
LOS ANGELES UNIFIED SCHOOL DISTRICT

The Academy for Enriched Sciences Magnet Charter

Global Awareness Magnet Network

March 7, 2013

6170 Lockhurst Drive

TERM OF CHARTER

JULY 1, 2013 TO JUNE 30, 2018

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**LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION**

LETTER OF INTENT TO APPLY FOR A CHARTER SCHOOL

Name of proposed charter school	The Academy for Enriched Sciences Charter Magnet		
General location of proposed charter	6170 Lockhurst Drive, Woodland Hills, CA 91367		
Type of Petition	<input checked="" type="checkbox"/> Conversion Affiliated <input type="checkbox"/> Independent		
Projected Grade Levels-Year 1	1-5	Projected Grade Levels-Year 5	K-6
Projected Enrollment-Year 1	270	Projected Enrollment-Year 5	350

LEAD PETITIONER INFORMATION:

Name	Renee Cofield		
Address	6170 Lockhurst Drive		
Phone number(s)	(818) 610-34-13	Fax	(818) 610-3406
E-Mail Address	renee.cofield@lausd.net		

OTHER MEMBERS OF THE CHARTER DEVELOPMENT TEAM

Andrea Ferber	Adam Zeise
Anna Donskoy	Carine Magarian
Karen Perry	Alma Guererro
Kara Walters	

Certification:

I/we certify that we are interested in applying for a charter school within LAUSD boundaries.

I/we have participated in the Orientation Meeting given by the LAUSD Charter Schools Division.

I/we did not participate in the Orientation Meeting given by the LAUSD Charter Schools Division.

Renee Cofield		2-5-2013
PRINT NAME	SIGNATURE	DATE

CHARTER BRIEFING PAGE

- Name of Organization Applying for Charter – **We, at the Academy for Enriched Sciences Magnet Charter are applying for a conversion to Affiliated Charter status to be known as The Academy for Enriched Sciences Magnet Charter**
- Projected Grades Served-Year 1 1-5 / Grades Served-Year 5 K-5
- Projected Enrollment Year 1 270/ Number of Students- Year 5 320
- Location Address or Target Neighborhood - 6170 Lockhurst Drive., Woodland Hills, CA 91367
- Facility Status/Location - LAUSD/2250
- Prop. 39 – Application Submitted? Yes
- Does the location meet Board Policy? (Low API, Overcrowded) N/A
- Board of Directors – Principal, UTLA Chapter Chair, three teachers, one classified, and plus two alternate teacher representatives.
- Description of Mission – Our mission is to provide a high quality education to all students. For every student to develop and demonstrate global competency and acquire the knowledge needed to interact productively and respectfully with people from diverse areas.
- Description of Vision – The Academy for Enriched Sciences Magnet Charter is committed to every student becoming critical thinkers, study world issues from an environmental perspective while reflecting on cultural diversity, global economics, politics, and real life issues.
- Source /Core of Money – Categorical Block Grant
- 3 – 5 Top Leaders/Charter Development Team – Renee Cofield, Anna Donskoy, Andrea Ferber, Adam Ziese
- Has your charter applied to any other jurisdiction for approval? No
- What innovative elements of your charter could be considered “best practices” and replicated by other schools? The Academy for Enriched Sciences Magnet Charter teaching methodologies are framed around differentiated, experiential and inquiry based instruction through thematic and project based research units in cooperative group settings. Teachers utilize collaborative planning and instruction within and between grade levels.

AFFIRMATIONS AND ASSURANCES

The Academy for Enriched Sciences Magnet Charter shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A) . An existing public school that converts to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of the school. EC 47605 (d)(1)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the charter school nor any employee to work at the Charter School.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves the Charter School without graduation or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

INTRODUCTION AND GOALS

Purpose

The Academy for Enriched Sciences Magnet Charter (AESMC) is united in its goal of becoming an affiliated charter school in the Los Angeles Unified School District ("LAUSD" or the "District").

The purpose of The Academy for Enriched Sciences Charter Elementary affiliated charter petition is founded on three tenets, all of which embrace the idea of educating the whole child:

- First, our expectations for students are high, and our community is united in the commitment to provide an exceptional, enriched academic program. We believe that we must have a collaborative partnership between home and school in order to help all of our students succeed.
- Second, we focus on the development of creative thinking, critical problem-solving, respect for individual differences, and high ethical standards. We prepare our students to be fully participating citizens and leaders in the 21st century by providing multiple opportunities to interact with core academic content using technology, and a multimedia approach to teaching. We foster self-expression and honor different learning styles that capitalize on each student's strengths (multiple modalities, multiple intelligences).
- Third, an affiliated charter designation will enable us to aggressively implement a curriculum, that not only meets, but exceeds the minimum academic standards established by the district. We believe in every student's innate ability to learn and achieve. Our community's goal is to provide a rich and stimulating environment where each student will enjoy social, emotional and intellectual growth. Our rigorous curriculum exceeds the minimum standards set by the District and the State.

The Academy for Enriched Sciences Magnet Charter is new magnet and considered a small school. We are currently operating under a federal grant that expires this year. The AESMC is increasingly faced with external challenges that threaten our ability to maximize student potential. These challenges include declining State and District budgets, growing class size, and fewer faculty and support personnel available to meet student needs. These changes have limited our efforts to provide truly differentiated instruction to an increasingly diverse student population: Gifted and Talented students (GATE), English Language Learners (ELL), students performing below grade level, and socio-economically disadvantaged students (SED), students with special needs, and our typical learners who do not require additional services but deserve instruction to meet their needs.

Our school is continually challenged to do more with less. Changes such as these have affected us internally as well. We face mounting pressure to sustain and advance our academic program and teaching strategies to achieve even higher levels of student achievement. Status as an affiliated charter will provide AESMC with a means to overcome some of these challenges and to achieve the goals established by the community.

AESMC stakeholders will have greater freedom to use different curriculum and assess student growth in new and creative ways, allowing us to supplement our already successful approaches. We are excited and inspired to move forward to make a difference in the lives of our students. AESMC will continue to pursue innovative, pioneering ideas that can serve as a model for other schools within all of LAUSD.

Goals of the Academy for Enriched Sciences Magnet Charter

AESMC's primary goal is to provide children with an innovative instructional program that promotes active learning, challenges each child to reach his or her highest potential, and instills a lifelong love of learning. AESMC strives to accomplish the following:

- Promote the use of innovative teaching methods through targeted professional development, shared planning and observation, and cross-grade-level articulation opportunities.
- Increase meaningful, interactive, hands-on, enriched learning experiences that are differentiated to meet the needs of all learners and identified subgroups: Children performing below grade level standards, students with special needs, identified advanced and gifted students, Socio-Economically Disadvantaged, and English Language Learners.
- Begin to integrate the Common Core State Standards into our curriculum so our students are at the forefront of National, as well as District, educational standards.
- Assess student success with standards-based assessments, performance-based assessments, differentiated assignments, and self-assessment portfolios of these assessments will be used to drive instruction.
- Actively engage the Woodland Hills community in taking part in opportunities to shape the learning environment and to contribute to AESMC success through parent workshops, in-class volunteer opportunities, Back-to-School Night, Open House, Green Team, Read Across America, Earth Day Celebration, Multi-Cultural Assemblies, Science Fair, Astronomy Night, Spirit Nights, Walk-a-Thon, attendance at District parent seminars, school-wide academic explorations such as math and science nights, Wonder of Reading volunteers, Community Garden, Multi-Cultural Celebration.
- Articulate with the El Camino Complex to create a solid foundation for success in middle and high school for outstanding public education.

Description of the School

The Academy for Enriched Sciences Magnet Charter, an affiliated charter school for grades K through fifth grade, is located at 6170 Lockhurst Drive, Woodland Hills, CA, in Educational Service Center North of LAUSD.

The Academy for Enriched Sciences and Its Community

The Academy for Enriched Sciences Magnet Charter site is a conversion of the LAUSD, located in the north western corridor of the San Fernando Valley. The Academy for Enriched Sciences Magnet Charter, a small school, is one of four magnet schools under the newly themed umbrella, “Global Awareness Magnets.” The Academy for Enriched Sciences opened in 2011.

In the immediate geographic area there are many private schools, six elementary schools, one middle school and one senior high school known as the El Camino High School Complex. In order to effectively compete with these many options, AESMC must continue to offer the highest quality education available for our community. As we have in the past, we will maintain our culturally and ethnically diverse student enrollment. As a socially inclusive school that embraces children of all ethnic and socio-economic backgrounds, as well as all achievement levels, we foster a deeper appreciation for the diversity inherent in Los Angeles and the greater global community.

Figure 1: Public Elementary Schools Located within 3-Mile Radius of AESCS

NAME OF SCHOOL	201 GROWTH API SCORE
The Academy for Enriched Sciences Magnet Charter	964
Lockhurst Drive Charter Elementary	875
Welby Way Elementary Charter	964
Woodlake Charter Elementary	880
Haynes Charter Elementary	907
Calabash Elementary	878
Pomelo Community Charter	894
Total Area Schools	7

The Academy for Enriched Sciences Magnet Charter will use its resources to establish itself as an innovative center of learning and a vital part of the Woodland Hills community. The school will offer a comprehensive, multi-disciplinary curriculum designed to give students the most enriched education possible, preparing students to become successful learners.

ELEMENT 1 – DESCRIPTION OF THE EDUCATIONAL PROGRAM

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

SCHOOL INFORMATION

Address:	6170 Lockhurst Drive Woodland Hills, California 91367
The phone number:	(818) 610-3413
Contact person:	Renee Cofield, Principal
The term:	July 1, 2013 to June 30, 2019
The grade configuration:	K – 5 th
The number of students in the first year:	250
The grade level(s) of the students the first year:	K – 5 th
The scheduled opening date:	August 13, 2013
Admission Requirements:	The Academy will follow standard district policy and guidelines on admission. See also Element 8 Admission Requirements.
The operational capacity:	270
The instructional calendar:	Adherence to the district calendar.

The Bell Schedule for the Charter School will be:

Regular Day

Grade Level	School Begins	Recess	Lunch	Dismissal
Grade K-2	8:00	10:00-10:20	12:00-12:40	2:22
Grades 3-5	8:00	10:00-10:20	12:20-1:00	2:22

Banked Days (Tuesdays Only) – Professional Development

Grade Level	School Begins	Recess	Lunch	Dismissal
Grade K-2	8:00	10:00-10:20	12:00-12:40	1:22
Grades 3-5	8:00	10:00-10:20	12:20-1:00	1:22

Shortened Days

Grade Level	School Begins	Recess	Lunch	Dismissal
Grade K-2	8:00	10:00-10:20	12:00-12:40	1:46
Grades 3-5	8:00	10:00-10:20	12:20-1:00	1:46

Minimum Days

Grade Level	School Begins	Brunch	Lunch	Dismissal
Grade K-2	8:00	10:00-10:30		12:42
Grades 3-5	8:00	10:00-10:30		12:42

STUDENTS THE SCHOOL PROPOSES TO SERVE

The Academy for Enriched Sciences Magnet Charter acknowledges that the LAUSD magnet program is a Court-Ordered voluntary integration opportunity available to students in grades K-5 who live within the boundaries of LAUSD. The purpose is to provide an integrated educational and personal experience which prepares them to function in a diverse society, and helps to eliminate, reduce or prevent long-standing patterns of racial isolation. Currently, the school’s openings are based on maintaining a racially balanced enrollment and space available. Some facts about the current and target population:

- Exceeds established district Academic Performance Index (API) benchmarks and meets No Child Left Behind (MCLB) requirement as it relates to students each year.

- Considered to be a high-performing school with an API of 964. CDE target goal is 800.
- There are a higher number of students who are identified as gifted and talented than the LAUSD average (18% of our students are identified as Gifted and Talented compared to the district goal of 6%).
- Students with special needs represent 7% of our population
- Our student population of 217 speaks six different languages and represents six ethnicities. Currently 15% of our students are Limited English Proficient (LEP). Approximately 9% of our students are IFEP's (Initially fluent English Proficient) speaking seven different languages in addition to English.
- Students who are economically disadvantaged make up 23% of our population.

Demographics

The Academy for Enriched Sciences Magnet Charter is one of four magnet schools under the newly themed umbrella, "Global Awareness Magnets." The Academy for Enriched Sciences opened September 2011 with an enrollment of 102 students. With a current enrollment of 217, The AESMC is a first through fifth grade elementary school located in the north-western corridor of the San Fernando Valley. Currently co-located on the Lockhurst Drive Charter Elementary campus, The AESCS is the only small school in the area. In the immediate geographic area there are six elementary schools, one middle school and one senior high school known as the El Camino High School Complex.

Our students attend a traditional calendar. We serve an ethnically diverse community of children that reside within the boundaries of LAUSD. Our student population is 44% Caucasian, 24% Latino, 7% African-American, 21% Asian, and 4% Filipino. Approximately 23% of our students qualify for free or reduced lunch. English Language Learners comprise 15% (6% ELs and 9% Reclassified ELs) of our students, with less than half coming from a Spanish-speaking background. The other languages represented are Armenian, Russian, Hebrew, Farsi, Vietnamese, and Tagalog. Identified gifted/talented learners make up 18% (14% African-American and 21% Latino) of our student population. Approximately 7% of our have special needs. Our school-wide California Standards Tests results reveal that 89.7% of our students scored Proficient or Advanced in English Language Arts and 94.1% scored Proficient or Advanced in mathematic as documented on the LAUSD Data Summary Sheet.

In order to effectively compete with the public school options available to families that reside within the school's boundaries and beyond (see Figure 1 on the next page) The Academy must continue to offer the highest quality education available. As we have since our doors opened, students will acquire and demonstrate not only "global competency," but also knowledge needed to interact productively and respectfully with people from diverse backgrounds. Classroom experiences will be

rigorous, standards based, holistic, child-centered, project-based, culturally relevant and differentiated to meet the needs of diverse learners.

DEMOGRAPHIC/ADADEMIC ACHIEVEMENT OF SURROUNDING SCHOOLS

LAUSD SCHOOLS	# OF STUDENTS	MULTI-TRACK SCHOOL ?	PROGRAM IMPROVEMENT?	MET SUBGROUP GROWTH TARGETS ?	API SCORE	API STATE RANKING	SIMILAR SCHOOLS RANK	% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH	% OF SPECIAL ED. STUDENTS	% OF ELL STUDENTS	% MAJOR ETHNICITY #1	% MAJOR ETHNICITY #2	% MAJOR ETHNICITY #3
THE ACADEMY	217	No	No	N/A	964	10	2	23%	7%	15%	White	Hispanic	Asian
LOCKHURST	248	No	No	Yes	875	7	4	20%	23%	15%	White	Asian	Hispanic
WELBYWAY	614	No	No	Yes	964	10	2	15%	5%	6%	White	Asian	Hispanic
HAYNES	278	No	No	Yes	907	9	7	30%	16%	12%	White	Asian	Hispanic
POMELO	439	No	No	Yes	894	9	3	10%	19%	4%	White	Asian	Hispanic
WOODLAKE	387	No	No	Yes	880	8	2	23%	13%	18%	White	Asian	Hispanic
CALABASH	212	No	No	Yes	878	8	2	16%	11%	12%	White	Asian	Hispanic
CHARTER SCHOOLS	# OF STUDENTS	MULTI-TRACK SCHOOL ?	PROGRAM IMPROVEMENT?	MET SUBGROUP GROWTH TARGETS ?	API SCORE	API STATE RANKING	SIMILAR SCHOOLS RANK	% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH	% OF SPECIAL ED. STUDENTS	% OF ELL STUDENTS	% MAJOR ETHNICITY #1	% MAJOR ETHNICITY #2	% MAJOR ETHNICITY #3
IVY ACADEMIA	900	No	No	Yes	862	8	7	16%	6%	5%	White	Asian	Hispanic

VISION AND MISSION

Mission

The Academy for Enriched Sciences Magnet Charter's mission is to give every child a desire as well as the means to ensure that learning never ends. We are committed to the development of the whole child, with a focus on the skills needed to thrive in and contribute to the 21st century global community. Our dedicated and innovative educators, staff, parents and community partners work together to inspire a passion for and confidence in education by challenging our students to value intellectual inquiry, innovation, creativity, diversity and community and global involvement.

Vision Statement

The Academy for Enriched Sciences Magnet Charter vision is to provide a holistic approach to the education of the whole child through rigorous academic programming in a disciplined but flexible environment. Every student's intellectual, emotional, social, physical, artistic, and creative potentials are realized; students are fully engaged in the learning process; personal and collective responsibility are encouraged as we strive to provide a top-notch public education that prepares our children to embrace the 21st century challenges of an ever-evolving world. The Academy will achieve this vision through an educational program that:

- Challenges our diverse student body using an interdisciplinary curriculum that embraces creativity as expressed through multiple intelligences and multiculturalism.
- Consistently places high expectations on individual academic achievement and personal and collective responsibility.
- Teaches and models respect for self, others and the environment.
- Guides students to discover that problems have multiple solutions through learning that is real, purposeful and useful to the student.
- Develops, implements and shares with the larger educational community, best practices for engaging students and parents, training teachers, and promoting educational excellence, collaboration, and innovation.

Philosophy

The Academy for Enriched Sciences Magnet Charter will be a nurturing, safe, and equitable environment where every child can blossom and grow.

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

The Academy for Enriched Sciences Magnet Charter believes an educated person of the 21st century is inquisitive, creative, and complex. He or she is a confident, productive, and self-motivated scholar who participates actively in the well-being of our global community.

An educated person of the 21st century is keenly aware of the interconnectedness of our multicultural reality. These individuals are flexible, curious, discerning, and eager to adapt to an ever evolving technological landscape. They are willing to explore, to innovate, to collaborate and learn.

Academy for Enriched Sciences Charter Magnet students will question, gather, and synthesize information and experiences. They will apply the scientific method of investigation to many aspects of their lives. These students will be intellectually curious and responsive, able to think about intricate systems abstractly with depth and complexity.

To be an educated person of the 21st Century, an individual must develop a range of functional and critical thinking skills related to vast quantities of information, sophisticated media, and the fast-paced evolution of technology. They must acquire this knowledge and expertise through meaningful problem solving, communication, and collaboration. An educated person of the 21st century must both collaborate and make individual contributions in order to thrive in and contribute to an increasingly global world.

HOW LEARNING BEST OCCURS

According to Stella Vosniadou in “How Children Learn”, published by International Academy of Education, The Academy for Enriched Sciences Charter agrees that learning best occurs when the community is immersed in a culture of education that both challenges and nurtures the development of individuals. Teachers, parents, and community members, in order to inspire students to learn, must collectively create a culture that reflects this priority. Teachers, parents, and community members also need to remain collectively committed to their own learning as providers of educational rigor and academic excellence.

The AESMC realizes that learning best occurs when stakeholders collaborate to create and provide this culture of academic excellence to each and every child. Working together to promote educational rigor fosters shared learning, rich and meaningful exchanges, and respect for the diverse nature of the modern global experience.

Through educational excellence, The Academy for Enriched Sciences Magnet Charter will encourage and enable students to become active, lifelong learners. It will be a safe, supportive, and challenging environment that develops and nurtures students’ learning potential through integrated, multidiscipline learning experiences. Well-qualified teachers and support personnel, as well as diverse classrooms, will provide optimal opportunities for every child to be supported in their educational development. Multiple modalities of learning and differences of abilities among students will be addressed through flexible groupings, a rich and varied instructional methodology, and a collective commitment to collaboration.

DESCRIBE A TYPICAL DAY (Narrative)

The Academy for Enriched Sciences Magnet Charter reuses a banked time schedule which meets the required minute schedule of the State of California. A typical day begins at 7:59 a.m. for students in first through fifth grade. Dismissal time on Monday, Wednesday, Thursday, and Friday is at 2:22 p.m. On

Tuesday, dismissal time is at 1:22 p.m. to allow for staff meetings and professional development. Students receive rigorous, standards-based language arts instruction and mathematics instruction integrated with science. During the rest of the day, students receive rigorous standards-based program in enrichment, science, social studies, physical education, art and health at various times.

On a typical day, you will see technology enhancing teaching and learning. Students use the computer as a tool for learning and showing what they have learned. A visitor would see document cameras and projectors being used in classrooms to enhance instruction.

On a typical day, you will see students learning in whole group situations, cooperative small group situations, and in individually in targeted instruction with the classroom teacher. Parent volunteers' assistants, under the direction of the classroom teacher, can be seen assisting with instruction, preparing homework packets, preparing materials and promoting learning on a daily basis.

Throughout the day, in all classrooms, you will see students highly engaged in activities related to all curricular areas. You may encounter students interacting with SMART Boards; viewing and presenting PowerPoint presentations; using Interact Kits, utilizing hands-on manipulatives; experiencing differentiated instruction in small, flexible, learning groups or incorporating art and drama into the core-content areas.

A visit to our classrooms will reveal a seasoned and well-educated, highly-qualified teaching staff which is passionately dedicated to the concept that all students are entitled to the highest-quality education. The exceptional work done in the classrooms could not be fully realized without the selfless and dedicated assistance of our parents and community. In classrooms, in the library, in our parent center, and office, dedicated volunteers are essential to support a quality experience for all children. Teachers work well beyond the school day and on weekends to create a nurturing and inspiring environment, both stimulating and child centered.

As you pass by our Parent Center you will find our hard working dedicated parent representatives conducting parent workshops, networking within the community to bring resources and programs to the school, planning and preparing for exciting school wide events, as well as supporting teachers in their preparation of materials for rigorous, innovative, and stimulating lessons.

At the end of the school day, the fun doesn't stop! Many of our students are back to the bus for their ride home, which for some is as far as Sun Valley. Other students happily participate in various enrichment classes, engage in Youth Services, Creative Kids, and LEAP.

GLIMPSE OF A TYPICAL DAY

ACTIVITY TIME BLOCK	DESCRIPTION STRUCTURE AND STRATEGIES	INTEGRATED OPPORTUNITIES FOR PROGRAM ENRICHMENT	OUTCOMES
Morning Routine 8:00-8:15 a.m.	Morning assembly held as needed: Principal, PTA, Library, Parent Center Flag Salute/Patriotic Song Attendance	Flag salute Word of the Week Awards for attendance Caught Being Good	Celebrations of Success Disseminate information to entire community Enlist support for Stakeholder participation in school-wide projects & events Reinforce lifelong participation in physical health and fitness
Language Arts/Science Block 8:00-10:00 a.m.	Collaborative teaching in flexible groups of standards-based content, enhanced with: Lecture/discussion Departmentalized thematic unit extensions Universal Themes	Cooperative grouping Flexible grouping Differentiated curriculum for different learning groups (approaching, on level, beyond, English Learners) Literature Circle student portfolios Treasures literature Intervention pullout	Provide a stimulating, engaging & challenging environment for each and every student, Cross disciplinary projects as means to enhance critical thinking, resourcefulness, Cross disciplinary learning through the thoughtful use of technology to create an end product Grade level writing Authentic Writing projects Writing conferences with peers and teacher
Recess 10:00-10:20 a.m.	Supervised assigned play areas Access to library Nutrition	Cooperative play P.E. skills practice Reading motivation Healthy nutrition	Improved physical health Improved focus for learning Social skill development
Mathematic/Science Block 10:20-11:30 a.m.	enVision Math Cooperative Learning Hands-on Manipulative Intervention	Flexible Grouping Math journal Calendar Math Integrated technology Hands-on equations	Students reach benchmark, proficient or advanced levels of proficiency in district, state, publisher and teacher generated assessments Refined teaching content with supplemental sources to create students who effectively apply math problem solving skills to real world scenarios
UAT 11:30-12:00/12:20 p.m.	Writing Extensions - Thematic Unit Enrichment Universal Access/Differentiated Instruction	Enrichment ELD instruction Technology based learning (netbooks, e-Readers, web-based programs) Leveled readers Small group instruction	Grade level reading Critical reading and math skills Approaching, On-Level and Beyond

GLIMPSE OF A TYPICAL DAY (continues)

ACTIVITY TIME BLOCK	DESCRIPTION STRUCTURE AND STRATEGIES	INTEGRATED OPPORTUNITIES FOR PROGRAM ENRICHMENT	OUTCOMES
Lunch 12:00-12:40 p.m. 12:40-1:00 p.m.	Supervised Assigned play areas Access to library for Accelerated Reader Free reading Nutrition	Nutrition Partnership Green Team Chess Club Robotics	Cooperative play Play leaders – cross-grade level interaction building leadership skills
Afternoon Routine Enrichment Health Social Studies P.E. History Art 12:40-2:22 p.m.	Enrichment Standards-based curriculum Interactive/hands-on modalities to illuminate abstract concepts. These days alternate to allow for a concentration of activity on alternating days	State/District curriculum FOSS Kits incorporating hands on investigations and inquiry Interactive activities & models Science Inquiry Journals District Arts Program (Visual, Theater and Dance) Music	Full integration of arts & academics with real world examples Cause & Effect Community Outreach & Partnerships with: UNICEF Cooperative play Following directions-rules Physical fitness
Parent Workshops	Workshop Community Initiatives Principal’s Chat PTA Meetings Homework Help Gifted & Talented Bullying ELD Healthy Living Earthquake Preparedness Parent conferences Understanding report card Treasures program Understanding CST, LPA,MPA Data	Parents are invited to learn about curriculum, student issues, GATE Grade-level standards Parent Center presentations Community meetings	Training parents Team effort to support all students Understanding content being taught in school Meeting other parents Community improvement
After school Programs 2:30-6:00 p.m.	Beyond the Bell Creative Kids L.E.A.P	Diverse opportunities for all students Stu. receive support for content areas Students participate in cooperative and skill based games	Cooperative learning Cross grade level interaction
Classroom Integrated Enrichment	Art Music Ballroom Dancing Physical Education Gardening Ballroom Dance	Enrichment curriculum is integrated across the curriculum to enhance learning and motivation	Students are motivated and use critical thinking skills and higher order (Bloom’s Taxonomy) applications across the curriculum.

Framework & Teaching Methodologies

The Academy for Enriched Sciences Magnet Charter's proposed teaching methodologies are standards-based, and we will deliver the CA state standards, differentiated and experimental, or inquiry based instruction through thematic units in a cooperative group setting. Supporting these methodologies, AESCS teachers will utilize departmentalized instruction to provide professional development by grade-level experts and instructional leads. All of our methodologies will be supported by authentic assessments utilizing district, publisher, teacher-created and performance assessments. Our instructional program will follow utilize the unit assessments provided by the District. We will use the district adopted curriculum and diagnostic assessments.

Enabling students to become:

- Self-motivated learners- Student will choose an area of interest within the curriculum to explore with depth and complexity. They will study, understand, and be able to utilize the language of the discipline, the big ideas, essential details, rules, patterns, trends, and unanswered questions, changes over time, and multiple points of view across the disciplines.
- Competent learners- Students will exhibit knowledge and show they meet the standards in a variety of assessments.
- Lifelong learners- Students will have opportunities to apply knowledge in a real-life, experiential setting to derive meaning. By exploring topics with more complexity, students will be able to make connections from school situations to real life situations thereby creating an interest in life-long learning.

Realizing that the paradigm of effective instruction has changed dramatically with the rapid proliferation of multiple technological innovations, AESMC will provide ongoing professional development opportunities to assist teachers in transforming classrooms from teacher-centered to student-centered learning models. Students will participate in active, research-based learning that develops the applied literacies of critical thinking, problem solving, collaboration, and communication with other classes and grade levels throughout the Academy. Teachers will work together to set ambitious instructional goals with high expectations, and will support those goals to ensure student success. Instruction will be learner-driven. Curricular content will be academically rigorous and challenging, connected to students' interests, experiences, skills, and the real world. Teachers will employ flexible teaching methods that accommodate multiple learning modalities and provide differentiation for all learners and sub-groups. Pedagogy will promote self-esteem, and acknowledge and respect diversity. Throughout this process student achievement will be judged through a variety of assessments that demonstrate students' understanding through practical applications in various contexts. Students will develop their ability to self-assess and will understand how their learning connects to real life. Instruction will be interdisciplinary, integrating technology and the arts with core curricular instruction. Students will see the interconnectedness of all aspects of learning as they apply to the real world. Such interconnections will help students learn how to adapt to change and will pique their creative and innovative curiosity. Students will develop a sense of their global connection through participation in a variety of activities supported by the wider

school community. They will gain perspective on what it means to be a responsible and contributing member of society and will see that they can have a positive impact on the world throughout their lives. AESMC will communicate challenges and successes to the middle school in order to foster a continuum of instruction. Teachers, parents and administrators will have a clear understanding of the expectations for students at each level and will be able to support each other in planning for student success.

Instructional Framework

The Academy for Enriched Sciences Magnet Charter's curriculum is based on the California State Standards and associated frameworks in Language Arts, Mathematics, Science, Social Studies, Visual and Performing Arts and Physical Education. The curriculum will meet all state and LAUSD standards. We believe that powerful learning and addressing the needs of our targeted population are best accomplished through a balanced program, which combines curriculum-centered and student-centered instruction. Systematic direct-instruction, guided practice and the application of skills through an expansive reading selection ensures that all students are exposed to district mandated standards. Addressing multiple intelligences (Howard Gardner) through the use of experimental and open-ended (Bloom's Taxonomy) inquiry-based learning produces self-motivated and well-balanced learners. We believe that integrating these modalities will help our students to become analytical (Sandra Kaplan) as well as creative thinkers.

Teaching Methodologies

The Academy for Enriched Sciences Magnet Charter uses the research of Howard Gardner to recognize and encourage all students in their area of accomplishment. Many teachers have used the performing arts to bring Social Science standards and curriculum to life. The Arts Program has brought invaluable resources into our classrooms and allowed our teachers to teach to the multiple skills and talents of our students.

The teachers of the AESMC, as well as the leadership team, will use current research and student data to drive best teaching methodologies while utilizing rigorous conceptual learning at each grade-level.

Standard methodologies include:

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

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

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

Independent Study - Students and teachers identify problems or topics of interest to the student and they plan a method of investigating the problem or topic and identify the type of product the student will develop. The product will address the problem and demonstrate the students' ability to apply skills and knowledge to the problem or topic.

Experiential Learning - Learning by doing. Students relate to the curriculum through plays, field trips, labs, simulations, and experiments. It is through these involvements that students will process, analyze, and conceptualize the experience.

Project Based Learning - Learn by doing. Students relate to the curriculum through plays, field trips, labs, simulations, experiments and selected projects. Teachers evaluate student achievement through creative, varied and innovative products to illustrate a student's understanding of material taught.

Flexible/Collaborative Groupings - Students participate in flexible groupings for language arts, math and science in their classrooms and grade levels. After data analysis, teachers collaborate to determine student placement in flexible groups. During grade-level planning, teachers create scaffold assignments and evaluate student progress. These flexible groupings provide intervention opportunities in RTI. Strategies are used throughout the day to help a wide range of academic abilities work together to solve problems, revise writing, reinforce concepts and help children learn different ways to be successful.

Adhering to the proposed instructional framework and teaching methodologies ensures The AESCE instructors can successfully meet the needs of all students which include these subgroups: GATE, "Twice Exceptional," Special Education, English Language Learners, Under-Achieving/Non-Proficient, and the Socio-Economically Disadvantaged

SCOPE AND SEQUENCE

The scope and sequence of skills to be taught across the grade levels and the different subjects the school plans to teach have been outlined below. All California State Standards will be addressed with cross grade-level planning so students receive consistent instruction.

Common Core Standards will be implemented as required by the State.

Language Arts

- Provide a rigorous curriculum that exceeds State content standards for Language Arts K-5.
- Develop students' reading, writing, listening and speaking skills to support academics across disciplines.
- Develop critical reading skills and reading comprehension.
- Support reading using the Treasures Reading Program with fidelity.
- Enhance reading using Literature Circles, Treasures Literature
- Apply writing strategies across the curriculum.
- Continue school-wide implementation of Write from the Beginning.

- Use Thinking Maps to plan writing projects.
- Integrate vocabulary development across the curriculum.
- Demonstrate critical thinking skills specific to Bloom's Taxonomy.
- Use technology as a tool for presentation and project exhibits, and digital portfolios.
- Enhance curriculum utilizing Sandra Kaplan's methodologies and icons of depth and complexity.

Mathematics

- Provide a rigorous curriculum that exceeds the State content standards for mathematics.
- Develop students' mathematical proficiency by applying mathematical concepts and computational skills to a variety of processes.
Enhance mathematics using enVision Math, Hands-On Equations.
- Develop understanding of the concepts of computations, patterns, functions, geometry, statistics, and probability.
- Apply math skills to daily, real life problem solving situations.
- Recognize relevant information and review applications by checking work.
- Discern operations necessary to solve word problems.
- Connect math across disciplines (music, dance, science, art, technology, and history).
- Develop students' skills using mathematical tools (protractors, calculators, computers, rulers, compasses).

Science

- Science is integrated into the core curriculum. We focus on three areas: Earth Science, Life Science and Physical Science.
- Provide a rigorous curriculum that exceeds the State Content Standards for science.
- Hypothesize and develop experiments utilizing the scientific method.
- Use hands-on experiments, project based-learning, inquiry based-project to further research and test hypotheses.
- Encourage students to understand the need for eco-friendly products and change habit that will improve our local and global community. We offer practical applications through recycling and participation in the Heal the Bay program that focuses on the preservation of our beaches.
- Integrate science into the core curriculum.
- Theorize and view other subjects such as music, art, and theory of sound as a scientist. provide opportunities for ongoing science related in school and out of school field trips, including the California Science Center, Astronomy night at school, Placerita Canyon, hikes in O'Melveny Park, Heal the Bay, Griffith Park Observatory, Math Science Night, Jet Propulsion Laboratory, the Los Angeles Zoo, Descanso Gardens, the Natural History Museum and the Kidspace Museum in Pasadena.

Health

- Provide a rigorous curriculum that exceeds the State Content Standards for Health Education.
- Health-literate individuals develop a growing mastery of knowledge, skills, and behaviors in four key areas critical to healthy living: Acceptance of personal responsibility for lifelong health: Respect for the promotion of the health of others: An understanding of the process of growth and development: Informed use of health-related information products and services. (CA State Content Standards)
- Students will learn the importance of a healthy life style and what role it plays in the prevention of disease.
- Students will be taught the concepts of good physical, social, and emotional health.
- They will understand the concept of good nutrition and the effects of substance abuse.

History and Social Studies

- A rigorous curriculum that exceeds the state content standards for history and social studies
- Through critical thinking skills, students will relate over time historical events and be able to find parallels and patterns
- Understanding cause and effect of historical events
- Students will interpret geographical and historical information to draw conclusions
- Using role-play and interactive units to gain first hand experiences
- Students will understand their own place in the world through studying communities, cities, states and countries in terms of geographical settings and periods

Physical Education

- Apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness.
- Provide physical education to all grades that includes concepts of team sports and games, and good sportsmanship, while incorporating fairness and competition.
- Provide access to a quality, standards based physical education program to enhance all aspects of development including academic performance, movement knowledge, motor skills, and self esteem. emphasize the immediate and lifelong benefits of exercise and healthy nutrition.
- Provide the opportunity for students to participate in the Jump Rope for Heart and Walk-a-Thon to promote increased aerobic capacity and health and heart disease prevention.

Additional Enrichment Instruction-Theatre, Visual Arts, Dance, and Physical Education

Students develop higher critical thinking skills when combining test-based knowledge with project-based learning using science, art and technology. Students exposed to the arts learn to think creatively and to problem solve by imagining various solutions to one problem. A good science education helps students to develop the understandings and habits of mind they need to become compassionate human beings able to think for themselves and to face life head on. Technology can benefit students by accelerating, enriching and deepening basic skills. Under the right conditions, students learn faster with more depth of understanding using technology.

Enrichment programs are fully incorporated into the appropriate grade-level curriculum for all levels, 1-5, and meet and exceed the established California Content Standards. Qualified specialists or teach these programs, which include art, theatre, physical education and visual arts lab, are available through special grants and our PTA when not provided by classroom teachers.

The Academy for Enriched Sciences Magnet Charter will seek to provide additional enrichment programs to all students in the future. The following is a description of the enrichment programs today, how each element is fully integrated into the curriculum, and the evidence of research that supports the value of this approach to educating a diverse student population.

Enrichment Instructional Programs

At the Academy for Enriched Sciences Magnet Charter, the enrichment program is fully integrated into the curriculum. We view it as not just an extension of the activities in class, but also a means of differentiation. Teare (1997) describes enrichment as

- A higher quality of work than the norm for the age group
- Work covered in more depth
- A broadening of the learning experience
- Promoting a higher level of thinking
- The inclusion of additional subject areas and/or activities
- The use of supplementary materials beyond the normal range of resources

Global Awareness

As our society has become highly globalized and intricate and our children will need to develop a set of new skills and acquire a contemporary global perspective. The education of the past with its worksheets, lectures, and regurgitated knowledge, has officially outlived itself leaving us with a dilemma. What do we teach now, and most importantly, how will we teach it?

The Academy for Enriched Sciences Magnet Charter is led by a group of educators who foster global awareness in their students, making it an integral part of their lessons. The focus is on humanistic education where a child learns to become a global citizen responsible for the world and ready to act with empathy and wisdom.

The concept of global awareness was pioneered is described in five dimensions:

1. Perspective consciousness
2. "State of the Planet" Awareness
3. Cross cultural awareness
4. Knowledge of global dynamics
5. Awareness of human choices

Below is the description of these dimensions as they apply to the AESMC

1. *Perspective consciousness* - Our students understand that there is no universal truth; there is an ongoing conversation of ideas and opinions, and the border between the two is blurred and unclear.

We develop this concept in our students through the use of discussion of multiple perspectives of the studied concepts. We encourage them to ask questions and listen to them attentively, often without answering, giving themselves and those around them the time to think and ponder.

2. *"State of the Planet" Awareness* includes the study of migration, population growth, climate change, unequal distribution of wealth and natural resources, political conflicts, etc. Our students discuss the effects of the world events on their life and the life of the others. In their research, they connect the scientific at restoring our planet's balance. We invite experts to help us with these discussions and to explain the new concepts to our students and discussions that lead to possible solution to world problems.

Our students are very young, and it is the responsibility of their educators to not only show the devastating effects of civil wars over the most prosperous diamond mines, but also lead the discussions to possible solutions of world problems. Teachers must draft the picture of the future in their students because they will be the ones who will eventually build it.

3. *Cross cultural awareness* at our magnet charter is an integral component. The school is based on this concept. Our school draws its population from many surrounding neighborhoods. Our students live with the diversity on a daily basis. The understanding that the society is a colorful weave of cultures and races is not a new concept, it is a way of life at charter. Upon entering our school, you will hear a multitude of languages, Hindu, Spanish, Russian, Armenian, Farsi. Students are proud to share the old stories of their countries and their homemade treats with the classmates eagerly passing the recipes to their listeners. PTA, an integral part of the charter, creates numerous opportunities, for our diverse population to socialize and to share their cultural heritage. Through the example of their parents, our students learn that peace and sharing of cultures is an enjoyable experience, which enriches the lives of everyone involved.

Despite that, more work is done during the classroom discussions. We force our students to look at how *our* society is perceived by others in the world. We look at the concept of cultural awareness through the study of literature and linguistics stressing the human interconnectedness in our speech and how roots and suffixes are borrowed from other languages to create new words.

4. *Knowledge of Global Dynamics* is an understanding that the events in the world are interconnected, and they may have unanticipated results. The conversations about global dynamics must bring our students back to the concept of balance where the change of one element will change the other elements. A good example of the application of this dimension could be is the study of food chains and food webs. Students will explore the cases when people interfered and eliminated an organism in order to save the crops, for example, but as the result, the food web suffered, and more severe consequences followed.
5. *Awareness of Human Choices*- The awareness of human choices refers to the understanding of the problems of choice that confronts individuals, nations and humankind as knowledge of global systems expands and of the future becomes critical to the survival of humanity. (Kirkwood, 2001) Do the ends justify the means? The awareness of human choices is an important topic not only in history, but in science as well. Students at the Academy discuss how human choices changed the climate of our planet. As a part of a fourth grade Treasures unit, Saving Animals, students will ponder the paradoxical nature of our relationship with animals and how we use them for medical testing. Do the ends justify the means? Examples of cause and effect maps on the walls of our classrooms demonstrate students' understanding of this strand of global awareness. As a visitor looks through the writing samples and questions on the Science and Big Question board, he or she will easily notice

The implementation of global awareness requires a certain attention on the part of the teacher to so called teachable moments. It demands the willingness to step outside the prescribed curriculum for the sake of broadening students' horizons, admit to his or her own lack of knowledge on the subject and the need for research. On the other hand, it requires our teachers to become experts of Common Core and California Standards who can skillfully tie it altogether to give their students the necessary baseline with an in-depth perspective. When observing the lessons at the Academy, one will easily notice that our teachers do not insist on being experts; they are scholars and life-long learners. They do not just teach, they learn with and from their students transforming the school in a perpetual quest for knowledge where imagination and curiosity take lead. In addition to all the requirements, our teachers must have an inherent belief that change is possible, and the future brims with all the goodness this life can possibly offer. Our program is about hope, optimism, and courage.

Focus on Environmental Science

Within the theme of global awareness, the AESMC uses environmental science as a way to look at the world around us. The National Environmental Education Foundation's "Environmental Literacy in America" report, based on ten years of NEEF/Roper survey research and related studies, indicates:

It is imperative that we educate our children about the health of our planet to prepare them for the demands of the 21st century.

Therefore, the Academy teachers connect excerpts in the Language Arts program and the concepts in science curriculum with the topics in environmental science, such as:

- Climate change: sea levels rise, greenhouse gas, the rise of temperature in the oceans, fossil fuels
- Conservation: species extinction, coral bleaching, poaching, endangered species, pollinator decline
- Energy: energy conservation, renewable energy, environmental impact of the coal industry, efficient energy use
- Environmental degradation: habitat destruction, the destruction of food webs
- New prospects in farming: hydroponics
- Soil issues: soil conservation, soil erosion
- Ozone depletion: CFC
- Pollution: land pollution and air pollution, noise, light, and visual pollution, the pollution of water sources
- Resources depletion
- The environmental impact of mining
- "Green" housing; sustainable strategies in urban landscaping and gardening
- "Green" jobs and new careers in science
- Recycling

Integrated Curriculum and Thematic Instruction

There is a strong push to involve students in their learning, to let them create their own understanding, to encourage critical thinking, and to increase students' responsibility in schooling. Integrated curriculum translates this theory into practice.

- Joseph Nowicki

The focus on interdisciplinary study is an integrated approach to the curriculum and the use of themes. Shoemaker defines an integrated curriculum as

"...education that is organized in such a way that it cuts across subject-matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study. It views learning and teaching in a holistic way and reflects the real world, which is interactive. (1989, p. 5)" If we want our students to become global scholars who develop an ability to see the world in all its interconnectedness, we must demonstrate it first in our teaching.

"It is taken for granted, apparently, that in time students will see for themselves how things fit together. Unfortunately, the reality of the situation is that they tend to learn what we teach. If we teach connectedness and integration, they learn that. If we teach separation and discontinuity, that is what they learn. To suppose otherwise would be incongruous." (Humphreys 1981, p. xi).
 Brain research supports cross curricular integration consistently pointing out that children build new concepts on the previously learned material. New acquired knowledge needs to connect in order to be stored safely in long-term memory. In other words, learning is best accomplished when presented in meaningful connected patterns.

As described in the [Integrated Curriculum, Group Investigation Project](#), there is a striking difference between modernist and post-modernist teaching and learning; the latter is based on the integrated curriculum.

How Teachers Teach	
<i>Modernist Teaching</i>	<i>Post-Modernist Teaching</i>
<i>Didactic and dogmatic</i> approach to learning	<i>Dialectic</i> manner in presenting knowledge
Inhibits student observations, values or conclusions different from their own, the textbook or other authorities	Open to the new ideas and procedures
Strives to have students master what is prescribed to them	Presents multiple views and expects students to formulate their own meanings
Supports two ways of knowing and doing things: the right way and the wrong way	Rewards creative, divergent behavior and thinking of students
How Students Learn	
<i>Modernist Student</i>	<i>Post-Modernist Students</i>
Never questions points of confusion in the values, assumptions, logic, and observations of the teacher or authorities	Questions the values, assumptions, observations and conclusions of authorities.
Believes that confusion comes from own intellectual inadequacy	Selects and modifies ideas of teachers to formulate their own meanings consistent with their experiences and needs
<ul style="list-style-type: none"> • Rejects own experience and feelings in favor of converging ideas of authoritative sources, such as teachers, textbooks, and experts. • Accepts content as truth 	Acquires basic content through such activities as inquiry and creative thinking
Never goes beyond the information given	<input type="checkbox"/> Uses fluency, flexibility, and elaboration to develop original ideas and concepts <input type="checkbox"/> Implements higher levels of thinking

At the AESMC, integrated curriculum approach is highly valued and explored at different levels. As our students grow and become experts in connecting ideas across the disciplines, they begin to understand that writing, reading, and math are frequent tools to describe and discover concepts in science and history. This discovery will provide motivation for writing and reading, which will not exist in vacuum anymore but serve a purpose of researching a self-selected topic. In other words, the integrated curriculum will become a tool to motivate students and to create lifelong learners.

The thematic instruction will include twelve universal concepts, icons of Depth and Complexity, content imperatives, and scholarly traits, all developed by Sandra Kaplan, Ed. C and Michael Cannon.

Teachers can incorporate icons in their lessons, thinking maps; or they may choose to use them to provide depth and complexity to the research tasks. Icons can be used in conjunction with frames (Sandra Kaplan), which is a tool to emphasize the topic to be learned or studied.

Project Based Learning

Project based learning, also known as PBL, is "a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks." (pbl-online.org) Project based learning gives school lessons authenticity, provides opportunities for students to practice the content and learn new content, and it gives learners motivation, which is essential for their success in school.

Research shows that students learn at a deeper level when they apply their knowledge to solving real life problems. PBL has consistently demonstrated that its implementation yields high results on standardized tests despite students' background and priori achievement. (Brigid Barron & Linda Darling-Hammond, *Powerful Learning: What We Know About Teaching for Understanding*.)

Successful projects for PBL must be authentic and complex. Thomas (2000) identifies five key components of effective project-based learning. "It is: central to the curriculum, organized around driving questions that lead students to encounter central concepts or principles, focused on a constructive investigation that involves inquiry and knowledge building, student-driven (students are responsible for designing and managing their work), and authentic, focusing on problems that occur in the real world and that people care about." The projects or investigations must be carefully constructed in order to ensure that the authentic learning and thinking take place. When assessing the projects, teachers will focus not only on the finished project but also on the process that went into completing this project and the concepts that have been learned as the result of the investigation. "Project work culminates in an end product (e.g., an oral presentation, a poster session, a bulletin board display, a report, or a stage performance) that can be shared with others, giving the project a real purpose. The value of the project, however, lies not just in the final product but in the process of working towards the end point. Thus, project work has both a process and product orientation, and provides students with opportunities to focus on fluency and accuracy at different project-work stages." (Stoller, 1997)

Project based learning

- be carefully constructed and supplemented with lessons necessary to complete them;
- be based on the Common Core standards and 21st Century Skills;

- use the icons of D/C and Bloom's taxonomy in order to provide depth and complexity to the investigations;
- incorporate the use of technology where applicable;
- include the assessment as a vital tool to determine the concepts and the skills that have been learned;
- create active learners who are confident that they *can* learn and do well in school;

How the Curriculum Addresses California Content Standards:

The curriculum plan for AESMC will follow the California Framework for Public Schools. The California Standards for Elementary Education will be the basis for the instructional program. Student achievement will be measured by the California Standards Test as directed by the California Department of Education and the Los Angeles Unified School District. AESCS will use District adopted materials and periodic assessments that are associated with the State standards.

Common Core:

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

HOW TEACHING METHODOGIES AND INSTRUCTIONAL PROGRAM ADDRESS THE NEEDS OF THE TARGETED STUDENT POPULATION

The Academy for Enriched Sciences Magnet Charter is committed to meeting the needs of all learners by differentiating instruction. Teachers utilize a variety of research-based teaching strategies and instructional programs to reach every learner. To ensure students achievement, multiple methods that measure student growth and understanding will be used. These assessments will be ongoing and the premise of instruction.

Intervention

- Teachers will use Response to Instruction and Intervention (RTI2) strategies and techniques that allow students of varying learning modalities to access the curriculum appropriately based on their assessed needs.
- DIBELS and CORE assessment programs will be used to screen and progress monitor students in grades K-3. Tier 2 and 3 students in grades 4 and 5 will also be monitored using above programs. Data will be analyzed and used in the planning and implementation of targeted interventions.
- Ongoing collaboration and progress monitoring between classroom teachers, administrators, and students will enable cohesive instruction throughout the year.

- Under the guidance and direction of the classroom teacher, parent and community volunteers will provide support to students who are struggling in the classroom, in both small groups and individually as needed
- During the school year, parents and families will have the opportunity to attend both parent education meetings and family learning nights. These activities will increase family involvement and awareness of learning strategies to support student progress toward academic standards.

Assessment

- Ongoing progress monitoring (Treasures, DIBELS, enVision)
- District benchmark assessments three times per year (CoreK12, LPA and MPA, DIBELS)
- Ongoing Progress Monitoring (OPM)
- Outcome measure (State test- CST, CMA, CAPA)

General Population

The Academy for Enriched Sciences Magnet Charter teachers will deliver effective, interdisciplinary, and standards-based instruction using a variety of techniques designed to keep students motivated and engaged. Teachers will provide instruction that meets and exceeds the state standards and benchmarks. We will address our students' needs by providing rigorous academic coursework, differentiated lessons and using different modalities to ensure student understanding. This curriculum will build a strong foundation in core subject areas with the goal of achieving the highest levels of proficiency and critical thinking skills.

Transitional Kindergarten

The Academy for Enriched Science Magnet Charter will implement Transitional Kindergarten (TK) in accordance with District Policy.

English Language Learners

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

In order to ensure that English language learners (ELL) have equitable access to the curriculum, teachers will provide learning experiences that incorporate Specifically Designed Academic Instruction in English (SDAIE) methodologies in all core subjects. Teachers will use Into English and Explode the Code to allow ELL students to demonstrate their understanding of the English language. In addition, teachers will provide a Culturally Relevant and Responsive

Education to our ELL students in order to lower their affective filters and create an inclusive learning environment.

Socio-Economically Disadvantaged Students

The Academy for Enriched Sciences Magnet Charter will ensure that all students are provided with the same learning programs, experiences, and tools that are necessary to be successful academically. Our Parents for AESCS and school community as a whole will assist any student and/or family as need arises.

Gifted and Talented Learners

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

Teachers will compact core curriculum for gifted students in order to provide specialized learning experiences beyond the regular curriculum that develop their abilities to the highest level. Teachers will incorporate instructional strategies that promote inquiry, self-directed learning, discussion, debate, meta-cognition, and other appropriate modes of learning. Their lessons will focus on abstract concepts and the big ideas of the content areas so that gifted and talented students will obtain more complex understandings of generalizations, principles, theories, and the structure of the content areas.

Student Achieving Below Grade Level

The curriculum and structure of The Academy for Enriched Sciences Magnet Charter is designed to maximize the learning opportunities of low achieving students. Low achieving students are thoroughly integrated into the entire student body at the school and fully participate in all aspects of the curriculum. AESMCS holds high expectations for all students. With the emphasis on cooperative learning at AESMC, all students gain new knowledge, learn new strategies for solving problems, and develop new perspectives on the value of learning. All students, including low achieving students and non-proficient students, will realize that everyone has unique skills and abilities that are needed to solve problems. We believe that this sense of awareness and feeling of being part of a larger group provides for an increase in positive attitudes toward school, learning and success. AESMC identifies all low achieving students and monitors their progress on a yearly basis. The Curriculum Committee is responsible for researching and developing ways to improve existing programs to better meet the goals of academic achievement in all areas. AESMC believes that individualized attention is paramount to increased student achievement and recognizes that socioeconomically disadvantaged students may require such individualized attention.

In an effort to have all students become successful, the principal will compile a running record of students at risk, or scoring Basic, Below Basic, or Far-Below Basic. This list, called the "Dream Catchers" will be used by teachers to assist in team planning during grade

level meetings, to help support the students' learning, to apply appropriate teaching methodologies and to be a guide in monitoring progress throughout the students' elementary experience. It is the goal of our instructional program to have the students score well enough on the CST to be removed from our "Dream Catcher List."

Underachieving/non-proficient students will be provided intervention during universal access time in the classroom. In addition, teachers collaborate with credentialed substitute teachers and paraprofessionals to target specific weaknesses in achievement. The goal is to have each student performing at least at the proficient level.

Students with Disabilities

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

Students with disabilities will be given the opportunity to access the core curriculum in the least restrictive environment. Teachers will use instructional strategies that support the diverse learning needs of these students. Students will be mainstreamed and provided successful learning experiences with appropriate accommodations and modifications as set forth by the individualized educational plan process.

Conversion Affiliated Charter

Charter School Special Education Responsibilities - General Requirements

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

The Academy 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 AESMC.

The Academy 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 Academy for Enriched Sciences Magnet Charter 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. AESMC will maintain copies of assessments and IEP materials for District review. AESMC 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 Academy shall keep daily attendance for each student which shall be reported and certified

according to District policies and procedures.

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

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

Transferring Students

For students transferring to the AESMC from District schools or District affiliated charter schools, AESMC will provide those related services required by the students’ IEPs immediately upon the students’ enrollment. For students transferring to AESCS from other school districts, the Charter School shall provide related services required by the students’ IEPs upon the students’ enrollment regardless of the type of service provider (school, NPA or private). 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.

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, AESMC may determine that assessment is necessary to determine possible eligibility for special education programs and related services. Upon a parent’s request for assessment, AESMC 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 AESMC 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 AESMC concludes that there are suspected disabilities, the school must develop an assessment plan for each student with suspected disabilities within the 15 day timeline. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents’ written consent. The AESMC 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 AESMC will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

Alternative Placements

In the event that the AESMC is unable to provide an appropriate placement or services for a

student with special needs, the AESMC will contact the District to discuss placement and service alternatives. The AESMC is expected to provide services to all enrolled students with disabilities (mild to severe). If an Individualized Education Program (IEP) team that includes the AESMC personnel places a student in a special education program provided by another entity, the Charter School will be fully responsible for the quality of the program and for any costs incurred for such a placement.

Least Restrictive Environment

The AESMC will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. AESMC 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 AESMC. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

Staffing Requirements

The AESMC 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 AESMC will maintain responsibility for monitoring progress towards IEP goals for the student with special needs. The AESCE will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

Student Discipline/Inclusion

The AESMC 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 AESMC will convene a manifestation determination IEP that includes District representation as set forth in the District's Policies and Procedures Manual. The AESCE will collect data pertaining to the number of special education students suspended or expelled. The AESMC is committed to achieving population balance that includes students with disabilities. The AESMC 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 AESCE's outreach efforts should be geared toward aligning with the District-wide average. The 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 provide the AESMC with MCD reports indicating range of services and number of students served at individual Charter Schools.

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 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 AESCE initiates due process proceedings, both the AESMC and the District will be named as respondents. Whenever possible, the District and the AESMC shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to the AESMC including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance Complaints. The AESCE 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.

Funding of Special Education

The AESCE 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 AESCE 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. The AESCE will contribute their fair share of SELPA-wide unfunded special education costs from their general purpose block grant monies.

District Responsibilities Relating to Charter School Special Education Program

As long as the AESCE 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 AESCE staff.

Modified Consent Decree Requirements

All 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 eighteen statically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All 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 charter 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.
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The District is currently in the process of developing an Integrated Student Information System ("ISIS") as required by the MCD. Although most charter schools are not currently utilizing the District's current SIS, the MCD requires all charter schools to implement the use of ISIS once it is developed.

The school's outreach efforts to recruit students with disabilities

The Academy for Enriched Sciences Magnet Charter's Student Success Team meetings and RTI₂ process determine whether a child may be eligible to receive special education services. We actively recruit potential students who might have special needs after thorough intervention has failed to meet their needs.

Who will deliver special education instruction?

Special education instruction will be delivered by highly qualified, credentialed special education teachers. General education teachers will collaborate to provide mainstream experiences for special education students in all core academic areas.

Evidence That the Proposed Instructional Program Will be Successful with the Charter's Targeted Population

The proposed instructional program will be successful with The Academy's targeted population based upon data relating to AESMC's current instructional program and student population. The

AESCE has been recognized as a high performing school with an API score of 964. School-wide our students performing at proficient and advanced in English Language Arts (ELA) is 89.7% and 94.7% in Mathematics.

- Evidence shows that the proposed instructional program will be successful with The Academy for Enriched Sciences Charter School’s targeted population based upon data relating to AESCE’s current instructional program and student population.
- One of the keys to making our school successful are a well-trained, non-transient and devoted staff, the presentation of a rigorous curriculum, and strong parent support.
- Due to a successful integrated science program across the grade levels, teachers have become specialists in delivering the content for Earth, Life and Physical science.
- We are dedicated to identifying and addressing the needs of our gifted and talented and high achieving population by incorporating experiential learning and differentiated planning into daily instruction. As a result, our 18% GATE population is higher in comparison to the District's norm 6%.
- With a focus on best practices in regards to the instructional program, The Academy for Enriched Sciences Charter Elementary’ s API has exceeded the district goal. The API for 2011-2012 was 964.
- Teachers have offered a rigorous daily program of standards-based and differentiated instruction to give the general education population an opportunity to meet and exceed their levels of proficiency.
- All teachers, with direction from administration, adhere to each individual student’s IEP, as well as conduct Student Success Team meeting (SST) for students who are unsatisfactory in academics as well as work habits or behavior issues.
- SST meetings recognize the RtI approach, in terms of assisting teachers to attempt a hierarchy of intervention strategies with the goal of enabling struggling students to meet grade level standards.

ELA (Subgroup)	%Prof./Adv. 2011-12
School Wide	89.7
HISPANIC	76.5%
SOCIALLY ECONOMICALLY DISADVANTAGED	84.2%
ENGLISH LANGUAGE LEARNERS	---
WHITE	96.6%
STUDENTS WITH SPECIAL NEEDS	

Math (Subgroup)	%Prof./Adv. 2011-12
School Wide	94.7%
HISPANIC	94.1%
SOCIALLY ECONOMICALLY DISADVANTAGED	100%
ENGLISH LANGUAGE LEARNERS	---
WHITE	96.6%
STUDENTS WITH SPECIAL NEEDS	---

The textbooks or Other Instructional Resources to be used:

K Grade through Grade 5

- Language Arts
 - California Treasures (ELD component included)
 - Accelerated Reader (online)
 - Core Literature
- Math
 - enVision Math (Scott Foresman-Addison Wesley)
 - Marilyn Burns (Math)
 - Marcy Cook (Math)
 - IXL (online)
- History-Social Science for California (Scott Foresman)
- Delta Foundation CA FOSS Science
- Health and Wellness California (Macmillan/McGraw-Hill)
- Interact (PBL)

Textbooks will be reviewed periodically to ensure functionality.

How the School Will Recruit Teachers Qualified to Deliver the Proposed Instructional Program

Teachers will be recruited in accordance with District policy, procedures and collective bargaining agreements. Applicants will be asked to apply in accordance with Personnel commission and District policies. All prospective employees will be interviewed by a committee, which will include community representatives, teachers, and administration.

How the School Will Provide Ongoing Professional Development

Professional development at the Academy will be ongoing and effective, which will serve the curricular needs of our students and teachers. Professional development issues and ideas will be driven by the students' and staff's needs and interests, which will be forwarded to the School Governance Committee for formalization of appropriate training and products. Data analysis of test scores and formal and informal classrooms assessments will identify specific areas of need in professional development.

The topics may include, but not limited to:

- Teaching and Learning Framework
- Common Core State Standards
- Master Plan
- Data Analysis
- Project based learning
- GATE strategies
- Progress Monitoring
- Science and thematic instruction
- Differentiated Instruction
- Best Practices
- Technology implementation
- Classroom management
- Arts instruction

Teachers will participate in off campus conferences and classes. These opportunities will be provided by school when possible. The following conferences, classes, and institutes can be considered for attendance:

- CA Mathematics Conference
- CA Science Conference
- CA Association for the Gifted Conference
- Computer Using Educators Annual Conference
- USC Rossier School of Education Gifted Institute
- LACOE workshops and conferences
- Growing Educators Writing and Reading Institutes
- Magnet National Conferences

The Academy recognizes the necessity and importance of the continuous growth for educators, and it will provide as many enriching opportunities to teachers as the budget allows. Teachers will share practices to broaden the knowledge of their colleagues so that they may deliver the best instruction to their students.

Academic Calendar/Sample Daily Schedule Calendars

The Academy for Enriched Sciences Charter Elementary will operate on the LAUSD calendar with 180 days of instruction composing the school year. The Academy will file a minimum and shortened day schedule with the LAUSD elementary school. All LAUSD school holidays will be observed. The Academy Charter will provide for an average of 323 instructional minutes on Monday, Wednesday, Thursday, and Friday. On Tuesday banking days, students will receive 263 instructional minutes.

Students receive 249 instructional minutes on minimum days. The instructional schedule is designed to fulfill the California Ed Code minimum number of minutes, as set forth in E.C. 47612.5.

LAUSD Instructional Calendar
Draft for the 2013-2014 School Year

Pupil Free Day	August 12, 2013
First Day of Instruction	August 13, 2013
Admissions Day	August 30, 2013
Labor Day	September 2, 2013
Unassigned Day	September 5, 2013
Veterans Day Observed	November 11, 2013
Thanksgiving Holiday	November 28-29, 2013
Winter Recess	Dec. 23, 2013 thru Jan. 10, 2014
Second Semester Begins	January 13, 2014
Dr. Martin Luther King., Jr.	January 20, 2014
Presidents' Day	February 17, 2014
Cesar E. Chavez Birthday Observed	March 31, 2014
Spring Recess	April 14 thru April 18, 2014
Memorial Day	May 26, 2014
Last Day of Instruction	June 5, 2014

Timeline for Implementation

The academic program outlined in Element 1 will be implemented in the 2013-2014 school year if affiliate charter is granted before the commencement of the school year.

ELEMENT 2 – MEASURABLE STUDENT OUTCOMES

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

Periodic Assessments

The Academy for Enriched Sciences Charter Elementary (AESCE) shall determine their development, implementation, and use of periodic assessments according to the needs of its students, within the limits permitted by the Education Code. AESCE may choose District assessments or design its own and will determine the timing of such assessments and coordinate with the respective Local District.

Our Vision for Student Outcomes

The AESMC’s desired curriculum will include an integrated, inquiry-based K-5 grade curriculum closely aligned with California state and national standards in the core areas of language arts, math, science and social studies. Our students will also develop and demonstrate global competency and acquire the knowledge needed to interact successfully in the 21 century. Enriched, inquiry and project based learning will be enhanced through a rigorous science focused magnet curriculum. Students will become critical thinkers and study real life issues through specially designed units of study. A strong academic emphasis will captured through the use of state of the art technology.

- **Standards are Essential:** Clear and accessible standards for what students must learn at benchmark grade levels are a vital facet of ensuring that we are meeting the academic needs of all students. Additionally, the standards assist as a guide for teachers, administrators, parents and students as to precise foundational knowledge and skills.
- **Challenging Curriculum:** The goal of The AESCE is to provide a rigorous curriculum in an atmosphere that allows students to exceed the goals and standards of the State while nurturing their creativity, and to help develop their ability to solve challenges in a technologically advanced society.
- **Teachers Matter:** Teachers are vital in the educational process and the depth and breadth of their knowledge base in both subject matter content and pedagogy is critical. They need to be held to the highest standards. The Academy for Enriched Sciences Charter School will focus its professional development on strategies, skills, and select curriculum that will support our students in becoming productive citizens in the 21st century.

Desired outcomes of the School's Instructional Program

- **Language Arts:** Students will be effective communicators- able to read, write, listen and speak effectively as indicated by the state English Language Arts standards. Students will incorporate the language arts skills across the curriculum through the lens of science, specifically integrated through the writing process, math journals, science notebooks and social studies projects and presentations. Students will enhance their language skills using multi-media tools, such as computers, to gain and disseminate literacy. Students will be able to incorporate the language of the discipline and give concrete examples when writing and speaking. Furthermore, they will actively read, listen and be able to locate and interpret information from related academic texts. Students will be able to combine these skills to compose meaningful written and oral presentations.
- **Mathematics:** Students will understand and apply formal logical reasoning, analytic and symbolic processing, arithmetic, and pre-algebra. Students will also create their own real-world word problems to gain further understanding of mathematical applications. The inclusion of the science themed lessons will enhance the understanding and enjoyment of math. Students will also be exposed to various hands on math activities, such as Hands On Equations and Marilyn Burns problem solving activities.
- **Science:** Students will think like scientists to be able to compete as literate citizens of the 21st century. Our students will be challenged through specially designed standards- based, integrated, enriched units of study. They will gain experience in three strands of science: life, earth and physical science through a multitude of educational reforms and pedagogical strategies. Our students will be critical thinkers through experiential hands-on investigations, inquiry and project- based lessons and activities. They will be exposed to prompts of depth and complexity, content imperatives, independent study, differentiated and tiered activities that engage young minds. Students will participate in cooperative group activities, Interact Simulation Kits, school -wide Wax Museum exhibit, science fairs, Earth Day celebrations, Unity Garden and Green Team.
- **History and Social Studies:** Students will gain appreciation of culture, diversity and world views. Students will recognize similarities and differences reflected in various personal, cultural, racial and ethnic perspectives. They will demonstrate a rigorous understanding of governments, rights, laws and functions of various populations through the lens of science. Grade levels will learn content as dictated by California state standards. Social Studies will be integrated through magnet science units of study.
- **Technology:** Students will learn about word processing, Internet research, online math resources, video conferencing, Skype, photography, PowerPoint and other technology

applications to enhance the core and magnet curriculum to prepare them for a technologically advanced society. Students will be familiar with various applications to accomplish goals in all other disciplines such as spreadsheets, visual and audio animations, etc. Students will understand the use of current technology and its real world application.

- **Arts:** Students will develop knowledge of and appreciation for the arts, such as music, visual and performing arts as indicated by the California state standards. The arts will be promoted through an academic curriculum intertwined with enrichment instruction delivered by art specialists, implementation of arts prototype lessons, and by classroom teachers. Art will be embedded into the enriched magnet units of study, through the lens of science. Creativity and progressive thinking will be fostered throughout the disciplines.
- **Physical Education:** Knowing that high quality physical education instruction directly contributes to good health, develops fundamental and advanced motor skills, improves students' self- confidence, and provides opportunities for increased levels of physical fitness associated with high academic achievement, we will provide students with the dedicated time that that fulfills or exceeds the state requirements. Science instruction will also be integrated through physical education instruction.

Cultivating Life-Long Learners

Additionally, students at AESCE will develop lifelong learning skills and interpersonal skills, which include:

- 1. Leadership, Collaboration and Cooperation:** Students will understand and demonstrate the adaptive and associative skills appropriate to their age.
- 2. Goal Setting:** Students will learn to set their own short-term and long-term academic goals in keeping with their abilities and based on a high-level of expectation inherent in the school community. Staff and faculty members will hold high expectations for each and every student.
- 3. Critical Thinking and Problem Solving:** Students will acquire effective problem solving skills and develop critical-thinking skills.
- 4. Self-Discipline:** Students will embrace the three school rules: Be Safe, Be Respectful, Be Responsible, Be a Scholar. Students will learn to control their behavior at all times and know that they will be expected to uphold the values of the community in which they live.
- 5. Citizenship:** Students will learn and apply their civic rights and responsibilities, and will have an understanding of their influence on the immediate community and of the world. The school will measure that this goal has been met when 100% of students have received an award for at least one of the above categories. It will also be measured by monitoring student and family participation in activities like school beautification day and in civic opportunities in the community sponsored by the school.

Our target is that 100% of our students will achieve these interpersonal skills through teacher training and administrative supports that will provide a culture in every classroom that promotes the above skills and attitudes. All students will be exposed to the guiding principles and participate in activities that show all students achieving lifelong learning skills through curricular and community activities such as: school leadership activities, play-leading, cross-grade buddy

Specific and Realistic Achievement Targets

The Academy for Enriched Science Charter Elementary opened its doors for the 2011-2012 school year and participated in the 2012 CST with a remarkable API of 964. CST trends for English Language Arts: Proficient and Advanced 89.7% and CST trends for Math: Proficient and Advanced 94.1%. All of our subgroups met proficiency benchmarks 2012 AYP. Since AESCE is considered a small school, we do not have numerically significant number of students included in 2012 API, our net growth targets are not applicable, however our AYP criteria was met. In addition, we are committed to maintaining our API and AYP standings for the future and continued academic achievement and growth for all our students.

When and How Often Pupil Outcomes Will be Assessed

The Academy for Enriched Science Charter Elementary believes that assessment is ongoing and affords teachers an opportunity to develop daily lessons that meet the needs of all students based on their delineated strengths and weaknesses. As mandated by No Child Left Behind (NCLB), we are committed to ensuring that each child reaches his or her proficiency level in the areas of language arts and mathematics.

At the beginning of each school year, teachers receive data pertaining to their incoming pupils. We analyze the data from the prior year and formulate an instructional agenda based on the needs of each student to determine the level of intervention or enrichment needed.

In addition to the yearly CST, our students will continue to be assessed through teacher observation, student journals, work samples, homework assignments, anecdotal records, publisher provided criterion-referenced tests and projects, checklists, rubrics/criteria charts, student portfolios, and teacher created tests. Students will participate in curriculum-embedded assessments for Language Arts (quarterly), District Quarterly Math Assessments (every 6-8 weeks), and District Science Assessments (4th and 5th Grades, three times per year.) Review of student periodic assessments and data will allow teachers to focus on small group instruction for students with similar needs in language arts and mathematics. These assessments and observations will continue to be kept on file both in the office and by teachers to track student achievement and growth. As mandated by NCLB, assessments are used to identify students not meeting benchmarks.

In an effort to have all students become successful, the principal will compile an ongoing record to track students at risk of scoring Basic, Below Basic, or Far Below Basic. The list will assist teachers

in team planning during grade level meetings. Intervention will help support student learning and appropriate teaching methodologies will be utilized. It is the goal of the instructional program to have students score in the Proficient or Advanced range on the CST and teachers will apply best practices to ensure each child’s success. Supports will include Intervention, Universal Access Time, Triumphs Intervention Program (Treasures) and any other program deemed necessary by the classroom teacher according to data analysis. Teachers will also periodically progress monitor students in Language Arts, DIBELS and Mathematics.

In accordance with LAUSD policy, all EL students will be held to the high expectations of completing one ELD level per year and advancing one level per year on the CELDT. EL students will be identified through the use of the LAUSD home language survey, teacher observation and CELDT. Students not identified EO or IFEP, will take CELDT annually and need to move through the LAUSD portfolio levels 1-5. AESCS’s goal is to increase the percent of ELs scoring early advanced and advanced on the CELDT by 5% as well as to increase the EL proficient or advanced status in ELA on the CST by 2% annually.

Responsibility, perseverance and initiative are the lifelong values and ethics that are an integral part of the AESCS education. The ultimate goal is to cultivate students who are lifelong learners and contributing members of society.

ELEMENT 3 – METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED

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

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

Methods for Assessing Attainment of Student Outcomes

<p>Language Arts: Writing</p>	<p>Grade level (K-5) Key standards as per California Framework</p>	<p>State mandated tests District Periodic Assessments Teacher developed assignments, tests, and activities Write From the Beginning Publishers’ materials and assessments – <i>California Treasures</i></p>
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		Presentations and Projects Debate and Speech Writing Journals/Notebooks
Language Arts: Reading	Grade level (K-5) Key standards as per California Framework	State mandated tests District Periodic Assessments Teacher developed assignments, tests, and activities Publishers' materials and assessments – <i>California Treasures</i> Presentations and Projects Leveled Literature Circles/Core Literature
Math	Grade level (K-5) Key standards as per California Framework	State mandated tests District Periodic Assessments Teacher developed assignments, tests, and activities Publishers' materials and assessments <i>enVision Math</i> Math Journals Projects
Science	Grade level (K-5) Key standards as per California Framework	State mandated tests for 5 th grade Teacher developed assignments, tests, and activities 4 th and 5 th Grade Periodic Assessments Publishers' materials and assessments -- <i>FOSS</i> Classroom Observations Investigations Science Journals
History and Social Studies	Grade level (K-5) Key standards as per California Framework	Teacher developed assignments, tests, and activities Publishers' materials and assessments – <i>Scott Foresman</i> Research Projects Exhibits and Presentations Integration of the Arts such as plays and musicals Field Studies
Technology	Grade level (K-5) Key standards as per California Framework	Teacher developed assignments, tests, and activities Observation Presentations and Projects

In-House Benchmark Assessments

Methods by which student progress is measured, include authentic and standardized assessments:

- **Authentic Assessments:** Authentic assessments aligned with the grade-level state standards are ongoing and can better evaluate the child over time and in a variety of settings. Examples of authentic assessments include: teacher developed assignments and activities, homework, anecdotal records, journals, work samples, grade-level and teacher-developed tests, rubrics, criteria charts, short-term and long-term projects, and learning contracts.
- **Standardized Assessments and how data will be used:** California Standards Test (CST), California English Development Test (CELDT), DIBELs (K-3), *California Treasures* Assessments/Fluency, District Periodic Literacy Assessments, District Periodic Math Assessments, fourth grade CST Writing Assessment, and District Science Assessments for grades four and five. The District is currently testing all second graders to qualify for gifted

identification (OLSAT). District assessments will be given to students at their appropriate grade level. Data will be used to guide instruction as teachers review the progress of students in the classroom.

State Mandated Testing

The Academy for Enriched Sciences Charter Elementary agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. As a District affiliated charter school, AESCE will test with the District and adhere to District testing calendars and procedures for all state mandated assessments (*pursuant to Ed. Code § 60602.5*).

How Data Will Be Used

The Academy for Enriched Sciences Charter Elementary values data-based decision making to optimize its approach to meeting the needs of all students, to monitor the school's progress, and to establish future goals and interventions. Specific examples of this include:

- Data from combined assessments is evaluated continuously by teachers and administration in order to meet each student's educational needs. Using this data during weekly grade level meetings helps to identify students in need of differentiation such as intervention and enrichment.
- Data from State, District, and authentic assessments are communicated to parents by the teaching staff throughout the school year in a variety of ways such as parent/teacher conferences, assessment result letters, and report cards.
- Data is used to identify and prioritize professional development needs as well as to provide topics for discussion during grade level planning.
- School-wide data is also shared in a public forum at monthly governance meetings, in order to discuss upcoming program development and intervention priorities.

Identification of Grading Policy

Individual classroom teachers shall be primarily accountable for assessing their students' achievements with regard to standards-based grade-level work and achievement of grade appropriate content standards as well as progress toward fulfilling the skills, knowledge, and attitudes required for advancing to the next grade level. Student progress toward meeting expected student outcomes is monitored on an ongoing basis at each grade-level by regular student assessments aligned to the state's curricular standards as appropriate for each grade-level and content area.

Student progress toward achieving the State Standards will be communicated to parents by providing feedback on class assignments, homework assignments, and by means of the Unsatisfactory Progress Reports, and regular conferences with the students' teachers.

Proficient levels of the State Standards are summarized on the Progress Report. The LAUSD Progress Report uses a 4-point scoring rubric that aligns with classroom teachers' daily work assignments. Students earn a "4" for Advanced Proficient Levels; "3" for Benchmark Proficient Levels; "2" for Partial Proficient Levels; and "1" for Not Proficient Levels. The academic standards include specific learning topics in the different subject areas for each grade level: language arts divided into reading, writing, listening, and speaking; mathematics; history and social science; science; health education; physical education; and the arts. The standards for lifelong learning (i.e., work and study habits) include use of time, independence, organizational skills, and quality and completeness of work. The standards for character development (i.e., learning and social skills) include respect, cooperation, dependability, responsibility, self-control, and fair play.

Progress is reported to the parents three times annually using the LAUSD Progress Report. Additionally, parent conferences are conducted as needed throughout the year.

ELEMENT 4 – GOVERNANCE

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

Petition for Affiliated Charter Status

The Academy for Enriched Sciences Charter Elementary is an elementary school grades K-5 that proposes to be converted to an Affiliated Charter within the Los Angeles Unified School District and to be known as The Academy for Enriched Sciences Charter Elementary (AESCE). As an Affiliated Charter, The Academy for Enriched Sciences Charter School shall follow all established LAUSD policies and guidelines.

The Academy for Enriched Sciences Charter Elementary is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over AESCE. 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. Any governance model in conflict with the above shall be null and void unless the appropriated parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD-UTLA CBA must be adhered to, particularly in regard to Local School Leadership Council composition and responsibilities.

In the event that The Academy for Enriched Sciences Charter Elementary changes from affiliated charter status to independent charter status, AESCE and/or its nonprofit corporation will be a separate legal entity and will be solely responsible for the debts and obligations of the Charter School. If AESCE changes its status to an independent charter school, The Academy for Enriched Sciences Charter Elementary shall submit a petition for material revision with articles of incorporation and bylaws for District's approval.

The Academy for Enriched Sciences Charter Elementary will comply with the Brown Act and other laws governing public meetings.

Member of The Academy for Enriched Sciences Charter Elementary governing council, any administrators, managers or employees, and any other committees of the AESCE shall comply With Federal and State laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

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

LAUSD Charter Policy

Process which Ensures Staff, Student and Other Stakeholder Involvement

Parents have played a very active role at AESCE and the success of The Academy for Enriched Sciences Charter Elementary will depend upon continuing this tradition. The highly productive collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and will be involved in all levels of decision-making at AESCE, their primary role will be to help to fulfill our promise of an enriched educational experience for all children. At least one elected parent representative will serve on each of the school's Governing and Executive Committees, including but not limited to budget, bylaws and curriculum, ELAC, school safety, staff selection, technology, discipline and professional development. Parents attend monthly parent meetings where they elect their own officers and representatives and where they set goals for their participation. By participating in the process, parents will learn skills related to teaching their children, planning, budgeting, management, analysis and problem solving.

Methods by Which Schools Consult with Parents and Teachers Regarding School's Educational Programs School Governance

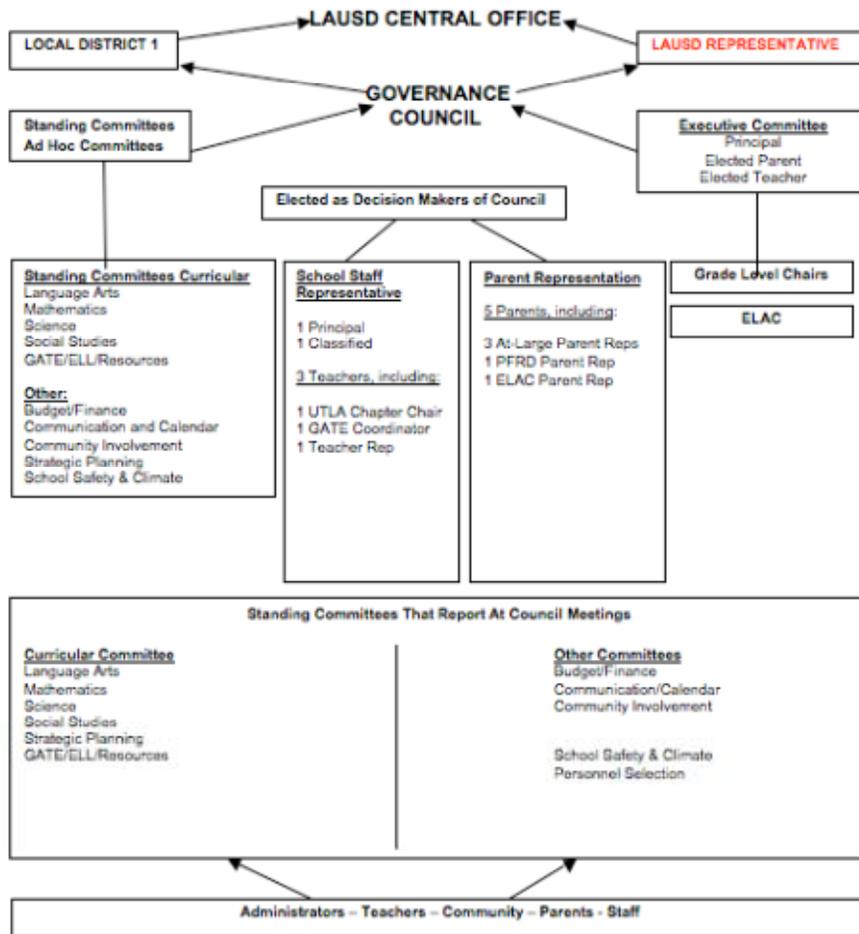
Involvement in the Governing Council and the various Governing Council committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. This will enable us to continue to meet the unique and changing needs of AESCE's students. All Governing Council and standing committee meetings will be open to the public in accordance with the Brown Act, and all stakeholders and interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules will be made available to the public through bulletins sent home with students (and/or including on the school website and via organized email blasts). An agenda of each meeting will be posted publicly (at the school site and on the school's website) at least 72 hours in advance thereof. All meetings will be held in accordance with the posted agenda and any items raised during any "public comments" period will be added to a later agenda for official discussion. The Governing Council and standing committees will also comply with all Brown Act requirements related to Special Meetings. Minutes of meetings will also be posted in a public area and/or on the website. The foregoing meeting requirements will be subject to any exceptions permitted under the Brown Act.

Additional Parent Involvement Opportunities

Parent involvement is the key to the success of the school, with opportunities for both parents who stay at home and those who work full-time. These opportunities include events such as Back to School Night, Open House, Parent/Teacher Surveys, parent/teacher conferences, parent participation in the classroom, campus beautification, Welcome Breakfast, Read Across America Event, Science and Math Nights, Parent Center workshops, Wonder of Reader volunteers, December Holiday Program and the monthly newsletter. AESCE also announces opportunities using email blasts, via its website and by automated phone calls (Connect Ed). Teachers communicate via weekly collaboration meetings, professional development meetings, and regular faculty meetings. Parents are essential in making the school a vital part of the community, and in fostering the diversity and excellence of enriched educational program. A parent's inability to participate in no way impacts admission for enrollment.

Decision-Making Process and Organizational Chart

The Academy for Enriched Sciences Charter Elementary's Governing Council will be a consensus-oriented, decision-making body for AESCE. It will have the responsibility for allocating categorical block grant resources and setting the policies and procedures to achieve the school's program goals, thus promoting the best educational program possible for students. The attainment of consensus among all members of the Council will be a primary goal. If consensus cannot be reached, decisions will be made by a simple majority vote of the members present, with the exception of changes to the Bylaws, which must be decided by a two-thirds majority of the Council. Any stakeholder can bring new business before the Governing Council by bringing the matter to the attention of the principal, a member of the Governing Council, or the relevant committee. All standing committees will have representation from both the parent body and teaching staff and are the foundation of policy decision-making at AESCE.



Compliance with all Laws Relating to Public Agencies in General, all Federal Laws and Regulations and State Codes

The Academy for Enriched Sciences Charter Elementary will comply with all applicable laws relating to public agencies in general, all federal laws and regulations and State codes. As required by LAUSD, our school adheres to all applicable consent decrees and court orders including Rodriguez and Chanda Smith Modified Consent Decree. AESCS accepts and understands its obligation to comply with specific sections of the Education Code: Sections 47611 and 41365, and all laws establishing minimum age for public school attendance. The AESCE and all committees will comply with the Brown Act as noted above*. Members of the The AESCE Governance Council, any administrators, managers or employees, and any other committees of the school will comply with federal and State laws, nonprofit integrity standards and LAUSD’s Charter policies and regulations regarding ethics and conflicts of interest. In the event that AESCE changes from affiliate charter status to independent charter status, it recognizes that The Academy for Enriched Sciences Charter

School and/or its nonprofit corporation will be solely responsible for the debts and obligations of AESCE.

The Academy for Enriched Sciences Magnet Charter Relationship with District/County

The Academy for Enriched Sciences Magnet Charter will work collaboratively with the Local District and District to determine the applicability of District policies and procedures to AESCE. The AESCE will continue its operation as a fiscally affiliated charter until such time as stakeholders choose to consider other options. AESCE will work collaboratively with the District to ensure all programs, services, and future needs are funded.

Process for Amendments to Charter

The Academy for Enriched Sciences Magnet Charter reserves the right to amend its charter at any time with LAUSD Board of Education approval. All amendments will require the majority vote of representatives to the AESCE Governing Council. Any material revisions to the charter must be considered by the LAUSD Board of Education under the standards and criteria found in EC 47605. The AESCE will consult with the District in making a determination as to whether or not a proposed amendment or change to the charter constitutes a material revision.

Articles of Incorporation and Bylaws of Nonprofit Corporation

Since we are applying to convert to an affiliated The Academy for Enriched Magnet Charter, we do not need to submit articles of incorporation and bylaws of a nonprofit corporation.

Selection Process of Council Members and Relevant Governance Council

Members of the Governance Council will serve two-year terms; one-half of the teacher members and one-half the parent members will be elected each year. The voting members of the Governance Council will include representatives from the school's various constituencies as follows:

Five staff members and two alternate teacher representatives including:

- The principal;
- The UTLA Chapter Chair;
- Two teachers to be elected from and by the credentialed teachers employed at the school;
- One Classified Representative to be elected by classified staff.

Five parent members as follows:

- One PTA representative elected by PTA;
- One ELAC representative elected by ELAC;
- Three at-large parent representatives who will be elected from and by parents whose children are enrolled in the school.

Up to five (5) alternate parent council representatives will be designated. The first alternate will be the alternate with the most votes as compared to the other alternate(s). All vacant seats will be filled within one month by a special election called by the Chair.

The District reserves the right to appoint a non-voting single representative to the The Academy for Enriched Sciences Charter Elementary governing council.

Executive Committee

The Academy for Enriched Sciences Charter Elementary will have an Executive Committee comprised of the principal, one teacher elected yearly by the teachers who are voting members of the Governance Council, and one parent elected yearly by parents who are voting members of the Governance Council. Vacancies on the Executive Committee will be filled immediately.

The Executive Committee will:

- Chair and set the agenda for Governance Council meetings;
- Deal with routine matters not requiring the attention of the full Governance Council or its committees;
- Refer issues to the Governance Council or its committees as appropriate.

The Executive Committee may not exercise the authority of the Governance Council with respect to material issues concerning the school's operation or the terms and conditions of the Charter.

The Executive Committee will normally meet weekly but may convene more or less frequently as necessary to conduct its business. Members of the Governance Council will excuse themselves from participating in decisions about matters that may involve potential or actual conflicts of interest. Such conflicts may arise whenever Council members may either receive some advantage or suffer some disadvantage because they have personal, business, or monetary interests in a matter before the Governance Council. Council members will either excuse themselves voluntarily or be excused by a majority of voting representatives if the Governance Council determines that there is an actual or potential conflict of interest, which may be brought to the attention of the Governance Council by any person.

Role of Committees

Committees will be formed to research issues and obtain input from all affected/interested groups. They will ensure participation of all stakeholders, present findings to the Council for a decision, create a more efficient way to handle decision making, provide a more effective way of communication and will assist in the selection of all senior members of the staff, including the principal, assistant principal, administrative staff, and teaching staff. Committees may include but are not limited to:

- Curriculum Development and Review/Professional Development
- Budget and Finance
- Standards and Conduct
- Facilities/Safety/School Climate
- Human Resources and Personnel Selection
- Community Involvement

- Grant Writing/Technology/Strategic Planning

Other committees will be formed as the need arises. Committees are advisory and will have at least one parent and one staff member as members. The Committee chairperson must establish a meeting agenda and submit a summary of all meetings to the Council Chair and/or the Council Secretary. Committees may elect a chairperson at their first meeting. In the event that no one accepts the chairperson position, The Academy for Enriched Sciences Charter School Governance Council Chair will appoint a chairperson. Committee meeting dates and times will be determined by the Council, as needed.

Grievance Procedure for Parents and Students

As a District affiliated charter Academy for Enriched Sciences Charter Elementary shall comply with District's Grievance policy and procedure for Parent and Students.

LAUSD Charter Policy

The Academy for Enriched Sciences Charter Elementary will comply with the District policy related to Charter Schools, including the Affiliated Charter Schools bulletin, as it may be changed from time to time.

Responding to Inquiries

The Academy for Enriched Sciences Charter Elementary shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records. AESCE acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

Notifications

Notification is to be made to the Innovation and Charter Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by The Academy for Enriched Sciences Charter Elementary.

Audit and Inspection of Records

Charter school agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter school is subject to District oversight.

- The District’s statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of the charter school.
- The District is authorized to revoke this charter for, among other reasons, the failure of the charter school to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit charter school books, records, data, processes and procedures through the District Office of the Inspector General or other means.

- The audit may include, but is not limited to, the following areas:
- Compliance with terms and conditions prescribed in the Charter agreement.
- Internal controls, both financial and operational in nature.
- The accuracy, recording and/or reporting of school financial information.
- The school’s debt structure.
- Governance policies, procedures and history.
- The recording and reporting of attendance data.
- The school’s enrollment process.
- Compliance with safety plans and procedures.
- Compliance with applicable grant requirements.

The Academy for Enriched Science Magnet Charter will cooperate fully with such audits and will make available any and all records necessary for the performance of the audit upon 30 days notice to charter school. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice. In addition, if an allegation of waste or the District receives fraud or abuse related to the charter school operations, the charter school will be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

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

Personnel

The Academy for Enriched Sciences Charter Elementary shall follow all applicable state and federal laws and regulations and collective bargaining agreements. Any conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD – UTLA CBA must be adhered to, particularly in regard to Local School Leadership Council composition and responsibilities.

Certificated Personnel

Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. The Academy for Enriched Sciences Charter Elementary will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates. Available lists will be determined by Human Resources and may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on the current hiring situation in each subject area. While every effort will be made to avoid assigning any certificated employee to any The Academy for Enriched Sciences Charter Elementary campus, the District retains the right to make such assignments in cases where no other alternative is available (i.e. Reasonable Accommodation).

Classified Personnel

Selection of classified staff will be in compliance with the current merit system provisions of the Education Code, the Personnel Commission Rules and applicable collective bargaining agreements. Unless valid reemployment lists exist, AESCE 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 The Academy for Enriched Sciences Charter Elementary, however, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g. reductions-in-force or reasonable accommodations required in compliance with the Americans with Disabilities Act.)

Unless the District has assigned all employees in a classification to a specific basis, The AESCE will have autonomy in assigning positions to specific working basis.

Professional Development

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

ELEMENT 6 – HEALTH AND SAFETY

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

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

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

As an affiliated charter school, The Academy for Enriched Sciences Charter Magnet, in order to guarantee the health and safety of pupils and staff, including but not limited to, criminal background checks, examination of faculty and staff for tuberculosis, immunization of pupils as a condition of attendance, screening of pupils' vision and hearing and screening of pupils for scoliosis.

AESMC will comply with all regulations as required by the federal, state, county, and city laws, such as fire and safety codes. In the event that AESMC changes its status to independent charter school during the term of this Charter, AESMC shall submit a petition for material revision for District's approval including provisions for insurance and indemnification for independent charter schools pursuant to District requirements.

Insurance

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

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

Court-Ordered Integration (LAUSD Specific Language)

The 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 Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The Charter School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic schools goal of 70:30, or 30:70, 60:40 or 40:60 ratio. The Academy for Enriched Sciences Charter Elementary shall be responsible for following the requirements of the Crawford desegregation court order, and shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and other reasons. The District and AESMC are committed are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement (PI).

Federal Compliance

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

ELEMENT 8 – ADMISSION REQUIREMENTS

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

McKinney-Vento Homeless Assistance Act

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

For Affiliated Charters without SAS Programs:

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

This does not apply to the AESMC

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

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

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

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

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

For Affiliated Charters with SAS programs:

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

This does not apply to the AESMC

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

For Affiliated Charters with Magnet program:

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

This applies to the AESMC

Prior to [Affiliated Charter School’s] conversion into an affiliated charter school, [Affiliated Charter School] had a LAUSD magnet program which had an attendance boundary for students from all over LAUSD. [Affiliated Charter School] shall continue to provide admission preference to

pupils from LAUSD as determined by the magnet program and consistent with Crawford v. Board of Education court order.

Element 9 – Annual Financial Audits

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

Element 10 – Suspensions and Expulsions

As an affiliated charter school of the Los Angeles Unified School District, [Charter School] will follow all discipline procedures established by the District and will comply with Education Code 48900, et. seq. In LAUSD, the Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

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

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

Outcome Data

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

Readmission

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

Special Education Students

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

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

Gun Free Schools Act

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

Element 11 – Employee Benefits

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

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

Element 12 – Attendance Alternatives

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

Element 13 – Rights of District Employees

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

Element 14 – Mandatory Dispute Resolution

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

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

- 1) Any Dispute shall be made in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written

Element 16 – Charter School Closure

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

Revocation

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

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

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

Closure Procedures

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

1. If the affiliated Charter School's site-based governance votes to revert to non-charter status the LAUSD Board of Education will hold a public meeting officially terminating the charter. The Board of Education will direct the Superintendent or his designee to determine implementation of the closure procedures.
2. The Charter Schools Division will notify the California Department of Education that [Charter School] has terminated its charter, and the effective date.

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

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

Facilities

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

Requirements for Schools Obtaining Independent Status

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

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

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

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes. In the event of an emergency, all LAUSD

facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with another LAUSD user group, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

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

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

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

(ii) **Sole Occupant.** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance.** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

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

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

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

