



LOS ANGELES UNIFIED SCHOOL DISTRICT

Emerson Community Charter School

03/14/14

1650 Selby Ave., Los Angeles, CA 90024

TERM OF CHARTER

JULY 1, 2014 TO JUNE 30, 2019

TABLE OF CONTENTS

Assurances and Affirmations.....	3
Element 1 – The Educational Program.....	4
Element 2 – Measurable Pupil Outcomes and	
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured	52
Element 4 – Governance.....	68
Element 5 – Employee Qualifications.....	76
Element 6 – Health and Safety Procedures	78
Element 7 – Means to Achieve Racial and Ethnic Balance	80
Element 8 – Admission Requirements	81
Element 9 – Annual Financial Audits.....	82
Element 10 – Suspension and Expulsion Procedures.....	84
Element 11 – Employee Retirement Systems	86
Element 12 – Public School Attendance Alternatives.....	87
Element 13 – Rights of District Employees	88
Element 14 – Mandatory Dispute Resolution	89
Element 15 – Exclusive Public School Employer	91
Element 16 – Charter School Closure Procedures.....	92
Additional Provisions	94

ASSURANCES AND AFFIRMATIONS

Emerson Community Charter School (also referred to herein as “Emerson” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)
- Not charge tuition. EC 47605(d)(1)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. EC 47605(d)(1)
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A). An existing public school that converts to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of the school. EC 47605 (d)(1)
- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school's capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. EC 47605(d)(3)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)
- Consult, on a regular basis, with the charter school's parents, legal guardians, and teachers regarding the school's educational programs. EC 47605(c)(2)

ELEMENT 1 – THE EDUCATIONAL PROGRAM

GENERAL INFORMATION

- The contact person for Charter School is Dimone Watson, Principal
- The address of Charter School is 1650 Selby Ave., Los Angeles CA 90024
- The phone number of Charter School is (310) 234-3100
- Charter School is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 4 and Educational Service Center West.
- The term of this charter shall be from July 1, 2014 to June 30, 2019.
- The grade configuration of Charter School is 6th-8th
- The number of students in the first year will be 600.
- The grade level(s) of the students in the first year will be 6th-8th
- The scheduled opening date of Charter School is July 1, 2014
- The current operational enrollment capacity of Charter School is 1000; for all District affiliated charter schools, the District determines each school’s capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors).
- The bell schedule for Charter School will be:
- If space is available, traveling students will have the option to attend.

COMMUNITY NEED FOR PROPOSED DISTRICT AFFILIATED CHARTER SCHOOL

Emerson Community Charter School intends to serve local community children/families, and children/families from outside the attendance area who are interested in being a part of the Emerson Community. The following demographic and achievement data demonstrates a need for innovative practices to serve the student population.

School and Student Demographics

2013-2014 Student Enrollment	
Grade Level	Enrollment
Grade 6	181
Grade 7	186
Grade 8	225
Total Enrollment	592

2013-2014 Racial and Ethnic Analysis of Student Population		
Racial and Ethnic Subgroup	# of Students	% of Students
American Indian	2	3%
Asian	34	5.7%
Black	118	19.9%

Hispanic	312	52.7%
Pacific Islander	1	.2%
White	125	21.1%
Total for all Minorities	467	78.9%
Total for all students	592	% 100

Current 2013-2014 Languages Spoken by English Learners (LEP) Students									
Grade	Arabic	Mandarin	Other Chinese	Japanese	Korean	Spanish	Farsi	Other	Total
6	1	0	0	1	1	19	0	1	23
7	3	3	1	0	1	18	1	0	27
8	0	0	0	0	0	24	2	0	26
Total	4	3	1	1	2	61	3	1	76

Historical Data of Languages for All English Learners (LEP and RFEP)															
Year	Arabic	Mand.	Other Chinese	Japan.	Korean	Spanish	Farsi	Bulgar.	Hebrew	Indones.	Russ.	Philip.	Urdu	Other	Total
13-14	6	3	1	1	2	121	7	1	3	1	1	4	1	2	154
12-13	3	2	1	1	0	213	8	0	3	2	4	6	1	6	250
11-12	1	1	0	1	1	241	9	0	3	1	6	7	4	7	282
10-11	0	0	0	0	0	116	6	0	0	0	2	1	0	12	137
09-10	0	0	0	0	2	114	9	0	0	0	0	2	0	15	142

Number of Reclassified Students Historically			
Year	Number of LEPs	# Reclassified	% Reclassified
2012-2013	99	22	22
2011-2012	114	23	20
2010-2011	142	29	20
2009-2010	184	27	15
2008-2009	243	33	14

School Suspension and Expulsion Data Historically				
Year	Number of Suspensions	Rate of Suspensions	Number of Expulsions	Rate of Expulsions
2011-12	52	6.4	0	0
2010-11	79	9.1	0	0
2009-10	143	14.4	0	0

Attendance Data Historically			
Year	Stability Rate	Transiency Rate	Actual Attendance Rate
2011-12	90.63	14.68	95.26%
2010-11	89.63	17.53	94.70%
2009-10	92.64	12.65	94.39%
2008-09	90.88	15.54	93.98%

2012-2013 Percent of 7th Grade Students Meeting Healthy Fitness Zones (on the 7th Grade Physical Fitness Test)		
Four of Six Standards	Five of Six Standards	Six of Six Standards
22.7%	24.2%	9.9%

API Scores Historically	
Year	Score
2012-2013	728
2011-2012	765
2010-2011	740
2009-2010	714

API Rankings Compared to Similar Schools		
Year	Emerson's Statewide API Rank	Similar Schools API Rank
2011-2012	4	1
2010-2011	4	2
2009-2010	3	1

AYP Growth 2012-2013	
Met Growth Targets?	
Schoolwide	No
All Student Groups	No
All Targets	No

2012-13 API and Growth for Subgroups							
Subgroup	Number of Students Included in the API	Numerically Significant Both Years?	2013 Growth	2012 Baseline	2012-13 Growth Target	2012-12 Growth Amount	Met Growth Target?
Schoolwide	614	-	728	765	5	-37	No
Black or African American	106	Yes	701	735	5	-34	No
Hispanic or Latino	349	Yes	669	711	5	-42	No
White	113	Yes	868	880	A	-12	Yes
Socioeconomically Disadvantaged	413	Yes	674	718	5	-44	No
English Learners	141	Yes	619	627	9	-8	No
Students with Disabilities	68	No	440	418			

Demographic Information for Prospective Site (Surrounding Schools Data)

LAUSD Schools	# of Students	Multi-Track School?	Program Improvement?	Met 2013 Schoolwide Growth Target?	Met all 2013 Subgroup Growth Targets?	2013 API Score	2012 API State Ranking	2012 Similar Schools Rank	% Eligible for Free/Reduced Lunch	% of ELL Students	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3
Brockton Elementary	253	No	Yes-1	No	No	778	4	6	72.7	52.6	72 Hispanic	10 White	5.5 Asian
Overland Elementary	470	No	No	Yes	Yes	946	10	8	10	.9	60 White	21.3 Asian	9.8 Hispanic
Nora Sterry Elementary	374	No	Yes-1	Yes	No	814	5	6	68.4	41.2	67.9 Hispanic	14.2 Black	12.8 White
Warner Elementary	678	No	No	Yes	Yes	961	10	9	4.7	4.3	77.9 White	15.5 Asian	3.8 Hispanic
Fairburn Elementary	459	No	No	Yes	Yes	940	10	10	7.2	10	65.4 White	24.4 Asian	3.9 Black
Saturn Elementary	504	No	Yes-2	No	No	754	4	8	87.9	35.3	74.8 Hispanic	21 Black	2 White
Webster Middle	697	No	Yes-5	No	No	713	2	4	72.2	13.8	60 Hispanic	26.7 Black	10.2 White
Palms Middle	1724	No	Yes-5	Yes	No	878	9	9	49.4	5.3	38.7 Hispanic	26.2 Black	19.4 White
Adams Middle	1083	No	Yes-5	No	No	725	3	7	93.1	21.5	96.5 Hispanic	1.6 Black	1.5 White
University High	2059	No	Yes-5	No	No	747	5	8	70.9	10.6	56.1 Hispanic	19.1 Black	11.4 White
Venice High	2300	No	Yes-5	Yes	Yes	741	3	6	56.1	12.4	67.2 Hispanic	15.3 White	8.4 Black
Charter Schools	# of Students	Multi-Track School?	Program Improvement?	Met Schoolwide Growth Target?	Met all Subgroup Growth Target	2013 API Score	API State Ranking	Similar Schools Rank	% Eligible for Free/Reduced Lunch	% of ELL Students	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3
Westwood Charter	799	No	No	Yes	Yes	945	10	3	6.4	7.9	69.7 White	16 Asian	8.8 Hispanic
New West Charter	338	No	No	Yes	Yes	911	10	9	14.2	1.2	49.4 White	20.7 Hispanic	10.7 Black
Community Magnet Charter	471	No	No	Yes	Yes	962	10	10	28	5.1	37.2 White	29.1 Asian	19.3 Black
Paul Revere Charter Middle	2103	No	No	Yes	Yes	903	9	7	26.2	3.1	49.2 White	23.8 Hispanic	15.2 Black

The most current demographic and achievement data provided by the LAUSD Office of Data and Accountability website (2013), the CDE website (2013), and the LAUSD Student Information System (SIS), and Ed-Data (2013).

STUDENT POPULATION TO BE SERVED

Emerson is located in Westwood near Century City and West Los Angeles. Other surrounding neighborhoods are Culver City, Palms, Mar Vista, Brentwood, Bel Air, Beverly Crest, Sawtelle, Rancho Park, Cheviot Hills, Palms, Beverly Hills, and Holmby Hills. The school is surrounded by houses, apartment buildings, the Church of Jesus Christ of Latter-Day Saints, St. Paul Apostle Catholic Church, and the California Los Angeles Mission. The University of California, Los Angeles is a local neighborhood University. According to the LA Department of City Planning and the U.S. Census (2008), the population of Westwood is 52,041 people within a 3.68 square mile radius. The city's races/ethnicities are 62.9% White, 23.1% Asian, 7% Latino, 2% Black, and 4.9% other. The median household income is \$68,716, and 66.5% of residents 25 and older have a four-year degree. Renters make up 64.1% of the population in Westwood while 35.9% own their own home. Of the families in Westwood, 37.5% are married couples, while 57.2% of the population has never been married. About 30% of the

residents in Westwood were born outside of the United States with 6.6% of those individuals being born in Russia, 23.5% in Iran, and 7.3% in Taiwan.

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

As a Charter school, Emerson can serve students beyond the current attendance boundary. Currently Emerson accepts children who live within our local school boundaries, as well as a limited number of permits on a space-available basis as determined by the District. Our intent is to preserve our core population of neighborhood students as a community school, while opening our enrollment, as capacity permits, to continually strengthen the already established diversity of the school.

Emerson currently serves approximately 592 students in grades 6-8. In the current 2013 school year, 53% of the students enrolled at Emerson live within the school's attendance boundaries as defined by the District. The remainder of the student population is enrolled via permits: 18% (105) of students are enrolled through Open Enrollment, and .06% (34) through University Outreach. Emerson also offers an Advanced Studies Program (SAS) which supports the development of gifted and talented youth. Currently, 27% (134) of the students are enrolled in the SAS program in grades 6-8.

Emerson is a Title I school with a 2013-2014 ranking of 50.8%, signifying that about half of the student population is receiving free/reduced lunch.

Emerson Community Charter will continue to function as a neighborhood school and will adhere to LAUSD enrollment procedures consistent with Charter school law and District policy. Given current facilities, Emerson can increase its enrollment capacity to 800-1000 students by the end of the 2015 school year consistent with District monitoring and District oversight. Enrollment seats not filled by neighborhood students will be filled through SAS permits and via lottery. Lottery procedures are outlined in Element 8.

GOALS AND PHILOSOPHY

Mission and Vision

The mission of Emerson Community Charter Middle School is to develop the Whole Child through an instructional environment that fosters and promotes students talents and 21st century skills.

Emerson Community Charter Middle School is committed to providing an environment that both supports and challenges every student to attain their highest level

of social, intellectual, and physical development. By providing 21st century instruction and experiences in academics, arts, technology, and athletics, students will develop the values and knowledge that will allow them to appreciate and contribute to all aspects of our diverse world. Our goal of nurturing accomplished, responsible, and well rounded students is summed up in our motto, “Scholarship, Citizenship, Achievement.”

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

The academies include:

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

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

Emerson believes that being an “educated person” in the 21st century means having 21st century skills. Educated students will have:

- Learning and thinking skills which will prepare students for complex life and work situations. Often labeled as the “4 C’s” these skills include the development of creativity, critical thinking, communication, collaboration, innovation, and problem solving skills.
- Information, media and technology skills which will prepare students for our media-driven global market. These skills include information literacy, media literacy, and Information Communications Technology (ICT) Literacy.
- Life and career skills which will develop the aptitudes and skills needed for today’s complex globally competitive society. These skills include flexibility, adaptability, initiative, self-direction, social and cross-cultural skills, productivity, accountability, leadership, and responsibility.

Overall, Emerson believes that an “educated person” is someone who is well-rounded socially, emotionally, and intellectually. An “educated person” is a problem-solver and critical thinker in our complex global society. Emerson’s mission, vision, goals, and learning framework, will create an innovative support system and instructional environment designed to help students master these multi-dimensional abilities.

How Learning Best Occurs

Emerson believes that learning best occurs in the following environment:

- A school community where students, parents, teachers, administrators, staff, and community members work together as a team. This is facilitated by Emerson’s School-Parent-Student Agreement.

- Research based effective instructional strategies and methodologies guide instruction and learning. Similarly, data informs instruction and professional development to facilitate effective implementation of these strategies/methodologies.
- The Whole Child and 21st Century Skills are developed in a safe, nurturing, positive, and mutually respectful environment conducive to student learning.

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

The goals of the instructional program at Emerson are to help students to become self-motivated, competent, lifelong learners.

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

The instructional program at Emerson will also help students to be competent in various ways. First, the effective instructional methodologies used by teachers will help students to become competent in the common core standards and academic subjects. Also, the Project Based Learning in the Academies will deepen students understanding of various aspects of the core curriculum. Teachers will also help students to be competent 21st century scholars by asking students to solve problems, use evidence to prove a point, and to think critically. Such 21st century knowledge and skills will transfer across the curriculum therefore helping to make students competent in all subjects.

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

The Overall Student Goals of the Instructional Program are that students will have:

- Academic skills necessary to be successful in high school, college, career and beyond
- knowledge and understanding of the value of positive character traits
- an appreciation of their own unique skills and talents
- an awareness of proper etiquette for interacting with people different from themselves
- an appreciation of others diversity
- critical thinking skills
- the skill of utilizing technology in their learning
- basic study and organizational skills
- the ability and desire to actively participate in their learning

- their strengths broadened, extended, and developed
- the skill to see the connections between what they learn and the world around them
- the ability to work both individually and as a member of a group
- the ability to problem solve
- the skills and attitudes needed to become lifelong learners
- high expectations for themselves
- self motivation and greater self-confidence
- good character, and an appreciation and concern for the larger community
- maintain a 2.5 program-wide GPA
- maintain a 96% attendance rate (7 days or less absent during the school year)

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

- students areas of needs are identified, addressed, and strengthened in an ongoing manner
- students are encouraged to excel and gain a deeper understanding of subjects/concepts
- have high expectations for themselves and their students
- to continually develop and improve as an educator through professional development
- work collaboratively with other staff
- to ensure the Common Core Standards are taught
- use differentiated research-based instructional strategies to meet students needs
- connect subjects across the curriculum
- actively promote parent involvement in a variety of ways
- have parents understand how they can assist their child's learning
- will use technology and a variety of resources to develop students understanding
- use multiple forms of data to guide instruction and professional development
- encourage student attendance in a variety of ways
- use a school wide behavior support plan to keep the school safe and organized
- maintain a school-wide 96% attendance rate
- have at least an 80% eighth grade graduation rate

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

STEM

- Understanding of the scientific method
- Understanding of how to solve mathematical questions
- The ability to engage in experimentation, exploration, and discovery
- An ability to use technology in their learning

Arts and Media

- An awareness of different types of media, their values, and their purposes
- Ability to express oneself through the literary, visual, and performing arts
- Understanding of the various forms and functions of art

- An appreciation for the different art in our world

Sports

- An awareness of the importance of physical fitness, nutrition, and healthy choices
- Knowledge of strength and conditioning activities
- Knowledge of tools to be a successful scholar athlete
- Maintain 80% proficiency in the FITNESSGRAM Performance Standards

Local Control and Accountability Plan

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations, and pursuant to District policies and procedures, related to AB 97 (Local Control Funding Formula), as they may be amended from time to time.

Enter text here (may include charts and graphs).

INSTRUCTIONAL DESIGN

Instructional Framework

Emerson's curriculum is based on the Common Core Standards and associated Frameworks in language arts, mathematics, science, social studies, visual and performing arts, technology, health, and physical education. The curriculum meets all state and LAUSD standards, rules, and regulations. Emerson's instructional program includes the use of instructional methodologies such as Constructivism, Bloom's Taxonomy, Marzano's Instructional Strategies, Project-Based Learning, and other research based effective strategies in order to develop our students' knowledge and 21st century skills. Three Academies, STEM, Arts and Media, and Sports, will help students to develop as Whole Children, and as self-motivated lifelong learners, while deepening their understanding of the core subjects.

* The following Academies (their descriptions, classes, and implementation plans) are flexible, and may be modified, added to, and revised in order to best meet students' needs.

Science Technology Engineering and Math Academy

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

The STEM Academy students will rotate through various classes. The first class is Gardening. Students will plan and care for a community garden. Students will examine

the life cycle of plants, and other garden creatures, and will grow organic foods to share with all students at the school.

The second class is The Science of Cooking. Students will examine scientific and mathematical aspects of cooking as ingredients transform into recipes and meals.

Another STEM class is Dissection. Students will examine a variety of plants and animals up close as they learn about the inner-workings of organisms.

Robotics is a class where students will design and run simple robots. This class will develop students mathematical and technology skills as they use simple algorithms and data to make basic motors. Some students may be selected to participate in a local and state robotics competition.

Video Game Design will be a class that works in partnership with the USC Graduate School. Students in this class will learn to design their own video games.

Lastly, the Emerson News Show will allow students to participate in the science of news casting and broadcast journalism. Students in this class will produce, document, edit, and share with the school community many of the projects and activities occurring in the school.

At the end of the year all of the STEM Academy students will participate in a Science Expo to display and share their projects.

Students in the STEM Academy will have opportunities to meet with visiting role models and experts in science, technology, engineering and mathematics. Students will also take STEM related field trips to Yosemite, the Channel Islands, and amusement parks.

Arts and Media Academy

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

The first class offered in A&M is entitled "The Art of Cooking." Students in this class will be researching, studying, and tasting a wide variety of ingredients and recipes to introduce students to the world of culinary arts. Students will learn about nutrition and how to plan, prepare, and cook by recipe directions. There will be a culminating project each semester when students will utilize media skills to create a cooking video.

Another course called "Leadership Arts" will have students create, organize, and produce wall murals, cultural celebrations, school wide community service projects, and various projects related to enhancing the physical, academic, and social environment of the school. This will also include helping out at school functions, and promoting parent involvement, at events such as Back to School Night, Parent Conference Night, and the International Potluck.

The third course titled "Video Production" will introduce students to filmmaking techniques and film production. Students will have to opportunity to plan, produce, and edit narrative and documentary videos. Projects will also introduce students to working in teams, production deadlines, equipment care, filmmaking techniques, and creative problem solving.

At the end of each semester, the A&M students will participate in a Renaissance Fair (Fall) and a Spring Festival (Spring) to share their projects, knowledge, and skills with the school community.

Professionals and experts in arts and media will be invited to visit the A&M Academy. Academy students will also go on field trips to local arts locations like the Paley Center for Media, the Ahmanson Theatre, the Getty Museum, Theatricum Botanicum, and LACMA.

Sports Academy

The Emerson Sports Academy (ESA) will develop scholar athletes who are successful in both academics and athletics. Students will expand their athletic talents, and will learn knowledge and skills in the areas of social, emotional, and physical health. The Sports Academy will use Wooden's Pyramid as a guide for many activities and lesson plans.

The Sports Academy is developing a partnership with the athletic department at UCLA. For example, ESA participants will meet UCLA student athletes and attend collegiate level PAC 12 sporting events at the Pauley Pavilion, Drake Stadium, Easton Field, Jackie Robinson Stadium, and the Rose Bowl. In addition, eighth graders will get the opportunity to be a "Bruin for a Day" when UCLA student athletes take Emerson students on a tour and offer advice to the young scholars. ESA will also have teams and individuals visit from other professional, high school, and college sports teams.

Students' culminating project will be a student created portfolio that will include their personalized goals, records of their progress, community service details, and information about colleges, Universities, and careers.

Some Sports Academy activities include a jog-a-thon, attending Dodger games, going to Santa Barbara for a field trip, and participating in Sports Academy tournaments and Intramural athletic tournaments.

Implementation Plan:

Emerson follows the single track traditional academic calendar set forth by the District. If approved, the program described in Element 1 will begin during the 2014-2015 school year. Currently, the school has already begun implementing Element 1 in this 2013-14 school year so that strengths and challenges can be identified. This pre-implementation will allow for the staff to improve and solidify the program so that it is robust for the start of the 2014 school year.

General Implementation plan for Academies

Academy lessons will occur every morning during designated "Academy Time" from 7:55am-8:43am (48 minutes) on Mondays, Wednesdays, Thursdays, and Fridays, and 7:55am-8:31am (36) minutes on early dismissal Tuesdays. The remainder of the school day is regular core academic class time, nutrition, and lunch. All District required academic instructional minutes are met with this schedule.

While each Academy has a different focus, projects, activities, and field trips, all of the academies will have some commonalities. All Academies will incorporate the following knowledge and skill topics into their lessons:

- Citizenship- lessons on character development and the encouragement of community service
- Organizational skills- Binder Reminder checks, planning

- Intervention, feedback, and support- tutoring, study halls, conferencing, grade monitoring
- College, career, and future readiness knowledge and skills
- Use of Accelerated Reader to promote literacy
- Leadership skills
- Collaboration skills
- 21st Century skills
- An attitude of self-motivated life-long learning

In addition, the Academies will collaborate in a variety of ways. All the Academy teachers will work together during Professional Development opportunities to plan lessons and develop ideas for their projects. Also, each Academy culminating activity/project will be shared with the whole school community, allowing others to see and learn from their work. There will also be several overarching activities over the course of the school year in which all Academy students participate. For example, the Sports Academy provides lesson ideas, and makes announcements over the PA, based on John Wooden's Pyramid to all the Academies in order to support the teaching of citizenship.

Implementation Plan/Schedule for STEM

The STEM Academy is divided into two rotating "wheels." Each wheel contains courses that are specific to STEM topics. Students have the option of choosing their wheel of interest during the first two weeks of school. STEM students will then rotate through their wheel's courses approximately every five weeks. The courses offered in wheel 1 are: Gardening, Cooking, and Dissection. The courses offered in Wheel 2 are: Robotics, and Video Game Design. Students also have the option of participating in a year-long news show. The Emerson News Show will promote student journalism, and will report on Academy projects and other school topics. The school year will culminate with the STEM Science Expo, which will showcase students' projects and work.

Implementation Plan/Schedule for Arts and Media

Students who select the Arts and Media Academy will choose their specific Academy classes during the first two weeks of school. Students will remain in this class for the Semester. The classes offered in A&M are: The Art of Cooking, Leadership Arts, and Video Production. Although students are in a specific class, all classes will be working towards a common semester culminating project. The semester project in the fall is a Renaissance Fair, and in the Spring it is a Spring Festival. Students will showcase their individual and class projects and work at these events.

All Arts and Media classes will follow the same weekly schedule:

Monday- Organization and Academic Tutoring: Binder Reminder Checks, Backpack/Binder Organization, Report Card Checks, Conferencing, Tutoring, Study Hall

Tuesday- Character Building: Leadership Lessons, Character Lessons

Wednesday-Friday- Class Projects: Work on pieces or projects for the Renaissance Fair or Spring Festival

Implementation Plan/Schedule for Sports

Students who select the Sports Academy will all participate in the same lesson plans. Every five weeks the focus of the lessons will change. Students will also be creating individualized portfolios. Portfolios will include academic and athletic goals, class grade and report card information, community service information, and college and career information.

ESA Lesson Schedule:

First Five Weeks (Fall):

- Students will be introduced to Wooden’s Pyramid.
- Students will identify their strengths and weaknesses in regards to health, nutrition, physical fitness.
- Students will set goals in each area. Students will take a physical fitness test in order to get a baseline level of data.
- Students will start their portfolio.

Second Five Weeks (Fall):

- Students will work on their athletic skills.
- Students will work towards achieving their set goals.
- Students will add to their portfolio.

Third Five Weeks (Fall):

- Students will learn about nutrition, social, and emotional health.
- Students will continue to work on their portfolio.

Fourth Five Weeks (Fall):

- Students will reflect on their growth over the first semester and determine whether or not they reached their goals.
- Students will participate in a portfolio analysis/conference with the teacher.

First Five Weeks (Spring):

- Students will set new or continuing goals for specific sport skills and conditioning.
- Students will create an action plan.
- Students will continue to work on their portfolio.

Second Five Weeks (Spring):

- Students will do a nutrition study and think about healthy lifestyles and habits.
- Students will take a physical fitness test.
- Students will analyze the test results and their goal attainment.
- Students will continue to work on their portfolio.

Third Five Weeks (Spring):

- Students will organize their portfolio
- Students will complete an end-of-year reflection.

Fourth Five Weeks (Spring):

- Students will participate in culminating interviews
- Students will present their final portfolio.

Academy Overviews and Summaries

STEM Overview				
Focus	Classes	Culminating Project	Field Trips/Activities	Implementation

A set of laboratories designed to provide students with opportunities to discover, explore, and experiment.	<ul style="list-style-type: none"> • Gardening • Cooking • Dissection • Robotics • Video Game Design (USC Partnership) • Emerson News Show (year long class) 	Science Expo	<ul style="list-style-type: none"> • Yosemite • Channel Islands • Amusement Parks 	2 Wheels- Students choose 1 wheel and rotate through 2-3 classes approximately every 5 weeks.
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Arts and Media Overview				
Focus	Classes	Culminating Project	Field Trips/Activities	Implementation
Develop students' talents as visual and performing artist through hands-on activities.	<ul style="list-style-type: none"> • The Art of Cooking • Leadership Arts • Video Production 	<ul style="list-style-type: none"> • Renaissance Fair • Spring Festival 	<ul style="list-style-type: none"> • Paley Center for Media • Ahmanson Theatre • Getty Museum • LACMA 	Students choose 1 class for the semester. Entire Academy follows same weekly schedule and creates a piece for the culminating Academy project.

Arts and Media Weekly Schedule		
Monday	Tuesday	Wednesday-Friday
Organization and Academic Tutoring	Character Building	Class Projects
<ul style="list-style-type: none"> • Binder Reminder Checks • Backpack/Binder • Organization Report Card Checks • Conferencing • Tutoring • Study Hall 	<ul style="list-style-type: none"> • Leadership Lessons • Character Lessons 	<ul style="list-style-type: none"> • Work on pieces or projects for the Renaissance Fair or Spring Festival

Sports Academy Overview				
Focus	Classes	Culminating Project	Field Trips/Activities	Implementation
Develop scholar athletes who will	Whole-Academy Lessons.	Individual student	<ul style="list-style-type: none"> • Partnership with UCLA 	Lesson emphasis changes every 5

learn knowledge and skills in the areas of social, emotional, and physical health.		Portfolios	Athletic Department <ul style="list-style-type: none"> • Jog-a-thon • Dodger Games • Santa Barbara • Tournaments 	weeks.
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Sports Academy Fall Semester Schedule			
First Five Weeks	Second Five Weeks	Third Five Weeks	Fourth Five Weeks
<ul style="list-style-type: none"> • Students will be introduced to Wooden's Pyramid. • Students will identify their strengths and weaknesses in health, nutrition, physical fitness. • Students will set goals in each area. Students will take a physical fitness test in order to get a baseline level of data. • Students will start their portfolio. 	<ul style="list-style-type: none"> • Students will work on their athletic skills. • Students will work towards achieving their set goals. • Students will add to their portfolio. 	<ul style="list-style-type: none"> • Students will learn about nutrition, social, and emotional health. • Students will continue to work on their portfolio. 	<ul style="list-style-type: none"> • Students will reflect on their growth over the first semester and determine whether or not they reached their goals. • Students will participate in a portfolio analysis/conference with the teacher.

Sports Academy Spring Semester Schedule			
First Five Weeks	Second Five Weeks	Third Five Weeks	Fourth Five Weeks
<ul style="list-style-type: none"> • Students will set new or continuing goals for specific sport skills and conditioning. • Students will create an action plan. • Students will continue to work on their portfolio. 	<ul style="list-style-type: none"> • Students will do a nutrition study and think about healthy lifestyles and habits. • Students will take a physical fitness test. • Students will analyze the test results and their goal attainment. • Students will 	<ul style="list-style-type: none"> • Students will organize their portfolio • Students will complete an end-of-year reflection. 	<ul style="list-style-type: none"> • Students will participate in culminating interviews • Students will present their final portfolio.

	continue to work on their portfolio.		
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Evidence that the Instructional Program will be Successful:

The Academy program at Emerson is comparable to what much research and literature defines as a “Career Academy.” Some initial differences between Emerson’s Academies and traditional Career Academies are that Career Academies typically occur in high schools, while Emerson is a middle school; also Career Academies focus on teaching mostly career/work skills, while Emerson’s Academies will focus on developing students 21st century skills, academic skills, and social/emotional skills to prepare them for the future.

However, many of the goals and instructional components of Career Academies are the same as the Academies at Emerson. For example, Career Academies are:

- Organized as small learning communities (150 to 200 students) to create a more supportive, personalized learning environment. (Each Academy at Emerson will be about this size).
- They combine academic and career and technical curricula around a career theme. (The Academies will teach 21st century skills and academics while also introducing students to careers).
- They establish partnerships with local employers to provide career awareness and work based learning opportunities for students. (Emerson will have visits from experts and will go on fieldtrips to develop students’ knowledge about subjects and to introduce them to future opportunities).

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

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

Students who participate in Career Academies also have better academic success. Study findings indicate that on average students have increased attendance,

more credits earned, higher grade-point averages, and higher graduation rates. One study also indicated increased college attendance and completion rates, in comparison with similar students from the same district. It was also noted that Academy students experience their biggest academic gains in their first year of the program. (The National Center on Secondary Education and Transition, 2004).

There are a handful of Academy schools in LAUSD, however these schools tend to focus on one area/concept. One example of a multiple-Academy school that is successful is the Millikan Affiliated Charter Middle School which offers Academies in Performing Arts, Civics, Math, Science, Environmental Science, and Film. The school currently has an API of 874 and has met its growth targets for its Black, Hispanic, socioeconomically disadvantaged, and English Learner Students. Considering that Emerson is composed of nearly the same student demographics as Millikan, an Academy Instructional Program is likely to be as successful.

Curriculum and Instruction

Charter School shall transition to and implement the Common Core State Standards and CAASPP in accordance with District policy and timelines.

Teaching Methodologies

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

Common Core Focus Strategies

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

Marzano's Strategies

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

- **Identifying similarities and differences-** This skill allows students to understand and solve complex problems through analysis. Students will be engaged in comparing, contrasting, and classifying. Teachers at Emerson will conduct student-directed compare and contrast activities to broaden students' understanding of a concept.

- Summarizing and Note Taking- These skills promote greater comprehension by allowing students to analyze a subject and to develop an awareness of the basic structure of the information presented. Teachers at Emerson will have students utilize college preparatory note taking skills.
- Reinforcing Effort and Providing Recognition- Teachers will help students to see the connection between effort and achievement, and will foster students' intrinsic (internal) motivation through various positive reinforcement techniques.
- Home work and Practice- Homework will help students by providing opportunities to practice learned skills and to extend their learning.
- Nonlinguistic Representations- Knowledge is stored in a variety of ways. Emerson teachers will teach using auditory, visual, and kinesthetic techniques. For example, teachers will use graphic organizers, visual representations of concepts, and symbols to represent relationships. This strategy will be particularly effective for English Learners who have not yet developed a full linguistic understanding of a concept.
- Cooperative Learning- Research shows that organizing students into cooperative groups yields a positive effect on overall learning. Emerson teachers will have students work on projects in small groups, or participate in Think-Pair-Shares.
- Setting Objectives and Providing Feedback- Setting objectives gives students direction for their learning. Goals/objectives should often be SMART goals (Specific, Measurable, Attainable, Reasonable, and Timely). Similarly, according to Scarcella (2003), instructional feedback should have the following characteristics: clear, consistent, conveys the message accurately, useful, timely, is supplemented with instruction, provides students with their strengths and weaknesses, and encourages students.
- Generating and Testing Hypothesis- This strategy will be used not only in science, but in all subjects, to help students develop their deductive reasoning skills.
- Cues, Questions, and Advance Organizers- These tools help students build upon their prior knowledge. This scaffolding will help teachers to check for understanding, and will ensure that all students understand a concept at each stage of increasing complexity.

Bloom's Taxonomy

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

- Factual- terminology, specific details and events
- Conceptual- Knowledge of classifications, categories, principles, generalizations, theories, models, and structures
- Procedural- Knowledge of subject-specific skills, algorithms, techniques, methods, and procedures
- Metacognitive- Strategic knowledge about cognitive tasks, including self-knowledge, contextual, and conditional knowledge. Research shows that this form of knowledge is particularly helpful for English Learners. It allows

students to be able to transfer knowledge across subject matter, and to be able to use knowledge situationally to solve unique thinking challenges (Martinez & Klopott, 2005). Research has shown that when students are more knowledgeable about cognition, they act on this awareness and tend to learn better (Bransford, Brown, & Cocking, 1999).

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

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

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

Constructivism

Learning in a Constructivist classroom is constructed, active, reflective, collaborative, inquiry-based, and evolving. Constructivism taps into and triggers the students' innate curiosity about the world and how things work while encouraging them to be actively engaged and learning. Following Constructivist methodology, Emerson teachers will encourage students to continuously assess how the activity is helping them gain understanding. By questioning themselves and their strategies, students in the classroom ideally become "expert learners." This skill gives them ever-broadening tools to keep learning. With a well-planned classroom environment, the students learn how to learn. When they continuously reflect on their experiences, students find their ideas gaining in complexity and power, and they develop increasingly strong abilities to integrate new information. One of the teacher's main roles becomes to encourage this learning and reflection process. Some specific examples of this occurring at Emerson are:

- Students being prompted to formulate their own questions (inquiry)
- Multiple interpretations and expressions of learning (multiple intelligences) encouraged
- Group work and the use of peers as resources (collaborative learning) utilized

Project-Based Learning

In Project Based Learning, students go through an extended process of inquiry in response to a complex question, problem, or challenge. Rigorous projects help students learn key academic content and practice 21st Century Skills such as collaboration, communication and critical thinking. While allowing for some degree of student "voice and choice," students gain a deeper understanding of the concepts and standards at the heart of a project. Projects also build vital workplace skills and lifelong habits of learning and can allow students to address community issues, explore careers, interact with adult mentors, use technology, and present their work to audiences beyond the classroom (www.p21.org). Project based learning:

- Is intended to teach significant content. Core standards, academic subjects, and concepts are expressly taught.
- Requires critical thinking, problem solving, collaboration, and various forms of communication. Students use higher-order thinking skills and learn to work as a team. Students learn to listen to others and make their own ideas clear when speaking. They also will read a variety of material, write and express themselves in various modes, and make effective presentations. These skills, competencies, and habits of mind, are often known as “21st century skills,” because they are prerequisite for success in the 21st century workplace.
- Requires inquiry as part of the process of learning and creating something new. Students ask questions, search for answers, and arrive at conclusions, leading them to construct something new: an idea, an interpretation, or a product.
- Is organized around an open-ended driving question. By asking students to answer a specific question, it focuses students’ work and deepens their learning by framing important issues, debates, challenges or problems.
- Creates need-to-know essential content and skills. Students are motivated to learn because the project concept is presented first. This creates a context and reason to learn and understand the information and concepts.
- Allows some degree of student voice and choice. Students learn to work independently and take responsibility when they are asked to make choices. The opportunity to make choices, and to express their learning in their own voice, also helps to increase students’ educational engagement.
- Includes processes for revision and reflection. Students learn to give and receive feedback in order to improve the quality of the products they create, and are asked to think about what and how they are learning.
- Involves a public audience. Students present their work to other people, beyond their classmates and teacher – in person or online.
- (bie.org, 2013)

Project Based Learning is at the heart of the Emerson Academies. In each Academy, students will be working on a project related to that theme. For example in the STEM academy, students may be creating robots in a robotics course. In Arts and Media students may be developing a play for the Renaissance Fair, and in the Sports Academy students may be creating a portfolio of their goals and accomplishments. In Summary, Project Based Learning will be occurring often during Academy time in order to deepen students understanding of the core academic subjects, and to develop their talents, interests, and desire to be motivated life-long learners..

Differentiation and Other Research-Based Effective Instructional Strategies

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

One such strategy is differentiation. Differentiated Instruction (DI) is defined by Tomlinson et al. (2003) as “an approach to teaching in which teachers proactively modify curricula, teaching methods, resources, learning activities, and students’ products to address the diverse needs of individual students and small groups of students to maximize the learning opportunity for each student in the classroom” (p. 121). The implementation of DI specifically helps ELs by allowing them to move through the levels and stages of language development as quickly as possible in order

to reach grade level proficiency (CDE, 1999). Overall, DI promotes teachers use of effective instructional strategies that specifically benefit specific students and student subgroups such as ELLs, struggling students, and students in Special Education.

Another effective form of instruction that helps ELLs is Specially Designed Academic Instruction in English (SDAIE), also known as Sheltered Instruction. SDAIE strategies address the issue of teaching academic content to English learners while they are still learning the English language (Echevarria et al., 2006). The purpose of SDAIE is to make learning content areas such as social studies and science understandable to English learners. During SDAIE, teachers will use the core curriculum, but will provide English learners with scaffolds and strategies to make the content assessable. Specifically, SDAIE strategies help students to build their prior knowledge and background information, and helps them to make connections; this allows students to become engaged and to have a deeper understanding of what they are learning (Gibbons, 2002). Also, SDAIE focuses on presenting concepts in a variety of ways by incorporating plenty of clues for understanding, various checks for comprehension, and providing feedback (Marzano, Pickering, & Pollock, 2001). Some SDAIE strategies that focus on comprehensibility are (1) contextualization or the use of manipulatives and visuals to organize and communicate ideas, (2) modeling, hands-on experiments, and show-and-tell explanations, (3) speech adjustment with a focus on reducing the amount of unnecessary verbiage, and (4) comprehension checks to see how well the lesson was taught as well as judging the understanding of the students (Diaz-Rico & Weed, 2002).

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

Scope and Sequence:

Emerson will teach the subjects required by the District such as English Language Arts, English Language Development, Mathematics, Social Science/History, Science, Physical Education, and Health. Elective subjects such as Visual and Performing Art, and Technology will also be offered. Emerson will use the District approved curriculum materials

The School Curriculum

Grade 6		Grade 7		Grade 8	
Fall	Spring	Fall	Spring	Fall	Spring
English 1 st	English 2 nd	English 1 st	English 2 nd	English 1 st	English 2 nd

Semester	Semester	Semester	Semester	Semester	Semester
World History and Geography: Ancient Civilizations A	World History and Geography: Ancient Civilizations B	World History and Geography: Medieval and Early Modern Times A	World History and Geography: Medieval and Early Modern Times B	U.S. History and Geography: Growth and Conflict A	U.S. History and Geography: Growth and Conflict B
Math 1 st Semester	Math 2 nd Semester	Algebra Readiness 1 st Semester	Algebra Readiness 2 nd Semester	Algebra 1 st Semester	Algebra 2 nd Semester
Science and Health 1 st Semester	Science and Health 2 nd Semester	Science and Health 1 st Semester	Science and Health 2 nd Semester	Science 1 st Semester	Science 2 nd Semester
Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
Elective	Elective	Elective	Elective	Elective	Elective

The Grade Level Materials

6th Grade		
Subject	Title	Publisher
English Language Arts	Literature- Timeless Voices, Timeless Themes: Copper	Prentice Hall
Social Science	History Alive- Ancient World	Teachers' Curriculum Institute
Mathematics	California Math Course 1	McDougal Littell
Science	Holt California Earth Science	Holt, Rinehart, and Winston
Health	Teen Health Course 1	Glencoe
ELD	High Point English 3D Reader's Handbook/Write Source	National Geographic Learning Scholastic Great Source

7th Grade		
Subject	Title	Publisher
English Language Arts	Literature- Timeless Voices, Timeless Themes: Bronze	Prentice Hall
Social Science	Medieval World and Early Modern World	McDougal Littell
Mathematics	California Math Course 2	McDougal Littell
Science	Holt California Life Science	Holt, Rinehart, and Winston
Health	Teen Health Course 2	Glencoe
ELD	High Point English 3D Reader's Handbook/Write Source	National Geographic Learning Scholastic Great Source

8th Grade		
Subject	Title	Publisher
English Language Arts	Literature- Timeless Voices, Timeless Themes: Silver	Prentice Hall
Social Science	Creating America: Beginnings Through World War I	McDougal Littell
Mathematics	Algebra 1	Glencoe
Science	Holt California Physical Science	Holt, Rinehart, and Winston
Health		
ELD	High Point English 3D Reader's Handbook/ Write Source	National Geographic Learning Scholastic Great Source

Teachers may select various supplementary instructional materials that they feel will meet the needs of their students. Some may include:

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

Science

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

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

1. Follow a multistep procedure while carrying out an experiment or performing technical tasks.
2. Comprehend and interpret scientific texts, including scientific symbols, key-terms, and other domain-specific terms as they are used in scientific or technical context.
3. Develop the ability to explain and interpret scientific texts and phenomena, search and identify connections such as cause-effects relationships.
4. Select the appropriate way of displaying quantitative or qualitative data such as graphs, charts, text, etc.
5. Provide a thorough and meaningful analysis of statistics.

6. Compare and contrast the information gained from experiments, simulations, or multimedia sources with that gained from reading a text on the same topic.
7. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
8. Develop the ability to summarize a scientific text or multi-step procedure.
9. Draw conclusions based on evidence.
10. Create presentations of scientific findings using different types of technology tools.

English Language Arts

All students at Emerson Middle School will learn the English Language Arts Common Core Standards identified for each grade level. The themes identified by the District selected Literature Arts program which will guide instruction for each grade level are:

6th Grade- Individual's Role in the Natural World

7th Grade- Individual's Role within themselves

8th Grade- Individual's Role in Society-Right/Wrong; Social Justice

Specifically, students will be able to write in a variety of ways; some forms of writing include summary, narrative, response to literature, persuasive, and expository. Writing prompts may require students to write sentences, paragraphs, essays, pamphlets, stories, or other types of writing. Teachers will use criteria charts, rubrics, and writing examples to help students understand what is expected of them. Teachers will also take students through the stages of the Writing Process (Prewrite, Write, Edit, Revise, and Publish) in order to help students create complex writing pieces. Peer reviews and teacher feedback will also guide students through the writing process and help students become stronger writers.

Students will also read a variety of types of literature. Teachers will use the District mandated literature book assigned to each grade level with its corresponding lessons. The teachers will also use various selected District approved chapter books in order to expose students to different writing styles, forms of writing, authors, themes etc. The chapter books will provide opportunities for students to become engrossed in a long piece of writing, and to gain a deeper understanding of concepts.

English Grade Level Chapter Books

Possible Grade Level Novels to be used in addition to the Textbook		
6th Grade	7th Grade	8th Grade
A Light in the Forest	The Lightning Thief	The Outsiders
Tuck Everlasting	The One and Only Ivan	The Book Thief
Esperanza Rising	The Hunger Games	Bull Run
Julie of the Wolves	Dead End Norvelt	Octavian Nothing
Phantom Tollbooth	Juan de Parreja	Out of the Dust
The Misfits	Tangerine	Zinn: A Young People's History
Bound	Totally Joe	Enrique's Journey

Sweet and Sour	Gone	The Glory Field
Call of the Wild	The Giver	Anne Frank
Secret Garden	Seedfolks	Shakespeare
Shakespeare	The Last Samurai	
	Shakespeare	

Some daily activities that will occur in all the English classrooms are:

- Daily Oral Language- “Sentence of the Day”
- Roots per week and quotes per week using <http://www.theyuniversity.net/>
- Weekly Quotation Analysis
- Step-Up to Writing
- Novel focus with anthology connections
- Accelerated Reader reading, activities, goal-setting, and progress/skill analysis
- Use of Note Taking- to be utilized in all subject areas

Mathematics

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

Mathematical Practices

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

Grade 6 Overview

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

Ratios and Proportional Relationships

- Understand ratio concepts and use ratio reasoning to solve problems.
- The Number System
- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and find common factors and multiples.

- Apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations

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

Geometry

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

Grade 7 Overview

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

Ratios and Proportional Relationships

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

The Number System

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

Expressions and Equations

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

Geometry

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

Statistics and Probability

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

Grade 8 Overview

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

The Number System

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

Expressions and Equations

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

Geometry

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

Statistics and Probability

- Investigate patterns of association in bivariate data.

Social Science/History

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

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

1. How do students learn to think, study, and explore like historians?
2. How did the inventions of early man change their quality of life?
3. How did the environment influence the development of culture?
4. What contributions did the people of the Fertile Crescent make to their civilization?
5. How did the surplus of food, government, social systems, specialization of labor, and culture help to develop a complex civilization?
6. How did geography affect the rise of different cultures, groups, civilizations, and religions?
7. What was the significance of Abraham and Moses?

8. Would it have been easier to live under the Hebrew code of law or the Hammurabi code of law?
9. Compare and contrast the characteristics of Buddhism and Hinduism.
10. Describe how the social structure of the caste system reflects the social and political beliefs.
11. What was unique about the culture of ancient China?
12. What were the contributing factors that led to the unification of China?
13. What were the contributing factors that led to the transition from one government to the next in ancient Greece?
14. What are the enduring Greek contributions in art and science?
15. What were the contributing factors that led to the rise of the Roman Republic?
16. What was Roman rule like prior to Christianity?
17. What impact did Christianity have on Rome?
18. How are the contributions from Rome still influencing us?

Seventh grade will focus on the following topics:

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

Eighth grade will focus on the following topics:

- U.S. Constitution
- Western Expansion
- The New Nation
- Civil War
- Jeffersonian/Jacksonian
- Reconstruction
- Democracy
- Industrial Revolution/Progressive Era
- Sectionalism

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

1. What is democracy, and how is it represented in U.S. government?

2. What are the effects of westward expansion?
3. What are the effects of slavery on the United States?
4. How has the United States changed since the Industrial Revolution?

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

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

Physical Education

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

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

Some activities that will be used to learn these standards at Emerson are:

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

English Language Development

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

The goal of the ELD classes is to give students the skills they need to be proficient in English in order to be able to reclassify, and then be successful in the general core classes.

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

Students who have been in the ELD program for 5 or more years, or who scored 280 or above on the ELA CST, will be enrolled in a Long Term English Learner (LTEL) program. In this program they will receive one ELD class, and the rest of their classes are Sheltered. These students will either be enrolled in Advanced ELD if they scored above 280 on the English CST, or Literacy and Language if they scored below 280. Literacy and Language will use the English 3D curriculum, and Advanced ELD will use the Great Source curriculum. Additional chapter books that are engaging to students and connect with the themes of the course may also be used. Both LTEL curriculums will do the following:

- Teach high-leverage, portable academic language, including vocabulary, syntax, and grammar.
- Engage students with rigorous, increasingly complex informational texts that present real-world issues relevant to teens' lives.
- Improve speaking and listening skills through daily opportunities for accountable class discussions, peer collaboration, and group presentations.
- Make regular connections between coursework and the demands of college and the workplace.

- Develop academic writing skills in summarizing, justification, argument, and research.
- Prepare students for the rigorous reading, writing, language, speaking and listening expectations of the Common Core State Standards.

LTEL Course Framework

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

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

Some activities that will occur in all the ELD courses are:

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

Visual Arts

Art will be one of the elective choices for all students at Emerson. Instruction is guided by the state standards for Visual Arts. The standards consist of the following main concepts/skills that students will learn in grades 6-8.

Artistic perception

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

Creative expression

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

Historical and Cultural Context

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

Aesthetic Valuing

- Derive meaning
- Make informed judgments

Connections, Relationships, Applications

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

Some specific tasks that students will do in art are:

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

Technology

Technology will not only be integrated into all core subjects as part of the new Common Core standards, but Emerson will offer a technology class as an elective for 6-8 students. This technology class will take place in the computer lab, where students will be able to use MAC and PC desktop and laptop computers, digital cameras, and Ipads. Teachers will also have Apple TVs, LCD overhead projectors, and their own Ipads which connect to the Apple TVs.

Instruction in the technology class will be based on three instructional goals for students. Students will:

1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software and connectivity.
2. Demonstrate the responsible use of technology and an understanding of the ethics and safety issues in using electronic media at home, in school, and in society.
3. Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.

Specifically, within these three main goals, students will:

- Use features of a computer operating system
- Identify troubleshooting strategies for minor hardware and software issues/problems

- Independently operate equipment
- Identify and use a variety of storage media
- Demonstrate keyboarding skills between 25-30 WPM with fewer than 5 errors.
- Demonstrate use of intermediate features in word processing applications
- Create, save, open and import a word processing document in different file formats
- Describe the structure and function of a database, plan develop and create a simple database, and perform a simple operation in it
- Describe the use of spreadsheets, create a spreadsheet, and use number charts and graphs in it.
- Use web browsing to access information
- Analyze useful webpages
- Correctly use terms related to online learning
- Use email functions and features
- Create a multimedia presentation using various media
- Understand ethical issues related to technology
- Understand copyright law
- Understand and identify the effect of technological changes on society
- Give examples of hardware applications that enable people with disabilities to use technology
- Give examples of the risks associated with technology
- Describe strategies to prevent and deal with cyber bullying
- Plan, design, and develop a multimedia product to present research findings and creative ideas effectively citing sources

Health

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

Sixth grade will focus on three main concepts: Injury prevention and safety, alcohol, tobacco, and other drugs, and Mental, Social, and Emotional Health. Some specific skills and knowledge students will learn in 6th grade are:

- Reduce conflict, harassment, and violence. Know first aid and emergency procedures. Know a variety of safety procedures and behaviors.
- Analyze self and other behaviors.
- Identify rules and laws to prevent injuries and be able to ask for help.
- Be able to communicate a problem.
- Determine a safe course of action and appropriate strategies for dealing with an unsafe problem.
- Develop a plan to remain safe.
- Practice ways to resolve conflicts, and have safe use of technology, and know alternatives to gangs.
- Be a health advocate.
- Know about emotional changes and how to deal with them.
- Analyze internal and external influences on mental, social, and emotional health.

- Identify valid sources of information regarding mental, social, and emotional health.
- Use effective communication to ask for help and to reduce prejudice, discrimination, and bias.
- Apply a decision making process to enhance health.
- Develop a plan to prevent and manage stress.
- Carry out personal and social responsibilities and respect others.
- Encourage a school environment that is respectful of others.

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

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

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

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

Academic Calendar and Schedules

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

Emerson follows the single track traditional academic calendar set forth by the District. If approved, the program described in the Charter will begin during the 2014-2015 school year. Currently, the school has already begun implementing Element 1 in order to identify any challenges so that they may be reconciled prior to the start of 2014 school year.

REGULAR DAY SCHEDULE Monday, Wednesday, Thursday, & Friday			
	Start Time	End Time	Length
Academy Time	7:55 AM	8:43 AM	48 min
Period 1	8:48 AM	9:38 AM	50 min
Period 2	9:43 AM	10:33 AM	50 min

REGULAR DAY SCHEDULE Monday, Wednesday, Thursday, & Friday

	Start Time	End Time	Length
Nutrition	10:33 AM	10:50 AM	17 min
Period 3	10:55 AM	11:45 AM	50 min
Period 4	11:50 AM	12:40 PM	50 min
Lunch	12:40 PM	1:10 PM	30 min
Period 5	1:15 PM	2:05 PM	50 min
Period 6	2:10 PM	3:00 PM	50 min

MINIMUM DAY SCHEDULE

	Start Time	End Time	Length
Period 1	7:55 AM	8:31 AM	36 min
ET	8:36 AM	8:46 AM	10 min
Period 2	8:51 AM	9:27 AM	36 min
Period 3	9:32 AM	10:08 AM	36 min
Nutrition	10:08 AM	10:30 AM	22 min
Period 4	10:37 AM	11:13 AM	36 min
Period 5	11:18 AM	11:54 AM	36 min
Period 6	11:59 AM	12:35 PM	36 min

Staff Development Schedule Tuesday

	Start Time	End Time	Length
AT	7:55 AM	8:31 AM	36 min
Period 1	8:36 AM	9:13 AM	37 min
Period 2	9:18 AM	9:55 AM	37 min
Nutrition	9:55 AM	10:12 AM	17 min
Period 3	10:17 AM	10:54 AM	37 min
Period 4	10:59 AM	11:36 AM	37 min
Lunch	11:36 AM	12:06 PM	30 min
Period 5	12:11 PM	12:48 PM	37 min
Period 6	12:53 PM	1:30 PM	37 min
Staff Development	1:35 PM	3:05 PM	90 min

Transitional Kindergarten (for elementary schools only)

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

PROFESSIONAL DEVELOPMENT

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

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

Professional development topics will be determined in a variety of ways. First, a Needs Assessment may be conducted in order to determine teachers' area of interest and need. This will allow for teachers to have a direct impact on their PDs. Teachers may also decide on topics via discussion in grade level, department, and Academy meetings. Also, data will be analyzed to determine specific areas needing support. For example, if student periodic test data showed that students were struggling with comparing and contrasting questions, a professional development may be on helping teachers to more successfully teach that skill. Some data analyzed may include CST/Smarter Balanced Assessment scores, Periodic Assessments, Surveys etc. In addition, observations conducted by administrators, or by colleagues in peer-observations, can be used to reveal areas needing development. For example, teachers' implementation of the methodologies can be observed in order to determine if aspects should be topics in PDs.

Emerson will also use a Teacher Agreement (see Appendix A) in order to promote this philosophy of professional development and to ensure current staff, and possible hirings, talents, experiences, and philosophies align with the vision, culture, and mission of Emerson.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

How the Instructional Program Meets All Students' Needs

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

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

Similarly, research has shown that Academy instructional programs have been successful in High Schools in helping students do better in school, and in preparing students to be college and career ready. Also, comparable Academy programs to Emerson, like the instructional program in place at Millikan Affiliated Charter in LAUSD, have been successful with a student population similar to that of Emerson. Therefore, it is expected that the instructional program at Emerson will help students to be successful socially, emotionally, and academically as the school develops students’ talents and 21st century skills.

How the Instructional Program Meets English Learner Needs

English Learners will be identified, following District policy, by using the Home Language Survey. Students whose home language is identified to be other than English will take the CELDT exam annually, until they Reclassify. The CELDT exam tests students listening, speaking, reading, and writing fluency levels. The CELDT exam will determine initial and yearly English Language Development (ELD) class placement. In order to reclassify, English Learners in Middle Schools must receive an overall CELDT score of 4 or 5, CELDT domain scores of 3 or higher, a grade of C or better in their grade level English class, and a score of Basic or above on ELA section of the CST/CMA. Students who have been in EL programs for 5 years or more, or who scored 280 or above on the ELA CST, will be designated as Long Term English Learners (LTELs), and will be placed in an Advanced ELD or Literacy and Language Class (see the Scope and Sequence section in Element 1 for more information). Parents of English Learners will receive a letter of initial notification of their child’s preliminary placement in an ELD program, a letter of their child’s test results and resulting placement, and an annual letter of their child’s test results and placement.

The instructional program at Emerson will help to meet the needs of the English Learners, including Recently Reclassified English Proficient Students (RFEPs), by utilizing effective research-based methodologies (see the description of methodologies in Element 1). For example, the Project-Based Learning occurring in the Academies provides ELs with opportunities for hands-on kinesthetic learning, as well as visual and auditory learning. This is particularly useful for ELs who may not yet have a solid foundation of the English Language. Similarly, teachers will utilize graphic organizers in their lessons to provide structure, organization, and support for ELs. For instance, in the Academies, STEM may use mathematical charts and graphs, Arts and Media may use flow maps for play story structure, and Sports may use a pyramid to show the scaffolding of Wooden’s Pyramid for Success.

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

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

Students will also be actively learning in cooperative groupings. This is useful for English Learners because it will allow them to get academic support from their peers. In addition, this collaboration will help ELs to develop social and communication skills necessary for success in school and in life.

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

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

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

Gifted and Talented Students and Students Achieving Above Grade Level

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

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

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

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

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

Students Achieving Below Grade Level

A variety of data will be used to identify students who are struggling academically. These students will then participate in an Intervention Class during Academy time. Intervention classes will be designed to support individual students' needs. For example, some students may need support in math, while others may need time to complete homework. Academy Intervention Class teachers will carefully analyze data, differentiate instruction, and monitor students progress in order to ensure that these struggling students improve to be on grade level.

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

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

Students who are in need of more assistance will be referred by teachers to the Student Success Team (SST). The teacher will compile data (examples of the students work, test scores, anecdotal notes etc.) to bring to the SST meeting. The SST will be composed of individuals who can help determine strategies to help the student be successful. Members of the SST may include: the parents, the student, principal, counselor, Special Ed teacher, psychologist, resource specialist, EL Coordinator etc. The team will examine the data and collaborate to determine ways to meet the student's needs. The strategies will then be implemented by the teacher, and a follow-up meeting will occur to analyze the student's progress and determine if additional interventions need to occur.

Socio-Economically Disadvantaged Students

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

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

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

Also, if funding is available for a Title I Coordinator, the Coordinator will ensure that intervention opportunities are available for struggling students like support labs, tutoring, in-class intervention, and after-school intervention classes. The Coordinator will also support teachers in helping to meet their Title I students' needs by offering and coordinating professional development opportunities, lesson modeling, providing materials and resources, and other services.

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

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

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

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

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

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

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

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

programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

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

c. Assessments

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

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

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Staffing Requirements

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

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

g. Student Discipline/Inclusion

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

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll

a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The current District-wide average percentage of students with disabilities is 10-13%. The District Affiliated Charter School's outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will make available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District Affiliated Charter Schools.

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

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

As long as Charter Schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions,

policies, and procedures to the same extent as they are provided to other schools within the District.

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

***Modified Consent Decree Requirements**

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

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from any schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

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

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

The MCD requires all District authorized schools, including District Affiliated Charter Schools to implement the District’s Integrated Student Information System (“ISIS”). ISIS

is a suite of applications designed to capture all District student data and includes the Welligent IEP Management Systems, EESIS, SIS and LAUSDMAX.

“A TYPICAL DAY”

As you turn onto Selby Ave., you will notice the steady flow of traffic up the street. Cars turn into the school’s traffic turn-out to quickly drop off their students. Cars and students are greeted by friendly, welcoming, parent volunteers, who facilitate the children’s safe disembarkation. Students proceed up the steps, which are framed by student designed and maintained gardens. Students pause to check out student-created garden installation artwork. Students enter the main doors and walk through to the Quad, benches, and field areas, where they congregate together to discuss the daily hot topics, or play an impromptu sports game before classes start. Students also visit the Library, Student Services Office, and Computer Lab to take care of personal business and to make sure they are utilizing the available resources for student success on campus. Students may also elect to have a teacher conference at this time, or visit the Communities in Schools Office to work on assignments, receive tutoring, or mentor others. Eighth grade big sisters and brothers have a chance to check-in with their Sixth grader little sisters and brothers to make sure Sixth grade students are meeting challenges and feeling like they are a part of the school community.

When the morning bell rings, students bid farewell to some of their friends as everyone heads to their selected Academy Time (Emerson Sports Academy, the Arts and Media Academy, or the Science, Technology, Engineering and Math Academy). A walk through the classroom building hallway reveals a plethora of exciting activities occurring in every classroom. A peak through one of the doors shows a class carefully building robots and shooting mouse trap cars across the floor. Across the hall, delicious smells emerge as students savor the cupcakes and Mexican Dip they just made in their STEM cooking class. A glance through the window and you see students hunkering down into the garden, planting seeds and picking vegetables that will be eaten later in the day at Nutrition. Further down the hall, students laugh as they watch that day’s episode of the student created News Show. A little walk across the yard and into the beautiful auditorium illuminated by sparkling chandeliers and you see the Theatre group practicing their Shakespeare play which will be performed for the entire school at the Arts and Media Academy’s Renaissance Fair end of the semester. Just outside you hear the woops and cheers of the Sports Academy as a few students beat their record running time. Just then, the Leadership group comes over the loud speaker, saying the pledge of allegiance and sharing the day’s announcements.

Much to the students’ dismay, the bell rings, signaling the end of Academy time. The students will just have to wait until tomorrow to finish their projects. But then, they remember that they have one of their favorite teachers for period one, and they hurriedly walk to their first Core Academic class of the day. On the way, they are greeted by teachers standing at their classroom doorways to monitor the hallway, and interact informally with students. By the time the bell rings for the beginning of first period, all students are seated and ready for instruction. The students look up to see the lesson objective, standard, and schedule on the board. They also see a rubric,

criteria chart, and example of what they will be expected to do later in class. During the class period, students experience a variety of activities facilitated by the teacher including: an engaging warm up, direct instruction, independent practice, group time, book-keeping, and student interaction with the material. Students are actively engaged in exploring information, questioning theories and making and testing their hypotheses. Students use a variety of technologies to explore and verify their ideas. Students are working independently on achieving individualized goals, which have been set by standards-based benchmark assessments, as well as working together in groups to make multi-media presentations about their ideas and findings. Other students are encouraged to critique and question their peers' work to clarify reasoning and evidence. Students defend their work and provide examples from credible sources to verify theories. After having a stimulating session, students pack up before leaving for Period 2, where they will receive similarly engaging, meaningful, and individualized instruction.

At Nutrition time, students head to the Cafeteria to get pre-prepared and warmed, nutritious snacks partially provided by the Gardening and Cooking programs. Students picnic on the grass and under the shady trees in the quad, gather in the cafeteria, or sit together at round tables outside in the covered eating area. Other students are working on campus beautification and education, cleaning litter and instructing fellow classmates about food waste. After a snack, many students go to the fields to play Frisbee, soccer, basketball, and football with their peers, or go to lounge on a bench under a tree while discussing the fascinating things learned during the morning classes. The bell rings, and students excitedly head off to their next two periods.

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

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

class, students scan the nearby areas for the few pieces of litter that have been left by distracted classmates, and charitably pick it up and put it in the garbage.

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

At the final bell, students head to after school programs run by groups like PrimeTime and UEI. Some students head off to their Mandarin and Spanish classes so they can develop their bilingualism. The Library and Computer Lab are open an extra half an hour to provide students with a place to check out materials, or utilize technology before heading home. Teachers make themselves available after the bell to answer student questions and to offer intervention and tutoring. Coaches meet athletic team members on the field for practice.

After a thrilling day of learning, students head home to practice what they have learned with relevant homework, and to put a few finishing touches on their Academy project. They excitedly give their parents some flyers that were handed out earlier in the day, that offer ways for parents to get involved in the school. Just as the student is sharing with their parents the exciting things they learned during the day, the phone rings. It's a phone blast from the Emerson Principal announcing Back to School Night, and the International Potluck. This call reminds the parent of the call she received a few days earlier from her child's teacher stating that a big science test was coming up. She grabs her laptop to send a quick email to the teacher to check in on her child's progress and to schedule a parent/teacher conference when she smiles... in her email she sees a bulletin and weekly newsletter from PACE (the parent advisory group).

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

District Defined Student and School Outcomes

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

Goal 1: 100% Graduation

The goal of Emerson is to have all 8th graders graduate.

In order to achieve this goal Emerson will implement the following strategies:

- In the December prior to 8th grade graduation, identify students not meeting graduation requirements, and hold a SST, Parent Conference, or Content/Academy/Grade Level meeting in order to determine strategies to ensure that the child graduates.
- Ensure students and parents are informed of the graduation requirements at the beginning of 8th grade via a 8th grade parent meeting, letter home, information on the school website, email newsletter, and at parent/teacher conferences.

Goal 2: Proficiency for All

The District's goal is for 100% of students to be academically proficient, as measured by the score of proficient or advanced on the CST in English Language Arts and Mathematics. In 2011-12, 51.9% of all students at Emerson scored proficient or advanced on the CST in ELA, and 41.1% scored proficient or advanced in math (LAUSD Data Summary Sheet, 2013).

In addition, the District's goal is for 100% proficiency for the percentage of students with disabilities who are in the general education program at least 80% of the instructional day. These students are identified as students ages 6-22 with mild to moderate disabilities (specific learning disability (SLD), speech or language impairment (SLI), or other health impairment (OHI)) who participate in the General Education program at least 80% of the instructional day, as written into their individual education plan (IEP); targets are based on the California State Performance Plan. At Emerson in 2011-12, 23.9% of Students with Disabilities scored basic or above on the CST in

English, and 22.7% scored basic or above in Math (LAUSD Data Summary Sheet, 2013).

In order to achieve this goal of proficiency for all, Emerson will implement the following strategies:

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

Goal 3: 100% Attendance

The District goal is to have all students and school-based staff maintain 96% or higher attendance. The student attendance rate at Emerson for 2011-2012 was 96.2% (increasing 1.1% from the previous school year), and the rate for staff was 99.7% (increasing .5% from the previous school year). Student transiency was 14.7% (down 2.8% from the previous school year) (LAUSD Data Summary Sheet, 2013). Emerson's percentages exceed the District's percentage goals. Therefore, Emerson's goal is to increase student attendance by 1% every year to reach 100% student attendance by 2016, and to increase staff attendance by .3% to reach 100% attendance by 2014.

In order to achieve this attendance goal Emerson will implement the following strategies:

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

Goal 4: Parent and Community Engagement

The District's goal is to have 5% annual growth for the percentage of parents who answer "often" or "always" on the "I talk with my teacher(s) about my child's school work" portion of the School Experience Survey. Also, the District's goal is to increase parents' participation on the School Experience Survey by 5% annually. According to the 2011-2012 LAUSD released Data Summary Sheet, 25.1% of Emerson parents responded to the survey, 65.4% of parents strongly agree or agree that there are opportunities for involvement, 84.7% strongly agree or agree that they feel welcome at the school, and 34.1% strongly agree or agree that they talk with teacher(s) about their child's schoolwork. Emerson's goal coincides with the District goal of increasing 5% annually in these areas.

In order to achieve this goal Emerson will implement the following strategies:

- Incentives for students who participate in the survey, and who return their parents' survey, like an eraser prize, or class pizza party for the class who has the most parents submit a survey.
- Inform parents of the importance of completing the survey, how to complete the survey, where to access it, what to do with the survey when it's finished, and the deadline to complete the survey. This can be done through parent/teacher conferences, flyers home, phone blasts home, information on the school website, and presentations at parent meetings.
- Offer a variety of ways for parents to get involved at Emerson. The parent group PACE will work closely with Emerson staff to offer activities such as an International Potluck, Carnival etc. Emerson will also have events before, during, and after the school day to accommodate all parents like Coffee with the Principal, Talent Show, plays, sports competitions etc.
- Inform parents of all the opportunities for involvement in a variety of ways such as through parent/teacher conferences, flyers home, email newsletter from PACE, phone blasts home, information on the school website, and presentations at parent meetings.
- Offer a variety of ways for parents to contact their child's teacher(s) like through the school website, email, phone, and letters.
- Back-to-School Night (in the Fall), Open House (in the Spring), and Parent/Teacher Conferences (3 times a year) offer opportunities for parents to meet with their child's teacher(s).
- Keep the Parent Center open and welcoming daily so that parents can hold meetings and collaborate with one another.
- Distribute the "School-Parent-Student Commitment" at the beginning of the school year so that parents know that the Emerson staff views parent involvement as essential to the success of the students and the school.

Goal 5: School Safety

The District's goal is to have an annual 5% decline in non-mandatory suspensions in order to decrease instructional days lost to suspensions. The District also has a goal of 2% annual growth in the percentage of students who feel safe on school grounds based on the School Experience Survey. In 2011-12, 5.7% of all Emerson students were suspended, and 60 instructional days were lost to suspension (this was a decrease in 34 days from the previous school year). At Emerson 88.9% of

students completed the School Experience Survey, and of those students 83% said that they agree or strongly agree that they feel safe on school grounds. Emerson's goal is to have an annual 5% decline in non-mandatory suspensions, and a 2% annual growth in the percentage of students who feel safe on campus.

In order to achieve this goal Emerson will implement the following strategies:

- Offer alternatives to suspensions like detention or school beautification.
- Teach students the clear behavioral expectations, rules, and consequences for the school. Emerson follows the motto "Live Above the Line."
- Have grade level behavior assemblies held by the principal and counselor at the start of each school year.
- Have ample supervision on the yard during recess and lunch to ensure students feel safe, and so an adult can immediately deal with any problems that arise.
- Staff will follow the procedures outlined in the District mandated Safe School Plan Volumes 1-3.
- Have monthly emergency drills, as mandated by the District, so that students feel comfortable with the procedures and safe with the knowledge that staff is prepared to handle an emergency situation.
- Teachers utilize strong classroom management techniques as outlined in the District's Discipline Foundation Policy.

AMAO #1 ELs making annual progress in learning English, as measured by the CELDT

The district also has three Annual Measurable Achievement Objectives (AMAOs) for English Learners which are based on State Title III targets. AMAO #1 is to have English Learners increase at least one level every year, as measured by the California English Language Development Test (CELDT), with the goal of reclassifying by 5 years. The State goal released by the CDE in 2011-12 is for 56% of English Learners to make annual progress in learning English. In 2011-12, 59.2% of ELs at Emerson made annual growth on the CELDT. Emerson's goal is to continue to reach or exceed this percentage.

AMAO #2 ELs attaining English Proficiency, as measured by the CELDT (for ELs with less than 5 years, and more than 5 years (LTELs))

AMAO #2 is for English Learners to achieve and maintain proficiency in English. To be considered proficient in English, a student must have an overall proficiency score of Early Advanced or Advanced, and have a minimum score of Intermediate in each of the four skill areas (listening, speaking, reading, and writing) on the CELDT. The State goal released by the CDE in 2011-12 is for 20.1% of ELs who have been in English language instructional programs for less than five years to attain English proficiency on the CELDT, and 45.1% of ELs who have been in English educational programs for five years or more to attain English proficiency. Emerson's goal is to reach or exceed these percentages. According to the LAUSD released Data Summary Report (2013), 40.8% of ELs at Emerson in 2011-12 scored proficient on the CELDT, 38.3% scored basic or above on the CST, and 39.3% passed English with a C or above. The reclassification rate trend at Emerson was 16% for ELs in English language programs for less than five years, and 39.1% for ELs in English language instructional programs for five years or longer.

AMAO #3 ELs meeting Adequate Yearly Progress (AYP) requirements, as measured by the CST in ELA and Mathematics.

The State goal released by the CDE in 2011-12 is for charter middle schools to have a 95% participation rate for ELs taking the CST, 78.4% of ELs to score proficient or above in ELA, and 79% of ELs to score proficient or above in Math. Emerson's goal is to reach or exceed these percentages. While the District is transitioning from the CST to new Smarter Balanced Assessment, Emerson recognizes that there may be an initial decrease in EL's proficiency percentages, but Emerson's goal is still to reach the CDE's goal after no more than two years of using the Smarter Balanced Assessment. At Emerson in 2011-12, 20.3% of ELs reached proficiency in ELA, and 21.2% reached proficiency in Math.

In order to achieve these three AMAOs, Emerson will implement the following strategies:

- Examine data to identify students at risk of not making annual progress and refer them to the Language Appraisal Team (LAT), as per the District's Master Plan for English Learners, to determine strategies to help the student be successful.
- Use effective instructional strategies for English Learners such as SDAIE, scaffolding, graphic organizers, and cooperative learning.
- Prepare students to take the CELDT and CST/Smarter Balanced Assessment by using test released questions and examples so that students know what is expected of them on the test.
- Have ELs set goals and prepare a plan in order to achieve them.
- Utilize Teacher's Assistants and parent volunteers who speak the students' home language to offer translation of difficult concepts and to provide support.
- Encourage EL parents to be involved in their child's education by sending home all documents, and making phone calls, whenever possible in the parents' home language. Similarly, a concerted effort will be made to have a translator present at all parent meetings.
- Following the District Master Plan for ELs, all parents will be informed of what is needed for reclassification, their child's program placement and assessment scores, and the English Learner Program Options.

The Anticipated Skills and Knowledge Outcomes for Students

The goal of the instructional program at Emerson is to help students to become self-motivated, competent, lifelong learners with 21st century skills.

21st century skills are divided into three categories.

- Learning and thinking skills which will prepare students for complex life and work situations. Often labeled as the "4 C's" these skills include the development of creativity, critical thinking, communication, collaboration, innovation, and problem solving skills. Emerson's goal is to develop these skills via successful use of instructional methodologies.
- Information, media and technology skills which will prepare students for our media-driven global market. These skills include information literacy, media literacy, and Information Communications Technology (ICT) Literacy. Emerson's goal is to tie technology into all subjects in order to develop

- students' understanding of concepts, to strengthen their ability to use various technology, and to prepare them for a technology driven society.
- Life and career skills which will develop the aptitudes and skills needed for today's complex globally competitive society. These skills include flexibility, adaptability, initiative, self-direction, social and cross-cultural skills, productivity, accountability, leadership, and responsibility. Hands-on projects that relate to the real world, and field trips and visits from professionals and experts in the community, will help Emerson students to gain these College and Career Ready skills and attitude. Similarly, Emerson's goal is to emphasize community service in order promote good citizenship and character, traits which will benefit the students and society throughout life.

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

The instructional program at Emerson will also help students to be competent in various ways. First, the effective instructional methodologies used by teachers will help students to become competent in the common core standards and academic subjects. Also, the Project Based Learning in the Academies will deepen students understanding of various aspects of the core curriculum. Teachers will also help students to be competent 21st century scholars by asking students to solve problems, use evidence to prove a point, and to think critically. Such 21st century knowledge and skills will transfer across the curriculum therefore helping to make students competent in all subjects.

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

The Overall Student Goals and Anticipated Outcomes of the Instructional Program for Students

Students will have:

- Academic skills necessary to be successful in high school, college, career and beyond
- knowledge and understanding of the value of positive character traits
- an appreciation of their own unique skills and talents
- an awareness of proper etiquette for interacting with people different from themselves
- an appreciation of others diversity

- critical thinking skills
- the skill of utilizing technology in their learning
- basic study and organizational skills
- the ability and desire to actively participate in their learning
- their strengths broadened, extended, and developed
- the skill to see the connections between what they learn and the world around them
- the ability to work both individually and as a member of a group
- the ability to problem solve
- the skills and attitudes needed to become lifelong learners
- high expectations for themselves
- self motivation and greater self-confidence
- good character, and an appreciation and concern for the larger community
- maintain a 2.5 program-wide GPA
- maintain a 96% attendance rate (7 days or less absent during the school year)

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

- students areas of needs are identified, addressed, and strengthened in an ongoing manner
- students are encouraged to excel and gain a deeper understanding of subjects/concepts
- have high expectations for themselves and their students
- to continually develop and improve as an educator through professional development
- work collaboratively with other staff
- to ensure the Common Core Standards are taught
- use differentiated research-based instructional strategies to meet students needs
- connect subjects across the curriculum
- actively promote parent involvement in a variety of ways
- have parents understand how they can assist their child's learning
- will use technology and a variety of resources to develop students understanding
- use multiple forms of data to guide instruction and professional development
- encourage student attendance in a variety of ways
- use a school wide behavior support plan to keep the school safe and organized
- maintain a school-wide 96% attendance rate
- have at least an 80% eighth grade graduation rate

The specific Goals/Outcomes of each Academy are that Students will have:

STEM

- Understanding of the scientific method
- Understanding of how to solve mathematical questions
- The ability to engage in experimentation, exploration, and discovery
- An ability to use technology in their learning

Arts and Media

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

Sports

- An awareness of the importance of physical fitness, nutrition, and healthy choices
- Knowledge of strength and conditioning activities
- Knowledge of tools to be a successful scholar athlete

Maintain 80% proficiency in the FITNESSGRAM Performance Standards

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

The Specific, Measurable, Realistic (SMART) Goals for the Student Population

Graduation- Emerson's goal is to have all 8th graders graduate.

Attendance- Emerson's goal is to increase student attendance by 1% every year to reach 100% student attendance by 2016, and to increase staff attendance by .3% to reach 100% attendance by 2014.

Parent Involvement and Engagement- Emerson's goal is to have 5% annual growth for the percentage of parents who answer "often" or "always" on the "I talk with my teacher(s) about my child's school work" on the School Experience Survey, and to increase parents' participation on the School Experience Survey by 5% annually.

School Safety- Emerson's goal is to have an annual 5% decline in non-mandatory suspensions, and 2% annual growth in the percentage of students who feel safe on campus as measured by the School Survey.

Reclassification- Emerson's goal is for all English Learner (LEP) students to increase one level per academic year to meet the District's Reclassification rate.

Academies- It is Emerson's goal that every student create an Academy related project or product and for students to meet academic standards and expectations for that project and class.

Periodic Assessments- It is Emerson's objective that all at least 80% of all students score proficient or advanced on the periodic assessments.

Grades- Emerson's goal is to have at least 80% of all students earn a grade of C or better in all academic subjects.

CST- Emerson’s goal is to increase the percentage of students scoring proficient or advanced on the CST/Smarter Balanced Assessment in ELA and Mathematics by 10%.

CST- Emerson’s goal is to increase the percentage of 8th grade students scoring proficient or advanced on the CST/Smarter Balanced Assessment in Science and History by 10%.

CST- Emerson’s goal is to decrease the achievement gap between White and other Ethnic/Racial Minority subgroups by 10% in ELA and Mathematics on the CST/Smarter Balanced Assessment.

API- Emerson’s goal is to increase the school’s API by 30 Points annually. One year ago the school was only 35 points away from being in the District’s “800 Club.” Emerson hopes to score above 800 within the next two school years.

AYP- Emerson’s goal is to meet all AYP growth targets annually.

SMART Goals for Core Academic Subjects

Core Academic Subject	Skills/Knowledge Outcomes	SMART Goal	Measured by
Language Arts	<ul style="list-style-type: none"> • Students will be able to read and understand a variety of literature and informational text at grade level. • Students will be able to read, write, listen, and speak effectively. • Students will effectively use the language of the discipline when writing or speaking. • Students will be able to use evidence to prove a point. • Students will be able to write in a variety of genres including narrative, persuasive, response to literature, expository, and research. • Students will learn the grade level ELA Common Core Standards. 	<ul style="list-style-type: none"> • 80% of students will score proficient or above on the ELA CST/Smarter Balanced Assessment. • 80% of ELs will score proficient or above on the ELA CST/Smarter Balanced Assessment. • 80% of all students will receive a C or better in their grade level ELA class. • 80% of all students will score proficient or above on ELA benchmark and periodic assessments. 	<ul style="list-style-type: none"> • Periodic Assessments • Benchmark Assessments • Quizzes and Tests • Standards Based Rubrics and Criteria Charts • CST/Smarter Balanced Assessment • Grade Level Projects

Math	<ul style="list-style-type: none"> • Students will understand and apply fundamental ideas and procedures of mathematics in areas such as arithmetic, algebra, geometry, and data analysis. • Students will be able to create and solve real world problems to gain a deeper understanding of math. • Students will use evidence to construct viable arguments to solve a problem. • Students will reason abstractly and quantitatively. • Students will use mathematical tools and strategies. • Students will know the grade level math Common Core Standards. 	<ul style="list-style-type: none"> • 80% of students will score proficient or above on the Math CST/Smarter Balanced Assessment. • 80% of ELs will score proficient or above on the Math CST/Smarter Balanced Assessment. • 80% of all students will score proficient or above on Math benchmark and periodic assessments. • 80% of students will receive a Math class grade of C or above. 	<ul style="list-style-type: none"> • Periodic Assessments • Benchmark Assessments • Quizzes and Tests • Standards Based Rubrics and Criteria Charts • CST/Smarter Balanced Assessment • Grade Level Projects
Science	<ul style="list-style-type: none"> • Students will be able to use science process skills such as observing, classifying, inferring, predicting, measuring, and communicating. • Students will hypothesize and develop experiments using scientific method. • Students will be able to interpret and analyze data. • Students will know and use content area vocabulary and theory. • Students will know fundamental concepts in physical, life, and earth science. 	<ul style="list-style-type: none"> • 80% of 8th grade students will score proficient or above on the Science CST/Smarter Balanced Assessment. • 80% of all students will score proficient or above on science benchmark and periodic assessments. • 80% of students will receive a science grade of C or above. 	<ul style="list-style-type: none"> • Periodic Assessments • Benchmark Assessments • Quizzes and Tests • Standards Based Rubrics and Criteria Charts • CST/Smarter Balanced Science Assessment for 8th grade • Grade Level Projects
Social	<ul style="list-style-type: none"> • Students will recognize 	<ul style="list-style-type: none"> • 80% of students 	<ul style="list-style-type: none"> • Periodic

<p>Science/History</p>	<p>and understand the importance and value of diversity and the contributions of various cultures.</p> <ul style="list-style-type: none"> • Students will understand cause and effect in historical context over time. • Students will identify patterns, similarities, and differences in various historical events. • Students will use evidence to draw logical conclusions and make assertions from historical data. • Students will understand how social, economic, and geographical differences influence historic events. • Students will know the rights, origins, functions, and governments of various populations and cultures. • Students will read and understand historical text. 	<p>will score proficient or above on the History CST/Smarter Balanced Assessment for 8th grade.</p> <ul style="list-style-type: none"> • 80% of all students will score proficient or above on History benchmark and periodic assessments. • 80% of students will receive a History class grade of C or above. 	<p>Assessments</p> <ul style="list-style-type: none"> • Benchmark Assessments • Quizzes and Tests • Standards Based Rubrics and Criteria Charts • CST/Smarter Balanced History Assessment for 8th grade • Grade Level Projects
<p>PE/Health</p>	<ul style="list-style-type: none"> • Students will have knowledge about how to maintain good health including concepts about nutrition, physical activity, social, and emotional health. 	<ul style="list-style-type: none"> • 75% of 7th grade students will meet four or more of six standards on the Physical Fitness Test. • 80% of all students will receive a PE and Health grade of C or above. 	<ul style="list-style-type: none"> • 7th Grade Physical Fitness Test • Periodic Assessments • Benchmark Assessments • Quizzes and Tests • Standards Based Rubrics and Criteria Charts • Grade Level Projects
<p>Arts</p>	<ul style="list-style-type: none"> • Students will have an appreciation for music, 	<ul style="list-style-type: none"> • 80% of all students will receive an Art 	<ul style="list-style-type: none"> • Periodic Assessments

	<p>visual arts, drama, and dance.</p> <ul style="list-style-type: none"> • Students will know about the history of various types of art. • Students will value the diversity and purpose of art from different cultures and people. • Students will utilize art in the Core subjects to demonstrate knowledge and increase understanding of concepts. 	<p>class grade of C or above</p>	<ul style="list-style-type: none"> • Benchmark Assessments • Quizzes and Tests • Standards Based Rubrics and Criteria Charts • Grade Level Projects
Technology	<ul style="list-style-type: none"> • Students will know how to use various technology (ipads, computers, digital cameras etc.). • Students will be able to use various computer technology such as spreadsheets, Photoshop, PowerPoint, webpage design etc. • Students will make digital presentations to develop and show their understanding of Core subjects. • Students will have computer literacy and keyboarding skills. • Students will know the risks and benefits of technology use. • Students will know the effects of technology on society over time. 	<ul style="list-style-type: none"> • 80% of students will utilize technology in their core subjects. 	<ul style="list-style-type: none"> • Periodic Assessments • Benchmark Assessments • Quizzes and Tests • Standards Based Rubrics and Criteria Charts • Grade Level Projects

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

Methods for Assessing Student Attainment of the Above Outcomes

Testing

- Periodic Assessments
- Benchmark Assessments
- Quizzes and Tests
- CST/Smarter Balanced Assessment
- 7th Grade Physical Fitness Test
- CELDT
- Standards Based Rubrics and Criteria Charts

Informal Authentic Assessments

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

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

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

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

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

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

Standardized assessments such as the CELDT, CST/Smarter Balanced Assessment, District-created core subject assessments, and District adopted curriculum assessments are all useful measurements of students' understanding of a concept or

skill. Teachers may also use commercially available performance, diagnostic, formative, and summative assessments.

DATA ANALYSIS AND REPORTING

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

The District website "MyData" will be used to analyze students' performance levels and to target students needing intervention and support. Teachers will then meet in content area, grade level, and Academy teams to discuss strategies to help those at-risk students.

Periodic Assessments, either teacher created, teacher located, or provided by the District, will be used to determine students' progress and level of understanding of the material. The periodic assessments also allow teachers to compare student performance levels using a common assessment method, in order to determine ways to modify instruction to meet students' needs. These periodic assessments may occur before every 5 week grading period. Similarly, daily or weekly quizzes, tests, classwork, assignments, and projects will be used to identify areas of concern and to guide instruction.

Summative assessments will also occur yearly. These include final exams at the end of each course, the STAR Test (soon to be the Smarter Balanced Assessment) at the end of the school year, and the CELDT exam at the start of each school year. These exams allow teachers to determine students' overall learning of the course's concepts.

Authentic assessments will also occur throughout the year, and allow teachers to compile a variety of useful information on their students' learning. Some authentic assessments include: portfolios, journals, work samples, homework, checklists, teacher observations, anecdotal records, and student projects. This more informal data allows the teachers to gain a better-rounded "big-picture" understanding of the students needs and learning levels.

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

In addition, assessment data will be used to improve the entire educational program at the school. Whole-school assessment data, like subject area assessments, grade level assessments, the State Test, will be used to identify achievement gaps so

that strategies to close the gaps can be determined and implemented. Also, data will be used to determine areas of learning that students are struggling in, so that teachers' instruction in those areas can be supported. For example, if it is determined that many students at Emerson are struggling with the skill of summarizing, teachers will be given professional development opportunities, modeling of effective teaching observation opportunities, and other support services in order to ensure that their instruction improves so that students at Emerson improve in that skill. Similarly, the Academies at Emerson are fluid and flexible so that they can be modified to best meet students' needs. Therefore, assessment data will be useful in helping the Academy teachers determine which goals and instructional concepts students are struggling with, so that they can adjust the classes or instruction as needed in order to ensure that all students are successful.

As mentioned above, assessment data will be crucial in determining professional development topics. Whole school and class data will be used to identify topics, concepts, standards, and other areas where students are struggling; these can then become areas of emphasis at professional developments so that teachers can share best practices and lesson plans, analyze the data further, and collaboratively determine ways to improve their instruction. Professional development can also serve as a forum for teachers to later reflect on the strategies that were implemented, and share their successes and struggles, in order to continually reflect upon and improve their teaching in an on-going manner.

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

- To modify and guide instruction to meet students needs
- To identify students areas of strength, weakness, and need
- To identify at-risk students for SST, Intervention, and LAT
- To share with parents (through report cards, conferences, progress reports etc.)
- To identify and prioritize professional development
- To share at grade level, content area, and Academy meetings
- To share in a public forum like at parent and governance meetings
- To determine school-wide needs (such as SARC, Data Summary Report, and MyData) in areas like attendance, suspension, and expulsion rates
- To establish school-wide funding and instructional priorities
- To identify subgroups, like English Learners, who need more widespread use of specific instructional strategies

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

STANDARDIZED TESTING

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

ELEMENT 4 – GOVERNANCE

GENERAL PROVISIONS

As a District affiliated charter school, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of this petition and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD-UTLA CBA must be adhered to, particularly in regards to Local School Leadership Council composition and responsibilities.

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

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

All employees and representatives of Charter School, including members of Charter School's local governing council, members of school committees, and school administrators, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD's charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its local school leadership council are and remain consistent with District policy and the provisions of this Charter.

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and regulations, and District policies, including BUL-5439.0, *Affiliated Charter Schools*, as they may be changed from time to time.

LOCAL GOVERNANCE STRUCTURE AND OPERATIONS

As an LAUSD Affiliated Charter, Emerson is subject to the governance of the LAUSD Board of Education, which has fiduciary responsibility over the 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.

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

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

As a charter school, Emerson will combine the duties and member demographics of these three committees into one Governing Board. This will allow stakeholders from all the groups to have equal impact on decision making, and this increased collaboration between stakeholders will help to improve outcomes at Emerson. Combining the councils also has the benefit of reducing the overall number of committee meetings occurring over the course of the school year, and provides more consolidated opportunities for staff, parents, and students to attend meetings and to be informed about decision making at the school.

The Board will be composed of 12 members: the principal (automatic member), the UTLA representative (automatic member), 4 teachers, 1 classified staff, 1 parent of an English Learner student, 1 PACE member, and 3 parents of any students. The members will be elected by their peers, to ensure that every stakeholder group is represented. All teachers, staff, parents, and students are encouraged to attend the meetings as they are open to the public (Greene Act).

Emerson will also have a Student Council. The Student Council representatives will be elected by their peers, and students will have the opportunity to learn about governance topics and processes. These students will be particularly encouraged to attend the Board meetings in order to share their opinions and those of their student constituents, and to have a first-hand learning experience about governance.

The purpose of the Board is to operate as the school's site level decision making body, under the authority of the local District superintendent, and under the ultimate authority of the LAUSD Board of Education. Some of the duties of the Board include but are not limited to: categorical funds, safety, scheduling of school events, determination of the site level calendar, student conduct, community relations, and school operations. The Board will also examine a variety of data to improve student achievement and to increase parent involvement. The Board will also follow procedures and recommendations consistent with the District's Master Plan for English Learners to ensure that ELs needs are being met and to close achievement gaps. The overall goal of the Board is to improve student achievement and to ensure the effectiveness and success of Emerson Middle School.

An examination of the provided Governance Organizational Structure Chart will show that the District's Board of Education, and the local District superintendent, will

oversee the decisions made by the Board. Not only will the Board use a variety of data to make decisions, but they will consider the input from grade level chairpersons, content area chairpersons, Academy chairpersons, PACE board members, school committees, and all stakeholders at the school. Similarly, by having the Board members from each stakeholder group, there is assurance that everyone's voices are represented; each Board member will receive input from their constituents and organizations, and will present that information to be used in deliberations.

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

Also, the Board will maintain effective control of the school, by having parent and staff buy-in. Emerson parents and staff will feel that their voices and opinions are valued because they were able to elect their own Board member representatives who are from their own specific stakeholder group. Similarly, the Board members will maintain open communication with their constituents to ensure that their constituents feel that they are valued members of the Emerson team. Also, by having open public meetings, and by keeping everyone informed of meeting dates, locations, times, agenda topics, and the results of the meetings, the Emerson community will feel that they are active participants in the governance and decision making at Emerson. This collaboration and inter-connectedness will not only allow the governing Board to maintain effective control, but will help Emerson to be successful.

The Board will be governed in its operations and its actions by the charter petition and by the Board Bylaws. To see the Bylaws go to Appendix B.

The Board shall meet regularly at least six times during the school year. Special meetings of the Board may be called by the chairperson or by a majority vote of the Board.

Board members will be elected by their peers. The principal and UTLA rep are automatic members. Teachers will be elected by teachers, the classified staff member will be elected by classified staff, the English Learner parent member will be elected by English Learner parents, the PACE member by the PACE board, and the parent members will be elected by parents.

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

An informational meeting will be held to explain the election process, and to give information about the duties of the Board and officer roles. Either immediately following the informational meeting, or at another designated meeting, the election will occur. The Principal and UTLA representative will preside over the elections as election designees since they are automatic members of the Board. They may designate others to assist them as needed. The membership positions will be declared vacant, and the floor will be opened first for teacher members. Potential members may nominate

themselves, or be nominated by someone else (the nominated person must accept the nomination in order to be nominated). The election designee will chart the names of nominees so they are visible to all. The designee will ask three times if there are any more nominations. The designee will motion to close the nominations, and someone must second the motion in order to close the floor to nominations. If there are exactly three teachers who are nominated for the three available positions, a motion will be made to accept the nominees as members, and someone must second the motion. The nominees will be announced as members. If there are more than three teachers who are nominated, the teachers' peers who are present will be given a ballot and asked to vote in favor or against each nominee. The nominees with the greatest number of votes are elected. The election designees will gather and tally the votes, and announce the new members. The new members will be asked to sit in a designated area.

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

Once the Board membership has been determined, and all new members are sitting in a designated area, officer elections will begin. The election designees may also choose to postpone the officer elections until the first Board meeting. Only Board members will be allowed to vote for the officer positions, and only Board members will be allowed to run for the positions. The roles and duties of the officer positions will be reviewed by the election designee. Beginning with the Chairperson position, the position will be declared vacant. The designee will open the floor to nominations. Nominees may self-nominate, or be nominated by someone else (the nominee must accept the nomination to be nominated). The designee will chart the nominees' names where all can view them. The designee will ask three times if there are any more nominations. The designee will motion to close the nominations, and someone must second the motion in order to close the floor to nominations. If only one person has been nominated for the position, a member will cast a ballot in acclamation for the person, and will sign and date the ballot. This ballot will be kept with the minutes for records. If there is more than one person nominated, members will receive a ballot and will vote for the member they would like elected to the position. The member with the most number of votes is elected to the position. The designee will count the ballots, and announce the newly elected officer. This process will repeat for the vice-chairperson, secretary, and parliamentarian positions.

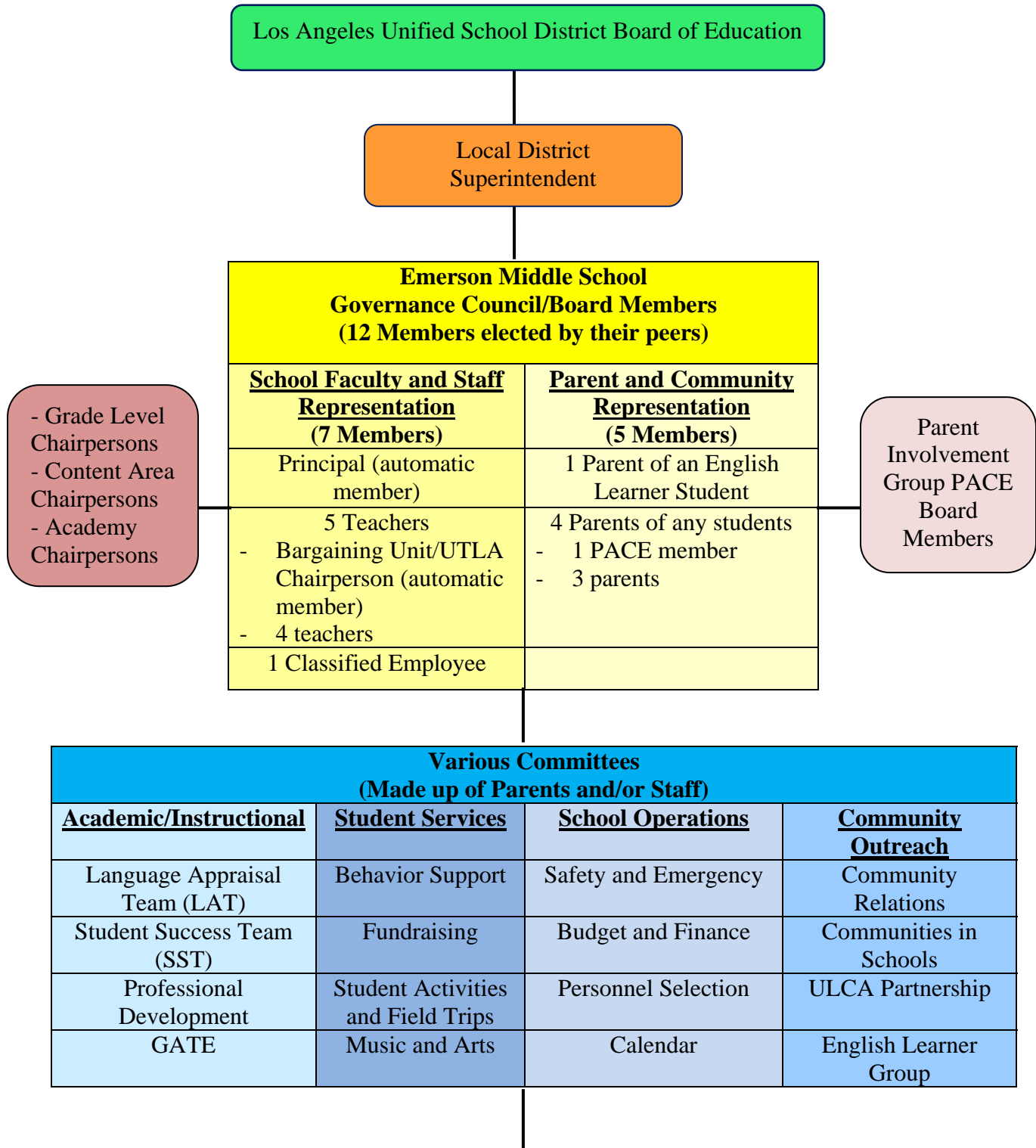
The newly elected Board members and officers will be announced to all teachers and parents via the school website, a flyer sent home, and a posting in the school office. In addition, the new members, parents, and staff will be informed of the tentative meeting dates and times in the same manner.

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

The secretary of the Board will keep detailed, true, and correct minutes of all regular and special meetings of the Board, and will be the custodian of the records of

the Board. These minutes will be distributed to the Board members at their request, and will be kept in a binder at the school site so they available for others' review. They will be kept at the school site for a minimum of 4 years.

Emerson Charter Governance Organizational Chart



PARENTAL INVOLVEMENT

One of Emerson's goals is to have high levels of parent involvement because the staff at Emerson believe that parents are crucial to the success of the students and the school. Emerson will strive to have high levels of parent involvement in the area of school governance in the following ways.

First, Emerson will keep parents informed about the dates, times, and locations of meetings. This information will be dispersed in a variety of ways to make sure that all parents are informed: the school website, announcements sent home, announcements posted in the office and on the front of the school, and phone blasts. Every effort will be made to have this information provided to parents in their home language when possible. The governing Board will also attempt to have meetings at times that will allow more parents to attend, like after school.

Also, half of the Board membership is parents. This will ensure that parents' perspectives are heard and represented. The Board will also work closely with the parent involvement group PACE to determine strategies to increase parent involvement.

In addition, the Board will examine a variety of parental involvement data (parent surveys, School Experience Survey results, evaluations from parent education classes, recommendations from PACE etc.) to determine ways to improve parent relations and involvement.

As a separate entity from the Board, the parent booster club PACE, offers an additional way for parents to get involved at Emerson. PACE will elect their own officers and representatives and set their own goals for their participation in the success of Emerson. As a non-profit 501c(3) California Corporation, PACE will maintain liability insurance sufficient to cover any and all activities and shall present a certificate of insurance as evidence of such insurance coverage on at least an annual basis to the District's Division of Risk Management and Insurance Services. PACE will have monthly meetings, inform parents of opportunities for involvement, and will plan and hold events for parents, staff, and students. PACE will also raise money for the school, and based on the recommendations and input from the Board and teachers, will determine where to spend it to enrich and supplement the educational program at Emerson. Emerson will conform to and operate under the District's Donation Policy (Policy Bulletin No. 1633).

The Board will also discuss and help manage a variety of parent events. Events may be academic, community service oriented, or extracurricular in nature in order to provide a range of multiple opportunities for parents to be involved in their child's education. Also, events will occur at different days and times so that parents with different schedules have a chance to attend events. These opportunities include Back-to-School Night, Open House, Parent/Teacher Conferences, sports games, plays, fundraisers, potlucks etc. Emerson will announce events via the website, phone blasts, and announcements home.

Also, at the start of each school year Emerson will provide parents with a Student Handbook distributed annually by the District. The Handbook gives parents information on everything they may need to know in regards to their child's education ranging from District policies and procedures to parents' rights.

Parents will also be given an Emerson Parent School Compact, which Emerson calls the "School-Parent-Student Commitment," which will be reviewed and approved annually by the Board. This compact emphasizes the partnership between parents, students, and staff, and demonstrates Emerson's belief that parents are crucial to the success of the students and the school. Students will be given this document at the start of the school year, and their homeroom teachers will sign it, showing their commitment to the child's education. Then the parents are encouraged to read it over with their child and to sign and agree to its stipulations. The Compact encourages parents to participate in their children's education, the school's operation, and the school's educational program. Go to Appendix C to view the "School-Parent-Student Commitment."

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

Charter School shall notify the appropriate Educational Service Center and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Educational Service Center in writing of any internal investigations within one week of commencing investigation.

STUDENT RECORDS

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

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

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

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

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

Certificated Personnel

Selection of certificated staff shall comply with current California Education Code, District policy, and applicable collective bargaining agreements. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates as determined by Human Resources, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases where no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

Classified Personnel

Selection of classified staff shall be in compliance with the current merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements. Unless valid reemployment lists exist, Charter

School will have the autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

Professional Development

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

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

HEALTH, SAFETY AND EMERGENCY PLAN

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

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to tuberculosis examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including

but not limited to the immunization of pupils as a condition of attendance and screening for vision, hearing, and scoliosis.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and other reasons.

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

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

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 8 – ADMISSION REQUIREMENTS

GENERAL PROVISIONS

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

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

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

If Charter School determines that any student/parent used fraudulent address information to establish resident status in the attendance area to gain enrollment prior to the school's conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School's lottery, the student may be withdrawn and the student will be referred back to his/her school of residence in accordance with District policy.

See Charter Petition Binder for Admission Application

SCHOOL FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

Indicate below whether Charter School offers a Magnet Program.
No, Charter School does not offer a Magnet Program.

Prior to Charter School's conversion to a District affiliated charter school, Charter School had an LAUSD magnet program that served students from all over the District. 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.

McKINNEY-VENTO HOMELESS ASSISTANCE ACT

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

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

GENERAL PROVISIONS

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

GENERAL PROVISIONS

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

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

Charter School shall comply with and implement the District's Discipline Foundation Policy and/or current equivalent policy.

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

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

STUDENTS WITH DISABILITIES

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center

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

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?

B. Was the misconduct a direct result of the Charter School's failure to implement 504?

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b).

OUTCOME DATA

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

READMISSION

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

GUN FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

Employees of Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD inclusive of, but not limited to, salaries, unemployment benefits, retirement benefits, including organizations such as STRS/PERS, health insurance, life insurance, and all other assigned compensation and benefits.

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

A student who opts not to attend Charter School may choose to attend another public school in the student's district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

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

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

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

ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER

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

ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES

CLOSURE ACTION

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

In the event of a Closure Action, unless express LAUSD Board action directs otherwise, Charter School shall revert to a District traditional school.

REVOCATION OF THE CHARTER

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

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

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request authorization to revert voluntarily to a District traditional school, Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for processing a request to revert to a District traditional school.

CLOSURE PROCEDURES

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

Charter School shall issue written notification of the school's closure as a District affiliated charter school, and reversion to a District traditional school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding how to enroll or transfer the student to an appropriate school. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the CSD.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation.

ADDITIONAL PROVISIONS

FACILITIES

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

Charter School will adhere to all applicable district, state, and federal laws, policies and regulations regarding facilities.