Community Engagement

- Increase the percentage of parents talking to their child's teacher from 50% to 64% by increasing access of parents to teachers through the Emelita website, email, or continuing to communicate early in the school year through conferences, and by increasing communication through different languages beyond Spanish/English.

#### Anticipated Skills and Knowledge Outcomes for Students

Factors that contributed to changes in the participation data:

- Errors in data may explain lack of parent responses in previous year
- With 21 languages spoken at Emelita, this may explain lack of participation in The School Experience Survey
- Based on the Emelita Needs Assessment, Emelita Academy will employ wider reaching strategies to improve parent participation, school wide
- Economic conditions in community may have affected availability of attending school events on a regular basis or to obtain information
- Parent Conference Attendance /Sign In sheets confirm that 94% of students had parent participation for report card conferences, either in person or by phone, in Nov. 2012.
- The following data reflects the School Survey responses of parents talking to their teacher regarding school work:
  
- The following data reflects parents participation rate on the School Experience Survey:

SEE ATTACHMENT M: Goal #3- Parent and Community Engagement Charts

### Goal # 4 School Safety

- Increase the percentages of students attending Emelita Acedemy by utilizing alternatives to suspension and preventative/proactive practices to increase positive behavior and decrease suspension rates from 8 per year to 6 in 2014

#### Anticipated Skills and Knowledge Outcomes for Students

Factors that contributed to changes in the above data include:

- Response to Intervention Services will be directly provided to individuals whom may have been suspended multiple times
- Based on data collected from a Needs Assessment Survey: there was a high rate of students (90%) that feel safe at school that has remained stable over the last 3 years
- Factors include better responses to suspension alternatives, the formation of the Behavior and Safety Committee, and Response to Intervention techniques to improve strategy building between school and home.

SEE ATTACHMENT N: Goal #4- School Safety Charts

The Hispanic and Latino subgroup meet the benchmark in the area of English Language Arts. However, Emelita is designated as a Program Improvement School Year One. Hispanic students did not make AYP benchmarks in Mathematics, White, English Language Learners, and Socioeconomically Disadvantaged students did not make AYP benchmarks in Language Arts and Mathematics. Emelita Academy will continue to strive to meet all Annual Measurable Objectives as well as maintain programs such as Perfect Attendance recognition, Fitness Fridays, PTA, Nutrition Network, GATE programs, special events and assemblies. In addition, School Site Council, and our Parent Advisory Group (ELAC) work together through our School Based Coordinated Program (SBCP) and by coordinating all of our Categorical budgets. Parent organizations and teacher groups' work closely together to involve all stakeholders in the shared decision making process to improve the academic and physical environment of the school. There are a variety of methods to provide ongoing communication to parents, teachers, staff, and community such as Connect Ed messages, newsletters, website, emails, flyers, morning assemblies, meetings, conferences, workshops and Coffee with the Principal. Parent /Teacher conferences, progress notes, student report cards, school report card, and parent center workshops with the use of interpreters as needed provide parents with assessment results that are interpreted for understanding student progress. Other opportunities to present school data (CELDT, CST, API/AYP and attendance) occur during events such as Back to School Night, Annual Title I meetings, and Master Plan meetings with all stakeholder groups invited. Back to School Night includes distribution of California Grade Level Standards brochures outlining the yearly expectations for student achievement. In terms of the number of students scoring proficient or advanced, the school's goal is to exceed the target benchmarks established by the California State for all significant subgroups. Emelita Academy's focus for 2012-2013 academic year is the Proficiency for All goal to increase the percentage of student's scoring proficient or advanced by 10% to meet safe harbor targets on the C.S.T. in both ELA and math for all significant subgroups as developed through the Single Student Plan for Student Achievement.

When and How Often Student Outcomes will be Assessed (including innovative components and any additional specific, measurable student outcomes that the school will set for the students, and explain how these outcomes are consistent with the school's proposed instructional program.

Emelita Academy believes that assessment is on-going and facilitates teachers an opportunity to develop daily lessons that meet the needs of all students based on their delineated strengths and future strengths. As mandated by No Child Left Behind Act of 2001, we are committed to ensuring that each child reaches his or her proficiency level in the areas of English Language Arts, English Language Development, Mathematics, Science, History-Social Science, Arts and Physical Education. Prior to the new school year, all teachers receive test data of their students at our first professional development meeting. The data is analyzed from the prior year and an instructional agenda is formulated based on the needs of each student. We use a variety of assessment tools in order to get a comprehensive representation of student

achievement. Data from these different assessments is collected and studied by teachers independently and at weekly grade-level collaboration. Additionally, administration examines and discusses data with teachers on an on-going basis throughout the year. Standardized assessments may include, but are not limited to: C.S.T. (yearly), C.E.L.D.T. (yearly), D.I.B.E.L.s (as needed), California Treasures (as directed), District Quarterly Math Assessments (every 6-8 weeks), LAUSD Literacy Periodic Assessments, District Science Assessments (4th and 5th grade - 3 times a year) and English Language Development (ELD) Standards Based Portfolio through-out the year. These assessments give teachers a common measure of student performance. Teachers and administrators can make decisions regarding instructional programming based on how a student or students are performing in relation to other students who take the same test. Authentic assessments are on-going and can better evaluate the child over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios, journals, work samples, homework, Core K-12 Teacher Created Assessments as well as other teacher-devised tests, teacher observations, checklists, anecdotal records, publisher-provided criterion referenced tests, and projects. Also known as performance assessments, they allow for meaningful application of essential knowledge and skills. In conjunction with standardized and authentic assessments, teachers will also use daily informal assessments from observations, weekly quizzes and tests, class work, and project assignments to help identify immediate areas of concern and to guide instruction.

#### Periodic Assessments:

Emelita Academy shall determine their development, implementation, or use of periodic assessments according to the needs of its students, within the limits permitted by the Education Code. Student's progress will be monitored and determined by teacher observation, class assignments, textbook publishers' assessments, District Assessments, and state testing. Parents will be notified of their child's academic progress through the use of District report cards distributed three times a year and through parent conferences as needed.

### **Element 3 – Method by Which Student Outcomes will be Measured**

*“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code § 47605 (b)(5)(C)*

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

Methods of Assessing Attainment of Student Outcomes and How These Assessment Measures are Consistent with the School’s Proposed Instructional Program and Use a Variety of Assessment Tools:

Student outcomes are measured through ongoing diagnostic, formative, and summative data (California Standards Test scores (CST), CORE K12, MyData, and District adopted texts and Quarterly District assessments in language arts, math, social studies, science, and health). Language Arts benchmark assessments are given to assess progress.

These assessments are used at varying intervals depending on a student’s achievement level. For students who are performing below grade level expectations, progress-monitoring assessments are completed more frequently. The classroom teachers will evaluate test results during grade level meetings, and a course of action is identified as a way to plan for future instruction. Data from assessments will be used to determine the need for professional development areas.

Additional “in-house” Benchmark Assessments to be used by the School to Assess Student Progress on an Ongoing Basis and the Frequency the Assessments will be Administered:

Assessments are based on California State Standards or Common Core for each grade level. Teachers use a variety of assessments such as homework, journals, rubrics, criteria charts, and long-term projects. Standardized assessments include publisher’s tests, CST, CELDT, and math/language arts periodic assessments. Other assessments include 4th Grade CST in Writing, Science benchmark tests for 4th and 5th grades, and physical fitness testing for 5th Grade. Grades K-3 and all special education students will use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) testing to determine proficiency and to monitor progress in the area of reading. Special education testing is used to determine placement and progress, as needed.

All second grade students are given the OLSAT exam. This test is used as one method of identifying students as Gifted.

Teacher observation is a tool that is used daily, and is an informal assessment of student progress. Some teachers keep anecdotal records of students' strengths and needs, and allow for frequent and immediate feedback to students.

Low Grade Warning Notices are sent home five weeks prior to each Report Card. These reports provide feedback to students and parents related to students' progress and areas of weakness in academic and work habits. This allows students enough time to improve before the actual Report Card.

Formal Report Cards are sent home three times a year. It shows academic and social progress, and is aligned with California Content Standards for English Language Arts, Mathematics, Social Studies, Science, Health, and English Language Development.

Emelita Academy agrees to comply with, and adhere to, the State of California requirements for participation and administration of all state mandated tests. As a District Conversion Affiliated Charter School, Emelita Academy will test with the District and adhere to the District testing calendars and procedures for all state mandated assessments. Emelita Academy assesses students with the CST as the state-mandated assessment. Some of the students who are a part of the special education population qualify to be assessed by the California Modified Assessment test in place of the CST. The California Department of Education, in response to the federal regulations, implements an alternate assessment of the California content standards based on modified achievement standards for children with disabilities who have an individualized education program (IEP). Both the CST and CMA are given to students in grades 2-5.

### **How Assessment Data will be used to Inform Instruction, Improve the Educational Program, and Inform Professional Development on an Ongoing Basis:**

Emelita Academy teachers analyze data from all forms of testing in order to drive instruction. Teachers discuss test results during grade level planning meetings to determine strengths and weaknesses of the grade level, and to guide future instruction. Test scores are also used to determine the students who require progress monitoring and additional help, such as intervention or small group instruction.

Data from test scores is used to determine staff development for teachers and parents. Test results are given to parents in a timely fashion in order to monitor student performance and growth. Parents discuss test results during conferences and are given suggestions as to how they can help their child improve. The Home Connect letter given to parents from DIBELS, in grades K-3 and Special Education, offers activities to assist their child in areas of deficit. The data discussed helps determine intervention topics and participants. Intervention is offered to English Language Learners (ELL) within each classroom. Students who are achieving below benchmark in English Language Arts are offered intervention, either during the school day or after school. Data regarding our ELL students is shared at English Language Advisory Committee (ELAC) meetings. Members of the ELAC committee, made up of ELL parents and other members of the

community or school, use this information to make recommendations on how to improve the instruction and scores of our students. The ELAC also makes recommendations to the School Site Council in how best to utilize EL funding.

Emelita Academy teachers, as part of the Single Plan for Student Achievement (SPSA) created goals for the students, known as SMART goals. This means that they are Specific, Measurable, Attainable, Realistic, and Timely. Emelita Academy teachers acknowledge and implement instructional strategies that allow students to learn to set their own personal academic and behavioral goals. In this way, students have ownership of their own achievement and are more likely to strive for success. Third through fifth grade students conference with staff member to set their personal CST goals for the year based on their previous year's score.

MyDATA is available to all teachers for immediate access to grades, scores, and attendance. This gives instantaneous access to this information in order to monitor student performance and academic growth. These results and data analysis will also help teachers create focused units on areas of need and cluster students to receive extra help within small groups in the classroom.

Students are graded with regards to District and State standards. By the end of the year, students are expected to achieve the skills and knowledge necessary for success in the next grade level. Progress is monitored on an ongoing basis by regular student assessments.

Student progress is communicated to parents on Report Cards three times a year, on Low Grade Warning Notices sent five weeks before each Report Card, and through parent conferences. LAUSD uses a 4-point scale for grading in grades K-5. A score of '4' indicates that a child is working above grade level expectations. A '3' means that the child is working on grade level. A '2' says that a student is working slightly below grade level or has not yet mastered the material expected by that time. A score of '1' indicates that a child is working well-below grade level. Academic expectations and grading policies are shared with parents at the Back To School Night at the beginning of the school year. Throughout the year, parents are also informed about academic and behavioral progress through emails, notices, or phone calls from the teacher.

EL students are given the annual CELDT test. The results of this test are sent home to the parents informing them what level their child has achieved. Students are expected to increase by at least one level each year. English Language Development (ELD) portfolios are used for each EL student to monitor progress in the ELD standards. Teachers of EL students use these portfolios to drive their EL instruction. Emelita Charter uses the practical guide, English Learner Master Plan, provided by LAUSD, to guide expectations for every EL and Standard English Learner (SEL) in our school.

Emelita Academy agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. As a District affiliated

Charter School, Emelita Academy will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

## Element 4 – Governance

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

The [Charter School] is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over [Charter School]. Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state, federal laws and regulations and the provisions of 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 status to independent charter status, [Charter School] and/or its non-profit corporation will be separate legal entity and will be solely responsible for the debts and obligations of the Charter School. If Charter School changes its status to an independent charter school, [Charter School] shall submit a petition for material revision with articles of incorporation and bylaws for District’s approval.

[Charter School] will comply with the Brown Act and other laws governing public meetings.

Members of [Charter School’s] governing council, any administrators, managers or employees, and any other committees of the Charter School shall comply with Federal and State laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

The District reserves the right to appoint a single representative to the Charter School Governing Council.

### LAUSD Charter Policy

[Charter School] will comply with District policy related to Charter Schools, including the Affiliated Charter Schools bulletin (BUL – 5439.0), as it may be changed from time to time.

### Grievance Procedure for Parents and Students

As a District affiliated charter, [Charter School] shall comply with District’s Grievance Policy and Procedure for parents and students.

Responding to Inquiries:

[Charter School] shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records. [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 of waste, fraud, or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

#### Notifications

Notification is to be made to the Educational Service Center and Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by [Charter School].

The School's Governance Structure and How it will Maintain Active and Effective Control of the School:

Emelita Academy Charter will maintain a Governance Council that will be the chief site based decision-making body for the school under the authority of the local district superintendent and under the ultimate authority of the Los Angeles Unified School District Board of Education

Emelita Academy Charter will have an Executive Committee comprised of the principal, 1 teacher elected yearly by the teachers who are voting members of the Governance Council, and 1 parent elected yearly by parents who are voting members of the Governance Council. Vacancies on the Executive Committee shall be filled immediately. The Executive Committee will comply with the Brown Act.

The Executive Committee shall:

- Deal with day-to-day monitoring of decisions and procedures previously determined by the Governance Council, and report back on progress of said matters.
- Refer issues to the Governance Council or its Committees.

The Executive Committee may not exercise the authority of the Governance Council. The Executive Committee will normally meet weekly but may convene more or less frequently as necessary to conduct its business.

Emelita Academy Charter shall comply with LAUSD's policies and regulations regarding ethics and conflict of interest in their decision making process.

#### Role of Standing Committees

Committees shall be formed to research issues and obtain input from all affected /interested groups. They will ensure participation of all stakeholders, present findings to the Council for a decision, create a more efficient way to handle decision making, provide a more effective way of communication, and will assist in the selection of all senior members of the staff.

Committees may include but are not limited to:

- Academic Support: To include Professional Development, Curriculum Development and Growth, and Technology.
- Student Services: To include Character, Positive Behavior Support, School Calendar, Student Activities and Recognition, and Special Events.
- School Operations: To include Budget and Finance, Human Resources and Personnel Selection, Facilities and Safety.
- Community Outreach: To include Parent Involvement/ Volunteering, Grant Writing, Fundraising, and Communication.

Other committees will be formed as the need arises. Committees are advisory and will have at least 1 parent and 1 staff member as members. Additional committee members will be volunteers based on interest and expertise. The Committee chairperson must establish a meeting agenda and submit a summary of all meetings to the Governance Council Chair and/or the Governance Council Secretary. Committees may elect a chairperson at their first meeting. In the event that no one accepts the chairperson position, the Emelita Academy Charter Governance Council Chair will appoint a chairperson. The Council, as needed, will determine committee meeting dates and times and all committees will comply with the Brown Act.

Frequency of Governing Board Meetings:

The Governance Council will be governed in its operations and its actions by the charter petition and the Bylaws of the Governance Council of Emelita Academy Charter School, which can be revised subject to district approval. The Governance Council will meet at least 9 times per year the third week of every month beginning in August, to discuss policy and make decisions on the direction for the school. All teachers, parents, and staff are encouraged to attend Council meetings. Subject to LAUSD policies and procedures, the Council will have authority for aspects of its operation including, but not limited to, the development and implementation of policies related to curriculum, personnel consistent with district policies and procedures and collective bargaining agreements, professional development, categorical block grant budget and finance, implementation of admissions, site-level scheduling, community relations, classroom usage (within district policy), use of the school site (within district policy), safety, discipline, charter revision subject to district approval, dispute resolution (within district policy), appointment of school representatives to external organizations, and Emelita

Academy Interactions with LAUSD. We will abide by LAUSD policies and procedures concerning school governance and will continue to have all school Boards operating effectively in shared decision-making. We will continue to fulfill our fiduciary responsibility and effectively lead and manage Emelita Academy Charter, but the governance obligation and authority lies with District's Board.

#### The Process for Selecting Governing Board Members:

Members of the Governance Council shall serve two-year terms; one-half of the teacher members and one-half the parent members will be elected each year. The voting members of the Governance Council will follow Article XXVII of the LAUSD/UTLA CBA that describes the local leadership school site councils. Emelita Charter Academy will consist of the following representatives from the school's various constituencies as follows:

- 8 members:
  - o 4 Certificated Teachers ( 1 UTLA and 3 Teachers) and 1 alternate teacher representative, who shall all be elected
  - o 4 Other: Principal, 2 parents and 1 classified employee/representative, and 1 alternate parent, who shall all be elected.

The District reserves the right to appoint a non-voting single representative to Emelita Charter Academy's governing council.

#### The Manner of Posting Meeting Notices, Distributing Agendas, and Recording Governing Board Actions:

Involvement in the Governing Council and the various Governing Council committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. This will enable us to continue meeting the unique and changing needs of the students at Emelita Academy Charter. All Governing Council and standing committee meetings will be open to the public in accordance with the Brown Act, and all stakeholders and interested parties will be encouraged to contribute agenda items. Meeting schedules will be made available to the public (including on the school website and via organized e-Blasts), and an agenda for each meeting will be posted as per the Brown Act.

The council will, at least 72 hours prior to a regular meeting, post an agenda containing a brief general description of each item to be discussed or transacted at the meeting, including items to be discussed in closed session. (§ 54954.2(a).) The Act makes it clear that discussion items must be placed on the agenda, as well as items which may be the subject of action by the body. The purpose of the brief general description is to inform interested members of the public about the subject matter under consideration so that they can determine whether to monitor or participate in the meeting of the body. Minutes of meetings will also be available in the school office and on the school website.

Emelita Academy Charter will comply with all applicable laws relating to public agencies in general, all federal laws and regulations and state codes. As required by LAUSD, our school adheres to all applicable consent decrees and court orders including Rodriguez and Chanda Smith Modified Consent Decree. Emelita Academy Charter accepts and understands its obligation to comply with specific sections of the Education Code: Sections 47611 and 41365, and all laws establishing minimum age for public school attendance.

Emelita Academy Charter School will comply with the Brown Act, as referenced in our bylaws. Members of the Emelita Academy Charter Governance Council, any administrators, managers or employees, and any other committees of the Charter School will comply with federal and state laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest and all LAUSD codes of ethics.

Organizational Chart Showing the Relationship of the Governing Board to the Leadership of the School as well as any Relevant Site Committees, etc.:

SEE ATTACHMENT O: Emelita Academy Charter Organizational Chart

The Process to be followed by the School for Ensuring Parental Involvement

Parent, student, staff, and community involvement is a key element to the success of the school, with multiple opportunities for stakeholders with flexible schedules and those who work full-time. These opportunities include events such as Back-to-School Night, Open House, Science Fair, Parent/Teacher Surveys, and Parent/Teacher Conferences, parent participation in the classrooms, campus beautification, Movie Nights, Parent Education workshops, a school website, and the monthly Coffee with the Principal meetings. Emelita Academy Charter will announce opportunities using monthly newsletters/calendars, via its website, marquee postings, and by automated phone calls (ConnectEd).

In addition to the various activities listed above, teachers have the opportunity to communicate during weekly collaboration meetings, professional development meetings, and regular faculty meetings and weekly agendas.

Without the parents' support, Emelita Academy Charter would not be able to achieve its current level of success. Parents are essential in making the school a vital part of the community, and in fostering the diversity and excellence of Emelita Academy Charter's educational program. A parent's inability to participate does not impact admission for enrollment.

The Process to be followed by the School for Ensuring Parental Involvement:

## Element 5 – Employee Qualifications

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

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

### Personnel

[Charter School] shall follow all applicable state and federal laws and regulations and collective bargaining agreements. Any 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 regard to Local School Leadership Council composition and responsibilities.

### Staff Selection

Principal selection is the purview of the Superintendent.

[Affiliated Charter School] is subject to District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions regarding salaries, classifications, and assignments.

### Certificated Personnel

Selection of certificated staff will be aligned with current Education Code, District Policy, and 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. Available lists will be determined by Human Resources and may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on the current hiring situation 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 (i.e. Reasonable Accommodation).

### Classified Personnel

Selection of classified staff will be in compliance with the current merit system provisions of the Education Code, the 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. reductions-in-force or reasonable accommodations required in compliance with the Americans with Disabilities Act.)

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 basis.

#### Professional Development

In addition to any District-mandated professional development, [Charter School] shall have full autonomy in the selection of professional development programs for their employees to meet their site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by the [Charter School] will, in turn, be funded by the District consistent with its practice for other District schools.

## Element 6 – Health and Safety

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

As an affiliated charter school, [Charter School] will adhere to District’s Health, Safety and Emergency Plans. The [Charter School] will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff in line with District’s procedures.

The [Charter School], its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

As an affiliated charter school, in order to guarantee the health and safety of pupils and staff, [Charter School] will ensure that all employees follow the procedures of LAUSD Human Resources Department concerning, criminal background checks, examination of faculty and staff for tuberculosis, immunization of pupils as a condition of attendance, screening of pupils’ vision and hearing and screening of pupils for scoliosis.

[Charter School] will comply with all regulations as required by the federal, state, county, and city laws, such as fire and safety codes [Charter School] shall comply with District policy related to reporting suspected child abuse or neglect as mandated by District guidelines, federal and state law, and local agencies. In addition, Affiliated Charter school shall comply with LAUSD policy on Employee-to-Student Sexual Abuse and Related Investigation and Notification (BUL 5736.0) in reporting sexual misconduct allegations by certificated employees within 72 hours to parents and guardians of students in the school. Affiliated Charter school shall also comply with any other policy as established by the District with regards to reporting of child abuse and notification to parents and guardians related to classified employees.

As an affiliated charter school, Emelita Academy will adhere to District’s Health, Safety and Emergency Plans. Emelita Academy Charter will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff in line with District’s procedures.

Insurance:

Coverage shall be provided to the affiliated [Charter School] by the District under any of the District’s self-insured programs or commercial insurance policies. The District shall secure and maintain insurance, to protect the [Charter School] from claims which may arise from its operations, as provided to all other schools in the Los Angeles Unified School District.

It shall be the District's responsibility, to monitor the Charter School vendors, contractors, partners or sponsors for compliance with District insurance requirements for third parties. Charter School shall adhere to current District Procurement Manual policies and procedures prior to accepting any services from vendors, partners or sponsors.

## Element 7 – Racial and Ethnic Balance

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

### Court-ordered Integration

The Charter School shall continue to comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. Upon request by the District, the Charter School will provide a written plan outlining how it would achieve and maintain the LAUSD’s ethnic schools goal of 70:30 or 60:40 ratio. [Charter School] shall be responsible for following the requirements of the Crawford de-segregation court order, and 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.

The District and [charter school] are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement (PI).

### Federal Compliance

As part of Los Angeles Unified School District which is a recipient of federal funds, [Charter School] has agreed to meet all of the programmatic, fiscal and other regulatory requirements of The Elementary and Secondary Education Act.

## **Element 8 – Admission Requirements**

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

### **McKinney-Vento Homeless Assistance Act**

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

For Affiliated Charters without SAS Programs:

State here whether this applies to your school or does not apply.

Does not Apply to Emelita Academy

[Affiliated charter school] shall admit all students who wish to apply. (Education Code section 47605(d)(2)(A)). However, as a conversion charter school, [Affiliated Charter School] must admit students who reside in the attendance boundary of the school as established by the District hereafter referred to as “resident students”). (Education Code section 47605(d)(1)). Students cannot be required to attend a charter school. (Education Code section 47605(f)). If (Affiliated Charter School) reaches its school-wide operational capacity, a public random drawing/lottery will be conducted. Resident students shall have preference so as to be exempt from the lottery. Currently enrolled students (regardless of residence) shall also have preference so as to be exempt from the lottery.

The lottery shall provide preference for students residing in LAUSD boundaries, but not residing within the attendance area of the charter school.

Students not selected through the lottery process will be waitlisted until a seat becomes available. This waitlist is effective for one year.

In the event that [Affiliated Charter School] reaches capacity and is unable to enroll incoming students who reside in the attendance boundary of the school, affiliated charter schools will consult and coordinate with its Education Service Center administration to identify the appropriate receiver school(s).

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

For Affiliated Charters with SAS programs:

State here whether this applies to your school or does not apply.

Does not Apply to Emelita Academy

Once students are accepted in the charter school, students who qualify for the SAS (School for Advanced Studies) Program will be able to enroll in the SAS program, per program admission guidelines.

For Affiliated Charters with Magnet program:

State here whether this applies to your school or does not apply.

Does not Apply to Emelita Academy

Prior to [Affiliated Charter School's] conversion into an affiliated charter school, [Affiliated Charter School] had a LAUSD magnet program which had an attendance boundary for students from all over LAUSD. [Affiliated Charter School] shall continue to provide admission preference to pupils from LAUSD as determined by the magnet program and consistent with Crawford v. Board of Education court order.

## **Element 9 – Annual Financial Audits**

District Required Language for Fiscal component will be provided at a later time and can be included in this section

## **Element 10 – Suspensions and Expulsions**

As an affiliated charter school of the Los Angeles Unified School District, [Charter School] will follow all discipline procedures established by the District and will comply with Education Code 48900, et. seq. In LAUSD, the 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.

[Charter School] shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal, in accordance with District policies and procedures.

Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities. Charter School shall also comply with the District's Discipline Foundation policy.

### **Outcome Data**

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District's student Information system and make such outcome data readily available to the District upon request in accordance with District policies and procedures.

### **Readmission**

The Charter School shall follow District policies and procedures with regard to requests for readmission and the process for the required review of all expelled pupils for readmission.

### **Special Education Students**

In the case of a student who has an IEP, or a student who has a 504 Plan, the Charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973 and the Modified Consent Decree. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter 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's failure to implement 504?

## Gun Free Schools Act

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

### **Element 11 – Employee Benefits**

Employees of the [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, and retirement benefits including organizations such as STRS/PERS, health insurance, life insurance and all other assigned compensation and benefits.

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

### **Element 12 – Attendance Alternatives**

Pupils who choose not to attend [Charter School] may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

### **Element 13 – Rights of District Employees**

As an affiliated charter school, all administrators, faculty and staff of the [Charter School] are LAUSD employees. All employees will be hired by the District and maintain the same relationships in all bargaining units.

### **Element 14 – Mandatory Dispute Resolution**

The staff of [Charter School] and LAUSD Board of Education agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and [Charter School], except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and [Charter School] shall be resolved by a collaborative team from the Educational Service Center and the Charter Schools Division in accordance with the procedures set forth below:

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

To Charter School: [Charter School]  
c/o School Director

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

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by Superintendent’s designee.

**Element 15 – Exclusive Public School Employer**

The Los Angeles Unified School District is the exclusive public school employer of the employees of the [Charter School] for the purposes of the Educational Employee Relations Act (EERA).

## Element 16 – Charter School Closure

[Charter School] reverts back to a District traditional school in the event of a closure.

### Revocation

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 provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the [Charter School] if the District finds, through a showing of substantial evidence, that the 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.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the [Charter School] in writing of the specific violation, and give the [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.

### Closure Procedures

The decision by the LAUSD Board of Education to revoke or not renew the affiliated charter school constitutes a Closure Action. The Closure Action shall be deemed to have been automatically made when either the Charter is revoked, non-renewed by the LAUSD Board of Education, or the Charter lapses. In the event of such a Closure Action, or as soon as Charter School's site-based governance informs the District of its intent to voluntarily revert to non-charter status, the following steps are to be implemented:

1. If the affiliated Charter School's site-based governance votes to revert to non-charter status the LAUSD Board of Education will hold a public meeting officially terminating the charter. The Board of Education will direct the Superintendent or his designee to determine implementation of the closure procedures.

2. The Charter Schools Division will notify the California Department of Education that [Charter School] has terminated its charter, and the effective date.
3. Upon closure, all of the assets of the Charter School are transferred to LAUSD. A copy of the stamped order of business showing the action taken by the LAUSD Board of Education will be included in the notification to the CDE.
4. The LAUSD Board of Education or its designee will determine the distribution of any remaining balance in the Categorical Block Grant Account of the Charter School upon closing.
5. LAUSD reserves the right to conduct a close out audit by the LAUSD auditor.
6. Written notification to parents/guardians/caregivers of the enrolled students of the [Charter School] will be issued by LAUSD within 72 hours after the determination of a Closure Action and the effective date of the termination of the charter.

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] right to operate as a Charter School or cause [Charter School] to cease operation.

#### Facilities

K-12 school sites remain subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

#### Requirements for Schools Obtaining Independent Status

In the event that [Charter School] changes its status to independent charter school, during the term of this Charter, [Charter School] shall submit a petition for material revision for District's approval. [Charter School] shall meet all requirements of an independent charter that occupies LAUSD facilities; [Charter School] shall enter into facilities use agreement with the District and adhere to District guidelines including:

- Proposed Charter School Location \_\_\_\_\_
- Names of District school sites near proposed location
- Proposed Charter School to be located within the boundaries of LAUSD.

District-Owned Facilities: If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement

provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes. In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with another LAUSD user group, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

As a condition to the approval of the charter petition, [Charter School] will enter into a Public School Choice Facilities Use Agreement with the LAUSD prior to occupying or using the LAUSD facilities.

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

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

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

**Facility status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The Charter School facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the Charter School is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed Charter School facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter

School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

**Asbestos Management:** The Charter School will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.