Ednovate High School No. 2

Charter Petition Submitted to the Board of Education of the Los Angeles Unified School District

July 1, 2015 to June 30, 2020

Date of Submission: April 17, 2014
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Assurances and Affirmations

Ednovate High School No. 2 (also referred to herein as “EHS No. 2” or “Charter School”) shall:

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

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the charter. To the extent that any inconsistency should exist between the DRL provisions contained within the body of the charter and the DRL contained in the addendum, the addendum shall control.¹

¹ All language highlighted in gray throughout the petition is LAUSD-required boilerplate language.
Ednovate, on behalf of Ednovate High School No. 2, submits this petition to the Board of Education of the Los Angeles Unified School District as its sponsoring district and is requesting charter approval for a period of five years from July 1, 2015 to June 30, 2020. "In reviewing petitions for the establishment of charter schools within the school district, the school district governing Board shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the State Department of Education under Section 54032."

As set forth in this charter petition, Ednovate High School No. 2 will offer a comprehensive learning experience that is designed to serve the needs of such students.

Accordingly, this charter petition is entitled to preference in the review and approval process.
District Priorities In Granting Charters

Ednovate High School No. 2 meets the vision and mission of the Los Angeles Unified School District Charter School Policy priority in granting charters.

1. Ednovate High School No. 2 is a secondary school that will serve an area of need in the District where schools are heavily impacted by overcrowding, lack of seat space, and transportation out of the community.

2. Ednovate High School No. 2 is a school that will serve a community where schools have historically low academic performance with an Academic Performance Index (API) state rank of 1-2 on a scale of 1 to 10.

3. Ednovate High School No. 2 proposes to implement an innovative school design focused on personalizing students' education that will support the District's goals for improving performance in secondary schools.

4. Ednovate, a non-profit organization, will financially support the facility for Ednovate High School No. 2.
INTRODUCTION

Ednovate High School No. 2 Overview

Ednovate High School No. 2 (EHS No. 2) is an independent, site-based charter school using an innovative educational model to serve high needs students in grades 9-12. EHS No. 2 is the second charter school of its parent nonprofit public benefit corporation, Ednovate, Inc. (Ednovate). Ednovate was established to facilitate the development of USC Hybrid High School, which opened in 2012, as well as future schools modeled after it. EHS No. 2 is committed to serving students in the East Los Angeles neighborhood who are educationally underserved.

Nationwide, just 8% of students growing up in low-income communities graduate from college by age 24 (Mortenson, 2007). The East Los Angeles neighborhood is no exception to this pattern with only 7.1% of adults 25 years of age and over in the 90033 ZIP code holding a four-year college degree. Ednovate High School No. 2 aims to put an end to this pattern by creating a high school model that effects a positive multigenerational change for the families it serves and the surrounding community. At EHS No. 2, students from low-income communities will achieve at the highest levels by being held to high expectations, provided the right supports, and offered a rigorous, highly personalized curriculum. Through a strong data-driven advisory program, students will receive one-on-one academic and behavioral guidance from the same advisor for four years of high school. Real-time data from online digital courses, behavior, attendance, and observational data will inform these sessions. Self-paced online lessons curated by highly qualified teachers will allow students to work at their own pace and develop the skills they will need to succeed in college. EHS No. 2 uniquely combines these programmatic attributes that have been shown to benefit educationally underserved high school students.

Advisories will provide the locus for the monitoring of students’ academic progress as well as their development in other critical areas, such as behavior and attendance. Advisory groups will help students make close connections to other students and at least one supportive adult who knows each student well. Advisory occurs twice daily, and students will frequently meet with their advisor one-on-one to ensure their progress toward annual promotion/graduation requirements.

The core academic curriculum is delivered through a combination of online coursework that students complete on-site with support from their teachers as well as more traditional offline coursework in the regular classroom setting to personalize learning for each student. This blended learning model allows for more efficient use of student and teacher time, creating space for the deep learning that happens with the school’s projects and performance tasks. The school will require students to participate in annual projects highlighting themes aligned with the school’s mission of Positive Multigenerational Change.
Legislative Intent for Charter Schools

This petition will outline how Ednovate High School No. 2 will help accomplish the goals of the California legislature for charter schools:

a) Improve pupil learning.

Distinctive elements of the EHS No. 2 program will benefit all students but have been found particularly important to increased persistence and achievement among urban, high-need students. These elements include: a) a strong school culture; b) a rigorous college preparatory curriculum; c) individualized online learning that enables self-paced and mastery learning and that provides real-time performance data to the student and school staff; d) a strong data-driven advisory program that empowers students to set and achieve academic and personal goals.

b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

With classes from 8:00 a.m.-4:00 p.m., Ednovate High School No. 2 offers a longer school day than most public high schools. This allows for a full course schedule, including mathematics, English language arts, social studies, science, physical education, electives, and daily advisory. Due to EHS No. 2's block schedule and extended seat time, students will complete the equivalent of double the number of years of math, English, and science they would take in a traditional school setting, completing the equivalent of eight years of each subject in their four years at the school. Additionally, research shows that the typical charter school student in Los Angeles gains more learning each year than his/her peers at a traditional school. The academic gains seen for charter school students total the equivalent of about 50 additional days of reading instruction and 79 additional days of math instruction and are even higher for Latino and African-American students. (CREDO, 2014)

c) Encourage the use of different and innovative teaching methods.

Ednovate High School No. 2 puts technology in the center of students, teachers, and curriculum to enhance and extended the effectiveness of its management, motivation, instructional, and curricular practices. Students receive instruction at their level through self-paced, individualized lessons created or curated by highly qualified teachers. During classroom sessions called “studios”, students work at their own pace and develop the skills they will need to be successful in college, while the teacher, still critical to the success of each student, can provide dynamic, real-time support to students as they work.

d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

Given the unique learning environment planned for Ednovate High School No. 2, the school will offer opportunities for teachers to enhance their practice through learning and applying diverse instructional strategies, while learning to integrate technology seamlessly into instruction. Teachers will have the opportunity to innovate in their classrooms, blending traditional lessons with online, self-paced experiences for students. Teachers will be given a large degree of autonomy in their classrooms that is balanced with significant accountability for student achievement.

e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
As described above, Ednovate High School No. 2 will provide parents and students with a rigorous, college preparatory school option featuring a blended learning model that allows for a personalized academic experience that is currently not available to most public school students. Additionally, the school’s mission of Positive Multigenerational Change sets it apart from other schools; at EHS No. 2, students will be driven by a deep sense of purpose that motivates them to persist through high school and college, resulting in college degrees and careers that enable them to make an impact in their families, communities, nation, and world.

f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

This goal is achieved through charter school legislation and reflected in Elements 2 and 3 of this petition. Internally, Ednovate High School No. 2 emphasizes accountability and mastery in all academic courses. This approach, coupled with standardized testing, forms a holistic accountability system for measuring individual student and school-wide progress.

g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

This goal is also embedded in the structure of charter schools, by allowing alternatives like Ednovate High School No. 2 to exist and exemplify effective practices that other public schools may wish to emulate. Ednovate High School No. 2 incorporates several innovative approaches to improving student learning. These approaches include an innovative blended learning model, a longer instructional day, annual projects, and a highly personalized instructional program that prepares students for the rigors of college. Through rigorous program evaluation and a commitment to continuous improvement, Ednovate High School No. 2 will provide a competitive educational experience for public school students.
“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)

Overview

- The contact person for EHS No. 2 is Oliver Sicat.
- The contact address of EHS No. 2 is currently 350 S. Figueroa St. Suite #100, Los Angeles, CA 90071.
- The contact phone number for EHS No. 2 is currently (213) 929-1046.
- The proposed address or target community of Ednovate High School No. 2 is in or near the 90033 zip code in East Los Angeles/Boyle Heights, which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 2 and Educational Service Center East.
- The term of this charter shall be from July 1, 2015 to June 30, 2020.
- The grade configuration of Charter School is 9-12.
- The number of students in the first year will be 135.
- The grade level of the students the first year will be grade 9.
- The scheduled opening date of EHS No. 2 is August 3, 2015.
- The admission requirements include: Residency in California; Maximum age requirements as per California law require that the school not enroll new students over the age of 19 (though students may continue if continuously enrolled and making satisfactory progress).
- The enrollment capacity will be 500. (Enrollment capacity is defined as all students who are enrolled in EHS No. 2 regardless of student residency).
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: year-round, single track, extended day.
- The bell schedule will be from 8:00-4:00 with one day per week dismissing at 1:30 to allow for staff professional development.
- If space is available, traveling students will have the option to attend.

**The Students that EHS No. 2 Proposes to Serve**

Ednovate High School No. 2 (EHS No. 2) proposes to serve students in grades 9-12 who have traditionally been educationally underserved. The school plans to enroll 135 students in grade 9 in year one and plans to add a 9th grade class each subsequent year, reaching full capacity in the 2018-19 school year. At capacity, the school intends to serve approximately 500 students in grades 9-12.

**Table 1: Projected Student Enrollment in Years 1-5**

<table>
<thead>
<tr>
<th>Grade</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
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<tbody>
<tr>
<td>Grade 9</td>
<td>135</td>
<td>135</td>
<td>135</td>
<td>135</td>
<td>135</td>
</tr>
<tr>
<td>Grade 10</td>
<td>130</td>
<td>130</td>
<td>130</td>
<td>130</td>
<td>130</td>
</tr>
<tr>
<td>Grade 11</td>
<td></td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Grade 12</td>
<td></td>
<td></td>
<td>115</td>
<td>115</td>
<td></td>
</tr>
<tr>
<td>Total Students</td>
<td>135</td>
<td>265</td>
<td>385</td>
<td>500</td>
<td>500</td>
</tr>
</tbody>
</table>
Ednovate High School No. 2 will primarily serve students who have traditionally been underserved educationally. This group includes students from low-income families, underrepresented minorities, and English learners.

EHS No. 2 School will aim to serve students living in the East Los Angeles/Boyle Heights neighborhoods where a large percentage of the student population will match one or more of the above criteria.

U.S. Census data indicates that in the 90033 zip code, 91.5% of the population identifies as Hispanic/Latino. Another 4.3% is Asian, and 1.9% is Black or African-American.

Of the total population of people over 5 years old in the area, 89.8% of the population speaks another language besides English, and 49.1% of residents report that they do not speak English "very well." Approximately 48% of the residents of this area are foreign-born. Of those who are foreign-born, 70% are not U.S. citizens.

Families make up 45.6% of households. Over 97% of families in the area report a total household income of less than $75,000 per year, with more than 86% earning less than $50,000 per year. In 2010, 38.9% of families with children under 18 years of age were living below the poverty level. Unemployment is somewhat high at approximately 10%.

Approximately 22.5% of residents over the age of 25 have graduated from high school, and only 7.1% of adults have completed a Bachelor’s degree or higher. More than 53% are dropouts; they are not enrolled in school and have not graduated from high school. K-12 enrollment is estimated at 12,063 children with 4779 of those children in high school. According to LAUSD data, in Local District 2, which includes the East LA area, only 45% of the 9th graders who started high school in 2008 graduated within 4 years.

There are 5 high schools in the 90033 zip code, including two comprehensive high schools, two magnet schools, and one continuation high school. All of these schools serve a predominantly Hispanic/Latino (74%-99%) population; other represented subgroups are White (0-10%), African-American (0-2%) and Asian (10% of students on one magnet campus). Over 85% of the students served are eligible for free or reduced lunch through the National School Lunch Program. Additionally, all of the schools are Title I schools. On the following page, Table 2 provides an overview of the demographic and performance data for these schools and other schools within a 2-mile radius.

A review of the demographic and performance data of high schools in the 90033 zip code indicates that the profile of a typical Ednovate High School No. 2 student will be: Hispanic/Latino, an English Learner, eligible for free or reduced lunch, participating in the Title I program, and has not demonstrated proficiency in English Language Arts or Mathematics on the California Standards Test.
Table 2: Demographic Information for Surrounding Schools

<table>
<thead>
<tr>
<th>School Type</th>
<th>Number of Students 2012-13</th>
<th>% Students Eligible for FRL</th>
<th>% Special Ed Students</th>
<th>% EL Students</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
<th>2012-13 Growth API</th>
<th>2012-13 API Statewide Ranking</th>
<th>2012-13 API Similar School Ranking</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met All Subgroup Growth Target?</th>
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<td>LAUSD Schools</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Garfield High School</td>
<td>2468</td>
<td>100%</td>
<td>10%</td>
<td>18%</td>
<td>98% Latino</td>
<td>1% African American</td>
<td>1% White</td>
<td>714</td>
<td>3</td>
<td>4</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Roosevelt HS Math &amp; Science Magnet</td>
<td>352</td>
<td>92%</td>
<td>4%</td>
<td>38%</td>
<td>97.4% Latino</td>
<td>1.4% African American</td>
<td>1.1% White</td>
<td>803</td>
<td>4</td>
<td>1</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Roosevelt High School</td>
<td>414</td>
<td>87%</td>
<td>13%</td>
<td>20%</td>
<td>98.5% Latino</td>
<td>4% African American</td>
<td>1.1% White</td>
<td>601</td>
<td>1</td>
<td>1</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Bravo Medical Magnet High School</td>
<td>344</td>
<td>60%</td>
<td>8%</td>
<td>40%</td>
<td>98.8% Latino</td>
<td>3% African American</td>
<td>3% White</td>
<td>677</td>
<td>2</td>
<td>2</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Esteban Torres High School (unless indicated, data is averaged across all charter learning communities)</td>
<td>2305 (total)</td>
<td>92%</td>
<td>12%</td>
<td>24%</td>
<td>99% Latino</td>
<td>-4% White</td>
<td>n/a</td>
<td>621</td>
<td>1</td>
<td>1</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Mendez High School</td>
<td>348</td>
<td>79%</td>
<td>10%</td>
<td>9%</td>
<td>94% Latino</td>
<td>2% African American</td>
<td>n/a</td>
<td>690</td>
<td>1</td>
<td>1</td>
<td>Yes</td>
<td>Yes</td>
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<td>Charter Schools</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alliance Marc &amp; Eva Stern</td>
<td>608</td>
<td>88%</td>
<td>9%</td>
<td>10%</td>
<td>97% Latino</td>
<td>1% African American</td>
<td>1% White</td>
<td>775</td>
<td>7</td>
<td>10</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Alliance Media Arts High School</td>
<td>335</td>
<td>90%</td>
<td>0%</td>
<td>16%</td>
<td>100% Latino</td>
<td>1% African American</td>
<td>1% White</td>
<td>694</td>
<td>2</td>
<td>2</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Animo Oscar de la Hoya</td>
<td>601</td>
<td>95%</td>
<td>6%</td>
<td>16%</td>
<td>98% Latino</td>
<td>1% White</td>
<td></td>
<td>738</td>
<td>5</td>
<td>3</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
**Mission**

Ednovate High School No. 2 students will use their college degrees and careers to make a positive multigenerational change.

**Vision**

Ednovate High School No. 2 will close the college graduation gap for first generation and low-income families by giving our students a multigenerational purpose for college and career, significantly advancing academic proficiency through a personalized curriculum and developing specific mindsets that yield success through high school, college and a career in a global economy. The school’s design is shaped by Ednovate’s Theory of Change described below.

**The Challenge**

There is a significant college graduation gap between families who earn more than $100,000 per year and families who earn less than $33,000 per year. Nationally, approximately 73% of students from high-income families in the United States complete a 4-year degree within six years of high school graduation, while only approximately 10% of students in low-income families achieve that milestone. In the East Los Angeles community that EHS No. 2 intends to serve, that number is even lower, with only about 5.4% of students attaining a college degree by age 25. It is the intention of EHS No. 2 to close the college completion gap for the students the school serves.

**Figure 1: College Graduation By the Age of 24**

![Figure 1: College Graduation By the Age of 24](image)

**The Need for Innovation**

Over time, there has been progress in serving students from low-income communities, but it has been slow. Members of the Ednovate team have operated after school programs and some of the nation’s best schools specifically targeting such students and have seen rising college graduation rates in those settings; however, a significant gap still exists between students from low-income communities and their high-income peers. It is clear that there is a need for innovation to truly close the college completion gap. USC Hybrid High School, only in its second year of operation, is already seeing impressive results with its innovative model, and it seems within reach that 73% of its students will graduate from college. Ednovate High School No. 2 aims to continue that track record of success.

Theory of Change

To close the college graduation gap for the students EHS No. 2 intends to serve, the following core beliefs are interwoven throughout the school’s design.

Purpose: We believe that if students are driven by a deep sense of purpose to use their college degrees and their careers, they will be more likely to persist through college graduation. Students will graduate from high school seeing themselves as agents for Positive Multigenerational Change (PMC) in their family, community, nation, and world, and our annual performance tasks are sequenced around those four themes.

Personalization: We believe that we can significantly advance the academic proficiency and depth of learning in our students through a mastery-based personalized college prep curriculum, therefore increasing the number of students who graduate from college. We intend to build upon the impact of the many high-performing charters that are already doing great work by integrating technology to personalize the learning experience, resulting in a more rigorous and engaging program that meets the unique needs of all students. Our blended learning model allows for more efficient use of student and teacher time, creating space for the deep learning that happens with our PMC performance tasks.

Mindsets: We believe in developing the mindsets needed to thrive in and persist through college graduation. Our student experience (face-to-face and online) is designed to intentionally develop the traits of integrity, entrepreneurialism, mastery, and joy. We believe that if our students carry these mindsets through their college experience, they will be more likely to persist through college graduation.

Relationship with the University of Southern California (USC)

Ednovate High School No. 2 will be the second school of Ednovate, the charter management organization established by the USC Rossier School of Education. USC Hybrid High School, the CMO’s first site, has benefited greatly from the support provided by Rossier, including in-kind support with fundraising, real estate, and cash flow. Many of USC’s staff members have become very invested in USC HHS’s success and have lent their expertise and time to supporting the school, most notably Dean Karen Symms Gallagher of the Rossier School of Education and Board Chair of Ednovate, and USC has the right to elect up to 49% of Ednovate’s Board of Directors. Like USC HHS before it, EHS No. 2 will benefit greatly from its affiliation with this world-class research institution.

Additionally, part of Ednovate’s mission of making a positive multigenerational change is a desire to positively impact the field of teaching, particularly in the area of blended learning. As Ednovate teachers learn more about what works well in blended learning, USC researchers will conduct studies on the campuses and publish their findings, allowing the learning taking place in these small pockets of Los Angeles to have a larger impact locally and nationally.

What It Means to Be An Educated Person in The 21st Century
In the vast majority of U.S. schools, instructional content and pedagogy have changed remarkably little relative to the ever-changing 21st century world. To be successful in their rapidly changing environment, students must add to the basics of fundamental academic skills the need to:

- Evaluate and use information rather than simply memorizing facts. They must develop critical thinking, collaborative work habits, and problem solving and technology skills. This is essential in a world where information is currently estimated to double every 3-5 years, and where the traditional manufacturing sector is being replaced by a growing service sector and higher-skilled industries. The U.S. Labor Department states that a large percentage of the jobs available to our future graduates have not yet been invented. Flexibility and the ability to adapt will be essential in the outlook of students stepping into their future. At Ednovate High School No. 2, this type of deep critical thinking and problem solving will be the norm, with technology allowing for more efficient use of student and teacher time and creating space for the high-level thinking and collaboration that takes place through projects and performance tasks.

- Develop a strong comfort working with existing technology, including computers, tablets, phones, software, and the Internet, and have the skills to adapt to new technology as it becomes available. The use of technology is a key feature of the school’s instructional design and is embedded across all content areas. The school will feature a 1:1 student: laptop ratio, and students will use technology to access the majority of their coursework. Technology allows for the type of flexible, highly personalized instruction that takes place every day at Ednovate High School No. 2, allowing students to work at their own pace to demonstrate mastery on the Common Core standards. In this type of setting, technology use becomes second nature to students.

- Learn and work autonomously in order to independently advance themselves by continuing their education and developing new skills on a lifelong basis. Ednovate High School students will develop the skills to learn and work independently as a result of the school’s self-paced instructional model as well as its Advisory structure in which students learn to self-reflect, set goals, and seek out resources as needed.

- Develop not just the academic skills but also the specific mindsets needed to be successful college students, employees, and adults. To be successful in their rapidly changing environment, students must be entrepreneurial and perseverant, must act with integrity, and must have a sense of joy.

- Learn and practice better exercise and eating habits and build a deeper understanding about personal and public health issues and how they affect their lives. This is vital in light of the fact that for the first time ever in this country, average life expectancy is declining. Ednovate High School No. 2 students will meet rigorous annual promotion requirements that include a yearly health and fitness goal to ensure that students learn not only academic skills but also the exercise and eating habits necessary for a healthy life.

- Appreciate and participate in the arts, discovering the joy and personal power in artistic expression. Such practice is recognized to help develop and sustain curiosity, wonder, and creativity—all essential to developing the mental agility and willingness to adapt in the face of rapidly changing situations. Understanding the arts also leads to increased knowledge about the world and its people, enabling them to appreciate the richness and vibrancy of other countries and cultures. To this end, all Ednovate High School No. 2 students will complete coursework in the Visual and Performing Arts, including participating in periodic performances.

**How Learning Best Occurs**

*What the Research Says and the Programmatic Implications that Follow*

Simply put, learning best occurs in programs that are highly personalized and accessible, particularly for high-need students. This theory builds upon a short list of significant research findings about educationally underserved students and learning that drive specific features of the EHS No. 2 model as illustrated in the following table.
## Table 3: Summary Research Findings and Consequent Program Features

<table>
<thead>
<tr>
<th>Research Findings</th>
<th>EHS No. 2 Program Features</th>
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</thead>
</table>
| High-need students respond better in school cultures where there are consistent and high expectations for appropriate behavior, academic achievement, and life goals. (Brookover & Lezotte, 1979; Butler, 1997; Cotton, 2003) | • Challenging annual promotion and graduation requirements for all students:  
  - Meet or exceed the California A-G course requirements by passing all courses  
  - Demonstrate growth on the ACT exam  
  - Pass the CAHSEE exam  
  - Pass the Physical Fitness Exam  
  - Complete community service requirements  
  - Maintain strong attendance and behavior records  
  - Extended school day that allows for more robust course load  
  - Clear rules and consequences through merit/ demerit system                      |
| Personalized, mastery-based instruction allows all students to perform at high levels (Bloom, 1984) | Innovative personalized learning model that allows for students to receive the majority of their instruction in an online, self-paced format facilitated by their teachers. Students who need more time or additional support can take the time that they need or access additional explanations and practice online, while students who achieve mastery faster can advance through content as quickly as they are able to. |
| Increased time on the right instructional task increases academic achievement for at-risk students. (Alexander, Entwisle, & Olson, 2001; Bloom & Haskins, 2010; Fisher et al., 1980) | A strong commitment to increasing optimal learning moments for every student by prioritizing the right learning environment, eradicating anything that gets in the way of student learning such as inefficient schoolwide procedures, and ensuring “bell to bell” instruction in every classroom every day |
| High-need students persist and achieve better in schools where they see themselves as “connected,” i.e., where they identify with and are proud of their affiliation with the school, feel trusted and respected, have positive social interactions with adults and peers, and feel cared for. (Karcher, Davis & Powell, 2002) | • Students assigned to consistent advisors over 4 years  
  • Culture-building activities, including advisory groups, group projects, sports, and celebrations of achievement and learning. |

The combined features of the Ednovate High School No. 2 model place the effort squarely in the realm of what has come to be called a blended learning model, popularized first by a 2009 report that showed small but positive achievement gains in programs where online learning was combined with some form of onsite, face-to-face activity as compared to purely online programs and even to traditional direct-
instruction classrooms (Means, et al, 2009). However, the educational innovation at EHS No. 2 goes far beyond blending online and offline instruction. Ednovate High School No. 2 aims to redesign the American High School experience by creating a student-centered learning environment in which students develop the skills and mindsets to learn at their own pace and are given the autonomy to do so.

**Goals for Enabling Students as Self-Motivated, Competent and Lifelong Learners**

The goals and objectives of EHS No. 2 are the following:

- **GOAL:** To prepare students for successful college or career experiences
  - **Objective:** Develop core academic competencies, enriched by real world application
  - **Objective:** Develop critical thinking and problem solving skills
  - **Objective:** Develop students’ ability to work and learn autonomously with success
  - **Objective:** Develop students’ non-cognitive skills needed to thrive and persist in college and beyond

- **GOAL:** To provide a personalized, self-paced learning experience for every student
  - **Objective:** Meet students’ individual learning needs through strong differentiation and online, self-paced instruction and monitoring of learning with real-time data and feedback
  - **Objective:** Provide an appropriate level of challenge needed to engage student interest and maximize learning
  - **Objective:** Make instructional and programmatic decisions grounded in real-time student achievement data
  - **Objective:** Ensure that students feel connected to other students and to supportive adults and, where needed, provide counseling and other non-academic supports

- **GOAL:** To increase the number of optimal learning moments in the school year
  - **Objective:** Provide challenging core content
  - **Objective:** Create a warm and strict discipline system with clear expectations for student behavior
  - **Objective:** Leverage technology and innovation to increase the percentage of time that students are actively thinking and working in each class period.

Consistent with the California Charter Schools Act, these combined goals enable all students to become self-motivated, competent, and lifelong learners. Strong academic preparation aimed at career and college readiness gives students a foundation to continue learning over a lifetime. In addition to the academic skills that students develop through EHS No. 2’s program, students also develop the skills to manage their time, plan ahead, monitor their own progress, persist through challenges, and seek additional resources when necessary, all skills that will aid them in becoming self-motivated, competent, lifelong learners.

**A Typical School Day**

A visitor to Ednovate High School No. 2 would see the school’s vision and values in practice throughout the day. The building, a warm and welcoming environment decorated with inspirational quotations and colorful college pennants, opens at 7:00 a.m. for students who choose to arrive early. Students are greeted by a staff member who checks to make sure that they are set up for a successful day by being in full uniform, including their EHS No. 2 polo shirt. Students catch up on homework, socialize with friends, and enjoy a nutritious breakfast before the day begins.

At 8:00 a.m., the Principal joins the students in the Cafeteria to greet them, make any important announcements for the day, and kick off the morning with a positive message. When the bell rings and students are dismissed, they walk with urgency to their advisor’s classroom for Morning Advisory. This ten-minute session is just enough time for Advisors to take attendance, collect forms like field trip
permission slips, and again provide a positive motivating message for students to carry with them throughout the day.

After Advisory, students transition to their regular academic classes. Teachers begin every period by taking attendance in Illuminate. The front office team verifies that information and follows up on any absences by calling students’ parents. Throughout the building, there is an emphasis on rigorous, standards-based instruction. Common Core content standards are clearly the focus in every classroom. Visitors will see the day’s Big Idea, Objectives, Do Now, agenda, and homework assignments indicated on the whiteboard. All lessons, online and offline, are standards-based and objective-driven, and students spend almost every minute of each 75-minute class period working and thinking hard. Before they leave, the teacher checks for understanding in a measurable way so s/he has useful real-time data going into the next day’s lessons.

On a typical day, students have their four core subject area classes as well as one A-G elective course. A sample student schedule is below.

<table>
<thead>
<tr>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory</td>
</tr>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Lunch</td>
</tr>
<tr>
<td>Social Studies</td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>Advisory</td>
</tr>
</tbody>
</table>

In their core classes, students experience a variety of learning formats with each student getting the right instruction for their needs at the right time. On a typical day, students will work independently in some of their classes on studio lessons, teacher-created lessons that students complete online at their own pace. On a studio lesson day, students walk into class, open their Google Chromebooks, and are usually working on the day’s lesson within the first minute of the period. In some classes, students may log in to an online curriculum such as Apex Learning or online lesson from Khan Academy to pick up where they left off the day before. In other classes, students access the day’s lesson from their teacher’s website, where the assignment is posted online. Students can follow links to relevant articles, YouTube videos, digital science labs, or online assessments that will be necessary to complete the assignment. To facilitate this type of learning, students are each equipped with a Google email address and access to Google Apps for Education so they can easily share assignments with their teachers and with their classmates for group projects. Teachers are equipped with software that enables them to monitor each student’s computer screen so they can easily intervene if they notice a student needs additional support or a reminder to stay on task. Students are mentally engaged from bell to bell, and teachers are free to circulate through the classroom providing individualized support and interventions as needed.

In other classes, students are partnered or grouped dynamically to work on projects, performance tasks, literature circles, and other types of online and offline tasks. While many types of activities take place on a typical day, visitors would see that in every classroom, students are engaged and working at a rigorous level to master Common Core content standards. Each student’s learning is highly personalized, tied to a deeper purpose, and intended to instill specific mindsets to allow for success in college and in life.

In the middle of the day, students are offered a nutritious lunch. EHS No. 2 takes part in the National School Lunch Program and is committed to providing healthy, fresh breakfasts and lunches to students every day. In the cafeteria, students model appropriate lunch room behavior by staying seated, speaking with indoor voices, and keeping the cafeteria clean.
After lunch, students attend their afternoon academic courses. The school day ends with Afternoon Advisory, a session of at least thirty minutes that is a hallmark of EHS No. 2’s college preparatory program. In Advisory, the Advisor meets with a group of 20-30 students of the same gender who will make up the same advisory for their whole four-year tenure at EHS No. 2. The Advisor’s goal is to ensure that all students are on track for promotion every year and for graduation at the end of their senior year. S/he uses the On-Track Scorecard described in Element 2/3 to drive conversations with his/her advisees on their progress toward each of the promotion and graduation requirements. On most days, students use their Advisory period as a study hall while the Advisor meets one-on-one with individual students on a rotating basis to look at their individual data on the scorecard and set goals accordingly. If many students are struggling in the same area, the Advisor may create a whole-group lesson plan addressing that area (for example, recurring behavior issues or challenges with homework completion). Advisory helps to ensure that no student falls through the cracks and that 100% of EHS No. 2 students are accepted to a four-year college by the time they graduate.

When the bell rings at 4:00 p.m., students are dismissed from Advisory. Some students leave at that time; many choose to stay for after school activities like tutoring, sports, and clubs.

**Instructional Program and Curriculum**

**College and Career Preparation**

EHS No. 2 is committed to preparing 100% of students for acceptance into a four-year college or university. To that end, the school offers a high-quality, college preparatory curriculum for all students that prepares them with the academic skills and habits they’ll need to be successful in college and in life.

- **Meeting A-G Requirements:** To ensure that all students can be accepted to a four-year university, every course offered at EHS No. 2 is aligned to California’s A-G requirements. By the time students graduate, they will have fulfilled all of the A-G requirements for the state of California and will be eligible to apply to any public university in the state.

- **Providing Challenging Core Content:** One clear, repeated finding from research is that high-need students are better served by schools where teachers, students, and parents embrace a shared mission of aggressive academic expectations for all students and support that mission with a strong common core curriculum (Bryk, Holland, & Lee, 1993; Howley & Harmon, 2000; Newmann & Wehlage, 1995). Yet, research consistently reports that there is remarkable variability in the classes students experience in their schooling (Cogan, Schmidt, & Wiley, 2001), particularly in inner-city schools. EHS No. 2 addresses this issue by providing challenging online and offline coursework aligned with the Common Core standards as a core curriculum for all students. Classes are designed to be rigorous to prepare students for the classes they will take at the university level.

- **Rigorous Promotion and Graduation Requirements:** EHS No. 2 students are expected to meet rigorous promotion requirements every year to be promoted to the next grade level or to graduate at the end of their senior year. Annually, students must pass all of their courses, demonstrate growth on the ACT exam, pass the CAHSEE exam (sophomores and above), complete ten hours of community service, pass the Physical Fitness Test, and meet attendance and behavior expectations. Students who need additional support in one or more promotion requirements will be expected to participate in summer school.

- **Data-Driven Advisory:** Through a strong data-driven Advisory program, students receive one-on-one academic, attendance, behavioral, and fitness support from the same advisor for four years of high school. Advisory ensures that no student falls through the cracks and that 100% of students have an on-site adult serving as a counselor and mentor to ensure that they make progress toward each of the promotion and graduation requirements listed above.
• **Developing College Ready Habits and Study Skills:** By thoughtfully and strategically scaffolding the level of autonomy students have from the beginning of their tenure at EHS No. 2 to the end, the school helps students develop the habits and skills they will need to be successful college students. Through the self-paced learning aspect of the instructional program, students learn to manage their time, plan ahead, monitor their own progress, persist through challenges, and seek additional resources when necessary, all skills that will aid them in their path through college.

• **Annual Projects:** EHS No. 2 students will be required to complete annual projects designed to extend and authenticate their core academic activities. Projects will have oral and written components and will correspond with annual themes of “know yourself,” “know your community,” “know your nation” and “know your world.” The annual themes are rooted in EHS No. 2’s mission to create a positive multigenerational change. Through thematic annual projects, the school aims to give students a deep sense of purpose and inspire them to make a beneficial contribution to their communities. Projects are embedded in students’ course requirements.

• **Social Learning:** EHS No. 2 students have frequent opportunities to learn with and from one another formally and informally through groupwork and partnerwork, class discussions, community service, and projects. With scaffolded independence over time, students learn to work productively with their peers without requiring facilitation on the part of the teacher. In the long-term, the physical space will be conducive to this type of learning as students will be able to flow into and out of various types of learning spaces depending on the type of task at hand.

• **Well-Rounded Education:** In addition to the core academic subjects, the arts (both visual and performing) and physical education will be required courses for all students (two years of each at a minimum). By the time they graduate, students will have developed an understanding of and appreciation for the arts as well as healthy nutrition and fitness habits.

**Personalized Learning**

EHS No. 2 puts technology at the center of teachers, students, and curriculum to provide every student a truly personalized education through the use of the following methods:

• **Online, Self-Paced Learning:** Much of students’ core instruction is delivered through “studio” lessons. Students work independently on self-guided lessons created and curated by their teachers. They can work as quickly or as slowly as they need to as long as they meet daily objectives. Students who are able to move quickly through lessons can do so and then either move on to the next lesson or complete enrichment activities; students who work more slowly are able to get the support they need, reviewing content from earlier in the lesson or pressing “pause” on a video to practice another problem. Teachers serve as facilitators and coaches, providing support to all students throughout the lesson or implementing interventions as needed.

• **Real Time Data:** Students, teachers, and parents have access to real-time academic data through the use of EHS No. 2’s SIS, Illuminate, and through the On-Track Scorecard populated with academic, attendance, and behavior data. Both systems allow teachers to easily view and analyze student achievement data across the whole school, within a single grade level or advisory, or even for an individual student. With that information, teachers can make data-driven curricular decisions and differentiate based on the needs of individual students.

• **Robust Differentiation:** EHS No. 2 teachers know that a one-size-fits-all education is no longer enough to prepare students for the rigors of college. Online or offline, lessons are differentiated to challenge students performing at all levels and to meet the needs of students who learn best in different ways so all students can demonstrate mastery on the Common Core standards.

**Increasing the Optimal Learning Moment**
At EHS No. 2, creating an environment where every learning moment is sacred is the highest priority. The following strategies are used to increase the number of optimal learning moments for students.

- **Culture First**: Ednovate High School No. 2 is a Culture First school. Every teacher in every classroom is committed to establishing the right culture for learning. The school utilizes a warm and strict discipline system and clear routines and procedures to ensure that nothing stands in the way of student learning.

- **Demand/Supply Side Model of Learning**: The school is organized around answering a critical question: “How do we increase the time our students are highly successful doing rigorous work?” EHS No. 2 teachers leverage online and offline pedagogical and motivational strategies to increase students’ demand for knowledge as well as the quality of instruction and supply of information, allowing students to experience increased learning opportunities throughout each school day. This model has produced top test scores in high-performing charter schools in other parts of the country year after year within a traditional school model. On top of this core, the school puts technology in the center of students, teachers and curriculum to enhance and extend the effectiveness of the teachers’ management, motivation, instructional and curriculum practices.

- **Extending Instructional Time**: Studies have found that extended time can make a difference, particularly when the time is focused on the right task and particularly in programs for at-risk learners (Alexander, Entwisle, & Olson, 2001; Bloom & Haskins, 2010; Fisher et al., 1980). EHS No. 2 operates with a longer school day than most traditional schools, with a standard school day of 8:00 a.m. to 4:00 p.m.

### A Culture of Innovation

Ednovate High School No. 2 is committed to constant improvement, a quality that is critical in today’s rapidly changing educational landscape, particularly in the blended learning world. EHS No. 2 students will be taught to have a mastery mindset, persisting through challenges with perseverance and grit, and the school’s staff will model that mindset through the instructional program. By design, the school evolves rapidly to constantly improve on its ability to meet the needs of students. EHS No. 2 teachers will have the flexibility to innovate in their classrooms and the autonomy (balanced with high accountability) to select curricular tools, instructional strategies, and use of technology as they see fit. On an ongoing basis, they will use real-time student achievement data to evaluate the efficacy of their instructional decisions. Tools and strategies that positively impact student performance will continue to be put to use (and often spread more widely throughout the school), and what does not show positive results can be quickly abandoned. This model of data-driven iteration in classrooms and at the school level allows EHS No. 2 to hold true to its basic tenets (positive multigenerational change, personalized learning, and mindsets) and intended outcomes (the academic targets listed in Element 2/3) while allowing for flexibility, creativity, and innovation to constantly increase student achievement.

### Redesigning the Learning Environment

The unique design of the Ednovate High School No. 2 learning environment is shaped by its innovative use of physical space that enables the school to better serve its students by increasing personalization. Unlike traditional schools with classrooms that open into silent halls, the ideal EHS No. 2 environment will feel like a blend between a college campus and a professional office setting. The space, including learning areas/rooms, the cafeteria/multi-purpose space, and offices, will be intentionally designed to reflect the school's purpose and values.4

Given the school’s focus on personalization, students will have access to different learning spaces for different types of learning. At its most basic level, this could look like arranging different desk

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4 It is likely that the school will be housed in temporary facilities in its first years and will have to modify this ideal due to building constraints. Even in temporary facilities, however, EHS No. 2 will work within the limits of temporary space to create a physical environment that aligns with the school’s instructional model and values.
configurations in a classroom to allow for independent work or groupwork or purchasing furniture that can be easily moved to allow for different configurations. Long-term, once the school has identified a permanent facility, this could include having large open spaces for learning with smaller conference rooms or meeting spaces for times when students work in small groups with a teacher or with each other.

At a minimum, Ednovate High School No. 2 will require five classrooms per grade level, ample office space, a private counseling office, space for Special Education pull-out services, access to a cafeteria/whole-school meeting space, and access to athletic fields and facilities for its physical education program.

**Instructional Methodologies and Evidence of Effectiveness**

Ednovate High School No. 2 will utilize a number of instructional approaches to reach its academic goals for its students.

**Hybrid or Blended Learning**

Research shows that when average students have 1:1 instruction, such as in a tutoring experience, they perform at the same levels as the top 2% of students in a conventional group setting. (Bloom, 1984) At Ednovate High School No. 2, our hybrid/blended model aims to leverage technology to simulate the tutoring experience using the resources available to public schools. Our hybrid/blended model is defined by the following characteristics:

- Includes a blend of digital and offline curriculum aligned to the Common Core standards, balancing online, self-paced "studio" lessons with offline projects and groupwork
- Occurs for students at the school only in the confines of the physical school under the supervision of local, highly qualified certificated staff
- Allows students to work at their own pace and receive frequent feedback on their performance.

In any of its many forms, hybrid/blended Learning is a rapidly growing option for students in U.S. K-12 schools, despite debate over its effectiveness (Picciano & Seaman, 2007; Tucker, 2007; Watson & Gemin, 2008). In some instances, it has been shown more effective than face-to-face traditional instruction (Means, et al, 2009).

**Project-Based Learning**

Project-based learning stems from research that demonstrates that students learn most effectively by working on and solving real-world challenges. (Barron & Darling-Hammond, 2008; Thomas, 2000) Students work in partners or groups to apply what they’re learning to real-life applications with the teacher serving more as a coach or facilitator. Projects usually culminate in a presentation. Ednovate High School No. 2’s annual projects are aligned to the school’s mission of Positive Multigenerational Change and allow students to explore their own passions and interests, resulting in not only positive academic outcomes but also high student engagement.

**Intervention**

A focus on continuous improvement is extremely important for schools where many students come to school with academic skills that are below grade level. Reeves (2003) notes that frequent monitoring of student progress, coupled with providing students with multiple opportunities to improve performance are essential elements in effective schools that serve at-risk populations. Ednovate High School No. 2 will implement a Response To Intervention (RTI) approach to support student learning and mastery of grade level standards. RTI is characterized by four key components: (a) evidence-based instruction, (b) student assessment with an instructional focus, (c) universal screening of academics and behavior, and (d) continuous progress monitoring of students (Smith & Okolo, 2010). Students who are struggling to
achieve mastery will receive targeted assistance from instructional and support staff and will be provided with multiple opportunities to improve their performance and master content.

**Interim Assessments**

Using quarterly Interim Assessments that are designed from ACT college readiness standards and Common Core standards, teachers are able to strategically identify areas for re-teaching and/or intervention and to familiarize students with the content and format of such standardized assessments as the ACT and CAASPP. The results from these assessments will integrate with the school's online student information and assessment system, Illuminate, so that all relevant data about each student can be found in one place and reports can be easily generated. These tests allow the school to monitor student progress in the skills measured by the ACT to assess where learning is breaking down and what areas need to be targeted and retaught if necessary.

**Ednovate Instructional Matrix**

In EHS No. 2’s personalized learning model, instruction is highly dynamic to meet the needs of all students, and teachers must have a variety of tools and strategies in their instructional toolboxes. In addition to the techniques listed above, Ednovate High School No. 2 teachers will also be trained to use classic research-based strategies, including those named in the Instructional Matrix below, to best meet the needs of each student, and they will also be challenged to identify areas where technology can enhance these instructional moves.
**Figure 2: Ednovate Instructional Matrix**

### **Culture**

- **Symptoms**: Frequent distractions, misbehavior, and off-task behavior.
- **Causes**: Lack of meaningful learning experiences, teacher disengagement, or student disengagement.

- **Discipline Culture First (Invisible)**: We are a culture-first school. We prioritize creating the right learning environment and addressing anything that gets in the way of the optimal learning moment.

- **Clear, Fair, and Consistent Discipline (Visible)**: 1. We speak the same language. 2. We use a multi-level system to hold students accountable for major and minor offenses. 3. We address serious issues at the beginning of each quarter.

- **Clear**: We explain why students should care about school. 1. **Fair**: We check for biases before making a consequence.

- **Conscience**: We take the time to constructively explore expected behaviors. 1. **Predictable**: We don’t get surprise unless the situation is nuclear.

### **Instruction**

- **Symptoms**: Students lack the quality of work that our schools are asking for. Are the teachers doing their jobs?

- **Teacher as Coach (Classroom Coach)**: When we consider teachers as coaches, students do most of the learning in a classroom. This provides students with more nuanced teaching concepts. 1. **Coaching**: Randy coaches students. 2. **Engage**: Students are engaged and learning.

- **Deep Planning / Small-Group Coaching**: 1. Breaks it down clearly. 2. Reinforces and provides feedback. 3. Learns from it.

### **In-SETA**

- **Model your thinking and problem-solving skills**: For our scholars, we use well-crafted explanatory devices to name the skills to your thinking.

### **Motivation**

- **Symptoms**: Lack of class participation. Low homework return.

- **Our Attitude**: I CARE

- **Reward Effort**: Introduce and acknowledge the characteristics of the growth mindset with marks, grades, prizes, and compliments, frequency.

- **Reward Effort**: What our scholars achieve is what our Scholars will achieve. (Mindful)

### **Growth Mindset**

- **Fixed Mindset**: People are either born smart or they are not. Awards challenge is easy. Students avoid the task as a sign of weak ability.

- **Learn from failure**: Ignores mental feedback. Finds success and recognition in the success of others.

### **Curriculum**

- **Symptoms**: Low growth or mastery. Improvement of other areas is occurring at high rates.

### **EPS (Explore, Plan, Act) System**

- We will measure our growth in student learning through the ACT assessment system. Become an expert in the College Readiness Standards and the EPS exam.
Delineation of Core Subjects and Project Requirements

EHS No. 2 graduation requirements will fulfill the A-G standards of the University of California/California State University System and develop proficiency in the California Subject Matter Standards. Table 4 illustrates EHS No. 2’s graduation requirements.

Table 4: EHS No. 2 Graduation Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Required Credits</th>
<th>Approved Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>40</td>
<td>English I, English II, English III, English IV, Creative Writing, Participatory Media, AP English Language and Composition, AP English Literature and Composition</td>
</tr>
<tr>
<td>Science</td>
<td>40</td>
<td>Earth Science, Biology, Chemistry, Physics, AP Biology, AP Chemistry, AP Physics, Human Anatomy and Physiology</td>
</tr>
<tr>
<td>World Languages</td>
<td>20</td>
<td>Spanish I, Spanish II, Spanish III, French I, French II</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>20</td>
<td>Art Appreciation, Music Appreciation</td>
</tr>
<tr>
<td>Physical Education</td>
<td>20</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Advisory</td>
<td>40</td>
<td>Advisory</td>
</tr>
<tr>
<td>Electives</td>
<td>150</td>
<td>Additional Electives: English Language Arts, Science, Mathematics, and Social Studies</td>
</tr>
</tbody>
</table>

Total Credits Required for Graduation: 400

In addition to accumulating the required number of credits to graduate, students must meet their annual promotion requirements as described in Element 2. Students who earn a “D” or “F” in any class will be required to make up the credits during evening or summer credit recovery courses. Credit recovery may be offered on site or students may need to go elsewhere to complete credit recovery.

Scope and Sequence

Table 5: EHS No. 2 School Course Sequence by Grade Level

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11 or AP English Language and Composition*, AP English Literature and Composition*</td>
<td>English 12, AP English Language and Composition*, AP English Literature and Composition*</td>
</tr>
<tr>
<td>Subject Area</td>
<td>9th Grade</td>
<td>10th Grade</td>
<td>11th Grade</td>
<td>12th Grade</td>
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</tr>
<tr>
<td>Mathematics</td>
<td>Algebra I or Algebra II</td>
<td>Algebra I, Algebra II, or Pre-Calculus</td>
<td>Algebra II, Pre-Calculus, Geometry, or Trigonometry</td>
<td>Pre-Calculus, Geometry, or Trigonometry</td>
</tr>
<tr>
<td>Science</td>
<td>Earth Science or Biology</td>
<td>Biology or Chemistry</td>
<td>Chemistry or Physics</td>
<td>Anatomy &amp; Physiology, AP Biology* or Environmental Science</td>
</tr>
<tr>
<td>Required A-G Electives</td>
<td>World Language or Visual and Performing Arts Elective, Physical Education</td>
<td>World Language or Visual and Performing Arts Elective, Physical Education</td>
<td>World Language or Visual and Performing Arts Elective, Physical Education</td>
<td>World Language or Visual and Performing Arts Elective, Physical Education</td>
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<tr>
<td>Advisory</td>
<td>Advisory</td>
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<td>Advisory</td>
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*depending on student need

**Academic Calendar and Sample Schedules**

**Academic Calendar**

Ednovate High School No. 2 shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.

Each spring, EHS No. 2 will set its calendar for the following year. The school uses a year-round calendar with nine weeks of instruction followed by two-week breaks at the end of each quarter. Research has shown that for students who have traditionally been underserved, more frequent breaks provide an opportunity for remediation and tutoring (Ballinger, 1995), as well as a time for staff members to rest, reflect on the previous quarter, and plan for the upcoming quarter.

All students in grades 9-12 will receive instruction for a minimum of 70,500 minutes per year:

- 134 Regular School Days from 8:00-4:00 totaling 415 instructional minutes/day
- 35 Early Dismissal/Professional Development Days from 8:00-1:30 totaling 295 instructional minutes/day
Sample Weekly Schedules

EHS No. 2 utilizes a block schedule with 75-minute periods. Students attend four core subject courses each day as well as an elective such as physical education or vocal ensemble. Also built into the schedule are two Advisory periods. Morning Advisory is a brief check-in that includes attendance, announcements, and uniform checks. Afternoon Advisory is longer and includes study hall and one-on-one counseling with individual students to ensure they are on track for promotion to the next grade level. Certain courses may alternate on students’ schedules, and in those cases, students would have them either on “A” days or “B” days (such as physical education on “A” days and art on “B” days).
## Sample Bell Schedules

<table>
<thead>
<tr>
<th>9th and 10th Grades</th>
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</thead>
<tbody>
<tr>
<td><strong>Monday – Thursday Schedule</strong></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Period</td>
</tr>
<tr>
<td>8:00-8:05</td>
<td>Passing Period</td>
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<tr>
<td>8:05-8:15</td>
<td>Advisory (10 min)</td>
</tr>
<tr>
<td>8:20-9:35</td>
<td>A1 or B1 (75 min)</td>
</tr>
<tr>
<td>9:40-10:55</td>
<td>A2 or B2 (75 min)</td>
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<tr>
<td>11:00-12:15</td>
<td>A3 or B3 (75 min)</td>
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<tr>
<td>12:20-12:45</td>
<td>Lunch (25 min)</td>
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<tr>
<td>12:50-2:05</td>
<td>A4 or B4 (75 min)</td>
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<tr>
<td>2:10-3:25</td>
<td>A5 or B5 (75 min)</td>
</tr>
<tr>
<td>3:30-4:00</td>
<td>Advisory (30 min)</td>
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<table>
<thead>
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<th>11th and 12th Grades</th>
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<td><strong>Monday – Thursday Schedule</strong></td>
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</tr>
<tr>
<td>Time</td>
<td>Period</td>
</tr>
<tr>
<td>8:00-8:05</td>
<td>Passing Period</td>
</tr>
<tr>
<td>8:05-8:15</td>
<td>Advisory (10 min)</td>
</tr>
<tr>
<td>8:20-9:35</td>
<td>A1 or B1 (75 min)</td>
</tr>
<tr>
<td>9:40-10:55</td>
<td>A2 or B2 (75 min)</td>
</tr>
<tr>
<td>11:00-11:25</td>
<td>Lunch (25 min)</td>
</tr>
<tr>
<td>11:30-12:45</td>
<td>A3 or B3 (75 min)</td>
</tr>
<tr>
<td>12:50 - 2:05</td>
<td>A4 or B4 (75 min)</td>
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<tr>
<td>2:10-3:25</td>
<td>A5 or B5 (75 min)</td>
</tr>
<tr>
<td>3:30-4:00</td>
<td>Advisory (30 min)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Friday Schedule</th>
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</thead>
<tbody>
<tr>
<td>8:00 – 8:05</td>
<td>Passing Period</td>
</tr>
<tr>
<td>8:05 – 8:15</td>
<td>Advisory (10 min)</td>
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<tr>
<td>8:15 – 12:25</td>
<td>Self-Paced Work Time (250 min)</td>
</tr>
<tr>
<td>12:30 – 1:30</td>
<td>Advisory (60 min)</td>
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</tbody>
</table>

### Teacher Recruitment and Selection

EHS No. 2 recognizes that high student achievement depends on having excellent instructors in every classroom. Highly qualified teachers, as required by No Child Left Behind, will teach all core academic courses. English/Language Arts, history/social science, mathematics, and science will be considered “core, college prep” subjects for purposes of NCLB Highly Qualified requirements.

The school will use multiple strategies to attract and keep highly qualified teachers with instructional knowledge likely to support student achievement and collaborative learning for all students. Teacher job descriptions will list specific teacher characteristics that best support student achievement of all students at EHS No. 2. EHS No. 2 will announce positions on the school’s website, www.uschybridhigh.org, and will tap into an extensive network of teachers through USC’s MAT program and other partnerships to publicize its hiring needs. The school will also announce openings on online job boards such as Edjoin and education publications as well as participate in job fairs.
EHS No. 2 will use a hiring process that reveals the alignment of candidates’ educational philosophy and skills with EHS No. 2’s instructional approach. An online application screening will be the first step to ensure that candidates meet basic qualifications and to reveal the candidate’s alignment with EHS No. 2’s mission and vision. Ideal candidates will value an emphasis on the whole student, including career and college planning, personal growth and social-emotional skill development. They will have interest and experience in forming supportive relationships with students and problem solving individually to ensure each student’s success. They will know academic content well and be effective at making concepts comprehensible to students. Teacher candidates for elective positions will demonstrate effectiveness in their specialty area. Candidates will participate in an interview and, as feasible, demonstrate teaching skill through a demo lesson or video lesson. Administrators, teachers, parents, and students may participate in the hiring process; the Principal is ultimately responsible for hiring teachers and staff members.

It is a goal of EHS No. 2 to foster a positive work environment for teachers that will allow excellent teachers to stay in the classroom year after year. The school will attract and retain high-performing teachers by offering a competitive compensation package and by creating an attractive and highly innovative work environment. At EHS No. 2, teachers will be given the opportunity to innovate in their classrooms as the school develops and refines its blended technology model year after year. With a 1:1 student to computer ratio and ample technology provided to staff, teachers will be able to leverage technology to make their career more sustainable. For example, teachers may opt to use self-grading quizzes through Google Docs or automatic data analytics generated through the online student data and assessment system every time student tests are uploaded. EHS No. 2’s unique advisory program will also appeal to teachers who thrive on forming close, supportive relationships with students and problem solving to help each student succeed.

In addition to having excellent instructors in every classroom, EHS No. 2 is also committed to hiring talented administrators and classified staff. Positions will be advertised similarly to teaching positions, and qualified applicants will go through a rigorous selection process including application screen, phone interview, and in-person interview(s) to identify candidates who are the most qualified for each position.

Teacher Professional Development

EHS No. 2’s calendar and budget reflect the high priority placed on teacher professional development to support quality program implementation and ongoing improvement of instruction. EHS No. 2’s instructional model involves sophisticated, innovative educational practices that take time to develop fully.

Every summer, teaching staff will return to work in the middle of July for several weeks of intensive teambuilding and professional development. Professional development begins with a strategic focus on building a functional team. Teambuilding is followed by professional development for all teachers in a variety of areas, including EHS No. 2’s instructional model, the use of data in decision-making, school culture-building, the use of technology in the classroom, how to ensure staff is serving all learners’ needs, and students’ social-emotional well-being. During summer professional development, operational topics such as the staff handbook, school data systems, school policies, and school operations are covered as well.

Throughout the school year, students will be dismissed at 1:30pm on Fridays to allow for ongoing staff professional development. Topics for these sessions vary depending on the needs of the teachers and are always grounded in data, whether it is academic, discipline, attendance, or other data. There will also be time allotted for grade level teams and/or department teams to meet to share best practices, tackle challenges together, and analyze data across the grade level or department.

In addition to Friday afternoons, the academic calendar includes periodic pupil-free days (in 2015-16, there are thirteen) to allow for longer, more in-depth professional development for teachers and staff.
Professional Development activities will be led by administrators, grade level chairs, veteran teachers and/or outside consultants.

Individual teacher performance support will begin with regular informal classroom visits by the Principal or other administrators and include bi-annual formal observations with follow-up meetings and evaluations that provide opportunities for staff to reflect critically on their own practice. Teachers will also observe each other, collaborating both at grade level and across grade levels. Cross grade level curriculum development will help build continuity of academic content, school-wide behavioral standards, academic vocabulary and performance expectations. Teachers will share lesson plans, instructional materials, booklists, Internet resources, and behavior charts for individual reinforcement of positive behavior goals.

**Meeting The Needs of Diverse Learners**

**English Learners**

Ednovate High School No. 2 will utilize its own EL Master Plan to meet the needs of its English Learners.

Ednovate High School No. 2 is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Ednovate High School No. 2 shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that EHS No. 2 will either adopt and implement LAUSD’s English Learner Master Plan or implement EHS No. 2’s own English Learner Master Plan. If EHS No. 2 chooses to implement its own EL plan, the instructional plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Ednovate High School No. 2 shall provide to the CSD an annual report of its EL program assessment. Upon request, Ednovate High School No. 2 shall provide a copy of its current EL Master Plan to the CSD.

Ednovate High School No. 2 shall administer the CELDT annually in accordance with federal and state requirements.

Ednovate High School No. 2 shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

**Identification, Assessment and Progress Monitoring.**

EHS No. 2 will meet all federal and state requirements for serving English Learners, including initial and annual identification and assessment of primary and secondary language fluency in listening, speaking, reading, and writing.

Services to English Learners begin with identification. When students enroll at Ednovate High School No. 2, every effort will be made to obtain their cumulative record in order to identify their English Learner
status. In the absence of a cumulative record EHS No. 2 will use the home language survey to determine whether English is a student’s home language. All students for whom EHS No. 2 has not obtained a cumulative record or whose English Learner status is unknown and whose home language is other than English (as indicated on their home language survey) will be given the California English Language Development Test (CELDT) during the testing window (currently July 1 to October 31) to determine their English language proficiency level. When appropriate, these students will also be assessed in their primary language to determine academic skill levels. EHS No. 2 will use annual CELDT and ACT data, teacher observations, and optional parent input to identify English Learners (EL), determine their English Language Development (ELD) levels, and reclassify EL students as English proficient when appropriate. EHS No. 2 will also monitor the progress of students reclassified as Redesignated as Fluent English Proficient (RFEP) to ensure that they maintain English proficiency, will retest any students who appear not to maintain proficiency, and may reclassify these students as ELs once again if indicated by the school’s criteria. EL student classification will use the California English Language Development Standards levels:

**ELD 1: Beginning:** The student will respond in English using gestures, simple words and phrases to demonstrate understanding while working with familiar situations and texts.

**ELD 2: Early Intermediate:** The student will respond in English using expanded vocabulary in phrases and simple sentences to demonstrate understanding of story details and basic situations with increasing independence.

**ELD 3: Intermediate:** The student will respond in English using expanded vocabulary and descriptive words for social and academic purposes with increased complexity and independence but with some inconsistencies.

**ELD 4: Early Advanced:** The student will respond in English using complex vocabulary with greater accuracy; the student will also demonstrate detailed understanding of social and academic language and concepts with increased independence.

**ELD 5: Advanced:** The student is required to respond in English using extended vocabulary in social and academic discourse to negotiate meaning and apply knowledge across the content areas.

EHS No. 2 will use a systematic, ongoing process to monitor ELs’ progress toward English proficiency. Teachers will use formal and informal assessment data to monitor student progress and to modify instruction to meet students’ needs. Teachers will regularly examine student progress toward ELD standards and tailor instruction to ensure that students make gains according to the English learner levels.

**English Language Development**
The English language literacy intensive component of the program will support ELs through:

- A teaching staff qualified in second language pedagogy and with experience teaching second language learners
- An ongoing program of staff development to prepare teachers to provide life skills and project work using Guided Language Acquisition Design (GLAD) and Specially Designed Academic Instruction in English (SDAIE) strategies to promote English acquisition in a context of high-level meaning

EHS No. 2 may offer the core content courses in a sheltered English environment for students who are not proficient in English as needed. Sheltered content classes are subject matter content courses designed especially for ESL students. The curriculum content for the sheltered English classes is the same as in the English only courses.

**Socio-economically Disadvantaged Students**
EHS No. 2 expects that most of its students will qualify as socio-economically disadvantaged, which means that they are more likely to be exposed to a range of risk factors associated with low academic
achievement. To ensure that all students graduate from EHS No. 2 prepared for success in college and in life, the school’s mission, vision, and instructional program are designed to provide and ensure equal access for all students, particularly those students who are considered socioeconomically disadvantaged.

EHS No. 2 will support students to meet high academic and social expectations by committing a variety of resources to make it possible for every student to meet their full academic and social potential. The school’s leadership is committed to working diligently to place a full range of social services within reach of families who need them. To that end, the school will provide counseling services to students who need them. When applicable, the school may refer families to outside counseling services as well. Over time, as other needs are identified, EHS No. 2 will bring in community support services for families or refer families out to them as needed.

The school will also use culturally relevant instruction. Research shows that this tends to be important for the success of African American and Latino students. Culturally relevant instruction includes but goes beyond things like using real world role models, cultural connections to what is being studied, acknowledgement, and respect for dialect alongside instruction in Standard English, and awareness to avoid stereotypes and bias in curriculum content and materials. It also includes a long list of instructional approaches that align closely with EHS No. 2’s approach, such as the following:

- More time to increase the number of optimal learning moments per day and throughout the school year, including an extended school day and summer school for students who need it
- College-going culture
- Technology
- Higher order questioning
- Immediate feedback
- Journals to engage students in reflection about their learning
- Pre-teaching of information
- Explicit disclosure of what the lesson is about
- A lot of praise
- Multiple ways to learn
- Tutoring and homework support
- Field trips and college visits
- Inclusion of parents

EHS No. 2 will also support socioeconomically disadvantaged students by creating a safe, supportive school culture. The school’s emphasis on a warm and strict school culture, close relationships and school norms will achieve an environment in which people treat each other well and make the school an emotionally restorative environment. In hiring, EHS No. 2 will seek candidates who demonstrate a genuine passion for working with high school students, yet who also have the management skills to minimize challenging, distracting behavior that can distract from other students’ focus and feelings of security.

**Gifted and Talented Students**

Given the rigorous nature of the academic program at Ednovate High School No. 2 and the personalized, self-paced learning that takes place in all classrooms, all students will be challenged to reach their intellectual potential through the regular instructional program. Differentiation is an inherent part of the academic program, and students who have been identified as gifted or who are achieving at high levels will receive differentiated, personalized instruction at their level. Ednovate High School No. 2
will therefore not offer a formal separate Gifted and Talented Program. Students who are achieving above grade level will be challenged to reach their potential in the following ways:

- Access to a rigorous, high quality, college preparatory curriculum
- Online, self-paced coursework that allows them to advance through material as quickly as they are able to, creating the opportunity for them to access higher-level content
- Project-based learning
- Honors classes
- Extracurricular activities that allow them to explore new hobbies and interests and develop their leadership skills

**Students Achieving Below Grade Level**

EHS No. 2 ensures that academically low achieving students succeed by offering differentiated instruction, through responsive problem solving as issues occur, and by continuously monitoring student progress and intervening as needed. The academic components of these approaches are implemented through a Response to Intervention (RTI) framework. Response to Intervention (RTI) identifies three tiers of instruction and intervention provided to students who struggle with academic work:

- **Tier 1** — consists of high-quality core instruction founded on research-based best practices and delivered to all students.
- **Tier 2** — involves instructing students in “pull-out intervention.” This typically consists of a group of students who receive focused instruction in study skills, problem solving, and other areas needing improvement.
- **Tier 3** — is a more concentrated form of pull-out intervention in which specialized teachers work with students, either one-on-one or in small groups, to develop basic skills.

EHS No. 2’s overall instructional design addresses barriers commonly faced by academically low achieving students with:

- **Individualized Pacing:** Students have more time to achieve mastery and are able to work at their own pace.
- **Project-Based Learning:** Students who struggle to demonstrate mastery through traditional paper tests have the chance to excel as they demonstrate mastery on standards-aligned projects in a variety of ways and utilizing a number of different learning modalities.
- **Development of Learner Autonomy:** EHS No. 2 will work explicitly to develop students’ autonomy so that they learn to take responsibility for managing their time, productivity, and quality of work and learn to self-monitor to recognize when they need to seek help. Though staff will support students as they develop these skills, ultimately the development of student autonomy will enable students as self-directed learners who seek help when they need it.
- **Advisory:** The school’s Advisory model ensures that all students have a close relationship with at least one adult on campus who ensures their progress toward promotion requirements each year. With this structure in place, students are supported in frequent data-driven self-reflection and goal-setting and are empowered to identify resources, such as additional help from teachers, when they need it to ensure that they continue to progress.

Ednovate High School No. 2 utilizes quarterly benchmark assessments to measure student progress. After every assessment, teachers analyze the results together in data conferences and plan how to effectively teach students of all levels in the next quarter. They intentionally plan differentiated lessons using such strategies as variations in grouping and modifications to the curriculum. Throughout the quarter, student progress will be monitored on an ongoing basis by the assigned teacher of each course and by each student’s Advisor. When students do not keep up with expected pace or performance for a course, the grade level team led by the student’s Advisor will assist with problem solving and plan for
needed supports for students. If the strategies in place are deemed unsuccessful after initial interventions, struggling students will be referred to the Student Success Team. This team, comprised of the referring teacher, an administrator, the parent, and the student, will discuss and document concerns and develop and implement an action plan that targets the specific needs of the student. A follow-up meeting will then be scheduled to assess whether documented interventions proposed by the team have been successful. This cycle will repeat, using the Response to Intervention framework, until students are achieving. Referral for assessment to determine eligibility for special education services may occur after reasonable and consistent accommodations and modifications have been implemented and determined to be unsuccessful.

**Students With Disabilities**

**Service Model for Students With Disabilities**

To the maximum extent appropriate, Ednovate High School No. 2 students with disabilities will be fully included in the instructional and educational programs with children who are not disabled. Each student may require a different combination of services and settings, and when appropriate, a student's curriculum can be modified. The goal is to build programs around a student's needs. Support within the general education program will include:

- **Accommodations**: Changes in course content, teaching strategies, test presentation, location, timing, scheduling, student responses, or environmental structuring that do not substantially change the standard or expectation for student performance.
- **Modifications**: Changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, student responses, or environmental structuring that do substantially change the standards or level of expectation for student performance.
- **Co-planning**: A process by which a general and special education teacher share planning, modifications, and evaluation of instruction and behavioral support.
- **Co-teaching**: A general and special education teacher share instruction, planning, behavioral support, and grading for all students.
- **DIS Support (integrated)**: The provision of itinerant support services within the general education class (LAS, DHH, VI, etc.).
- **Inclusion**: The provision of special education support within the general education classroom for students with moderate to severe disabilities who are included and educated in the general education classroom 100% of the school day.

Support outside of the general education program will include:

- **DIS pullout**: The provision of itinerant support services outside of the general education classroom.
- **Special Education pullout**: The provision of special education services connected to content curriculum, outside of the general education classroom for short periods of time.

**Accreditation**

Accreditation is critical to Ednovate High School No. 2 as it impacts students’ access to colleges and universities and career opportunities. EHS No. 2 will seek accreditation by the Western Association of Schools and Colleges (WASC). In accordance with WASC’s Initial Visit Procedures Manual, EHS No. 2 will submit a *Request for WASC Affiliation* to WASC and complete the *Initial Visit School Description* document in its second year of operation. Following the submission of required documentation, EHS No. 2 will work with WASC to schedule a site visit in the fall of the school’s third year of operation to establish initial accreditation. EHS No. 2 will apply for full accreditation during its fourth year of operation.

**Transferability of Ednovate High School No. 2 Courses**
Per AB1994, all A-G courses will be transferable to colleges/universities or other public schools and parent notification regarding transferability for all courses offered will be included in enrollment materials, student recruitment materials, and on published course offerings.

Students With Disabilities

Federal Law Compliance

Ednovate High School No. 2 shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

All LAUSD-authorized charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Ednovate High School No. 2 will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Ednovate High School No. 2 regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education 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 the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically 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 Individualized Education Programs (“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 MCD, student level data requests from District-operated and Charter-operated schools 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:

- **End of Year Suspension.**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **STAR – Preliminary and Final. (Including Charter Schools)**
  
  The usual file including District ID.

- **Norm day – 2013**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS – 2013 (Including Charter Schools)**

- **All Students enrolled December 1, 2013.**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **Dropout 2012-13 (Including Charter Schools)**
  
  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- **Monthly SESAC and Suspension data from non-SIS schools (Including Charter Schools)**

- **Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD**

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS) which is now referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data.

**Local Control and Accountability Plan**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School submit a Local Control and Accountability Plan (LCAP) to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code §§ 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education. Charter School shall submit its annual update to the Charter Schools Division on or before July 1 of each applicable year, beginning in 2015. Charter School shall
comply with all requirements of Education Code § 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” § 47606.5(e).
“The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with 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.” Cal. Ed. Code § 47605(b)(5)(B).

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Cal. Ed. Code § 47605(b)(5)(C).

Ednovate High School No. 2 shall meet all statewide content and performance standards and targets. Cal. Ed. Code §§47605(c)(1), 60605.

Ednovate High School No. 2 comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Ednovate High School No. 2 has clearly defined schoolwide outcome goals in compliance with California Education code sections 47605(b)(5)(B) and 52060(d).

Ednovate High School No. 2 will pursue the following school-wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the assessments described below, as well as applicable state priorities detailed in California Education Code § 52060(d) that apply for the grade levels served, or the nature of the program operated, by the charter school. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria:

(i) The subgroup consists of at least 50 pupils each of whom has a valid test score.
(ii) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.” Cal. Education Code § 47607(a)(3)(B).

The following chart delineates Ednovate High School No. 2’s school-wide and subgroup outcome goals and performance targets aligned to the state’s priorities that apply for the grade levels served, or the nature of the program operated, by the charter school, methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with the state’s priorities defined in Cal. Ed. Code Section 52060(d). As the State and District finalize new standardized assessment tools and new school performance measures (e.g., API), and finalize the format for the new Local Control Accountability Plans as applicable to charter schools, Ednovate High School No. 2 will work with the District to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be
deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined on section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition (e.g., Element 1: Educational Program; Element 4: Governance and parental involvement; etc.) See the following chart for specific actions, their corresponding assessments and the school personnel responsible for their implementation.

**LCFF Achievement Goal #1: Basic Services**

*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))*

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions to Achieve Annual Goals (Position Responsible)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All EHS No. 2 teachers will be appropriately assigned and fully credentialed as required by law</td>
<td>-Annual review every Fall of HR criteria, systems, and procedures for teacher hiring (Principal)</td>
</tr>
<tr>
<td></td>
<td>-Annual review every August of master schedule/teacher assignments to ensure compliance (Principal)</td>
</tr>
<tr>
<td>For each year of the charter, all students will have access to all instructional materials necessary to participate fully in the programs and services described in the charter</td>
<td>-Annual inventory of instructional materials and corresponding purchase of materials as necessary (Principal)</td>
</tr>
<tr>
<td></td>
<td>-Annual budget review and planning to ensure funds are available for instructional materials (Principal)</td>
</tr>
<tr>
<td>The school’s facilities will be in Optimal Learning Conditions on 95% of school days</td>
<td>-Ongoing maintenance and repair log (Operations Manager)</td>
</tr>
<tr>
<td></td>
<td>-Daily tracking and quarterly analysis of facilities metrics (Operations Manager)</td>
</tr>
</tbody>
</table>

**LCFF Achievement Goal #2: Implementation of Common Core State Standards**

*The charter school will meet or exceed the same accountability standards as district schools regarding the implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency*

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions to Achieve Annual Goals (Position Responsible)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers will participate in annual and ongoing professional development as needed on the implementation of the Common Core State Standards (CCSS)</td>
<td>-Identify strengths and areas of opportunity of instructional team in the area of CCSS and develop PD that meets their needs (Principal)</td>
</tr>
<tr>
<td>EL students will gain academic content knowledge and English proficiency through the implementation of the CCSS as measured by quarterly interim assessments</td>
<td>-Lead quarterly data analysis with each content area teacher including subgroup analysis (Principal)</td>
</tr>
<tr>
<td></td>
<td>-Lead weekly data analysis with staff including subgroup analysis (Principal)</td>
</tr>
</tbody>
</table>

**LCFF Achievement Goal #3: Parental Involvement**

*The charter school will meet or exceed the same accountability standards as district schools for*
**parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions to Achieve Annual Goals (Position Responsible)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will average 90% parent participation at quarterly Report Card</td>
<td>-Frequent mass and personal communications to parents in the month leading up to each Report Card Pick-Up (Operations Manager)</td>
</tr>
<tr>
<td>Pick-Ups</td>
<td>-Ongoing parent communication throughout the year to ensure relationships with parents are built in advance (Advisors)</td>
</tr>
<tr>
<td>All parents will receive frequent school communications and remain aware of</td>
<td>-Frequent mass communication in a variety of formats-- paper newsletters, email newsletters, text messages, phone calls, etc.-- to meet the needs of all parents (Operations Manager)</td>
</tr>
<tr>
<td>their child’s progress</td>
<td>-Weekly emails informing parents of students’ academic and behavioral progress (Operations Manager)</td>
</tr>
<tr>
<td></td>
<td>-Real-time access to students’ academic progress and attendance for parents via Illuminate Parent Portal (Principal)</td>
</tr>
<tr>
<td>The school will maintain parent representation on the Parent Advisory Council (PAC)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Frequent communication to parents regarding upcoming meetings and decisions made at previous meetings (Principal)</td>
</tr>
<tr>
<td></td>
<td>-Scheduling meetings at convenient times for parents (Principal)</td>
</tr>
</tbody>
</table>

**LCFF Achievement Goal #4: Student Achievement**

The charter school will meet or exceed the same accountability standards as district schools for pupil achievement, as measured by all of the following, as applicable:

A. **CA Measurement of Academic Progress and Performance on statewide assessment (as available)**
B. **The Academic Performance Index (API) (as available)**
C. **Percentage of pupils who are college and career ready**
D. **Percentage of ELs who make progress toward English language proficiency as measure by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)**
E. **EL reclassification rate**
F. **Percentage of pupils who have passed an AP exam with a score of 3 or higher**
G. **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**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions to Achieve Annual Goals (Position Responsible)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students, including all significant subgroups, will meet or exceed targets</td>
<td>-Provide rigorous college preparatory curriculum aligned to CCSS (Principal)</td>
</tr>
<tr>
<td>for growth once set by the State on the CAASPP statewide assessment in the</td>
<td>-Closely monitor internal assessment data and adjust instruction as needed for all subgroups (Principal)</td>
</tr>
<tr>
<td>areas of English Language Arts/ Literacy and Mathematics including the CAHSEE</td>
<td></td>
</tr>
<tr>
<td>EHS No. 2 will meet or exceed the annual API schoolwide and subgroup Growth</td>
<td>-Provide rigorous college preparatory curriculum aligned to CCSS (Principal)</td>
</tr>
<tr>
<td>Targets, or equivalent, as mandated by the CA State Board of Education</td>
<td>-Closely monitor internal assessment data and adjust instruction as needed for all subgroups (Principal)</td>
</tr>
<tr>
<td></td>
<td>-Provide blended learning model and Advisory structure that develop students’ non-cognitive skills needed for success in college (Principal)</td>
</tr>
<tr>
<td>100% of students will complete an A-G course of study</td>
<td>-Ensure excellent instruction in every classroom that</td>
</tr>
<tr>
<td>The percentage of EL students who advance at</td>
<td></td>
</tr>
</tbody>
</table>
least one performance level on the CELDT each year will exceed the percentage at comparable neighborhood schools.

EL students will be reclassified at a rate higher than comparable neighborhood schools

Students who take AP tests will achieve scores of 3 or higher at a rate higher than students who take similar subject AP tests at comparable neighborhood schools

Eleventh grade students will pass EAP exams at a rate higher than eleventh grade students at comparable neighborhood schools

<table>
<thead>
<tr>
<th>LCFF Achievement Goal #5: Student Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The charter school will meet or exceed the same accountability standards as district schools regarding pupil engagement, as measured by all of the following, as applicable:</td>
</tr>
<tr>
<td>A. School attendance rates</td>
</tr>
<tr>
<td>B. Chronic absenteeism rates</td>
</tr>
<tr>
<td>C. Middle school dropout rates (EC §52052.1(a)(3))</td>
</tr>
<tr>
<td>D. High school dropout rates</td>
</tr>
<tr>
<td>E. High School graduation rates</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions to Achieve Annual Goals (Position Responsible)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will exceed the district's average attendance rate</td>
<td>-Provide a safe and positive learning environment for all students (Principal)</td>
</tr>
<tr>
<td>No more than 5% of students will be considered chronically absent</td>
<td>-Maintain frequent communication with parents about student attendance, including calling families of absent students on a daily basis (Principal)</td>
</tr>
<tr>
<td>The school's dropout rate will be lower than that of comparable neighborhood schools</td>
<td>-Maintain and implement a truancy process for habitually absent students that focuses on solutions (Principal)</td>
</tr>
<tr>
<td>For each year of the charter that the school has a senior class, the graduation rate will exceed that of comparable neighborhood schools</td>
<td>-Provide a rigorous, college preparatory curriculum that fulfills A-G requirements (Principal)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LCFF Achievement Goal #6: School Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>The charter school will meet the same accountability standards as district schools regarding school climate, as measured by all of the following, as applicable:</td>
</tr>
<tr>
<td>A. Pupil suspension rates</td>
</tr>
<tr>
<td>B. Pupil expulsion rates</td>
</tr>
<tr>
<td>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions to Achieve Annual Goals (Position Responsible)</th>
</tr>
</thead>
<tbody>
<tr>
<td>For each year of the charter, the school will</td>
<td>-Rigorous tracking of discipline data using the Illuminate</td>
</tr>
</tbody>
</table>
### LCFF Achievement Goal #7: Course Access

The charter school will meet the same standards district schools are held to regarding 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, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

#### Annual Goals

<table>
<thead>
<tr>
<th>Goal</th>
<th>Specific Annual Actions to Achieve Annual Goals (Position Responsible)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in EHS No. 2's academic and educational program as outlined in the charter</td>
<td>- Create course schedules for all students that allow them access to all A-G course offerings over the course of their four years of high school (Principal)</td>
</tr>
</tbody>
</table>

### LCFF Achievement Goal #8: Student Performance

All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards (see [http://www.cde.ca.gov/be/st/ss/](http://www.cde.ca.gov/be/st/ss/) and [www.corestandards.org](http://www.corestandards.org)) and aligned with the state’s priorities detailed in California Education Code Section 51220 (grades 7-8). Individual performance goals will be established for each student at the beginning of each year based on his/her baseline benchmark assessments, past academic performance, special needs/IEP, and other available data as measured by all of the following, as applicable:

- A. Internal Assessment
- B. Growth
- C. Social Responsibility

#### Annual Goals

<table>
<thead>
<tr>
<th>Goal</th>
<th>Specific Annual Actions to Achieve Annual Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>


Ednovate High School No. 2

<table>
<thead>
<tr>
<th>(Position Responsible)</th>
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</thead>
<tbody>
<tr>
<td>80% of students will exceed expected gains from the ACT pre-test to the ACT post-test every year</td>
</tr>
<tr>
<td>- Provide rigorous college preparatory curriculum aligned to CCSS (Principal)</td>
</tr>
<tr>
<td>- Closely monitor internal assessment data and adjust instruction as needed for all subgroups (Principals)</td>
</tr>
</tbody>
</table>

**Accountability for Results**

The Principal will have the primary responsibility and accountability to the school community for implementing the guiding principles, curriculum, and instruction and ensuring that each and every student gets what he/she needs to achieve individual and school performance goals.

The Principal of Ednovate High School No. 2 will be accountable for demonstrating progress toward and meeting Adequate Yearly Progress goals as required by *No Child Left Behind*. The Board of Directors of Ednovate, Inc. is responsible for monitoring academic progress and documenting and publishing results to the parents, school community, and the community of Los Angeles.

The Board of Directors of Ednovate, Inc. will monitor, document, analyze, and publish implementation results and student outcome results. Ongoing evaluation will serve to document exemplary teaching practices, provide longitudinal data for continuous improvement, and inform parents and the community on the degree to which Ednovate High School No. 2 is achieving its stated goals for individual students and the school.

**EHS No. 2 Outcomes**

Table 7 summarizes student outcomes and measurement instruments by subject area. The school reserves the right to adopt supplemental benchmarks appropriate to the needs of its student body. The frequency of objective means to measure student outcomes will vary according to such factors as grade level, subject matter, the outcome of previous measurements, and information that may be collected from anecdotal sources.

**Table 7: Student Outcomes and Measurement Instruments by Subject Area**

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Outcomes</th>
<th>Measurement Instruments</th>
</tr>
</thead>
</table>
| English-Language Arts                     | Students read, write and speak effectively for a variety of purposes, are familiar with a broad range of literature, and possess grade-level skills in literary analysis.                                      | - Standardized tests (CAASPP, ACT and CAHSEE)  
- Diagnostic assessments (such as Action Learning Systems and Illuminate Key Blueprint Assessments)  
- Performance tasks  
- Standards-aligned, school-designed benchmark assessments  
- Teacher observation                                                                                       |
| English Language Acquisition              | Students demonstrate improved understanding and use of the English language in reading, writing, speaking and listening skills appropriate to academic and social settings at their grade level.                      | - Standardized tests (CAASPP, CAHSEE, CELDT and ACT)  
- Standards-aligned, school-designed benchmark assessments  
- Teacher observation  
- Optional parent input                                                                                     |
| Mathematics                               | - Students master computational and procedural skills, develop conceptual understanding, and engage in problem solving within all math domains (number)                                                | - Standardized tests (CAASPP, ACT and CAHSEE)  
- Diagnostic assessment (such as Action Learning Systems and Illuminate Key Blueprint)                         |
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| Mathematical Sciences   | - Students develop math reasoning skills in order to apply concepts flexibly, accurately, and appropriately  
- Students develop grade level skills in measurement and geometry  
- Students develop grade level skills in statistics, data analysis, and probability  
- Students develop grade level skills in algebra and functions, and measurement and geometry  
- Students develop grade level skills in sense, algebra and functions, statistics, data analysis and probability, and measurement and geometry | - Performance tasks  
- Standards-aligned, school-designed benchmark assessments  
- Teacher observation                                                                 |                                                                                                                                                           |
| History-Social Science  | - Students develop grade level Common Core literacy skills that allow students to read and analyze non-fiction texts  
- Students develop grade level skills in chronological and spatial thinking; research, evidence and point of view; and historical interpretation  
- Students possess core knowledge about U.S. and world history and geography, civics, and economics as well as understand the past and its relationship to the present | - Diagnostic assessments (such as Action Learning Systems and Illuminate Key Blueprint Assessments)  
- Standardized tests (ACT)  
- Performance tasks  
- Standards-aligned, school-designed benchmark assessments |                                                                                                                                                           |
| Science                  | - Students develop and ask meaningful questions and conduct careful investigations to test a hypothesis  
- Students select and use appropriate tools, make quantitative observations, record data, make inferences based on data, draw conclusions from scientific evidence, indicate whether further information is needed and write a report of an investigation  
- Students possess core knowledge in the physical, life, and earth sciences | - Diagnostic assessments (such as Action Learning Systems and Illuminate Key Blueprint Assessments)  
- Standardized tests (ACT)  
- Labs  
- Standards-aligned, school-designed benchmark assessments  
- Performance tasks |                                                                                                                                                           |
| Annual Projects          | - Students gain a deep sense of purpose and are inspired to make a positive multigenerational change  
- Students create and present rigorous cross-curricular projects using multiple modalities (including oral presentation and written skills) | - Performance tasks                                                                                                                                  |                                                                                                                                                           |
| Foreign Language         | Students read, write, speak and comprehend a foreign language to a basic level | - Performance tasks  
- Standards-aligned, school-designed benchmark assessments                                                                                     |                                                                                                                                                           |
| Visual and Performing Arts | Students are familiar with and appreciate various visual and | - Performance tasks  
- Standards-aligned, school-designed benchmark assessments                                                                                     |                                                                                                                                                           |
performing art mediums | designed benchmark assessments

| Physical/Health Education | Students understand the importance of maintaining healthy lifestyles and demonstrate physical fitness skills | - California Physical Fitness Test
- Written health test |

| College Readiness and Placement | - EAP exam
- AP tests |

Methods for Assessing Attainment of Student Outcomes

Ednovate High School No. 2 will utilize state and district accountability measures, assessments mandated by No Child Left Behind, and school-level assessment indicators to ensure that major outcomes are met and to inform instruction. State assessments that provide student-level data include the California English Language Development Test (CELDT) and the California High School Exit Exam (CAHSEE). Nationally normed assessments providing student-level data include the ACT exam. Ednovate High School No. 2 will follow data collection procedures given by each corresponding agency and present data in a format that can be disaggregated at a student level.

Baseline Assessments

Ednovate High School No. 2 will use teacher-designed tests derived from state content standards as well as released standardized test questions to assess literacy and mathematics skills for each student at the beginning of every academic year. Baseline measurements of language arts, mathematics, and English Language Development (ELD) will be taken at the beginning of the school year to determine the current level of academic achievement of all students. These entry level assessments will aid teachers in planning intervention opportunities for students who are performing below grade level as well as enrichment activities for students who are performing above grade level.

Formative Assessments

During the school year, teachers will conduct formative assessments of student progress using a variety of measures. These assessments will help teachers regularly adjust instruction according to students’ progress and ensure that instruction is differentiated to meet each individual student’s needs. For example, teachers will use tests they design themselves aligned with the ACT and Common Core State Standards as well as performance tasks and projects aligned with coursework to measure students’ proficiency with course content and grade-level standards. These tools provide teachers with a snapshot of each student’s mastery of standards at regular intervals, and the results will be used to refine instruction to meet students’ needs.

Summative Assessments

Summative assessments include the ACT exam, the CAHSEE, teacher-created final exams, and/or standards-aligned benchmark assessments in required core courses. Instructional staff will compare beginning and end of the year assessments to show student growth over time with respect to the student outcomes. Additionally, culminating performance assessments may be used as benchmarks and summative assessments to determine proficiency levels according to pre-established criteria.

School-Level Assessments

Ednovate High School No. 2 will use a variety of assessment tools to measure student progress. Students will be assessed in each of the academic skill areas by a range of methods, including, but not limited to, standardized tests and assessments, diagnostic assessments, teacher-designed quizzes and tests, performance assessments, teacher observation, skills inventories, and homework and class work. Assessment in all standards-based core content areas (ELA, math, social studies, science) will include
some combination of diagnostic assessments, standards-aligned benchmark assessments, and state standardized tests, to be implemented consistently. Assessment practices will include:

- **Diagnostic Assessments:** To provide an additional metric of student achievement, Ednovate High School No. 2 will use a diagnostic assessment to establish a baseline for student performance and to document progress in reading, writing, and mathematics. Diagnostic assessments will be administered to new students at Orientation each summer before the start of each school year. Ednovate High School No. 2 will use school-designed placement tests aligned to math and ELA standards and the CAHSEE. These assessments will be used to identify students needing intervention to ensure that all reasonable steps are taken to promote each student's grade level academic performance. Student progress will be monitored regularly. When student progress is not at the desired level, the Student Success Team will be used to prescribe and monitor the effectiveness of interventions or other courses of action and to continue to monitor student progress in Response to Intervention until success is achieved.

- **Interim Assessments:** Interim Assessments are standards-based and aligned to grade-level, content-specific courses. They are intended to identify areas for re-teaching and/or intervention and to familiarize students with the content and format of such standardized assessments as the ACT. In this area, Ednovate High School No. 2 will use multiple assessments depending on the subject. These include Action Learning Systems (ALS), which provides pre-created assessments aligned with the ACT and Common Core standards, and Illuminate’s Key Blueprint assessments, as well as teacher-created assessments. EHS No. 2 will administer interim assessments four times per year. The results from these assessments will integrate with the school’s online student information and assessment system, Illuminate, so that all relevant data about each student can be found in one place and reports can be easily generated. These tests allow the school to monitor student progress in all subject areas to assess where learning is breaking down and what areas need to be targeted and retaught if necessary.

- **Annual Projects:** Ednovate High School No. 2's instructional design incorporates annual projects as a foundational component. Through annual projects, students will explore a different theme each year: “know yourself,” “know your community,” “know your nation” and “know your world.” Projects are intended to give EHS No. 2 students a deep sense of purpose and inspire them to make a beneficial contribution to their communities, aligning with the school’s mission of Positive Multigenerational Change.

- **Teacher Observation:** Teacher observation is a valuable tool because it does not take time away from instruction, it is highly personalized, and it taps teachers’ knowledge of how curriculum and students interact. Teacher observation can be informal judgments of student progress. Teachers and Advisors will keep anecdotal records of student progress and observed strengths and needs so they can plan interventions accordingly to best meet the needs of each student.

### State Testing Requirements

Ednovate High School No. 2 shall adhere to all state testing requirements, including provisions of AB 484/2012 and any revisions of Education Code that are applicable to charter schools. As established in the previous section, EHS No. 2 will utilize diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations. They will be administered according to the assessment cycle below.

**Table 8: Schedule of Assessments**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
<th>Assessment Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>State-required assessments</td>
<td>CAASPP, CAHSEE, CELDT</td>
<td>Annually as required</td>
</tr>
</tbody>
</table>
Diagnostic assessments | Subject-area diagnostics | Annually
---|---|---
Internal assessments | Mock ACT pre/post-tests, Common Core-aligned interim assessments, final exams, quizzes and exit tickets | Biannually, quarterly, Ad-hoc
Project-based assessments | Cross-curricular projects | Annually
College readiness and entrance assessments | ACT, EAP | Annually for appropriate grades
Other assessments | AP tests, CA Physical Fitness Test | Annually as needed

**Grading System**

Ednovate High School No. 2 will use a standard grading scale for all students. See Table 9 below for the full scale. Honors classes are awarded a ½ point bonus and Advanced Placement classes are awarded a 1-point bonus when calculating weighted grade point averages. Pass / Fail classes are issued “P” or “F” and earn credit; however, they do not factor into grade point averages. Students must have an 80% to earn credit and pass a pass/fail class.

![Grading Scale Table](image)

Within this familiar grade structure, Ednovate High School No. 2 will use a mastery-based grading system in which students earn grades based on their demonstrated mastery of essential skills rather than on completion of tasks. In a mastery-based grading structure, students are not graded on their ability to master a standard at a certain time; rather, they can work at their own pace and demonstrate mastery when they are ready. This grading structure is aligned with Ednovate High School No. 2’s mission and values in that a) it gives students and parents specific, actionable feedback about what skills students have learned or still need to learn, b) it shifts the focus to student growth over time; and c) it aligns with the school’s personalized learning model in which students learn at their own pace. This grading system ensures that students develop mastery of the Common Core standards and essential skills for college.

Students will receive progress reports every two weeks of the semester; however, parents are strongly encouraged to attend Report Card Pick-Up to receive the 10th, 20th, 30th, and 40th weeks’ progress reports (report cards).
Promotion Requirements

While graduation from Ednovate High School No. 2 is based on credits, EHS No. 2 students must also meet rigorous annual academic, health, community service, attendance, and discipline requirements to be promoted to the next grade level. The school provides a large number of supports and interventions to students at risk of not being promoted or not graduating (as described in Element 1). With those types of supports in place, the vast majority of students will meet the school’s high expectations and complete all promotion requirements by the end of summer school each year. For students who need more time to meet any of the requirements below, EHS No. 2 may require retention in the grade level. There will be frequent, ongoing communication between the school, students, and families so all stakeholders are aware of students’ progress toward promotion. Only students who have completed all graduation requirements are eligible to receive a diploma and participate in graduation ceremonies. Students with disabilities, including 504 plans, will receive accommodations and modifications in regards to annual promotion requirements as required by law and as determined appropriate by school administration and the students’ parents/guardians.

Using Data to Inform the Instructional Program

The use of data is fundamental to the culture of Ednovate High School No. 2 in all areas, but especially in informing the instructional program. EHS No. 2 utilizes a scorecard system to monitor all students’ progress toward each of the aforementioned promotion/graduation requirements (course credits, ACT score, CAHSEE pass rate, community service, discipline, physical fitness, and attendance) as well as other areas such as student retention and school operations. The scorecard provides a quick, easy to read snapshot of schoolwide progress in each area, allowing teachers and staff to observe trends across the school or grade level. Teachers are able to drill down to the individual student level to see a student’s progress in each of the areas. The scorecard is updated, at minimum, on a weekly basis so nearly real-time data can be used for decision-making at every level from schoolwide policies to individual students’ daily academic and behavior goals.

The scorecard drives a number of important conversations and decisions every week. On weekly professional development days, the entire staff reviews the scorecard, discusses any changes from the previous week, and plans ways to improve in any areas of concern. If there are common trends throughout the school, that suggests to the administration that the whole staff may need professional development in a certain area to better support students. Also on a weekly basis, teachers meet with their grade level teams to look more closely at the progress of the students in their grade level. The grade level team may identify areas where the whole grade level needs more support or they may identify individual students that require certain interventions. Advisors also use the scorecard to guide counseling sessions with their advisees. Approximately every two weeks, advisors meet one-on-one with each of their advisees to review each student’s progress in each of the six promotion/graduation requirements and set goals for the student.

EHS No. 2 is committed to transparency and accountability, and thus data is shared widely. Students and parents receive written progress reports every two weeks and email progress updates once per week, and they are also able to access their student’s grades, attendance, and discipline data through Illuminate’s Parent and Student Portals in real time. The Board of Directors is also kept up to date as they receive the same scorecard that staff members use in all of their regular communications.

In addition to the schoolwide scorecard, teachers utilize data from each of the assessments listed in Element 2/3 to make instructional decisions in their classrooms. Diagnostic and interim assessment information allows teachers to know what content has been mastered and what needs to be reviewed, which students require intervention and in what areas, and which instructional strategies have been most effective in leading students to standards mastery.

Standardized Testing
Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. If Charter School does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.
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)

General Provisions

As an independent charter school, Ednovate High School No. 2, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of EHS No. 2.

Ednovate High School No. 2 shall comply with the Brown Act and the Public Records Act.

All employees and representatives of EHS No. 2, including members of the EHS No. 2’s governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

EHS No. 2 shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that EHS No. 2 amends its bylaws, it shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

EHS No. 2 shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. EHS No. 2 shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes.

The District reserves the right to appoint a single representative to the EHS No. 2 governing board pursuant to Education Code section 47604(b).

Title IX, Section 504, and Uniform Complaint Procedures

EHS No. 2 shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504), including any investigation of any complaint filed with EHS No. 2 alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. EHS No. 2 shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

EHS No. 2 shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by Title IX or Section 504.

EHS No. 2 shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with EHS No. 2, that Ednovate High School No. 2 does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

EHS No. 2 shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of Cal. Admin. Code, tit. 5, §§ 4600 et seq.
EHS No. 2 shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Cal. Educ. Code sections 49010 – 49013, and extend its uniform complaint procedure to complaints filed pursuant to Cal. Educ. Code section 49013.

EHS No. 2 shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. (Cal. Educ. Code section 52075).

Legal and Policy Compliance

Ednovate High School No. 2 shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

Responding to Inquiries

Ednovate High School No. 2, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Ednovate High School No. 2, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to EHS No. 2’s operations is received or discovered by the District, EHS No. 2 shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Notification of the District

Ednovate High School No. 2 shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Ednovate High School No. 2. EHS No. 2 shall also notify the CSD in writing of any internal investigations within one week of commencing investigation.

Transfer of Student Records

When a student transfers for any reason from EHS No. 2 to any other school, EHS No. 2 shall transfer the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event EHS No. 2 closes, EHS No. 2 shall comply with the student records transfer provisions in Element 16.

Amendments

Any amendments to this charter will be submitted by the Governing Board of EHS No. 2 to LAUSD. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code § 47605.

Type of Charter

District/County Relationships with the Charter School

Ednovate High School No. 2 will be a direct funded, independent charter school that operates independently from Los Angeles Unified School District. The affairs of Ednovate High School No. 2 will be managed and its powers exercised under the ultimate jurisdiction of the Board of Directors of its public nonprofit benefit corporation, Ednovate, Inc.
LAUSD will serve as EHS No. 2’s authorizing agency and will provide the necessary support that is required by law and conduct oversight. LAUSD will reserve the right to appoint a single, non-voting representative to the charter school Board pursuant to Education Code section 47604(b). The LAUSD representative will facilitate communications and mutual understanding between Ednovate and LAUSD. The School will operate according to the charter petition, an established set of Articles of Incorporation, and its Bylaws.

**Operation of Charter**

**Ednovate, Inc.**

The founders of Ednovate High School No. 2 in partnership with the USC Rossier School of Education created a public nonprofit benefit corporation, Ednovate, Inc., which was incorporated on June 7, 2011. Ednovate, Inc., which operates as an independent 501(c)(3) non-profit organization, will provide services to USC Hybrid High School, Ednovate High School No. 2, and any subsequent schools, including:

- Leading programmatic design
- Establishing policies and operating procedures
- Managing network and school finances
- Raising philanthropic and research funds
- Petition writing and managing the authorization process
- Developing the program's integrated data platform and managing its technology infrastructure
- Convening network-wide professional development for the school’s staff
- Auditing the schools to ensure a consistent, college preparatory culture on all campuses
- Hiring school leaders
- Building data and assessment platform to track performance on a student, teacher, grade level, and school basis
- Leading facility identification and real estate development

**Business and Operations Management**

EHS No. 2 will be a direct-funded independent charter school. Ednovate, Inc., on behalf of EHS No. 2 will retain a qualified business service provider to perform the majority of operations and financial management requirements until the organization scales and it becomes more feasible to bring those services in-house. These services include but are not limited to budget development, setting up accounting and payroll procedures, setting up and assisting with attendance accounting, fiscal planning, reconciliation of monthly accounts, financial reporting, ongoing budget monitoring and operations compliance.

**Articles of Incorporation and By-laws**

Ednovate, Inc. was established as a 501(c)(3) organization to govern and manage the development and oversight of the charter school. Ednovate’s Articles of Incorporation and By-Laws are included in the Appendices of this petition.

**School Governance Structure**

**Introduction**
Establishing the founding Board is frequently cited as one of the most important steps that can be taken to assure a charter school’s or charter management organization’s future success. EHS No. 2’s board members share a commitment to Ednovate High School No. 2’s vision and mission and truly believe that all children can achieve at the highest level of excellence regardless of their circumstances. They must have adequate time to participate meaningfully in their Board responsibilities (6-10 hours/month), and they must have a passion for finding entrepreneurial means for improving the nation’s educational system.

The Ednovate Board of Directors is the governing, policy-making body of Ednovate High School No. 2. Members of the Board will make decisions on matters relating to the operation of Ednovate High School No. 2 and any future schools developed through the project. The Board advocates the project’s mission and provides expert guidance to the organization in law, real estate, financial management, governance, marketing, fund raising, community organizing, strategic planning, charter school operations, and student learning.

**Governing Board Meeting Schedule**

At a minimum, the Ednovate Board will meet quarterly every year; the Board will also meet on an as-needed basis providing advanced notice as required.

Board meetings will be held on one of the Ednovate campuses. As indicated special meetings are occasionally held for specific purposes and are always announced in advance.

All Board meetings will be open to the public, and all Board business will take place in public except for discussion on some specific topics where the Board meets in Closed Session. Closed Session agenda items will be announced in public and then discussed with only Board Members. Closed Sessions are permitted by law and will be held in accordance with the state Open Meeting laws to allow Board Members to discuss confidential legal, personnel and collective bargaining matters as well as certain real estate issues.

**Board Selection Process**

Board Directors should have a firm belief in the philosophy on which Ednovate High School No. 2 is based and must be committed to advancing the mission. Board Directors shall be fully committed to the charter school concept. The purpose of the Board of Directors is to direct, not manage, the school. Board members must be able to ensure that the Ednovate High School No. 2 vision is carried out, foster relationships with staff and the school community, and oversee the budget.

The School’s Board will maintain no fewer than 3 and no more than 15 voting positions at any time with the exact number of directors to be fixed, within the limits heretofore specified, by the Board from time to time. USC employees on the Board will represent no less than thirty-three and one third percent (33 1/3%) and no greater than forty-nine percent (49%) of the Board at any time. Except for the founding members, Directors are elected for two-year terms and may renew their term or remain in office until a successor member has been designated. The terms of the initial Board Directors will either be one or two years, assigned in such a way to be sure that there are always experienced members on the Board to provide continuity in future years. Candidates for each seat on the incoming Board will be nominated by any Board member and will be filled by a vote of current members, except in the following case:

Pursuant to Education Code 47604, the governing board of LAUSD has the right to appoint a non-voting member of the Board. This non-voting member will facilitate communications and mutual understanding between Ednovate High School No. 2 and LAUSD.

No Board Director position will be filled by any paid employee of Ednovate High School No. 2, and no Board Director shall be paid.
The Board of Directors may elect a Board Chair to preside over meetings and perform other duties as assigned by the Board. Since the establishment of this Board, USC Rossier School of Education Dean Karen Symms Gallagher has served as Board Chair.

Qualifications of a Board Member

- Support the mission and vision of the school
- Support the educational philosophy, discipline policy and administrative structure of EHS No. 2
- Agree to comply with the Brown Act
- Show support and encouragement for the school
- Prior Board experience is helpful
- Place a high value on professionalism
- Motivation for serving on the Board shall be to help guarantee the educational success of students

Board Director Duties

Each member of the Ednovate, Inc. Board of Directors must be willing to perform the following duties.

- Attend regular meetings and be accessible for personal contact in between Board meetings
- Provide leadership to Board committees that are established, as appropriate
- Commit time to developing financial resources for the EHS No. 2. This includes supporting fund development activities of the school in a manner appropriate for Board Directors
- Responsibly review and act upon committee recommendations brought to the Board for action
- Prepare in advance for decision-making and policy formation at Board meetings; take responsibility for self-education on the major issues before the Board
- Attend Board trainings and retreats to develop expertise in charter schools law, governance, finance, accountability, and other topics pertinent to sound charter school stewardship
- Review and approve the annual operating budget submitted by the CEO and hold the CEO accountable for staying within budget; look after the financial wellbeing of the organization
- Serve as one of the best public relations representatives the school has
- Participate in the Board of Directors self-review process and set annual goals accordingly
- In general, utilize personal and professional skills, relationships, and knowledge for the advancement of the Ednovate High School No. 2
- Sit on at least one Board Committee

Board Director Expectations

Expectations include a professional demeanor at all Board meetings. Issues being discussed shall not be personalized and directed toward any other Board member, staff member, parent, or anyone else. Confidentiality is expected in all situations. Board members shall respect and listen to ideas being presented by other Board members.

Each of the Directors shall encourage other Board members to fulfill their responsibilities to their fullest potential.

Board members shall exemplify integrity, honesty, and respect. A dedication and commitment to the vision of EHS No. 2 and the charter school movement shall be top priority for any Board member. Any Board member finding him- or herself involved in a conflict of interest shall put the vision of the school first and step down from the Board. All board members will comply with Government Code Section 1090 et seq with regards to conflicts of interest.
Governing Board Operational Policies and Procedures

The Ednovate, Inc. Board has legal and fiduciary responsibility for Ednovate High School No. 2, and as such, is responsible for providing fiscal accountability by annually approving and monitoring the budget. The Board also helps ensure effective organizational planning by approving long-range goals and annual objectives, monitoring and developing the School’s general policies such as health and safety, use and maintenance of facilities (for non-district sites), fundraising and ensuring that school resources are managed effectively. This goal will be accomplished primarily through hiring, supporting, reviewing the performance of, and if necessary, dismissing the administrative staff.

Pursuant to the Brown Act, meeting notices and agendas will be posted 72 hours in advance of meetings in a location open to the public 24 hours a day so that the public is made aware and able to plan their attendance if they are interested. The meeting minutes will be made available on the school’s web site and upon request to members of the public. Once the site is acquired, meeting notices and agendas will be posted and meeting minutes will be available on the school site outside the school’s front entrance, before the school office opens, and at Ednovate’s corporate headquarters. Meeting notices will also be posted outside the school’s front entrance if the 72 hours falls on weekend days to ensure appropriate public visibility. Any person who files a written request with the school’s front office at least one week in advance of the meeting shall be mailed a notice. The Board will hold an annual meeting and will meet at least four times a year. In the first year of the school’s operation, the Board may meet each month to ensure active oversight as the school’s policies and procedures are being developed, implemented and refined. Board meetings will be held with sufficient frequency to ensure a level of oversight appropriate to the school’s successful and sustainable functioning.

The Board of Directors shall make decisions by majority vote.

Annual Board Self-Evaluation

In order to continuously improve school oversight, the Board of Directors will monitor and reflect on their individual and collective performance through an annual self-evaluation. The criteria upon which this evaluation will take place will be based on student outcomes, financial solvency, internal and external relations, and other relevant areas.

Board Committees

The Board, by resolution adopted by a majority of the voting Directors then in office, provided a quorum is present, may create one or more committees, each consisting of two or more Directors, to serve at the direction of the Board. Appointments to committees of the Board shall be by majority vote of the voting Directors then in office. The Board may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting.

- **Finance and Facilities**: The Treasurer is an ex-officio member of this committee. The Finance and Facilities Committee advises the Board on issues pertaining to financial management and facilities, including budgeting, ongoing financial monitoring, school compliance and short and long term facilities management and planning.
- **Fundraising and Board Development**: The Fundraising and Board Development Committee advises the Board on strategies for fundraising and recruiting Board members capable of contributing funds or expertise to further the mission of the school.
- **Audit Committee**: The Audit Committee’s responsibilities include assisting the Board in choosing an independent auditor, negotiating the auditor’s compensation, conferring with the auditor regarding the organization’s financial affairs, and reviewing and accepting or rejecting the audit.
- **Compensation Committee**: The Compensation Committee will review the compensation of the President/CEO and any other paid employees the committee determines appropriate annually and whenever a modification in compensation is proposed. At the request of the President/CEO or the
Board, the Compensation Committee shall review any issue involving staff compensation and benefits, including but not limited to housing, health and retirement plans.

The Ednovate President will be a member of all Board Committees.

**Organizational Chart**

*Figure 4: Ednovate High School No. 2 Organizational Chart*

The chart below outlines EHS No. 2’s organizational structure and the reporting structure for leadership and staff.

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**Compliance with the Ralph M. Brown Act**

EHS No. 2 and its governing Board and all committees will comply with the Brown Act, including the requirements for teleconference meetings as provided in the Brown Act, and will operate in accordance with the charter petition, its Bylaws, and Articles of Incorporation which were established by the Board of Directors.

**Parental Involvement**

Parents will provide important input and feedback on the governance and operation of Ednovate High School No. 2 both informally and formally. Parents will have the opportunity to participate in school decisions through the Parent Advisory Council (PAC). The PAC will provide an ongoing opportunity for two-way communication and feedback between parents and the school, including processes for parents to initiate desired activities, plan events or provide input to the school’s leadership. The main responsibility of the PAC will be to analyze scorecard data (academics, attendance, behavior,
community service, and fitness) and make recommendations to the school’s leadership for ways to improve schoolwide performance in the key indicators tracked on the scorecard. EHS No. 2 staff will provide logistical support to ensure that communication about PAC meetings and processes reach all parents in a timely fashion. Parents will also be encouraged to:

- Attend parent education programs
- Serve as mentors and volunteers
- Assist in planning family nights and other school events, contributing to newsletters, and attending community events on behalf of the school
- Meet with teachers as questions and concerns arise and attending student parent conferences.

Quarterly, EHS No. 2 will hold parent-teacher conferences (Report Card Pick-Up Days). Many opportunities for parent involvement, such as PAC meetings, will coincide with Report Card Pick-Up Days. At least twice a year, the school will conduct a process to surface and address questions and concerns of the parents. Concerns not resolved to parents’ satisfaction will be pursued through additional meetings between the Principal or administrative designee and the parents. If concerns are still not resolved, concerned parents may direct their concerns to the Board of Directors, where both the Principal or administrative designee and the parent(s) may present information.

**Parent Communication**

EHS No. 2 will communicate with parents about student progress on an ongoing basis as parents interact with teachers and administrators informally and by request, as well as through weekly progress updates. In addition to school-initiated communications, parents also have 24/7 real-time access to their child’s grades, attendance, and behavior records through the Parent Portal of EHS No. 2’s SIS, Illuminate. The school will send annual reports to stakeholders.

**Parental Involvement to Promote Academic Achievement**

EHS No. 2 will create a school culture where parents and families are embraced as partners in the education of their children. Contrary to popular belief, increasing parental involvement does not always increase student achievement; it depends on the quality of parental involvement. EHS No. 2 will focus on developing the effective kind as characterized by Pomerantz (2006):

> Parental involvement, both in school and at home, is beneficial when it supports student autonomy, focuses students on effort, is delivered with positive affect, and conveys positive beliefs about children’s abilities. The right kind of parent involvement is beneficial to children’s mental health, social functioning, and behavior in school.

Before the start of the school year, parents/guardians will be expected to a) attend an orientation and b) sign a non-binding compact indicating they understand the EHS No. 2 philosophy, program, and outcomes and accept the “parent responsibilities” outlined therein. The compact encourages parents/guardians to fulfill the following “parent responsibilities”:

- Attend parent-teacher conferences every ten weeks
- Monitor homework assignments on a daily basis
- Provide time and space for their child to do homework each night
- Talk with their child about school
- Support the code of conduct, the dress code, and the homework policy of Ednovate High School No. 2, including supporting the assigning of Detention or Suspension when necessary
- Treat Ednovate High School No. 2 faculty and staff with respect
Research has found that school-initiated invitations to parents were effective across different income levels – but that low socioeconomic status parents responded best when schools took into account possible barriers to their involvement (e.g., transportation, child care needs, and demanding and inflexible work hours) and were explicit about the most useful role they could play in their children’s school success (Hoover-Dempsey et al., 2005). EHS No. 2 will work with parents to address barriers to school involvement and to ensure they are involved in their children’s education through alternatively scheduled meetings and volunteer opportunities on weekends or in the evenings. EHS No. 2 will provide materials in languages other than English (including Spanish and other native languages).

**Charter Renewal**

The proposed term of the charter will be for a period of five years from July 1, 2015 to June 30, 2020. The Charter School must submit its renewal petition to the District’s Charter Schools Division no earlier than September of the year before the charter is due to expire and no later than January 31 of the year the charter is scheduled to expire. At the time the charter renewal is submitted, EHS No. 2 and LAUSD will establish a mutually agreeable timeline to complete the renewal process.
ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

Equal Opportunity and Non-Discrimination Policy

Ednovate High School No. 2 acknowledges and agrees that all persons are entitled to equal employment opportunity. EHS No. 2 shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

NCLB and Credentialing Requirements

Ednovate High School No. 2 shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. EHS No. 2 shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. EHS No. 2 shall maintain current copies of all teacher credentials and make them readily available for inspection.

All instructional staff at Ednovate High School No. 2 will meet NCLB requirements. In accordance with the provisions of No Child Left Behind, all teachers of core academic subjects will be "Highly Qualified." Core academic subjects include English, reading, language arts, mathematics, science, foreign languages, civics and government, social studies, economics, arts, history, and geography. The federal definition of a "Highly Qualified" teacher is one who is:

- fully certified and/or licensed by the state
- holds at least a bachelor's degree from a four-year institution
- demonstrates competence in each core academic subject area in which the teacher teaches.

NCLB also requires that paraprofessionals meet higher standards of qualification and ensures that students who need the most help receive instructional support only from qualified paraprofessionals. NCLB requires paraprofessionals to show knowledge of and ability to assist in teaching reading, writing, and mathematics or reading, writing, and mathematics readiness. Highly qualified paraprofessionals must have met one of the following standards:

- Completed two years of study at an institution of higher education
- Obtained an associate’s (or higher) degree
- Met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

Job Descriptions and Qualifications

Ednovate High School No. 2 will seek to hire staff with a commitment to the mission and vision of the school. EHS No. 2 will select a group of professionals that shares the educational philosophy of the school and is committed to the education of all children. Employees' job descriptions and work
schedules will be reviewed and modified as necessary to meet the needs of the school and its students. Employee salaries will be based on the job duties and work basis as outlined in the charter. EHS No. 2 will set salary and benefit levels to create a compensation package similar to that being offered by LAUSD and nearby school districts for many positions, though some positions are unlike what other districts offer and therefore may have non-standard compensation levels. To attract and retain a highly qualified instructional staff, EHS No. 2 may offer some candidates higher compensation in high-demand areas.

President and CEO, Ednovate, Inc.

The President and CEO will set the vision and mission of the organization and develop the strategic plan to advance the mission. S/he works closely with the Ednovate Board of Directors to set operational goals and allocations of resources to accomplish those goals. His/her work is evaluated annually by the Board. The duties of the President and CEO include:

**Leadership.** The President and CEO represents the organization to its community and constituency through written articles and presentations at local, state, national, and international meetings and conferences. The President and CEO builds and sustains a fundraising network using professional contacts, foundation relationships, and coordinating, writing, and submitting proposals to state, federal, or other philanthropic grant programs. He/she is responsible for strategic alignment of the Ednovate schools’ programs with other USC and USC-affiliated programs.

**Management.** The President and CEO develops operating policies and oversees Ednovate’s operations to insure operational efficiency, quality, and cost-effectiveness. He/she is responsible for developing the organization’s management team, recruiting, and hiring/firing employees. He/she is responsible for the evaluation and professional development of senior personnel and executive staff, and the Principals of USC Hybrid High, Ednovate High School No. 2, and other future schools in the network.

The President and CEO reviews activity reports and financial statements to determine progress and status in attaining objectives and revises objectives and plans in accordance with evolving conditions. He/she directs and manages the activities of Board committees. He/she presents company reports at quarterly and Annual Board of Director meetings and completes other duties as assigned by the Board of Directors.

**Research and Development.** The President and CEO leads the executive and school management teams to identify and create research, evaluation, and development programs and collaborations that are necessary to the successful implementation and expansion of the network’s schools. He/she oversees the writing of research, evaluation, and development proposals to assure alignment with Ednovate and its schools’ mission and goals.

The President and CEO’s qualifications include:

- 10 years in leadership roles in education-related associations
- Strong leadership skills
- Strong strategic planning skills
- Strong written and oral presentation skills
- Entrepreneurial experience and character
- Experience as Executive Director or CEO preferred
- Strong technology skills and sensibilities
- Strong operations and management skills
- Fiscal management experience.
Principals

The Principal will report directly to the Ednovate President and CEO. The Principal will be responsible for promoting the school’s mission and vision through all aspects of the school’s operations, including:

1. Student Performance
   - Set and enforce rigorous standards for student achievement
   - Ensure the academic program meets or exceeds yearly student outcome goals

2. Organizational Leadership
   - Develop school goals and objectives consistent with the mission and values of Ednovate High School No. 2 and Ednovate
   - Lead teachers in developing a healthy school culture aligned with the mission, vision and values of the school and the organization
   - Create a culture of mastery, teamwork, integrity, and joy amongst the staff, teachers, students and families
   - Ensure the safety and security of all students, staff, visitors, and public and private property
   - Ensure an orderly learning environment
   - Ensure appropriate standards of student behavior, performance, and attendance
   - Represent the organization to external partners and the broader community

3. Instructional Leadership
   - Manage, evaluate and develop a team of teachers
   - Work with teachers to constantly assess and improve student achievement results
   - Ensure use of effective, research-based teaching methodologies and practices
   - Implement data-driven instruction and lead discussions about student performance
   - Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning
   - Keep abreast of successful instructional methodologies and practices
   - Provide high quality curricular training and resources to staff
   - Ensure consistencies in instruction and practice amongst team of teachers
   - Ensure learning environment and classroom instruction maximizes student learning
   - Monitor progress of all students

4. Operational Leadership
   - Develop a budget that meets targeted requirements and utilize appropriate financial controls and monitoring to stay within budget
   - Oversee management of school records and resources as necessary
   - Participate in fundraising activities as needed to ensure adequate resources for the school and organization
   - Ensure compliance with funding sources, the State of California, The Federal Government, the County of Los Angeles and the Los Angeles Unified School District

5. Personnel
   - Recruit, select, and hire school staff, including teachers and school-based support staff
   - Continually monitor progress on all measures of school and staff performance
   - Administer personnel policies and procedures
   - Ensure legal hiring and termination procedures
   - Oversee any and all disciplinary actions
   - Provide for adequate supervision, training, and evaluation of all staff and volunteers
   - Communicate the vision that supports the school’s goals and values
   - Create an effective team of people jointly responsible for the attainment of school goals and committed to achieving excellence
Ednovate High School No. 2

Qualifications

- Valid teaching credential preferred but not required
- Master’s degree in a related field preferred
- Successful leadership experience in a school setting required
- Successful teaching experience required
- Demonstrated success working with students from educationally underserved areas
- Self-aware with a strong commitment to continuous learning
- Strong written and oral communication skills
- Unquestioned integrity and commitment to the mission and values of Ednovate

**Assistant Principal**

The Assistant Principal will be selected by the Principal.

At the discretion of the Principal, the Assistant Principal’s responsibilities may include:

- Serve on the Administrative Team of Ednovate High School No. 2 as a school leader, advisor, and thought partner to the Principal
- Contribute to the development of EHS No. 2’s strategic goals and objectives as well as the overall management of the school
- Oversee, direct, and organize the work of selected instructional and non-instructional staff members
- Coach and support EHS No. 2 teachers
- Create the school schedule and schedule students into classes
- Co-lead professional development along with the Principal

Qualifications

- Valid teaching credential preferred but not required
- Master’s degree in a related field preferred
- Successful classroom teaching experience in a school setting required
- Demonstrated success working with students from educationally underserved areas
- Self-aware with a strong commitment to continuous learning
- Strong written and oral communication skills
- Unquestioned integrity and commitment to the mission and values of Ednovate

**Teachers**

Teachers will be selected by the Principal. Selection of teachers will be based on their skill with student-centric pedagogy, references, their degree of subject matter expertise, and their ability to demonstrate exceptional classroom practice. Teachers will be highly qualified under the provisions of NCLB.

At the discretion of the Principal, teachers’ job responsibilities may include:

- Ensure mastery in subject area for all learners
- Develop and implement a rigorous, high-quality curriculum that is aligned with the California State Standards (and/or Common Core Standards as they evolve)
- Provide continual assessment of student progress and maintaining records
- Continually evaluate instructional performance to meet the needs of the students
- Provide an effective environment that reflects and facilitates the academic program
- Deliver socio-emotional curriculum to students in advisory settings
- Routinely utilize instructional technology and optimize its instructional value
- Initiate and maintain open communication with parents and community members
Maintain regular, punctual attendance.

Qualifications for a teaching position include:

- Valid Commission on Teacher Credentialing Certificate (in subject area)
- Three or more years of prior teaching experience as a full-time teacher strongly preferred
- Highly Qualified as defined by No Child Left Behind
- Strong classroom management skills
- Bilingual/Spanish skills preferred
- Authorization to teach English Learners
- Proficiency in computer hardware and software use, including word processing, spreadsheets, multimedia presentations, email, the Internet, digital media
- In-depth understanding of and commitment to the School’s vision and mission.

EHS No. 2 will employ highly qualified teachers, both in terms of NCLB as well as formal training and experience. In addition to possessing a current California Teacher Credential, teachers will hold specialized certifications or the equivalent training toward the Bilingual Cross-cultural Language and Academic Development (BCLAD) and Cross-cultural Language and Academic Development (CLAD) to work with English learners as required by NCLB and state requirements monitored by the California Commission on Teacher Credentialing.

Ednovate High School No. 2 will adhere to all requirements outlined by No Child Left Behind with respect to teachers and paraprofessional employees. Teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(l). Primary teachers of core, college preparatory subjects (i.e. English language arts, math, science, history/social science, and special education) will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. EHS No. 2 does not plan to hire teachers with emergency permits.

**Counselor**

The Counselor will work directly with students as well as with staff to ensure that students’ social-emotional needs are met at Ednovate High School No. 2.

At the discretion of the Principal, the Counselor’s responsibilities may include:

- Assess home, school, personal and community factors that may affect a student’s learning
- Identify and provide intervention strategies for children and their families, including counseling, case management, and crisis intervention
- Consult with teachers, administrators and other school staff regarding social and emotional needs of students
- Coordinate family, school and community resources on behalf of students
- Provide DIS counseling for students with IEPs

Qualifications for the Counselor include:

- Valid PPS credential
- Two or more years of prior counseling experience strongly preferred
- Bilingual/Spanish skills preferred
- Proficiency with technology
- Demonstrated success working with students from educationally underserved areas
- Self-aware with a strong commitment to continuous learning
- Strong written and oral communication skills
In-depth understanding of and commitment to the School’s vision and mission.

**Other Certificated Staff**

EHS No. 2 contracts with a substitute teacher staffing agency for substitute teachers. EHS No. 2 will only contract with qualified substitute teachers who meet the CA state requirements for substitute teachers. EHS No. 2 shall ensure that substitute teachers will undergo criminal background check before being utilized as substitutes.

**Classified Staff**

Classified staff and other personnel will be hired by the Principal on an application and interview basis. Selection will be based on the ability to perform the job duties for that position. Please see below for job descriptions for classified staff members.

**Operations Manager**

The Operations Manager will support the day-to-day financial and operational activities of Ednovate High School No. 2. S/he will have a significant role in creating, refining and implementing policies and systems while upholding the values of the school. The Operations Manager will report to the Principal.

At the discretion of the Principal, the Operations Manager’s responsibilities may include:

- Create, maintain, and execute the school’s emergency and safety plans;
- Manage all school-based procurement;
- Track expenses and communicate trends in spending;
- Collect payments, manage deposits, and process credit card recaps;
- Oversee and manage school’s food service program;
- Coordinate special events such as field trips and school based fundraisers;
- Coordinate travel arrangements as needed;
- Manage incident reporting process for student/staff injuries, property loss/damage, and other claims;
- Write and translate parent communications, including the biweekly parent bulletin;
- Other duties as assigned.

**Qualifications**

- BA required
- Minimum of 2 years of professional experience required
- Spanish language skills preferred
- Prior school or non-profit experience preferred
- Excellent organizational, planning, and implementation skills
- Excellent written and verbal communication skills.
- Ability to multi-task, adapt to changing priorities and meet deadlines
- Highly detail-focused and results-oriented
- Ability to communicate and interact effectively with multiple constituencies including parents, faculty, staff and students
- Highly proficient in Microsoft Excel, PowerPoint, and Word
- Demonstrated initiative, leadership, and tenacity
- Strong commitment and passion for EHS No. 2’s mission and values.

**Data and Compliance Coordinator**
The Data and Compliance Coordinator will coordinate school and student data and reporting to ensure that EHS No. 2 is in compliance with district, state, federal, and other types of laws and policies. S/he will report to the Principal.

At the discretion of the Principal, the Data and Compliance Coordinator’s responsibilities may include:

- Manage and complete all necessary compliance reporting to the Local, State, and Federal Government including but not limited to: attendance reporting, National School Lunch Program, state reporting such as CALPADS, and annual attendance report;
- Manage and maintain Illuminate, EHS No. 2’s student information system;
- Maintain student records in accordance with federal and school-based policies as well as audit guidelines;
- Lead student lottery and enrollment/registration process;
- Monitor records verification of incoming students, prepare transcripts for current students, and prepare withdrawal forms for transferring students;
- Ensure students are in compliance with immunization requirements;
- Procure substitute teachers when necessary;
- Provide written and verbal translations as needed;
- Other duties as assigned.

**Qualifications**

- Oral and written proficiency in Spanish required
- AA preferred
- Prior school administrative experience required
- Strong proficiency with the Microsoft Office suite
- Experience in proper office procedures including filing, answering the telephone professionally, photocopying, greeting all visitors cordially, and handling information with confidentiality
- Excellent communication skills, both oral and written
- Strong organizational and interpersonal skills
- Ability to communicate and interact effectively with multiple constituencies
- Unquestioned integrity and commitment to Ednovate High School No. 2

**Office Assistant**

The Office Assistant will provide frontline customer service to students, families, and staff in EHS No. 2’s front office. S/he will report to the Assistant Principal.

At the discretion of the Principal, the Office Assistant’s responsibilities may include:

- Direct phone calls and guests properly and professionally;
- Organize, secure, and maintain the reception area;
- Attend to student needs and injuries;
- Ensure confidentiality and security of office space, files, and all information pertaining to students, parents, staff, and community;
- Ensure the accuracy of students’ daily attendance, as well as medical, tardy, and early leave logs;
- Regularly ensure that printers and other equipment are in optimal condition;
- Receiving and organize materials;
- Receive and distribute mail;
- Other duties as assigned

**Qualifications**
- Oral and written proficiency in Spanish required
- AA preferred
- Prior school administrative experience preferred
- Strong proficiency with the Microsoft Office suite
- Experience in proper office procedures including filing, answering the telephone professionally, photocopying, greeting all visitors cordially, and handling information with confidentiality
- Excellent communication skills, both oral and written
- Strong organizational and interpersonal skills
- Ability to communicate and interact effectively with multiple constituencies
- Unquestioned integrity and commitment to Ednovate High School No. 2

**Building Manager**

The Building Manager maintains buildings and grounds in a clean, sanitary, and safe condition, assists in providing security for buildings and grounds by patrolling school corridors, restrooms, and other campus locations in order to prevent unsafe activities, and assists in maintaining standards of student discipline and ensures the observance of rules and procedures by students and others on the school campus at the direction of a school administrator or teachers.

At the discretion of the Principal, the Building Manager's responsibilities may include:

- Performs a variety of custodial duties as requested by the school office and teachers
- Participates in the opening and closing of facilities
- Gathers and disposes of rubbish, paper, leaves, and debris, and empties and washes refuse containers
- Moves and adjusts chairs, desks, tables, other furniture, and equipment and prepares rooms for meetings
- Locks and unlocks doors, gates, windows, transoms, and storerooms
- Keeps records relative to equipment and furniture; Identifies and reports information regarding vandalism, theft, fire damage, and floods, and identifies, records, and reports maintenance needs
- Makes minor repairs to building hardware, plumbing, woodwork, building equipment, and furniture
- Assists in the provision of security for buildings and grounds, contacts the proper authority for assistance as needed, and escorts authorized and unauthorized persons in and from buildings and grounds
- Patrols school corridors, locker rooms, rest rooms and other campus locations in order to prevent unsafe activities
- Directs students and others and takes action, as necessary, to prevent injury to persons or damage to property
- Works with groups authorized to be on the campus before and after school and helps keep the campus free of unauthorized persons
- Manages outside vendors for repairs and/or maintenance or custodial functions, as needed
- Performs related duties as assigned

**Qualifications**

- Graduation from high school or evidence of equivalent educational proficiency
- At least one year of experience in providing cleaning services in commercial and/or public facilities
- A valid California driver’s license

**School Resource Officer**
The School Resource Officer ensures that the students and campus are safe and secure for students and staff. S/he reports to the Assistant Principal.

At the discretion of the Principal, the School Resource Officer’s responsibilities may include:

- Maintain the safety and security of students and campus
- Foster an optimal learning environment and act as a deterrent to unsafe or poor behavior by providing high visibility throughout the school
- Walk and survey hallways, common areas, grounds and parking lots
- Intervene in verbal and physical encounters among the students and diffuse hostile situations
- Enforce safe school policies regarding weapons, tobacco, illegal substances, and dress code
- Discuss and mediate infractions with students, provide written reports of unacceptable behavior/incidents to administrators, and assist with assignment of disciplinary measures as necessary
- Report unsafe conditions and potential health and safety hazards to administrators.
- Assist visitors and check for visitor passes; escort unauthorized visitors off school campus
- Provide security at sporting events and/or other extracurricular activities outside of school hours including weekends, evenings, and occasional nights
- Assist administrators, staff, and students during crisis situations including fire drills, lockdowns, bomb threats, and earthquake drills

Qualifications

- AA preferred; high school diploma or equivalent required
- Prior school safety experience required
- Demonstrated success working with students in educationally underserved communities
- Excellent communication skills, both oral and written
- Strong organizational and interpersonal skills
- Ability to communicate and interact effectively with multiple constituencies
- Unquestioned integrity and commitment to Ednovate High School No. 2

Human Resources Policies and Procedures

Background Checks

Ednovate High School No. 2 will adhere to school policy pertaining to the safety and health of all employees and students. All employees must furnish or be able to provide:

- Medical clearance for communicable diseases and Mantoux tuberculosis (TB)
- Fingerprinting and the service fee to the Department of Justice for a criminal record check. Applicants will be required to provide a full disclosure statement regarding their prior criminal record
- Documents establishing legal status.

Evaluations

The Principal with the assistance of the Assistant Principal will be responsible for evaluations and providing feedback on performance for all EHS No. 2 employees. Managers will not wait until major evaluations but will maintain an ongoing dialogue about how each employee performs his or her work. For example, the Principal will visit classrooms and monitor online instruction regularly, for both quick “snapshot” visits and longer stays to keep in touch with teacher performance. Major evaluations will occur twice a year and will address all aspects of each employee’s job description. Performance measures, both quantitative and qualitative, will be used to evaluate all school personnel.
If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in the Due Process and Process for Resolving Complaints/Grievances. If requested, assistance will be provided to employees in due process. Unsatisfactory performance evaluations may result in termination. The Principal, in consultation with the Board, will make the determination to terminate an employee.

**Certificated Staff**

The Ednovate Board will work with ExEd to develop and adopt a formal Performance Evaluation for Certificated Employees Policy to guide the evaluation of administrative and teaching staff; however, the fundamentals of intended evaluation procedures are outlined below.

The Principal will be evaluated by the Ednovate CEO or Board of Directors on:

- Maintaining a fiscally sound charter school including a balanced budget
- Building a successful school academic program and attaining educational goals
- Developing and maintaining a high level of parental and community involvement.
- Completing required job duties
- Creating and maintaining a school atmosphere of enthusiasm, warmth, and cooperation among all parties.

Teachers will be evaluated by the Principal based on the following measures:

- Effectiveness of instruction as evidenced by student progress on the school’s assessment measures
- Effectiveness of instruction as evaluated by the Principal, through classroom visitations and other indicators of the quality of instruction
- Performance of job duties as specified in the job descriptions
- Knowledge of the school’s curriculum and instructional strategies
- Participation in school activities aligned with the school’s mission and vision.

**Classified Staff**

Classified staff will be evaluated by the Principal or Assistant Principal based upon completion of assigned job duties and professionalism.

**Due Process**

All staff members have the right to due process at all times. Due process rights include:

- Right to just cause discipline and dismissal
- Right to mediation and a fair hearing if necessary
- Right to appeal before a free state arbitrator (offered to small school districts)
- Right to binding arbitration conducted by a paid arbitrator.

**Grievance Procedure**

If an employee has a grievance, the first step in attempting to resolve the dispute is to engage in a good faith effort with the administrative staff. The good faith effort will include problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up. A written summary of the good faith effort will be included in the personnel file.

EHS No. 2’s governing Board will be ultimately responsible for ensuring all due process rights to employees of the school. The Principal will perform the first line of defense against potential due process violations by using just cause discipline and dismissal, including thorough and consistent documentation, intervention and/or support (when appropriate) and discipline with respect to employee conduct of concern.
If the good faith effort is unsuccessful, the employee should submit a written complaint to the EHS No. 2 Board of Directors. The Board of Directors will schedule a hearing at a mutually convenient time and place for discussion of the complaint with all parties involved, but in no event later than 35 days after receipt of the written complaint and after notification to the employee. Board members who are interested parties will excuse themselves from grievance proceedings if such members have a conflict of interest in the subject of the proceedings.

A decision by a majority vote of the members of the EHS No. 2 Board of Directors hearing the grievance will be rendered within ten working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within ten working days of the last committee hearing, or as soon thereafter as is practicable. Any additional proceedings will be completed as soon as practical. The decision of the EHS No. 2 Board of Directors will be final. If the attempt to resolve the grievance is not successful, professional mediation or legal intervention may be necessary.

If the grievance is a complaint of discrimination, action will take place within 24 hours. An investigation of the complaint will ensue to determine as many facts about the issue as possible.
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 9b(5)(F)

Health, Safety and Emergency Plan

Ednovate High School No. 2 shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. Ednovate High School No. 2 shall ensure that staff receives annual training on EHS No. 2’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. EHS No. 2 shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

Family Educational Rights and Privacy Act (FERPA)

Ednovate High School No. 2, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Criminal Background Checks and Fingerprinting

EHS No. 2 shall require all employees of EHS No. 2, all volunteers who will be performing services that are not under the direct supervision of a EHS No. 2 employee, and any onsite independent contractors or vendors having unsupervised contact with students, to submit to criminal background checks and fingerprinting in accordance with state law. EHS No. 2 shall maintain on file and available for inspection evidence that EHS No. 2 has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. EHS No. 2 shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students.

Immunization and Health Screening Requirements

EHS No. 2 shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Education Code section 49406. EHS No. 2 shall maintain TB clearance records on file.

EHS No. 2 shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. EHS No. 2 shall maintain immunization records on file.

The health and safety of Ednovate High School No. 2 staff and pupils is a high priority for the school. EHS No. 2 will follow all required safety regulations including emergency policies and procedures. EHS No. 2 will also comply with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, and the EPA. EHS No. 2 will operate as a drug, alcohol, and tobacco free workplace. Among the many health and safety laws that need to be followed by EHS No. 2 is the Healthy Schools Act which details pest management requirements for schools.
The school will finalize and maintain a comprehensive Safe School Plan that is tailored to its facility. The Safe School Plan shall be in place before school starts and will specifically address and finalize policies and procedures related to emergencies, including fire, earthquake, bomb threat, and other evacuation procedures. EHS No. 2 will practice schoolwide drills as required by law.

**Staff Responsibilities**

All employees are responsible for their own safety, as well as that of others in the workplace. Ednovate High School No. 2 will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on EHS No. 2 premises, or in a product, facility, piece of equipment, process, or business practice for which Ednovate High School No. 2 is responsible, the employee will bring it to the attention of their supervisor or Principal immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Principal about the problem.

Employees will be encouraged to report any workplace injury, accident, to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

On an as-needed basis EHS No. 2 may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines; strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

**Child Abuse Reporting**

EHS No. 2 will adhere to the requirements of California Penal Code Section 11164 and 11166 regarding child abuse reporting. EHS No. 2 staff must report to the proper authorities if they reasonably suspect the following occurring to a student:

- sexual assault
- neglect
- willful cruelty or unjustifiable punishment
- cruel or inhuman corporal punishment or injury
- abuse in out-of-home care
- physical abuse

The reporting person need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse. The Principal will work with all faculty and staff members to make sure that staff understands and is able to implement the appropriate steps to be taken if a child abuse situation occurs. All faculty and staff will understand that they are mandatory child abuse reporters and it is their duty and responsibility to report any reasonable suspicions of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars ($1,000) or by both. Staff will not be made to investigate any incident, only report to the proper authorities.

EHS No. 2 staff will immediately notify the Department of Children and Family Services (DCFS) and/or the Los Angeles Police Department or other law enforcement agency. Further the reporting party shall complete a written report of the situation. The reporting person will be responsible for providing all the
necessary information and child abuse reports to the DCFS and/or Los Angeles Police Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school based on DCFS or law enforcement’s statement of exigent circumstances, EHS No. 2 staff will obtain the contact information of the agency person removing the child. This information will place in the student’s record and be available to the parent/guardian.
ELEMENT 7 – RACIAL AND ETHNIC BALANCE

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

EHS No. 2 will actively seek to achieve a racial and ethnic balance among its pupils that reflects the general population residing within the district/county jurisdiction. Outreach activities will be conducted in and around the East Los Angeles/ Boyle Heights where Latino students predominate as well as in neighborhoods where African-American, White, Asian American, and other ethnic students reside in larger concentrations. EHS No. 2 will conduct orientation meetings prior to the opening of each school year to inform interested parents and students on what the school has to offer. Outreach meetings will be held in several locations of the target area in order to ensure all students in the area have an opportunity to attend the school. The school will hold multiple admissions information sessions for families to learn more about the school.

EHS No. 2 will work with local organizations, such as neighborhood churches, youth programs, community groups, park and recreation departments, playgrounds, and small businesses, each of which will be approached to gain informal feedback and interest in the school’s mission. The school plans to leverage parent ambassadors to spread the word to families in the community as well. In addition, EHS No. 2 Board members have contacted people (friends and colleagues) who are familiar with or who have working relationships in the East Los Angeles community.

The school will develop promotional and informational materials (i.e. a school brochure, flyers, a website, and advertisements for local media) that are easily transmittable to all of the various racial and ethnic groups represented in the district. Promotional and informational materials will be distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic and interest groups represented in the district. Materials in Spanish and English will be distributed in order to reach the limited English proficient populations that exist in the area. Ednovate High School No. 2 will translate materials into other languages as needed.

EHS No. 2 will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school, along with documentation efforts the school has made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve its goals. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole
discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.

**No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students**

The District and Ednovate High School No. 2 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. No Child Left Behind-Public School Choice ("NCLB-PSC") placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 ("NCLB"). Ednovate High School No. 2 agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District's NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the charter school.

As required under NCLB, all NCLB-PSC students attending Ednovate High School No. 2 shall have the right to continue attending Ednovate High School No. 2 until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Ednovate High School No. 2 shall end in the event the NCLB-PSC student's resident District school exits Program Improvement status.

Ednovate High School No. 2 shall ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at Charter School. Ednovate High School No. 2 shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District's NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Ednovate High School No. 2 under the NCLB-PSC program increases in subsequent years, Ednovate High School No. 2 agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Charter School.

**Federal Program Compliance**

As a recipient of federal funds, including federal Title I, Part A funds, Ednovate High School No. 2 has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. Ednovate High School No. 2 understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Ednovate High School No. 2 agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
• Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

• Complete and submit Local Education Agency (LEA) Plan to CDE

• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

• Maintain inventory of equipment purchased with categorical funds, where applicable

• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

Ednovate High School No. 2 also understands that as part of its oversight of the Charter School, the District may conduct program review for federal and state compliance.
**ELEMENT 8 - ADMISSION REQUIREMENTS**

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

Ednovate High School No. 2 will be a free public school open to any resident of the state of California.

**McKinney-Vento Homeless Assistance Act**

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

**Non-Discrimination**

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

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

**Public Random Drawing**

Should the number of pupils who wish to attend EHS No. 2 exceed the capacity of the school during the open enrollment period, a public random lottery will take place to determine the school enrollment in accordance with Education Code section 47605(d)(2)(B).

Recruitment of prospective families will begin every October for the following school year. At that time, EHS No. 2 will advertise information sessions for families to learn more about the school’s academic program, school culture, and expectations. Interested families will submit a lottery interest form. Any family submitting an interest form to EHS No. 2 will be informed on the interest form itself and at information sessions of the school’s admissions procedures and information about when the applications must be submitted in order to be included in the public lottery. Lottery procedures will be communicated on the interest form and explained publicly at the lottery. The lottery interest period will end at 5:00pm on the last school day in January. At that time, if there are more lottery interest forms than seats available in any grade level, a lottery date will be set for the month of February. All interest forms submitted within the lottery interest period will be entered into the lottery. Preference in the lottery will be given to the following categories of students:

- Students whose address of residence lies within the published boundaries of the District;
- Siblings of currently enrolled students (defined as one of two or more individuals having one or both parents in common; a brother or sister); and
Children of Ednovate employees (defined as regular employees who are employed full- or part-time with an expectation of ongoing employment with the organization; not temporary or seasonal), as long as this number does not exceed 5% of all interest forms

To better enable interested parties to attend, the drawing will be held on a weekday evening on the campus of Ednovate High School No. 2. Families who submitted an interest form during the lottery interest period will receive information about the date, time, and location of the lottery before the event.

During the lottery, a disinterested independent third party will draw students’ names. Once all available spaces are filled, the lottery process will continue and a waiting list will be developed from the list of students who do not receive admission and who will be considered should a vacancy occur during the year. Students will be placed on the waiting list for each grade in the order that their names were drawn during the public lottery.

Families are encouraged to attend the lottery, but their presence is not required. All families will be notified in writing of the results of the lottery within one week of the lottery date. The notification will indicate whether the child was accepted or waitlisted, and if waitlisted, the number of the seat the child occupies on the waiting list. For students who were accepted to the school, the letter will include next steps for enrollment.

Should vacancies occur prior to or during the school year, the vacancies will be filled according to the waiting list. Families will be notified by phone if their child receives a seat and must respond to the school within one week in order to secure admission. Once students are accepted to EHS No. 2, parents will be required to complete enrollment documents and will be strongly encouraged to attend an orientation prior to the first day of school.

Notwithstanding the foregoing, EHS No. 2 may refine lottery policies and procedures in accordance with a written policy adopted by school’s Board of Directors. A copy of the revised policy, designed to improve the school’s lottery efforts, shall be provided to the District within 45 calendar days of approval by the Board and prior to the enrollment period of the year in which the revised lottery policy will be implemented. If the District determines that the change in lottery procedures requires an amendment, EHS No. 2 will initiate the amendment process.

All lottery interest forms and a record of the order in which the interest forms were drawn will be kept on file at the school.
ELEMENT 9: FINANCIAL AUDITS

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605 (b)(5)(I)

Each fiscal year an independent auditor certified by the State of California will conduct an audit of the financial affairs of Ednovate High School No. 2 to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and internal controls. The Board of Directors will select an auditor based upon their relevant experience with school finance and charter school finance, auditing team experience, proposed fees, and other criteria as specified in the RFP. EHS No. 2 will retain auditors to conduct independent financial audits, which will employ generally accepted auditing principles and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States.

The Audit Committee of the Governing Board will be responsible for assisting the Board in choosing an independent auditor, negotiating the auditor's compensation, conferring with the auditor regarding the organization’s financial affairs, and reviewing the audit. The full Board of Directors is ultimately accountable for approving the audit.

The CEO/Principal, Operations Manager, and business management partner (ExED) will develop and implement necessary controls and reporting systems. The CEO/Principal will work closely with school operations staff and with ExED to gather and prepare information for all jurisdictional and financial reporting requirements, and as requested by the auditor.

To the extent required under applicable federal laws for audits of the major federal programs, the audit scope will expand to be in compliance with the requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133, audits of states, local governments, and nonprofit organizations. Should OMB Circular A-133 be rescinded, audits of the major federal programs will be conducted in compliance with standards and provisions approved by OMB.

The financial audits will be conducted by a qualified Certified Public Accountant familiar with school finances and operations. The Certified Public Accountant will be from the directory issued by the State Controller’s office. These audits shall employ generally accepted accounting principles and the audit guide issued by the Controller of the State of California. Audit exceptions and deficiencies shall be resolved by the CEO/Principal and Operations Manager, along with the Audit Committee and the business management partner, in conference with the auditor. They will be reported to the Board of Directors with recommendations and timelines for how to resolve them. EHS No. 2 agrees to create a plan for resolving outstanding issues from the audit prior to the completion of the auditor’s final report. The Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved, as well as the anticipated timelines for resolution.

Ednovate High School No. 2 shall promptly respond to all inquiries and requests for documents from LAUSD and shall consult with LAUSD regarding any inquiries. All legally required financial reports will be submitted to LAUSD in the format required by LAUSD and within timelines specified by LAUSD each year.

The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year

e. Unaudited Actuals – July following the end of the fiscal year

f. Audited Actuals – December 15 following the end of the fiscal year

g. Classification Report – monthly according to school’s Calendar

h. Statistical Report – monthly according to school’s Calendar of Reports

   In addition:
   a. P1, first week of January
   b. P2, first week of April

i. Instructional Calendar – annually five weeks prior to first day of instruction

j. Other reports as requested by the District

All other necessary financial reports will be provided to LAUSD as requested in a timely manner, as applicable. In addition, EHS No. 2 will provide any financial information needed by LAUSD to assess the fiscal condition of the charter school.

**Business Management Services**

Business management services, including accounting, budgeting, payroll, liability insurance, contracted services, and supervisory oversight will be performed by Ednovate staff and school staff working in conjunction with a qualified business services provider who provides, training and support and performs tasks requested by the school. The Operations Manager, working with the school Principal, will be responsible for onsite financial management and will work with the school’s designated business services provider to establish protocols and procedures for business management.
ELEMENT 10 - STUDENT DISCIPLINE

“The procedures by which pupils can be suspended or expelled.” Ed. Code § 47065 (b)(5)(J)

Discipline Foundation Policy

A Positive Learning Environment

In order for all students to thrive at Ednovate High School No. 2, the school’s discipline policy has been designed to provide a positive and safe learning environment throughout the building. For students to thrive in the school’s innovative self-paced learning model, the school must have a safe, consistent school culture. Academic as well as discipline expectations will be high at Ednovate High School No. 2, and the discipline policy has been designed to give students the best chance to be prepared for college or a career and to feel safe and happy at school.

The school is committed to maintaining a supportive and safe school environment in which all stakeholders work collaboratively toward the following outcomes for our discipline plan:

- All students are able to access and engage in a high-quality, college prep curriculum.
- Students are valued as individuals and supported to take ownership of their own behaviors.
- Clear expectations for students’ academic and personal achievements are known and supported by all stakeholders.
- Instructional time is valued and maximized so students learn at optimal levels that ensure current and future successes.
- Students will grow and develop as ethical, responsible and involved citizens.

Schoolwide Behavior Systems

Ednovate High School No. 2 will utilize a number of schoolwide systems on a day-to-day basis to intentionally create the type of positive culture that is conducive to learning and prevents negative behaviors.

First, EHS NO. 2 will use a schoolwide behavior accountability system that will make rules and consequences clear and consistent for all students and staff. The school’s rules and consequences will be clearly articulated to incoming students and families at two summer orientations and in the student and family handbook, so by the time students start school, they will be well-versed in the expectations for their behavior.

Ednovate High School No. 2 will support positive behavior changes through the use of merits. All staff members in the building will give merits any time they see positive behaviors, such as demonstrating one of the school’s mindsets, serving as an example for one’s peers, or going above and beyond expectations. Merits will be given verbally and then logged and tracked in the school’s student information system. At the end of a quarter, students will be rewarded for their merits in different ways. Students with the most merits or with specific types of merits will be publicly recognized and rewarded with prizes in front of all of their classmates; at other times, all students with a certain number of merits will enter a raffle. This is a way to constantly reinforce positive behaviors that contribute to the type of environment conducive to rigorous learning.

When students fail to demonstrate college-ready, professional behavior, they will earn one or more demerits. Demerits will serve as a progressive sequence of warnings that will empower students to self-
reflect and consider how they will behave in the same situation next time. Demerits will be given respectfully and discreetly and will usually be accompanied by a moment of behavior coaching from a staff member.

Secondly, the school has a set of four mindsets—mastery, integrity, joy, and entrepreneurialism—that will be fundamental to a student’s experience at EHS NO. 2. We believe that by developing these mindsets, our students will be more likely to succeed in high school, college, and beyond. The mindsets will be interwoven into everything we will do and will be taught both explicitly and implicitly.

Table 11: Ednovate High School No. 2 Mindsets

<table>
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<tr>
<th>Mindset</th>
<th>Behaviors We Will Teach our Students</th>
<th>How It Will Be Visible in our School Culture</th>
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| **Integrity** | - Be honest always  
| | - Admit to errors and seek to correct them  
| | - Be polite, respectful, and friendly to students, staff, parents, and guests  
| | - Assume the best in others unless proven otherwise  
| | - Do not discuss others in a negative way or gossip about them  
| | - Take action by politely confronting disrespectful behavior | - Student handbook and behavior system reinforce student accountability and self-control  
| | | - Classroom space allows for students to choose their working space as long as they are demonstrating academic growth and proper behavior  
| | | - Scaffolded student ownership of technology reinforces student accountability and responsibility |
| **Mastery** | - Relentlessly pursue our goal of college graduation  
| | - Take risks to achieve even better results  
| | - Choose high quality work and fewer tasks over mediocre quality in more tasks  
| | - Follow through to make sure tasks are complete and loops are closed  
| | - Take extra time to get it right instead of rushing through tasks | - Mastery-based grading develops students’ internal drive to achieve mastery  
| | | - Advisory Scorecard and regular goal setting conferences on the annual promotion requirements reinforce student ownership and agency toward long-term goals |
| **Joy** | - Remember to find appropriate reasons to laugh and smile while we are doing this important work  
| | - Strive to be the best in what we do and have fun along the way  
| | - Pick each other up when it is needed  
| | - Celebrate our successes | - Student-centered school design process to utilize space, time, human capital to maximize student learning and joy  
| | | - Students and staff members are driven by a deeper purpose for their work and educations  
| | | - Performance tasks allow students to learn about topics that ignite their curiosity |
Entrepreneurialism: We use our autonomies to identify needs and create great solutions.

- Be curious and always look for better ways to accomplish things
- Don't just identify problems but also create solutions.
- Work well with others as both a leader and as a team player
- Never, never, never, never give up

Performance tasks allow students to creatively solve real world problems that align to interests & passions

- Bi-weekly conferences to creatively problem solve while on path to college enrollment and graduation
- Student-led clubs and activities allow students to develop their leadership skills and have an impact on the school

These four mindsets will not only drive our school design and the ways in which staff members work and operate, they will also be taught explicitly to all of our students in a variety of contexts. This will start with summer orientation before the school year even begins. At that time, students will be introduced to the mindsets. Once they begin school, they will receive direct instruction on each of the mindsets in the first quarter of the school year through lessons taught in their advisory. Students will learn about each of the mindsets in more depth, including, for example, what they look like and sound like in a classroom setting, historical and current-day heroes who exemplify these mindsets, and how they might demonstrate these mindsets themselves and notice them in one another. These lessons will be reinforced in schoolwide Town Hall meetings on Fridays when school leadership will recognize students who have gone above and beyond in demonstrating one or more of the mindsets.

Another critical element of Ednovate High School No. 2’s positive school culture will be its advisory system. All students will be assigned to an advisory, and they will stay with that same group of students and their advisor for their full four years at the school. Advisories will meet for thirty minutes every day and a full hour on Fridays. In that time, advisors will either teach lessons on our four mindsets, study skills, or other habits needed for success in high school and college, or they will meet one-on-one with students to provide coaching in all of the areas in which the school will have promotion requirements (academics, behavior, attendance, community service, and fitness). Research indicates that students are more likely to be successful in school if there is at least one adult with whom they have a strong relationship, and we expect that students will form close bonds with their advisor, as well as with the other students in their advisory. Advisories will also serve as a team or family structure within the larger school setting. EHS NO. 2 will hold advisory competitions, such as month-long challenges between advisories to increase their average GPA the most or earn the most merits in a given month, and advisories will be rewarded collectively for those types of accomplishments with class celebrations or other privileges.

Through advisory, all students will learn the school’s greeter system. At Ednovate High School No. 2, students will take turns professionally greeting visitors to their classrooms by introducing themselves, describing what they’re working on that day, and answering any questions the visitors may have. Students will practice speaking with poise and confidence, and through the greeter system, will learn to have professional interactions with adults.
In addition to the celebrations within the advisory setting described above, Ednovate High School No. 2 will demonstrate its mindset of Joy often through frequent celebrations and recognitions of success. Ensuring 100% college acceptance for all students will be difficult work for students and staff, and the school will be intentional about balancing that difficult work with frequent praise, recognition, and rewards when they are deserved. Beyond merit challenges and advisory competitions, the school will also recognize academic performance--both absolute performance and growth-- on a quarterly basis. Each quarter, top students in each subject area and students who demonstrate the most progress in each subject area will be rewarded publicly at a schoolwide Town Hall. Students on Honor Roll (GPA of 3.0+) and Principal’s Honor Roll (4.0+) will also be recognized publicly in the school community.

In order to set students up for success in our self-paced learning environment, all incoming students will read Sean Covey’s The 7 Habits of Highly Effective Teens and receive direct instruction around its seven themes. The book will provide a framework for staff to teach students to be proactive in school and in life, to self-reflect and take control of their behavior and their learning, and to manage their time and their many competing priorities well so they can be effective in school and beyond. It will also provide a common language for staff to use in instruction in these areas. Using this book as a tool, staff members will prevent negative behaviors by teaching students to manage their time in class appropriately and use every moment for learning.

Staff Development

All Ednovate High School No. 2 teachers and staff will be active participants in creating the school’s strong culture and positive climate, and that will only be possible when all staff members--teachers, administrators, front office staff, and even the building manager-- are on the same page. That will begin with selecting staff members who will be able to consistently hold students to high expectations while also providing the right supports at the right time to ensure success for all students. Once the team is assembled each year, all staff members will participate in intensive professional development over the summer. Embedded in summer PD will be training on how to effectively implement the school’s schoolwide behavior systems. Staff members will norm around expectations for students and participate in role-plays of difficult situations that can be anticipated each year. Staff members will be taught to seek out and reward positive behaviors in students and to administer consequences respectfully and appropriately when needed. They will receive specific training in doing “bias checks” to ensure that they are treating all students fairly and not allowing their own biases about the student to impact the consequences administered.

Ongoing staff professional development will be based on what data shows about students’ progress. Quarterly, the school will do a data deep dive in all key areas, including student discipline. The school’s staff will do an in-depth analysis of discipline data disaggregated by subgroup. If the school’s leadership notices trends, such as a disproportional rate of detentions within a certain subgroup, they would lead the staff in identifying the cause of that trend and implementing a plan to address that concern in the upcoming quarter.

Interventions

In addition to the positive schoolwide behavior system described above, Ednovate High School No. 2 will utilize a number of behavior interventions to promote the types of behaviors that will allow our students to be successful in college and beyond and to make every effort to keep students in class. The school will have a dedicated student support team that will lead efforts to support individual students’ needs and provide differentiated behavior support for students who need it. This will include identifying the students who are in the most need of behavior support and implementing behavior monitoring and coordinated
behavior plans, including target goals, behavior trackers, and frequent communication with parents. For extreme cases, the school will take a problem-solving approach, developing contracts with students and families which include reinforcements for success and consequences for continuing problems, such as mandatory tutoring, regular demerit reports to parents, and anti-bullying contracts. Additionally, the school will employ a highly qualified full-time Counselor to support our students’ social-emotional needs and advise our staff on how best to meet our students’ social-emotional needs as well.

There are a variety of other alternatives to suspension that will also be used on a case-by-case basis, such as:

- Alternative programming, such as student schedule changes
- Appropriate in-school alternatives in which students receive academic tutoring and behavior coaching to help them learn skills for more positive behaviors moving forward
- Mini-courses/modules on topics related to social-emotional behavior to provide opportunities for self-reflection on behavior
- Parent meetings to confer and develop appropriate behavior interventions to support the student and inform different decision-making in the future
- Targeted support for students with attendance-related concerns

The school will explore additional partnerships that will both support students’ behavior needs in school and create positive self-identities within students.

**Grounds for Suspension and Expulsion**

Actions taken for unacceptable student behavior will be progressive. Violations of the school’s code of conduct may result in consequences such as the following: demerits (verbal warnings), parent notifications, loss of privileges (e.g., detention), parent conferences, in-school suspension, conflict mediation/resolution, and behavioral coaching. In the limited number of situations that are more serious or in which there has been a pattern of repeated violations, a student may be suspended at the discretion of the Principal and in alignment with California Education Code.

Students are expected to behave appropriately while on school grounds, while going to or coming from school, during the lunch period, and during, or while going to or coming from, a school-sponsored activity.

**Annotated Excerpts from the Current California Education Code**

§ 48900. Grounds for Suspension or Expulsion

A pupil shall not be suspended from school or recommended for expulsion, unless the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written
permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
(e) Committed or attempted to commit robbery or extortion.
(f) Caused or attempted to cause damage to school property or private property.
(g) Stolen or attempted to steal school property or private property.
(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.
(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
(k) [Removed per LAUSD School Climate Resolution]
(l) Knowingly received stolen school property or private property.
(m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
   (1) While on school grounds.
   (2) While going to or coming from school.
(3) During the lunch period whether on or off the campus.
(4) During, or while going to or coming from, a school sponsored activity.
(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
(v) A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.
(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

**Grades 4-12**
48900.2 – Committed sexual harassment.
48900.3 – Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
48900.4 – Engaged in harassment, threats, or intimidation directed against school personnel or pupils.
48900.7 – Made terrorist threats against school officials, school property or both.

The Principal shall immediately suspend and recommend expulsion when the following occur at the school site or at a school activity off campus, or any of the following reasons (E.C. 48915.1[c]) in Category I for grades 4-12:

1. Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1): 48900(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 488900[n]). E.C. 488915(c)(4); 48900(c)
5. Possession of an explosive E.C. 48915(c)(5); 48900(b)

The Principal has limited discretion with Category II student offences listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus unless the principal determines that expulsion is inappropriate (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2).
2. Possession of any knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)
I. The remaining Category III includes the following student offenses that require limited principal discretion. The Principal may recommend expulsion when any of the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

II. 1. Caused or attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of “caused,” injury is serious. [See II.1]. E.C. 48900(a)(1); 48915(b)

III. 2. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)

IV. 3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)

V. 4. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)

VI. 5. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)

VII. 6. Possessed or used tobacco. E.C. 48900(h); 48915(e)

VIII. 7. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)

IX. 8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)

X. 9. Disrupted school activities or willfully defied the valid authority of school personnel. E.C. 48900(k); 48915(e)

10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)

11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)

12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)

13. Committed sexual harassment. E.C. 48900.2**; 48915(e)

14. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3**; 48915(e)

15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)

16. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)

17. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)

18. Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. E.C. 48915(b)

19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)

20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)

21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e)

Suspension Procedures
A suspension is when a student is removed from school due to the serious nature of the inappropriate behavior for up to 5 consecutive school days. Students who have been suspended may not appear on campus nor attend any school functions (before school, after school or evening) while suspended. They may, however, enter the school to take or prepare for state assessments. Suspended students must be assigned homework and given the opportunity to make up missed assignments, quizzes or tests. The maximum number of days a general education student can be suspended in a school year is 20.

The Principal or his/her administrative designee may suspend a student. The administrator must fill out an appropriate misconduct report anytime a student is suspended. Students must have due process, which allows them to hear the charges and respond to them. Parents will be notified as soon as possible but no later than 12 hours after the suspension is administered, through a phone call, a message on an answering machine, letter mailed home or an email.

A parent or student may appeal a suspension by requesting a review in writing to the Ednovate CEO within two days of the notice of the suspension. The CEO will make the final determination of any suspension appeal. An appeal does not halt a student’s suspension. If the suspension if overturned, the suspension will be removed from the student’s record and any remaining days will not have to be served.

Expulsion Procedures

When the Principal determines that a student has committed an offense(s) that warrants an expulsion, the Principal will complete the appropriate misconduct report, and provide a copy to the Ednovate Discipline Review Panel. The panel will consist of at least 3 objective and unbiased members. Panel members may include any combination of: Ednovate network staff members, Ednovate board members, and teachers or administrators from other Ednovate schools.

A parent/guardian of the student will be notified of the hearing and strongly encouraged to attend as described below. Reasonable accommodations and/or language support will be provided as needed.

While an expulsion case is being processed by the Discipline Review Panel, the Principal in writing may extend the suspension to up to 10 consecutive school days. The hearing will be held within 30 days following the principal’s recommendation.

After the expulsion hearing, the Discipline Review panel will then make a written report within two school days to the CEO, the student, and a parent or guardian of the student, summarizing the grounds for expulsion and the evidence presented at the hearing. The report will make a recommendation as to whether to expel the student and if so, for what period of time. Students can be expelled for a time that is not to exceed one year if they have met the requirements for reinstatement. If this Panel recommends against expulsion, then the student will be immediately reinstated and permitted to return to an instructional program. If this Panel recommends the pupil for expulsion, the matter will then be decided by the CEO who may or may not accept the recommendations to expel and/or any other recommendations this panel may make.

The parent and student will have the right to appeal the recommendation of the CEO to the Ednovate governing board within 30 calendar days of notification of the recommendation. The appeal should be in writing and sent along with any additional evidence to the governing board. Ednovate’s governing board will vote on the recommendation, and the Board Chair will deliver the final decision within 30 calendar
days of the request for appeal. The governing board’s final decision shall be delivered by the most expedient means of communication identified by the Parent/Guardian or student at the hearing (telephone, e-mail, etc.) and shall also be delivered, in writing, by certified mail. Expulsion causes the student to be terminated from enrollment at Ednovate High School No. 2 for the entire term of the expulsion.

Expulsion steps in order:

1) Principal recommends student for expulsion with a copy of the misconduct report provided to the CEO and the Discipline Review Panel. Principal contacts (minimum three attempts) parent to schedule expulsion hearing, documents that contact in the student information system and notifies parent of the expulsion hearing via certified mail.

2) Principal schedules expulsion hearing.
   a) Discipline Review Panel will conduct expulsion hearing.
   b) Representatives of the principal may present evidence or witnesses.
   c) Parent is strongly urged to attend
   d) Parent and student afforded due process by being allowed to refute charges and present evidence.
   e) Parent may bring legal counsel.

3) Discipline Review Panel sends written hearing report and recommendation to CEO within two business days of the hearing and notifies parent of the recommendation.

4) Parent or student may appeal hearing officer’s recommendation in writing to Ednovate’s governing board within 30 calendar days of being notified of the hearing officer’s recommendation.

5) If parent/guardian appeals to governing board, Ednovate’s governing board makes final decision within 30 calendar days of the request for appeal, and notifies the parent/guardian of the decision.

**General Provisions**

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.
Students with Disabilities

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

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

1. Was the misconduct caused by, or directly and substantially related to the student’s disability?
2. Was the misconduct a direct result of the Charter School’s failure to implement 504?

Notification of the District

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- copy of parental notice of expulsion hearing
- copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- if the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- if the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address 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 Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code 49068 (a) and (b).

Outcome Data
Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**Rehabilitation Plans**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**Readmission**

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil; unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

**Reinstatement**

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**Gun Free Schools Act**

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

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code §47065 (b)(5)(K)

Retirement

Ednovate High School No. 2 retains the option to elect the California State Teachers’ Retirement System (CalSTRS) coverage at a future date. Contributions will be made at the rate established by the Teacher’s Retirement Board. The Charter School will complete all required documentation (including an amendment to the charter to include the election of CalSTRS) prior to the effective date of coverage and before reporting contributions to CalSTRS.

EHS No. 2 does not choose to participate in the Public Employees Retirements System (PERS).

All classified and certificated employees will be covered by Medicare and Social Security, and the school will make contributions as required. Full-time employees may elect to participate in a 403b retirement contribution plan. The EHS No. 2 Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. Ednovate’s CEO or his/her designee will be responsible for ensuring that appropriate arrangements for the above-referenced coverage will be made.
ELEMENT 12 – ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605 (b)(5)(L)

Right to Attend Other Public Schools

Pupils who choose not to attend EHS No. 2 may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.
ELEMENT 13 - RIGHTS OF DISTRICT EMPLOYEES

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605 (b)(5)(M)

Leave and Return Rights

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
ELEMENT 14 - DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605 (b)(5)(N)

The staff and governing board members of Ednovate High School No. 2 agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Ednovate High School No. 2, 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 Ednovate High School No. 2 shall be resolved in accordance with the procedures set forth below:

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

   To Charter School:  Ednovate High School No. 2
                     c/o School Director

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

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

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its
own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code).” Ed. Code § 47605 (b)(5)(O)

Ednovate High School No. 2 is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
ELEMENT 16 - SCHOOL CLOSURE PROCEDURES

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.”

*Ed. Code § 47605 (b)(5)(P)*

**Revocation of the Charter**

The District may revoke the Charter if Ednovate High School No. 2 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 Ednovate High School No. 2 if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Ednovate High School No. 2 committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Ednovate High School No. 2 failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Ednovate High School No. 2 failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Ednovate High School No. 2 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 Ednovate High School No. 2 in writing of the specific violation, and give Ednovate High School No. 2 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.

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

**Closure Action**

The decision to close Ednovate High School No. 2, either by the governing board of Ednovate High School No. 2 or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of Ednovate High School No. 2 votes to close Charter School; or the Charter lapses.

**Closure Procedures**

The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Ednovate High School No. 2, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**
Upon the taking of a Closure Action by either the governing board of Ednovate High School No. 2 or the LAUSD Board of Education, the governing board of Ednovate High School No. 2 shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how Ednovate High School No. 2 will fund these activities.

Notification of Closure Action
Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The CSD, if the Closing Action is an act of Ednovate High School No. 2. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.

2. Parents, guardians, and/or caretakers of all students currently enrolled in Ednovate High School No. 2 within 72 hours of the Closure Action. Ednovate High School No. 2 shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Ednovate High School No. 2 shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which the school participates. Ednovate High School No. 2 shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which the school's employees participate. Within fourteen (14) calendar days of the Closure Action, Ednovate High School No. 2 shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). [Charter] shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Ednovate High School No. 2 shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All school employees and vendors within 72 hours of the Closure Action. Ednovate High School No. 2 shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the school closure

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence

4. How parents and, legal guardians may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents, guardians, and students shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment.

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

School and Student Records Retention and Transfer

Ednovate High School No. 2 shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment
date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD.

4. Ednovate High School No. 2 must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage.

**Financial Close-Out**

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Ednovate High School No. 2 shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

Ednovate High School No. 2 shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Ednovate High School No. 2 will be the responsibility of Ednovate High School No. 2 and not LAUSD. Ednovate High School No. 2 understands and acknowledges that Ednovate High School No. 2 will cover the outstanding debts or liabilities of Ednovate High School No. 2. Any unused monies at the time of the audit will be returned to the appropriate funding source. Ednovate High School No. 2 understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Ednovate High School No. 2 participates, and other categorical funds will be returned to the source of funds.

Ednovate High School No. 2 shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:
1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

**Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School's bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Ednovate High School No. 2 shall retain sufficient staff, as deemed appropriate by the Ednovate High School No. 2 governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Ednovate High School No. 2's governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Ednovate High School No. 2’s right to operate as a charter school or cause Ednovate High School No. 2 to cease operation. Ednovate High School No. 2 and the District agree that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
**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 other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

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 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 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.

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**Non-District-Owned Facilities**

**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. Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

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

**Pest Management**: Charter School shall comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm).

**Asbestos Management**: Charter School shall 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.

**Insurance**
Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.
Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy.

**Evidence of Insurance**

Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

**Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

**Fiscal Matters**

**District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.
**Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, Title 5 of the California Code of Regulations.

**Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**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 its 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 the District, among other things, monitor the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School 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 Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall 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-hour notice.

**Internal Fiscal Controls**

Ednovate High School No. 2 will develop and maintain sound internal fiscal control policies governing all financial activities.
**Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. EC 47612(b)

**Local Control and Accountability Plan**

In accordance with California Education Code §§ 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of EC § 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” EC § 47606.5(b)
REFERENCES


ADDENDUM

District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions

Assurances and Affirmations

Ednovate High School No. 2 (hereinafter “EHS No. 2” or “Charter School”) shall:

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

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

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. EC 47605(d)(1)

- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)

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

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

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

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 47605(c)(2)

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the charter. To the extent that any
inconsistency should exist between the DRL provisions contained within the body of the charter and the DRL contained in the addendum, the addendum shall control.

**Element 1 – The Educational Program**

**General Information**

- The contact person for EHS No. 2 is Oliver Sicat.
- The contact address for EHS No. 2 is currently 350 S. Figueroa St. Suite #100, Los Angeles, CA 90071.
- The contact phone number for EHS No. 2 is currently (213) 929-1046.
- The proposed address or target community of EHS No. 2 is in or near the 90033 zip code in East Los Angeles/Boyle Heights, which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 2 and Educational Service Center East.
- The term of this charter shall be from July 1, 2015 to June 30, 2020.
- The grade configuration of Charter School is 9-12.
- The number of students in the first year will be 135.
- The grade level(s) of the students in the first year will be grade 9.
- The scheduled opening date of Charter School is August 3, 2015.
- The admission requirements include: Residency in California. Maximum age requirements as per California law require that the school not enroll new students over the age of 19 (though students may continue if continuously enrolled and making satisfactory progress).
- The enrollment capacity is 500. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: year-round, single track, extended day.
- The bell schedule for Charter School will be: 8:00-4:00 with one day per week dismissing at 1:30 to allow for staff professional development.
- If space is available, traveling students will have the option to attend.

**Local Control and Accountability Plan**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School submit a Local Control and Accountability Plan (LCAP) to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code §§ 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education. Charter School shall submit its annual update to the Charter Schools Division on or before July 1 of each applicable year, beginning in 2015. Charter School shall comply with all requirements of Education Code § 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators,
other school personnel, parents, and pupils in developing the annual update.” § 47606.5(e).

**ACADEMIC CALENDAR AND SCHEDULES**

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

**TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

**ENGLISH LEARNERS**

[Charter School] is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), [Charter School] shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

[Charter School] shall provide to the CSD an annual report of its EL program assessment. Upon request, [Charter School] shall provide a copy of its current EL Master Plan to the CSD.

[Charter School] shall administer the CELDT annually in accordance with federal and state requirements.
[Charter School] shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

**STUDENTS WITH DISABILITIES**

**Federal Law Compliance**
Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

**Special Education Program**
All LAUSD-authorized charter schools must adhere to all terms and conditions of the *Chanda Smith* Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, [Charter School] will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and [Charter School] regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

**SELPA Reorganization**
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools
may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

**Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools**

District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion and PSC charter schools must distribute the District’s brochure, “Are You Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law (e.g., “The IEP and You”).

**Modified Consent Decree Requirements**

All charter schools approved by the LAUSD Board of Education 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 the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically 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 Individualized Education Programs (“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 MCD, student level data requests from District-operated and Charter-operated schools 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:

- **End of Year Suspension.**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **STAR – Preliminary and Final. (Including Charter Schools)**
  
  The usual file including District ID.

- **Norm day – 2013**
District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS – 2013 (**Including Charter Schools**)

- All Students enrolled December 1, 2013.

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout 2012-13 (**Including Charter Schools**)

District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data from non-SIS schools (**Including Charter Schools**)

- Graduation roster from all LAUSD schools (**Including Charter Schools**) with 12th grade SWD

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS) which is now referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data.

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**Element 2 – Measurable Pupil Outcomes and**

**Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured**

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**


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

**STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. If Charter School does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.
Element 4 – Governance

GENERAL PROVISIONS

As an independent charter school, [Charter School], operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

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

All employees and representatives of Charter School, including members of the [Charter School’s] governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that Charter School amends its bylaws, it shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by Title IX or Section 504.
Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that [Charter School] does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of Cal. Admin. Code, tit. 5, §§ 4600 et seq.


Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. (Cal. Educ. Code section 52075).

**LEGAL AND POLICY COMPLIANCE**

[Charter School] shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

**RESPONDING TO INQUIRIES**

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

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

**NOTIFICATION OF THE DISTRICT**

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

**TRANSFER OF STUDENT RECORDS**

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16.

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**Element 5 – Employee Qualifications**

**EQUAL EMPLOYMENT OPPORTUNITY**

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

**NCLB AND CREDENTIALING REQUIREMENTS**

[Charter School] shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(f). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

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**Element 6 – Health and Safety Procedures**

**HEALTH, SAFETY AND EMERGENCY PLAN**

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[Charter School] shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. [Charter School] shall ensure that staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

**CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**

Charter School shall require all employees of Charter School, all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite independent contractors or vendors having unsupervised contact with students, to submit to criminal background checks and fingerprinting in accordance with state law. Charter School shall maintain on file and available for inspection evidence that Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students.

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Education Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

**Element 7 – Means to Achieve Racial and Ethnic Balance**

**COURT-ORDERED INTEGRATION**

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve its goals. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.

**No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students**

The District and [Charter School] are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). [Charter School] agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the charter school.

As required under NCLB, all NCLB-PSC students attending [Charter School] shall have the right to continue attending [Charter School] until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to [Charter School] shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

[Charter School] shall ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at Charter School. [Charter School] shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at Charter School.
Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at [Charter School] under the NCLB-PSC program increases in subsequent years, [Charter School] agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Charter School.

**FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, including federal Title I, Part A funds, [Charter School] has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. [Charter School] understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. [Charter School] agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
● Maintain inventory of equipment purchased with categorical funds, where applicable

● Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

[Charter School] also understands that as part of its oversight of Charter School, the District may conduct program review for federal and state compliance.

**Element 8 – Admission Requirements**

**McKinney-Vento Homeless Assistance Act**

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

**Non-Discrimination**

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

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

**Element 9 – Annual Financial Audits**
The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- Provisional Budget – Spring prior to operating fiscal year
- Final Budget – July of the budget fiscal year
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year
- Unaudited Actuals – July following the end of the fiscal year
- Audited Actuals – December 15 following the end of the fiscal year
- Classification Report – monthly according to school’s Calendar
- Statistical Report – monthly according to school’s Calendar of Reports
  In addition:
  - P1, first week of January
  - P2, first week of April
- Instructional Calendar – annually five weeks prior to first day of instruction
- Other reports as requested by the District

**Element 10 – Suspension and Expulsion Procedures**

**General Provisions**

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.
**STUDENTS WITH DISABILITIES**

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

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

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

**NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- copy of parental notice of expulsion hearing
- copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- if the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
• if the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address 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 Charter School’s failure to implement 504 Plan?

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

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at
the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

**REINSTATEMENT**

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**GUN FREE SCHOOLS ACT**

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

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**Element 11 – Employee Retirement Systems**

[NOTE: No District Required Language is being provided for inclusion in this element.]

**Element 12 – Public School 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 inter-district transfer in accordance with existing enrollment and transfer policies of the District.

**Element 13 – Rights of District Employees**

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

**Element 14 – Mandatory Dispute Resolution**

The staff and governing board members of [Charter School] 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 in accordance with the procedures set forth below:

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

To Charter School:
[c未来发展生学

c/o School Director

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

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

7) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties
mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

8) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

**Element 15 – Exclusive Public School Employer**

[Charter School] is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

**Element 16 – Charter School Closure Procedures**

**REVOCATION OF THE CHARTER**

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

- [Charter School] committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.

- [Charter School] failed to meet or pursue any of the pupil outcomes identified in the Charter.

- [Charter School] failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
• [Charter School] violated any provision of law.

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

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

**Closure Action**

The decision to close [Charter School], either by the governing board of [Charter School] or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of [Charter School] votes to close Charter School; or the Charter lapses.

**Closure Procedures**

The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to [Charter School], including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Upon the taking of a Closure Action by either the governing board of [Charter School] or the LAUSD Board of Education, the governing board of [Charter School] shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how [Charter School] will fund these activities.

**Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The CSD, if the Closing Action is an act of [Charter School]. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.
2. Parents, guardians, and/or caretakers of all students currently enrolled in [Charter School] within 72 hours of the Closure Action. [Charter School] shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). [Charter School] shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which the school participates. [Charter School] shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, [Charter School] shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). [Charter School] shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. [Charter School] shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All school employees and vendors within 72 hours of the Closure Action. [Charter School] shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents and, legal guardians may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:
1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents, guardians, and students shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment.

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**School and Student Records Retention and Transfer**

[Charter School] shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD.

4. [Charter School] must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage.

**Financial Close-Out**

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

[Charter School] shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the charter school.
This audit may serve as the school’s annual audit.

[Charter School] shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by [Charter School] will be the responsibility of [Charter School] and not LAUSD. [Charter School] understands and acknowledges that [Charter School] will cover the outstanding debts or liabilities of [Charter School]. Any unused monies at the time of the audit will be returned to the appropriate funding source. [Charter School] understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which [Charter School] participates, and other categorical funds will be returned to the source of funds.

[Charter School] shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

**Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

[Charter School] shall retain sufficient staff, as deemed appropriate by the [Charter School] governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

[Charter School]’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule).

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. [Charter School] and the District agree that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
Additional Provisions

FACILITIES

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 other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

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 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**: 
  (iii) **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

(iv) 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.

  (iii) 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.

  (iv) Sole Occupant: If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow 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.

**Non-District-Owned Facilities**

**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. Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

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

**Pest Management:** Charter School shall 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:** Charter School shall 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.

**INSURANCE**

**Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:
1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.
Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy.

Evidence of Insurance
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision
To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.
FISCAL MATTERS

District Oversight Costs
The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, Title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment for Services
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

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 its 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 the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School 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 Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall 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.

**Internal Fiscal Controls**

[Charter School] will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. EC 47612(b)

**Local Control and Accountability Plan**

In accordance with California Education Code §§ 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of EC § 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” EC § 47606.5(b)