

Charter
of the
Einstein STEAM Academy
Serving Students in Grades 7-12

For Initial Operational Term of School Years
2018 through 2023

Respectfully Submitted on
February 23, 2018

To The William S. Hart Union High School District
21515 Centre Pointe Parkway
Santa Clarita, CA 91350

For further information, please contact:

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or
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AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Dr. Michael McDonnell hereby certify that the information submitted in this petition for a California public charter school to be named Einstein STEAM Academy (hereafter referred to as “Charter School”), and to be located within the boundaries of Los Angeles County is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School:

- Shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c) (1)];
- Shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b) (5) (O)]
- Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations;
- Shall not charge tuition;
- Shall not discriminate on the basis of the characteristics listed in Section 220 (...actual or perceived 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 or association with an individual who has any of the aforementioned characteristics);
- Shall admit all pupils who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process with preferences in the public random drawing provided in accordance with Education Code Section 47605(d) (2). Except as required by Education Code Section 47605(d) (2) and Education Code Section 51747.3
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEIA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act of 1990 (“ADA”);
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary;
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers;
- Shall at all times maintain all necessary and appropriate insurance coverage;
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D);
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide

that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information; and

- Will follow any and all other federal, state, and local laws and regulations that apply to the Charter School including but not limited to:
 - The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - The Charter School shall comply with any jurisdictional limitations to locations of its facilities.
 - The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - The Charter School shall comply with all applicable portions of the Every Student Succeeds Act. (ESSA)
 - The Charter School shall comply with the Public Records Act.
 - The Charter School shall comply with the Family Educational Rights and Privacy Act.
 - The Charter School shall comply with the Ralph M. Brown Act.
 - The Charter School shall meet or exceed the legally required minimum of school days.
 - The Charter School shall comply with Fair Political Practices Act.

INTRODUCTION

Einstein STEAM Academy is applying for a five-year charter to develop and operate an educational program specifically designed to address and fulfill the legislative purposes of the Charter Schools Act as defined in California Education code (EC 47601):

47601. It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

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

The written charter follows the recommended format of the State Board of Education in its “model application.” The Charter Schools Act requires a countywide charter to comprehensively describe sixteen (16) required elements. The language of each of the sixteen required elements for Education Code Section 47605.6 precedes each element described in this petition.

The Charter School will provide quality instruction, student support and assessments to ensure that students make appropriate progress toward achievement of the charter school’s school-wide outcomes, based primarily on California Content Standards, as in effect at the time (currently California’s Common Core State Standards in English/Language Arts and Mathematics and California Content Standards in History/Social Science and Science). The Charter School’s objective is to provide a vehicle for an education that challenges each student to perform at or above his or her level of ability and offers a strong world language component and a rich global and multicultural focus. Like any public school, the Charter School will serve students who will need supports and modifications to achieve success. This petition describes differentiation of instruction to meet the diverse needs of students across the content areas. Einstein STEAM Academy is serious in its commitment to support all learners to access the core curriculum and to progress quickly.

FOUNDING TEAM

Einstein STEAM Academy is a California based non-profit. Our founding team is committed to providing an innovative learning environment in which students feel safe, supported, and respected as they actively learn and develop, both academically and morally. By engaging students in a rigorous standards-based curriculum, aligned with the California Common Core State Standards, the Charter School promotes learning for leadership, moral growth, academic growth, the ability to construct knowledge, and individual responsibility in a caring environment. It is also the school's responsibility to help parents and guardians fulfill their responsibility to educate their children. In addition, we extend the walls of the school to combine meaningful service to the community. Our ultimate goal is for each and every student to demonstrate academic excellence, responsible independence, moral integrity, and community leadership as they go forth as self-motivated, competent, lifelong learners, and successful citizens of the world.

Founding Team Members:

Maggie Ford, Chief Executive Officer at AEALAS, Inc. Prior to her current role, Maggie was the Chief Operating Officer at Accel Schools and the COO/Chief Academic Officer of White Hat Management. She has presented to national audiences on topics related to the education of underserved populations and school choice. In 2014, Maggie was selected to serve on Scholastic's National Charter School Advisory Board and served as the Chair of the Academic Steering Committee for White Hat Management.

Dr. Michael McDonnell, Principal, Einstein Academy, Santa Clarita, has been an educational leader for the past twenty-eight years. Having received his Baccalaureate and Doctoral degrees from UCLA, Dr. McDonnell served in the capacity of Science Instructor, Vice-Principal, and, ultimately, Headmaster of Montclair College Preparatory School prior to joining the AEALAS organization in 2009 as the assistant principal of the organization's first school.

Joel Hopkins, is a graduate of California Polytechnic University with a Bachelor of Science degree in Business Administration. As a twenty-two-year television studio executive, Vice President of Finance, he oversees approximately 300 employees and controls a two billion-dollar budget. Prior to his current position, Joel worked as an Auditor in the banking and entertainment industries.

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Element 1: The Educational Program

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

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)

GENERAL INFORMATION	
The contact person for Charter School is:	Dr. Michael McDonnell Ms. Margaret M. Ford
The contact address for Charter School is:	28141 Kelly Johnson Parkway Santa Clarita, CA 91355
The contact phone number for Charter School is:	1-661-513-4060
The proposed address or ZIP Code of the target community to be served by Charter School is:	91355
The grade configuration of Charter School is:	7-12
The number of students in the first year will be:	450
The grade level(s) of the students in the first year will be:	7-12
Charter School's scheduled first day of instruction in 2018-2019 is:	Sept 5, 2018
The enrollment capacity is:	475 currently, 950 subsequently
The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
The bell schedule for Charter School will be:	6 periods with optional 0 and 7th period
The term of this Charter shall be from:	July 1, 2018 to June 30, 2023

Community Need for Proposed Charter School

Identify the target neighborhood/community to be served. Describe the relevant characteristics and unmet educational needs of the community where the proposed charter public school will be located. Include any objective market research, surveys, and/or other measures and indicators of local demand and need for the proposed educational program.

The Charter School intends to serve students from all social and economic groups who will primarily reside in the Santa Clarita Valley. The Charter School will conduct a vigorous outreach program aimed at recruiting a student body that is representative of the community that it serves and will be comprised of but not limited to boothing at community events, canvassing underserved neighborhoods, providing materials in multiple languages and the offering of programs that appeal to a diverse student body. This outreach will include a focus on at-risk families including those who do not speak English as their primary language. The charter school will attract any student seeking greater opportunities for language studies, STEAM activities or those who desire a smaller school size. The Charter School will provide students with an important opportunity to prepare for their post-secondary life emphasizing a broad scope of skills that are vitally needed in many industries – from healthcare to defense, from the performing arts to the development of new technologies, from architecture to agriculture.

The William S. Hart School District is a high performing district that provides residents with an above average opportunity for academic, social and emotional experience for the students that it serves. Although the district is high performing, there are very few educational choices, aside from Academy of the Canyons (which has a small number of available openings each year) that provide a similar educational experience to the one being proposed in this petition. The location that the board has chosen was a location that housed a charter high school for seven years. That school had a history of operating at full capacity along and long waitlists requiring a lottery each year. That is evidence that the community is hungry for an additional “choice” regarding their educational options.

Explain how the proposed charter school will meet the needs of the community. Address how this school will serve the intent of the Charter Schools Act as well as the District’s mission, vision, and strategic goals.

Student Population

The Santa Clarita Valley community enjoys increasing ethnic, cultural, and linguistic diversity. The Charter School looks forward to the opportunity to serve a diverse student population so that all students have the benefit of a multicultural experience. The Charter School will conduct a vigorous outreach program aimed at recruiting a student body that is representative of the racial and ethnic composition of the general population residing in the District and/or the similar diversity of where our school site is located.

Overall, the William S. Hart Unified School District students are high achieving, though the District serves students with a wide range of academic needs and performance levels. Anticipating the need for targeted outreach, Admissions' outreach for the school will emphasize recruitment of Hispanic/Latino students, including English Learners, and, to a lesser extent, Asian, African American and students who are of two or more races, to be responsive to the legal requirement, and seek to attract an enrollment reflective of the general population residing within the territorial boundaries of the authorizing agency through community outreach, multi-lingual materials, diverse programs and a welcoming environment.

The Charter School expects to serve ELL students, students with disabilities, academically low-achieving students, and students with a variety of other challenges. English Learners typically begin school with a substantial deficit in English vocabulary; this gap can actually widen as students' progress through school unless skills in speaking, listening, reading and writing in English are aggressively developed to close the gap. The description of the educational program will explain how the Charter School's instructional materials and strategies will be used to meet the learning needs of English Learners, students with disabilities, and academically low-achieving students. The language arts and math teachers will be trained in the differentiation of instruction for these groups and all students which has been built into the programs' design. Approaches in science and social studies emphasize active, not passive, learning strategies that enhance meaning for students. Hands-on, meaning-centered learning is especially valuable for English Learners, academically low-achieving students, and many students with disabilities. The STEAM focus and individualized instructional model makes this the ideal platform for students who learn differently.

The Charter School has a strong commitment to helping all students succeed, which includes providing non-academic supports to help students overcome or cope with personal challenges. Accordingly, the Charter School fully expects to serve some students who face challenges that may adversely affect their ability to succeed academically and to thrive all around. These challenges might include homelessness, family separation, physical and emotional abuse, unemployment, and/or substance abuse. School staff will provide a nurturing, positive environment that supports students to thrive. The use of the PATHS program will further establish pro-social norms among students and staff. To help ensure that students' emotional needs are met, the school will seek to connect families with support agencies and will equip staff to support students experiencing personal difficulties. The *PATHS* curriculum is a comprehensive program for promoting emotional and social competencies and reducing aggression and behavior problems in children while simultaneously enhancing the educational process in the classroom. This innovative curriculum is designed to be used by educators and counselors in a multi-year, universal prevention model. Although primarily focused on the school and classroom settings, information and activities are also included for use with parents. In short, the Einstein STEAM Academy intends to serve students in all social and economic groups from the communities that it serves.

The Charter School will attract those students seeking an alternative instructional model, including foreign language instruction in a High Priority Language at the middle and high school level. The Charter School's instructional model differs from surrounding schools in its strong emphasis on instruction with meaning and interest to the learner. Based on the experience of the founding team who developed and managed a the highly academically successful Albert Einstein Academy for Letters Arts and Sciences secondary charter school, many families name foreign language

instruction among their reasons for choosing Einstein in addition to being attracted to the instructional philosophy. That said, early language learning will benefit students’ cognitive development, overall language-learning ability, personal and professional assets, and multicultural awareness. Also, for some children, language instruction will increase their ability to communicate more fully with family members from a native homeland, or should they choose to live or work abroad, or simply learn a second language.

Student Population to Be Served

	Year 1	Year 2	Year 3	Year 4	Year 5
7 th Grade	90	85	85	85	85
8 th Grade	90	90	90	90	90
9 th Grade	75	80	80	80	80
10 th Grade	80	75	75	75	75
11 th Grade	70	80	80	80	80
12 th Grade	50	70	70	70	70
TOTAL	450	475	475	475	475

Goals and Philosophy

Provide clear, concise school vision and mission statements that match the needs of the targeted population and are aligned with the proposed educational program.

Mission

The Einstein STEAM Academy seeks to prepare students for 21st century careers and lives as members of a democratic society and global economy. The Academy provides students with tools to develop their intellectual, artistic, physical, technological, and social competencies, preparing them for the next phase of their education.

Vision

Our vision is that students will graduate from the Charter School with a deep understanding of the relationships among disciplines, as well as the ability to continuously develop their intellectual

curiosity as globally aware, civic-minded individuals in a small school environment. This will be accomplished by providing educational experiences that are rich in exposure to science, current and relevant technology, the visual and performing arts, mathematics and engineering. Through required service opportunities, students will develop into leaders of their community

In keeping with the mission and vision of our Board of Directors and the William S Hart School District, our students will embrace diversity, learn to act responsibly, and contribute to our community through service and good stewardship of our resources. Our Educators will ensure that all students can meet or exceed rigorous academic standards they will be compassionate and empathetic but not enablers or have a low expectation. Teachers, staff, and administrators will all work together to form a rich professional learning community. Through the examination of our instructional practices and data, they will adjust our teaching and operational systems in order to continuously improve. Our Families and Community are integral to the success of our students and schools as such they will be treated as active, engaged and welcomed partners.

We offer an enriched learning environment and a comprehensive system of supports to address the needs of the whole child. Below are core, compelling beliefs that provide the basis for the philosophical foundation of the School's program:

- Everyone deserves a chance at receiving an appropriate individualized education and being successful in life
- Everyone deserves a chance to become all (s)he can be
- No single educational approach or philosophy is right for everyone
- Everyone learns at different rates, and students should have educational choices that provide for their individual needs and learning pace
- Schools need to teach students 21st Century skills

This vision is reflective of the Charter School Act as it encourages the use of different and innovative teaching methods we will create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site. Our school will provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public-school system.

Define and describe the characteristics of an “educated person” in the 21st century. Address:

- *College and career-readiness*
- *Use of technology*

According to Carl Bereiter & Marlene Scardamalia, being an educated person has traditionally had two aspects, one representing academic knowledge and skills and the other representing personal qualities—traits of character or intellect that the educational process is supposed to develop. Recent future oriented literature has shown a definite tilt toward the second aspect, now described by such terms as “higher-order,” “21st -century,” or “soft” skills, “habits of mind,” and “literacies.” Reasons for the tilt toward personal qualities are not difficult to discern. There is the rapid growth of knowledge, which makes mastery of any subject increasingly beyond reach and renders knowledge increasingly vulnerable to obsolescence. There is the ready availability of

factual information via Web search engines, which reduces the need to store declarative knowledge in memory. Additionally, there is the general uncertainty about what the future will demand of people, thus raising doubt about the value of specific knowledge and “hard” skills and favoring more broadly defined educational objectives such as “learning to learn,” “critical thinking,” “communication skills,” and “creativity.” These, it can be assumed, will always be useful. In practical educational terms, however, this is also a tilt away from things that teachers know how to teach with some degree of effectiveness to objectives of questionable teachability.

“Teach them to think” is an educational objective that can be traced as far back as Socrates. However, the idea of treating thinking as a skill (or set of skills) seems to have been a mid-20th-century innovation, and a questionable one. Before that “teach them to think” was treated more as a kind of character development and all-around intellectual development. “Teach them to think” might have been glossed as “teach them to be thinkers.” For good or ill, meeting the 21st century’s need for good thinkers is being treated by education systems around the world as a skill-learning problem rather than a human development problem. The Charter School will be small enough to support these soft skills as in a more intimate setting a student is one a few not one of a hundred. Learning is more than textbooks and lecture.

As noted by Thomas L. Friedman in his book, lectures and numerous New York Times articles, the world is becoming increasingly “flat.” That is to say, as a result of the Internet and increasing internationalization, the world is becoming more and more interconnected. What happens in far distant lands directly affects the health, happiness, economic-well-being and safety of Americans even if they never leave our shores. Success in such a world requires an education that provides each individual with critical thinking, high-level academic skills and in-depth cross-cultural awareness. In addition, an “Educated Person” in the 21st Century will possess proficient skills and content knowledge in English, mathematics, social studies, science; basic skills and familiarity with the arts; proficient technology skills; intermediate fluency in at least one language in addition to the native language and basic knowledge of a third language; and the ability to practice sound physical, social and emotional habits needed for physical and emotional well-being.

Describe how learning best occurs. Include discussion of current learning theories/concepts and how they align to the needs of the target population.

The Charter School’s design is the reflection of a set of beliefs about how learning best occurs. The educational design and philosophy are consistent with the Charter School’s vision, mission and target population and are grounded in research on best practices in education. Learning occurs best when the following conditions exist:

- Intellectually and emotionally supportive relationships with adults in the Charter School promote academic growth. Recent research by the Economic and Social Research Council (ESRC) found that effective teachers stimulate a pupil’s imagination, challenge their views, encourage them to do great things and motivate them through tailored teaching practices to ensure that every pupil feels a sense of achievement and valued as part of the class community (ESRC, 2009). A recent review of educational research found that children make the biggest strides, the authors found, when they are able to cement secure, consistent relationships with responsive adults. For classroom teachers, being responsive means

being able to adapt the curriculum to address their students' needs and interests (Wilson, 2009).

- By making connections across disciplines, integrated curriculum helps students see real world relevance and strengthens content area learning. An interdisciplinary, or integrated, curriculum also reinforces brain-based learning, because the brain can better make connections when material is presented in an integrated way, rather than as isolated bits of information (McBrien, 1997). Further, "The Logic of Interdisciplinary Studies," an exhaustive 1997 research report, found broad consensus among dozens of researchers as to what the report called the "positive educational outcomes" for students in an integrated studies program:
 - Increased understanding, retention, and application of general concepts.
 - Better overall comprehension of global interdependencies, along with the development of multiple perspectives and points of view, as well as values.
 - Increased ability to make decisions, think critically and creatively, and synthesize knowledge beyond the disciplines.
 - Enhanced ability to identify, assess, and transfer significant information needed for solving novel problems.
 - Promotion of cooperative learning and a better attitude toward oneself as a learner and as a meaningful member of a community.
 - Increased motivation.
- The Organization for Economic Co-operation and Development (2010) has begun referring to its member nations as "innovation-driven." This implies a feed-forward process characterized not only by acceleration but also by unpredictability. Is there not therefore something rather ludicrous about educationists and business representatives sitting around a table and pretending to define the skills this uncertain future will require? The likelihood ought to be acknowledged that essential skill needs have yet to come into view and that a closer look at emerging capabilities and challenges might give a foretaste of what they will be (Scardamalia, et al., 2010). There are, however, cultural changes already in motion that bespeak competency needs schools are failing to address adequately. The following are five that everyone can see but that get little recognition in "21st -century" skill lists:
 - **Cognitive Persistence.** Cognitive persistence includes sustained study and pursuit of understanding, comprehending long texts, following extended lines of thought, and sustained creative effort turning promising initial ideas into fully developed designs, theories, problem solutions, and so on.
 - **Systems Thinking.** An educated person in mid-21st century will need to understand complexity scientifically, because of its pervasive significance throughout the natural and social world, but beyond that the educated person needs ability to live with increasing complexity and turn it to advantage wherever this is possible. Most of the detrimental ideologies that block progress on societal problems involve retreats from complexity, simplistic economic ideologies being perhaps the most widespread but by no means the only examples.
 - **Working with Abstractions.** Schooling, however, preserves a wariness of abstractness that was explicit in Dewey (1916,) and, in the mistaken view of many educators, given a theoretical basis by Piaget. Converting the abstract into the concrete remains an honored part of the art of teaching. "Mathematical modeling" is a fancy name for an effort to go the other way, converting the concrete to the

abstract. There needs to be much more of this, extending outside mathematics to other kinds of modeling that facilitate practical action.

- **Knowledge creation.** Except in a few areas—politics, religion, and education being the principal ones—21st -century societies recognize that the route to betterment lies through creation of new knowledge
 - **Collective Cognitive Responsibility.** Collective responsibility characterizes expert teams of all kinds. It goes beyond the current buzzword, “collaboration,” in that it means not only everyone working productively together but also everyone taking responsibility for success of the whole enterprise.
-
- Students have opportunities to explore interests and deepen content understanding and skills through application, often in authentic (real world, or like it) contexts. Authentic learning situations increase the brain's ability to make connections and retain new information (McBrien, 1997).
 - Students work at a level of cognitive challenge just beyond their present level of mastery. Lev Vygotsky’s theory of the Zone of Proximal Development are now widely accepted.
 - The following sections elaborate on how each of these beliefs about how learning best occurs will translate into aspects of the Charter School’s plans for curriculum and instruction.

State the school’s goals for enabling pupils to become and remain self-motivated, competent, and lifelong learners.

GOAL: To prepare all students for success in post-secondary education and career as evidenced by an average ACT score above the state average

- **Objective:** Provide educational programming of exceptionally high quality, at a level adequate to meeting the above goals for every student served by the Charter School. Truly excellent instruction does not just help the most advantaged, well-prepared students to achieve; it successfully personalized learning to meet the needs of all students.
- **Objective:** Using an interdisciplinary curriculum aligned with the current California Common Core State Standards will enable graduates to enter post-secondary education or career with strong fundamental skills as well as a sense of personal purpose and meaning.
- **Objective:** Promote supportive adult-student relationships that promote academic growth.
- **Objective:** Through engaging, meaningful, real world learning, enable students to become increasingly independent learners; to become deeply and personally involved in their work; to feel not only accountable, but also engaged.

GOAL: To provide students with global and cultural awareness information literacy as evidenced by

- **Objective:** Develop student competency in a world language

- **Objective:** Develop in students a high level of understanding of other cultures and peoples, by using themes in social studies and literature to explore and develop their understanding of the world.
- **Objective:** Develop skills with which to use information effectively. Information literacy refers to the ability to recognize when information is needed and how to locate, evaluate, and put it to proper use.

GOAL: To foster an awareness of the importance of public participation

- **Objective:** Participate in student governance through regular meetings of the entire school community (i.e. Town Hall Meetings).
- **Objective:** Extend students' leadership opportunities through community service learning.

GOAL: To increase opportunities for teachers to develop as highly skilled educators

- **Objective:** Establish a high-functioning professional learning community continually improving instruction to raise student achievement.
- **Objective:** Articulate effective instructional method so that both the Charter School teachers and teachers from other schools can readily learn and further refine the school's approaches.

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Address the requirements of Education Code § 47605(b)(5)(A)(ii), including:

Charter Element 1 – Educational Program Charter School Goals and Actions to Achieve the State Priorities	
<p>Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School’s annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.</p> <p><u>Local Control and Accountability Plan</u> The Charter School will produce a Local Control and Accountability Plan (“LCAP”) using the LCAP template adopted by the State Board of Education pursuant to Education Code Section 47606.5. The Charter School shall submit the LCAP to its authorizer and the Los Angeles County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.</p> <p>The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p> <p>Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into “subpriorities.”</p>	
<p><u>State Priority #1— Basic Services</u> The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</p>	
Subpriority A – Teachers	
Goal to Achieve Subpriority	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned
Actions to Achieve Goal	All core teacher candidates screened for employment will hold a valid CA Teaching Credential with appropriate English learner authorization; Our Director of Human Resources will annually review credential status and course assignments.
Subpriority B – Instructional Materials	

Goal to Achieve Subpriority	100% of pupils will have access to standards-aligned materials and additional instructional materials outlined in our charter petition.
Actions to Achieve Goal	A review of curriculum resources will be conducted annually. All instructional materials purchased will be aligned to California Common Core State Standards and the Next Generation Science Standards and aligned with our charter petition.
Subpriority C – Facilities	
Goal to Achieve Subpriority	Maintain a clean and safe school facility in partnership with the District, if lessor, and/or our facility lessor.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Provide full-time janitorial services to maintain a clean and safe school site. • Ensure facilities repairs are documented and completed. • Complete an annual Facilities Inspection (FIT) report.
<p><u>State Priority #2— Implementation of Common Core State Standards</u></p> <p>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</p>	
Subpriority A – CCSS Implementation	
Goal to Achieve Subpriority	100% of the teachers will participate in annual professional development on the implementation of Common Core State Standards.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Teachers will participate in annual professional development on the implementation of CA Common Core State Standards (CA CCSS) and the Next Generation Science Standards (NGSS). • NWEA MAP data will be used to evaluate gaps in course curriculum • Supplemental materials will be identified to fill the gaps
Subpriority B – EL Students & Academic Content Knowledge	

Goal to Achieve Subpriority	100% of EL students will gain academic content knowledge through the implementation of the CCSS.
Actions to Achieve Goal	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support.
Subpriority C – EI Students & English Language Proficiency	
Goal to Achieve Subpriority	100% of EL students will gain English language proficiency through the implementations of the ELD curriculum and related instructional strategies.
Actions to Achieve Goal	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to ELD curriculum. Teachers of EL students participate in Professional Development activities.
State Priority #3— Parental Involvement Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.	
Subpriority A – Achieving/Maintaining Parental Involvement	
Goal to Achieve Subpriority	Maintain parent representation through representation on the Board of Directors.
Actions to Achieve Goal	Prior to the beginning of each year, hold elections to fill vacancies.
Subpriority B – Promoting Parent Participation	
Goal to Achieve Subpriority	Organize and maintain the Einstein Parent Organization (EPO)

Actions to Achieve Goal	School Administration will work closely with the EPO to recruit parents to meetings, to fill volunteer openings, and arrange and promote fundraisers and school events.
<p>State Priority #4— Student Achievement</p> <p>Pupil achievement, as measured by all the following, as applicable:</p> <ol style="list-style-type: none"> 1. California Assessment of Student Performance and Progress (CAASPP) statewide assessment 2. The Academic Performance Index (API) 3. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education 4. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC) 5. EL reclassification rate 6. Percentage of pupils who have passed an AP exam with a score of 3 or higher 7. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness 	
Subpriority A – CAASPP: ELA/Literacy and Mathematics	
Goal to Achieve Subpriority	75% of students at every applicable grade level, including all student subgroups, score proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.
Actions to Achieve Goal	Classroom instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; implementation of a Reading Intervention Program (as needed) to assist at-risk students; use of instructional technology in the area of Mathematics.
Subpriority B – API	
Goal to Achieve Subpriority	100% of students, including all student’s subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education

Actions to Achieve Goal	Classroom instruction will incorporate testing strategies in preparation of the CAASPP.
Subpriority C – UC/CSU Course Requirements (or CTE)	
Goal to Achieve Subpriority	All students - including low achieving, gifted, low socio-economic, English learners, and special education have an opportunity to select an academic program and have a fundamental right to high expectations and quality instruction that prepares them to enter and succeed in college and/or the workplace. All students take and pass A-G college course requirements and are determined proficient in core academic standards (reading, writing, math, science, history/social science) to be ready for success in college and careers.
Actions to Achieve Goal	Provide opportunities for all students to take the Early Assessment College Readiness (EAP) Exam (11th grade CAASPP), PSAT, SAT and ACT as well as NWEA in math and English and the ELPAC exam to determine literacy and numeracy levels. Targeted intervention for identified students
Subpriority D – EL Proficiency Rates	
Goal to Achieve Subpriority	EL students will advance at least one performance level per the ELPAC each academic year.
Actions to Achieve Goal	EL students will receive in-class instructional support, which may include 1-on-1 teacher support, small group work, and use of SDAIE and ELD instructional strategies.
Subpriority E – EL Reclassification Rates	
Goal to Achieve Subpriority	EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.
Actions to Achieve Goal	EL students will receive in-class instructional support, which may include 1-on-1 teacher support, small group work, and use of SDAIE and ELD instructional strategies.
Subpriority F – AP Exam Passage Rate	

Goal to Achieve Subpriority	Students will pass AP exams at a rate higher than average County, State and National scores.
Actions to Achieve Goal	Students will have access to all available AP exams offered on campus. Course curriculum and supports will be aligned to passage of AP exams administered.
Subpriority G – College Preparedness/EAP	
Goal to Achieve Subpriority	Eleventh graders will pass EAP exams at higher rates than 11th graders at comparable neighborhood schools; graduating seniors will graduate A-G at higher rates than graduating seniors at comparable neighborhood.
Actions to Achieve Goal	Counselors will ensure all students are on A-G graduation pathway, including A-G analysis at the end of each semester. All 11th graders will take CAASPP exams which provide Early Assessment Program (EAP) status indicating California State University (CSU) and California Community College (CCC) readiness. EAP preparation will be incorporated into 11th grade curriculum.
<p><u>State Priority #5— Student Engagement</u> Pupil engagement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 	
Subpriority A – Student Attendance Rates	
Goal to Achieve Subpriority	The School will maintain a 95% attendance rate.
Actions to Achieve Goal	School will provide a safe, nurturing and engaging learning environment for all its students and families, including those of the various subgroups enrolled; parents & families will be engaged throughout year; students not meeting attendance standard will counseled per attendance policy.
Subpriority B – Student Absenteeism Rates	

Goal to Achieve Subpriority	Students will have no more than 5 absences per school year; fewer than 5% of students will meet or surpass threshold for absenteeism
Actions to Achieve Goal	Parents will be continually reminded of their child's absentee rate through use of PowerSchool; absentee policy noted in parent/student handbook.
Subpriority C – Middle School Dropout Rates	
Goal to Achieve Subpriority	School will minimize dropouts; dropouts are defined as students staying in California but not returning to a California public school.
Actions to Achieve Goal	Continued use of intervention processes and ensuring that proper placement is made. Continuous monitoring of attendance and follow-up on transfer completion.
Subpriority D – High School Dropout Rates	
Goal to Achieve Subpriority	School will minimize dropouts; dropouts are defined as students staying in California but not returning to a California public school.
Actions to Achieve Goal	Regular meetings with school counselor; continued use of intervention processes and ensuring that proper placement is made. Continuous monitoring of attendance and follow-up on transfer completion.
Subpriority E – High School Graduation Rates	
Goal to Achieve Subpriority	School will graduate as 90+% of persisting seniors; cohort graduation rates will be higher than graduation rates at comparable neighborhood schools.
Actions to Achieve Goal	Continued use of multi-tiered system of intervention and support.
<p><u>State Priority #6— School Climate</u> School climate, as measured by all of the following, as applicable:</p> <ol style="list-style-type: none"> 1. Pupil suspension rates 2. Pupil expulsion rates 3. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 	
Subpriority A – Pupil Suspension Rates	

Goal to Achieve Subpriority	The School will maintain an annual suspension rate of less than 3%.
Actions to Achieve Goal	Local school administration will work with teachers, families and students to manage student behavior issues and concerns. Teacher Professional Development concerning classroom management.
Subpriority B – Pupil Expulsion Rates	
Goal to Achieve Subpriority	The School will maintain an annual expulsion rate of less than 1%.
Actions to Achieve Goal	Local school administration will work with teachers, families and students to manage student behavior issues and concerns. Teacher Professional Development concerning classroom management.
Subpriority C – Other School Safety and School Connectedness Measures (Surveys)	
Goal to Achieve Subpriority	Staff and students will adhere to the safety plan outlined in Charter documentation and parent/student handbook.
Actions to Achieve Goal	Annually, school staff will be trained in first aid, CPR and triage techniques. Additionally, students will participate in monthly Fire, Earthquake and Safety drills.
Subpriority D Community Engagement	
Goal to Achieve Subpriority	Parents and staff will feel a sense of community, accessibility and support. At least 90% of parents will return annual survey concerning school operations (i.e. administration, quality of education, school culture and climate).
Actions to Achieve Goal	Charter School’s use of Blackboard Connect, school and class websites, and town hall meetings will ensure that all parents and stakeholders will return the survey and participate in LCAP development and monitoring.

State Priority #7— Course Access

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, world language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

Goal to Achieve Subpriority

Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to and enroll in our academic and educational program as outlined in the school’s charter.

Actions to Achieve Goal

All academic content areas will be available to all students, including student subgroups, at all grade levels.

State Priority #8—Other Student Outcomes

Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

Subpriority A – English

Goal to Achieve Subpriority

The majority of students, including all student subgroups, unduplicated students and students with exceptional needs will demonstrate grade level proficiency in English Language Arts/Literacy.

Actions to Achieve Goal

All students will enroll and participate in California Common-Core English Language Arts/Literacy course. Instructional strategies implemented throughout grade level courses include: project based learning; small group work, one-to-one conferring; school wide writing program; use of Webb’s Depth of Knowledge; backward design educational model; flipped classroom instruction; reading intervention program; integration and application of technology and detailed learning plans for all students.

Subpriority B – Mathematics

Goal to Achieve Subpriority

The majority of students of students, including all student subgroups, unduplicated students and students with exceptional needs will demonstrate grade level proficiency in Mathematics.

Actions to Achieve Goal	All students will enroll and participate in Common-Core Mathematics course. Instructional strategies implemented throughout grade level courses include: STEAM driven curriculum, project based learning; small group work, one-to-one conferring; school wide writing program; use of Webb’s Depth of Knowledge; backward design educational model; flipped classroom instruction; reading intervention program; integration and application of technology and detailed learning plans for all students.
Subpriority C – Social Sciences	
Goal to Achieve Subpriority	The majority of students, including all student subgroups, unduplicated students and students with exceptional needs will demonstrate grade level proficiency in History, Civics and Social Science.
Actions to Achieve Goal	Students will study World History, American History, Government, Geography and economics. Instructional strategies implemented throughout grade level courses include: Project based learning; small group work, one-to-one conferring; school wide writing program; use of Webb’s Depth of Knowledge; backward design educational model; flipped classroom instruction; reading intervention program; integration and application of technology and detailed learning plans for all students.
Subpriority D – Science	
Goal to Achieve Subpriority	The majority of students, including all student subgroups, unduplicated students and students with exceptional needs will demonstrate grade level proficiency in Life, Earth and Physical Science.
Actions to Achieve Goal	All students will enroll and participate in Next Generation Science courses. Instructional strategies implemented throughout grade level courses include: STEAM driven curriculum, project based learning; small group work, one-to-one conferring; school wide writing program; use of Webb’s Depth of Knowledge; backward design educational model; flipped classroom instruction; reading intervention program; integration and application of technology and detailed learning plans for all students.
Subpriority E – Visual and Performing Arts	
Goal to Achieve Subpriority	The majority of students, including all student subgroups, unduplicated students and students with exceptional needs will demonstrate proficiency in their Visual and Performing art class.

Actions to Achieve Goal	Students will develop an understanding and appreciation of the Arts.
Subpriority F – Physical Education	
Goal to Achieve Subpriority	The majority of students, including all student subgroups, unduplicated students and students with exceptional needs will demonstrate proficiency in Physical Education by either enrolling in P.E. class or a team sport.
Actions to Achieve Goal	Students will study Physical Education by participating in athletic endeavors, studying human physiology, and keeping track of healthy habits.
Subpriority G – Health	
Goal to Achieve Subpriority	The majority of students, including all subgroups, unduplicated students and students with exceptional needs will demonstrate grade level proficiency in Health.
Actions to Achieve Goal	All students will be enrolled and/or participate in appropriate Health Education. Instructional strategies implemented throughout grade level courses include: project based learning; small group work; one-to-one conferring; school wide writing program; use of Webb’s Depth of Knowledge; backward design educational model; flipped classroom instruction; reading intervention program; integration and application of technology and detailed learning plans for all students.

Instructional Design

Describe the educational program’s overall curricular and instructional design, including how the school will structure and staff the proposed educational program. Discuss briefly the current key educational theories and research that support and inform the general design of the educational program and confirm its educational soundness. Provide and discuss research-based evidence to show how the design will successfully serve the targeted student population.

The Charter School’s educational program will emphasize multicultural understanding, foreign language acquisition and academic achievement for college and career readiness. The Charter School will also deepen students’ commitment to public participation through community service and student government. To accomplish these goals and to help students meet the California Content Standards, the Charter School will focus on an integrated curriculum, global and multicultural themes, real world learning applications, community service and leadership opportunities, a strong foreign learning program and an academic advisory program. Instruction will take advantage of the Charter School’s small student population to create supportive adult-

student relationships and provide more individualized attention to promote academic growth. We will ensure that our students are ready to be 21st century learners through the emphasis of the 4-C's of 21st Century Education; critical thinking, communication, collaboration and creativity. This will be accomplished through our integrated, multidisciplinary global curricula.

Integrated curriculum.

In today's information-based economy, individuals prosper who are fluent in several disciplines and comfortable moving among them. Nearly all real-world work touches on multiple disciplines – that's the nature of the real world. Real world knowledge is not neatly divided into academic disciplines artificially created by people. Rather, most topics can be understood more deeply when viewed through multiple disciplinary lenses. For example, understanding of a series of events in history may be deepened through the reading of a related work of historical fiction and studying the geology of the region and how it shaped people's lives. At the Charter School teachers will coordinate curriculum planning to identify areas of overlap, where the California Content Standards in two or more content areas complement each other when taught simultaneously. In English classes, they may read literature that supports topics in social studies and/or science. or, science topics may be timed and developed to promote deeper understanding of a place or time being addressed in the social studies classroom. Integrated curriculum may also involve project-based learning, as the two approaches are highly compatible. Creativity, adaptability, critical reasoning, and collaboration are highly valued skills. Integrated study is an effective vehicle for building those skills, as well as in helping students to develop nuanced understanding, and a more complex understanding of the interrelatedness of disciplines.

Global and multicultural themes

Global and multicultural themes will often be a springboard for organizing interdisciplinary curriculum, to broaden students' worldview and provide a meaningful lens for learning. A multicultural approach prepares students to effectively meet the needs of a diverse population and the challenges of changing demographics, while encouraging the development of multicultural understanding, sensitivity, and responsiveness. At the Charter School, teachers initiate, encourage and facilitate programs and activities that reinforce or expand the diverse viewpoints and intercultural competencies of students as a part of the academic programs. Issues related to culture, ethnicity, class, gender, and language pervade almost all facets of curricular development and the charter school understands the need to equitably introduce diverse perspectives throughout our 7-12 program so as to more effectively educate an increasingly diversified population growing up within the "global village."

Real world learning

The Charter School seeks to make education relevant to students by showing real world connections to students' academic studies. Teachers will make students aware of real world connections as an ongoing practice, that is, how California content standards and other essential understandings are important to students lived experience. Global and multicultural themes will be one way to make real world connections. Instructional activities that call for students to apply their learning in some sort of authentic context also provide a sense of relevance, as well as developing skills that students are likely to use in the real world. Sometimes, these instructional activities may include projects, in which students probe a topic in greater depth over a longer span of time and produce a tangible, meaningful product as part of the learning process. Leadership

opportunities within the charter school as well as community engagement outside the charter school will further extend students' connections to real world issues as they develop their skills and awareness.

Community service and leadership opportunities

The Charter School seeks to cultivate students' commitment to public participation through opportunities to work for positive change both within and without the charter school. Within the charter school, a dynamic student government will encourage students to get involved with issues or activities they care about. Student government activities will include weekly meetings that are part of the ongoing life of the charter school. Students will also be exposed to issues in the surrounding community and to investigate what they can do to be part of community improvement efforts. Community awareness, outreach and service learning activities will often take place through the advisory program.

Backwards Design

The Charter School's instructional design will approach curriculum planning using a standards-based backwards design process, a key part of Grant Wiggins' and Jay Tighe's acclaimed Understanding by Design model. First, teachers identify challenging, relevant, and attainable overarching student and school-wide learning outcomes that go beyond simple facts and skills to include larger concepts, principles or processes, and emphasize queries such as: What should students know, understand, and be able to do? What is worthy of understanding? What enduring understandings are desired? Next, teachers determine acceptable evidence of learning for those outcomes; that is, the means of authentic assessment. General assessment focuses on questions such as: How will a teacher know if their students have achieved the desired results and have met the prescribed standards, and what is acceptable evidence of student understanding and proficiency? Finally, they plan meaningful learning experiences and instruction. This includes definition of knowledge (know-that), skills, and procedures (know-how) that students ought to master, definition of materials, and definition of learning/teaching activities (scenarios). Through this planning process, they will develop a curriculum map based on California State content standards and other outcomes specific to the Charter School.

Curriculum and Instruction

Instructional Materials

Consistent with the charter school's rigorous, relevant, and attainable student outcomes, the Charter School will select materials based on alignment with the school's standard-based learning outcomes and educational philosophy. Materials may include textbooks currently used by the William S. Hart Union High School District, language materials from the Center for Advanced Research on Language Acquisition at the University of Minnesota (www.carla.umn.edu), international educational materials, and special presentations by content-specialists drawn from throughout the Southern California region. Additional materials will be selected to support integrated curriculum, global and multicultural themes, real world learning projects and other applications of learning. Textbooks and other materials used may change as instructional staff monitors student learning and evolves its understanding of what works best given the Charter School's goals, philosophy and student population.

English/Language Arts

The English curriculum is based on California state content standards and emphasizes the development of skills and strategies students need to thrive as readers, writers, speakers and listeners in college settings and in life. The English curriculum is designed as a “building block” approach to develop, hone and expand on English language skills, conventions, and usage. Instructional strategies to develop these skills will include direct skills instruction, spoken and written engagement with age-appropriate literature, application of student skills in projects and assignments, and an iterative process of students writing with teachers providing feedback on drafts and evaluating their work.

Literature will be selected to support content students are exploring in social studies, science or a foreign language class. The Charter School will use a rubric to assess student writing and guide students toward higher levels of writing proficiency. Drafts taken at benchmark intervals throughout students’ careers will be used to monitor student progress.

Students will spend most of their time in skills based sessions, reading and responding to text, and writing for a variety of purposes. Inquiry-based discussion of literature will be structured to strengthen critical thinking and civil discourse; develop appreciation of literature; teach respect for diverse ideas, people, and practices; create a positive learning environment for all students; create a community of inquiry; develop social problem solving skills; help students clarify values; build self-esteem; and put the student at the center of the learning as active and engaged participant. Assignments that promote civic and multicultural awareness, responsibility, tolerance and sensitivity are common and support literary or expository works that stress the same themes. Syllogistic reasoning is especially stressed in persuasive or argumentative discourse. Explicit instruction in writing will take place in English classes and any other class requiring a specific form of writing, such as technical reports in the physical sciences, journaling, opinion editorials, and social science research papers, so that students have explicit guidance and supporting models of what strong writing looks like, in any genre they are studying, and for application to a variety of career paths. Ultimately, the above instruction and assignments are designed for students to gain the ability to synthesize information and concepts, to analyze and communicate written and spoken material, ideas or information, and to promote critical thinking and communication skills.

The English curriculum provides the core of reading and writing instruction, but these skills will also be supported across the curriculum as students read and write in genres specific to other disciplines and languages. To bolster their greater sense of the value of reading and writing, students will read and write, frequently, across the curriculum, not just in English class, and in authentic and purposeful ways. English instructors will collaborate with other content area teachers to align writing instruction consistently with other disciplines.

Mathematics

The Charter School’s mathematics curriculum has been developed in accordance with California State Content standards, the National Council of Teachers of Mathematics recommendations, the UC guidelines, Einstein STEAM Academy graduation guidelines, and AP and state exam expectations. The mathematics curriculum emphasizes teaching for critical understanding and application in addition to recall and will develop quantitative and critical thinking skills through a

combination of direct skills instruction, daily skills practice, activities to develop conceptual understanding and, at times, applications to real-world scenarios.

Textbooks and online resources will be at the core of instruction, though learning activities will be varied to provide a balance of skills practice and more complex problem solving. Complex problem solving will typically involve application of math concepts in real life-type problem contexts involving more steps to work through. Often, they will require the use of more than one math skill. These activities may also be used to provide performance-based assessments as a supplemental measure of student understanding.

The mathematics department incorporates cooperative group activities that promote the growth, development, and progress of the individual. Students are also given instruction on the history of mathematics and its applications, impact, and significance to real world problems and events. In this way, teachers provide a connection between abstract concepts and practical applications through historical and contemporary examples and demonstration, which further allows students to understand how mathematics fits into their lives.

History/Social Science

History/Social Studies instruction is based on California state content standards, the Charter School's graduation requirements, UC A-G requirements, and AP seminar/conference recommendations for skills and content knowledge.

The social studies curriculum is designed both to impart information and develop a variety of skills, from interpretation of tables, charts, graphs and maps, to the comprehension of written and verbal material and critical analysis of that material through written and oral expression, library, document and Internet research skills. Teachers embed content knowledge within classroom activities that promote critical-thinking skills. Social studies teachers strive to lead students to appreciate the achievements of past cultures and recognize they affect contemporary situations. Students are expected to understand the development and expression of the national characteristics of a people as a product of their cultural environment. An emphasis is placed on cause/effect relationships and the consequences of social, political, and economic developments. Beyond the mere learning of facts, students are guided toward dealing conceptually and philosophically, as appropriate to grade level, with applicable topics, so as to become astute critical thinkers and problem solvers as well as effective communicators of those thoughts. In this regard, students should be able to take their place as responsible, motivated participants in the American political and social landscape, able to analyze important and timely issues, and able to reach informed conclusions that will affect their futures.

In addition to lecture and discussion, learning activities may include simulations, debates, speeches, research projects and papers, interactive notebooks, field trips, and oral history interviews – techniques used by social science practitioners. Textbooks and online resources will be at the core of instruction, though learning activities will be varied to provide a balance of skills practice and more complex problem solving. The social studies curriculum is the hub of an integrated curriculum, connecting with the other disciplines thematically, pictorially, or through the introduction and discussion of major figures in the development of the sciences and humanities.

Science

The Charter School's science curriculum is based on California State Content Standards and the National Science Foundation's Science Curriculum and will emphasize development of critical-thinking skills, mastery of scientific-inquiry methods at the secondary education level, and preparation for success in post-secondary science education. Students will all be enrolled in Next Generation Science Standards (NGSS) courses where they will learn to develop the skills of observing, identifying, measuring and organizing data. They develop skills for using mathematical concepts and formulas in interpreting data and solving problems, which leads to the higher skills of evaluating and applying data, generating hypotheses leading to predicting, generalizing, and justifying. Scientific thinking may be seen as a developmental sequence involving the following cognitive processes: observing (using the senses to get information), communicating (talking, drawing acting), comparing (pairing, making one-to-one correspondence), inferring (classifying via superordinate/subordinate and if/then reasoning), and applying (developing strategic plans, testing and proving scientific principles). The scientific habits of mind will be developed through a laboratory curriculum that encourages independent scientific thought and investigation. Through hands-on activities and experimentation, students will deepen their conceptual understanding and facility with scientific methods and hone the critical thinking skills needed for success as lifelong learners. Students are exposed to a wide variety of careers in science, are made aware of the attitudes and preparation necessary for those careers, and are led to appreciate the sciences in their real-world applications.

Foreign Language

As the ultimate objective of language study is communication, the Charter School views foreign language proficiency as an essential skill for educated people in the 21st century. This is accomplished through the development of four fundamental skills: oral comprehension, speaking, reading, and writing. The Charter School may provide students with instruction in languages including, but not limited to, Spanish, Hebrew, Latin, Mandarin, and Arabic. The study of Spanish is important for both daily living in Southern California and for the important cultural connection established considering the regional demographics. Hebrew and Arabic have enduring cultural and historical significance as well as special prominence among world languages given the gravity and far-reaching ramifications of events in the Middle East. Latin is an important foundational language and provides a strong base for expanded literacy in numerous other languages, as well as having enduring historical and cultural significance. Today, over 1 billion people in the world speak Mandarin. China is the second largest economy in the world and the Chinese are one of the major trading partners of the United States.

Students may have the option of taking Spanish, Arabic, or Hebrew for four years [MF5] (predicated on enrollment at the Charter School for at least four years), and may also have the option to study Mandarin, Latin, or other languages, as elective courses. The actual languages that will be offered will be based on parent surveys and/or determination of critical languages by the U.S. Department of Homeland Security.

In addition to language acquisition, students come to understand and appreciate the historical and contemporary culture of the people who speak the language. A major portion of the foreign language curriculum focuses on the acquisition of authentic vocabulary, contemporary settings and

on material relevant to student life. Through multimedia presentations and applications, such as, listening to musical compositions, films that relate in language or culture to contemporary issues, or literature that elicits cultural themes, subject matter is made relevant to students. Conversation groups are formed so as to gain a fluency and mastery of colloquial expression. Students learn to adapt vocabulary to personal needs and to pursue their own interests in language, to comprehend and produce planned language (essays), and to deal with concrete and factual topics of interest in formal and informal settings. Various trips to museums, restaurants, ethnic specific locales, etc. around the city, allow for an immersive experience in the study of language. Summer educational trips to countries whose languages are currently under study are offered to all students who want a more experiential and personal understanding of world cultures.

Fine Arts

The Fine Arts curriculum at the Einstein STEAM Academy is closely aligned with the California State Standards and Frameworks. Art, Drama, Music Appreciation, Film Studies, Humanities, Photography, and Band comprise the major offerings of the department. Within this context and focus, the curriculum is divided into three main components: visual and performing arts, aesthetic studies, and art theory. Students begin with basic skills in the various arts associated with design, composition, performance, notes, technology, etc., depending on the medium, and learn to organize, visualize, and express their vision through various artistic avenues. Students move on to more specialized or advanced classes creating artistic works utilizing more sophisticated knowledge in drawing, mixed-media, color theory, music theory, stagecraft, writing, etc. Students are expected to analyze and understand dramatic, musical, pictorial, and visual texts much as they would literary or other written text, but with the added emphasis on how the medium and audience impact meaning, significance, and interpretation.

Physical Education

The curriculum for the Physical Education Department is aligned with the goals expressed in the California State Standards and Frameworks. The physical education curriculum is designed to develop movement skills and knowledge, to develop a positive self-image, to encourage physical, personal, and social development, and to develop healthy living, social, and interpersonal skills. The curriculum includes but is not limited to the following skill areas: sensory and perceptual skills, locomotor and nonlocomotor skills, balance, eye/hand/ and other general coordination skills. Students are instructed in the rules of many traditional games and sports with the aim of instilling a sense of strategy, a cooperative attitude, and a sense of fair play. Students learn to work and play effectively within team dynamics, to appreciate and respect all students' abilities, and not to exclude others because of superficial, cosmetic, or behavioral qualities. Students learn to play roles of leadership, or subordination to a common goal when appropriate. Most importantly, students come to recognize and are encouraged to act positively on the strong ligaments between physical, mental, and emotional wellbeing.

Technology

Technology is aimed at the target student population by supporting the skills needed to thrive in college and career, as global citizens and for other real world purposes, major goals that will attract students to the charter school. The strategies listed below align with a growing body of research showing the instructional benefits of technology integration, including higher student engagement,

greater real world relevance and increased learning. Technology will serve multiple purposes at the Charter School:

- Developing technological proficiencies
- Incorporating real world curricula
- Providing additional supports for students performing below grade level
- Enhancing the quality and utility of feedback, reflection and revision
- Connecting the entire school community with global resources
- Expanding opportunities for in-service education and parent involvement

All students at the Charter School will learn about the safe and responsible uses of the Internet as well as effective research skills including the vetting of online resources. Teachers will teach and use a variety of software programs such as Microsoft Word, Excel, and PowerPoint (as well as several similar tools in the Google Classroom suite) in their classrooms to develop students' technology proficiencies. The school will be compliant with the Children's Internet Protection Act (CIPA).

Enrichment Activities

Recognizing that school is a place where students can learn more than academics, the Charter School will offer enrichment activities to extend students' learning experience, including areas such as career choices and development, theater opportunities, advanced math topics, dance, filmmaking, martial arts, gardening and woodworking. Enrichment activities are held after school and are selected based on student preferences, interests, and sign-ups. Enrichment activities are led and supervised by teachers, community-content specialists, parents with expertise in the particular field, and/or other qualified individuals with advanced talents and skills. These activities will allow students to explore and cultivate new interests and to shine in areas not always brought out in the regular classroom setting.

Provide a comprehensive course list or table that shows all course offerings for all grades to be served. For high schools: Identify which courses will meet A-G and graduation requirements.

(Please see next page for table)

The table below conveys the Charter School's middle school course requirements by grade.

Subject Area	7	8
English Language	English 7	English 8
Mathematics	Pre-Algebra	Algebra
Foreign Language (optional)	Level I or II	Level I, II or III
Lab Science	Life Science	Physical Science
History/Social Studies	World Civilizations	U. S. History
College Prep Elective (optional)	Computers, Speech, Journalism, Creative Writing, or Yearbook	Computers, Speech, Journalism, Creative Writing, or Yearbook
Visual/Performing Art (optional)	Art or Drama	Art or Drama
Physical Education	PE	PE
Community Service	15 hours/yr.	15 hours/yr.

(see next page for High School table)

The tables below convey the Charter School's high school grade level course (with AP options) and graduation requirements:

Subject Area	9	10	11	12
English Language	Lit and Comp	World Lit	American Lit., AP Lit & Comp	Composition, AP Lang & Comp
Mathematics	Geometry	Geom./Alg. II	Alg. II Pre-Calc	AP Calc., Elective
Foreign Language	Level I, II, III, or IV	Level I, II, III, or IV	Level III or IV AP Offerings	Elective/Level IV, AP Offerings
Lab Science	Biology	Chemistry	Physics, AP Bio., AP Chem.	Physics, AP Bio, AP Chem.
History/Social Studies	Ancient Civilizations, AP Physical Geography	Modern World History, AP European History	US History, AP US History, Economics	US Government, Economics, AP US Gov
College Prep Electives (not grade specific)	Computer Science, Speech and Debate	Journalism, Creative Writing,	Humanities, Music, Film Studies, Yearbook	Philosophy, Psychology, Statistics
Visual/Performing Arts	Art	Drama	Band, Orchestra	Filmmaking, Photography
Physical Education	PE, Athletics	Athletics	Athletics	Athletics
Community Service	25 hours/yr.	25 hours/yr.	25 hours/yr.	25 hours/yr.

Describe the instructional methods and strategies that the charter school will use to deliver the curriculum.

Differentiated Instruction: Differentiation is a teacher-driven effort to respond to variations among learners. Teachers can differentiate instruction in at least four areas: content, process, products/culminating projects, and learning environment. The teachers at the Charter School are taught effective strategies for successfully tailoring all of these areas to individual student needs, ensuring that different learners are all given the best opportunity to succeed.

There is much evidence showing that students are more successful academically if they are taught in ways that match their readiness levels (e.g., Vygotsky, 1986), interests (e.g., Csikszentmihalyi, 1997) and learning profiles (e.g., Sternberg, Torff, & Grigorenko, 1998). Also, differentiating instruction is a key part of effective professional development. Expert teachers' pay attention to their students' varied learning needs (Danielson, 1996); "to differentiate instruction, then, is to become a more competent, creative, and professional educator." Differentiated instruction is a key component of the professional development program for all teachers.

At the core of the Charter School's model is the creation and implementation of a Personalized Student Achievement Plan (PSAP) for each student. Every student's PSAP is based on an analysis of individual strengths and needs and considers both academic factors and other factors relevant to the student's situation. Developed quarterly by the teacher(s) and agreed to by both the student and parent or guardian, the PSAP identifies specific goals, ensuring the student is appropriately challenged while fostering greater parental involvement and commitment to the learning process.

Teaching to Multiple Intelligences: We recognize that students have different domains of ability, or "intelligences," as described by Dr. Howard Gardner. Gardner's Theory of Multiple Intelligences provides a foundation for recognizing the different abilities and talents of students. This theory acknowledges that while all students may not be verbally or mathematically gifted, children are likely to have expertise in other areas, such as music, spatial relations, or interpersonal skills. The program seeks to capitalize on children's various skills, experiences, and talents to provide them with multiple opportunities to learn and succeed.

Reciprocal Teaching: Using reciprocal instruction, a teacher introduces a concept and then reinforces it by circling back to it in later lessons. Our model is predicated on the balance between rigorous core courses in Language Arts, Mathematics, and Science and a Social Studies curriculum that applies basic core skills in a highly engaging manner, providing students with content knowledge rich in cultural literacy while reinforcing basic skills.

Extensive use of technology both integrated throughout the curriculum and used to facilitate learning and monitor individual progress: Our goals here are to a) ensure that students are versed in using technology for communications, research, presentation, calculations and more – and b) develop and implement a clear vision for school-wide, data-driven culture in the Charter School, leading to the effective use of data to drive school improvement.