EXTERA PUBLIC SCHOOL

CHARTER PETITION FOR FIVE-YEAR TERM (2016-2021)

RENEWAL PETITION
SUBMITTED TO THE LOS ANGELES UNIFIED SCHOOL DISTRICT
ON JANUARY 20, 2016
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ASSURANCES AND AFFIRMATIONS

Extera Public School (also referred to herein as “Extera” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)

- Not charge tuition. (Ed. Code § 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. (Ed. Code § 47605(d)(1).)

- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)

- Admit all pupils who wish to attend Extera Public School. (Ed. Code § 47605(d)(2)(A).)

- Except for existing students of Extera Public School, determine attendance by a public random drawing if the number of pupils who wish to attend Extera Public School exceeds Extera Public School’s capacity. Preference shall be extended to pupils currently attending Extera Public School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)

- If a pupil is expelled or leaves Extera Public School without graduating or completing the school year for any reason, Extera Public 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. (Ed. Code § 47605(d)(3).)

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

- Consult, on a regular basis, with Extera Public School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 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 Charter element or section. The final
section of the Charter provides 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 may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
EXTERA PUBLIC SCHOOL


ELEMENT 1: THE EDUCATIONAL PROGRAM

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

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

“If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

GENERAL INFORMATION

- The contact person for Charter School is: Dr. Jim Kennedy
- The contact address for Charter School is: 2226 E. 3rd Street, LA 90033
- The contact phone number for Charter School is: 323-780-8600
- The proposed address or target community of Charter School is: Boyle Heights
- This location is in LAUSD Board District: 2
- This location is in LAUSD Local District: East
- The grade configuration of Charter School is: K-8
- The number of students in the first year will be: 572
• The grade level(s) of the students in the first year will be: **K-8**

• Charter School’s scheduled first day of instruction in 2016-2017 is: **August 15, 2016**

• The enrollment capacity is: **572**
  (Enrollment capacity is defined as the total number of students who may be 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: **Traditional/Extended Year – 195 instructional days**

• The bell schedule for Charter School will be: **8:00 am – 3:00 pm**

• The term of this Charter shall be from: **July 1, 2016 to June 30, 2021**
LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

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 shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 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 section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 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.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

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 Charter 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 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 Charter 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

Each year, Charter School shall provide to the CSD a report on its annual 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/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners 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 Charter 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

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 section 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 had 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 do not have 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 ("OIM") required format in accordance with the OIM’s required timelines and 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.

- **Statewide Assessment Data (Including Charter Schools)**
  
  The usual file including District ID.

- **Norm day**
  
  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 (Including Charter Schools)**
  
  All Students enrolled as of December 1 of each school year
  
  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 (Including Charter Schools)**
  
  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS in compliance with the requirements of the MCD and applicable timelines and upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

COMMUNITY NEED FOR CHARTER SCHOOL

“Let nature be your teacher.”

– William Wordsworth

The mission of Extera Public School is to ensure the success of children living in Boyle Heights and East Los Angeles. Through a school theme focused on the natural world and the inter-connectedness of all living things, children at Extera Public School engage in hands-on, minds-on, project-based learning that integrates meaningful connections to nature across subject content areas, including language arts, social studies, science and mathematics, as well as the arts and technology.

Extera Public School personalizes the instructional program to meet the needs of every child. A small school environment ensures that children and families have access to support that targets their unique academic and social needs. The school calendar offers 195 days of instruction, which exceeds state requirements. Students who attend Extera Public School from kindergarten through eighth grade will receive 140,445 instructional minutes above state requirements, which translates into over two years of additional instruction.

Extera Public School is structured as a K-8 span school because research suggests that there are several potential, important benefits to the K-8 span school model over the traditional middle school model. A significant innovative feature of Extera Public School is its design as a K-8 span school. A growing body of research from urban school districts around the country supports K-8 schools as a viable and worthwhile model that positively impacts the behavior and academic achievement of middle school age students (ACSD Educational Leadership, April 2006). Although research comparing the K-8 model to traditional middle schools is still somewhat limited, several promising findings have been shown consistently with respect to the benefits and supports to students (and parents) that K-8 span schools can provide, including:
- K-8 schools are an alternative to the large middle schools, which struggle to be more than factory models of education
- K-8 schools provide at-risk students, in particular, greater opportunities at success by building relationships with teachers and staff over nine years.
- Parent involvement at K-8 schools is usually greater because parents are usually happiest with their children’s elementary school experiences and are more likely to stay involved in the children’s school lives longer because they are already comfortable with the school and its staff, and because younger siblings are enrolled at the school.
- Transitions at K-8 schools can enhance teacher collaboration and articulation across elementary and middle school grades; internal accountability can increase in K-8 span schools for the same reason.

In Miami-Dade County Public Schools, for example, exposure to the K-8 model showed K-8 students academically outperforming comparable students attending traditional middle schools (Abella, R., 2005). Attendance of students attending K-8 programs also improved, and there were fewer out-of-school suspensions. Furthermore, a majority of parents whose children attended K-8 schools indicated that they favored the K-8 model over the traditional middle schools, as did students and school staff. Although Extera currently serves students in grades K-7, full implementation of the K-8 model has been chosen for these benefits as well as in response to parent demand. Parents of Extera students are seeking the potential benefits of a smaller school environment and more personalized approach for their children, characteristics that are less common of traditional middle schools that typically serve thousands of students. A growing body of research indicates that the school size has significant impact on student achievement and that larger schools are often less successful than smaller schools (Hylden, J., 2004).

In a recent study by the Teachers College at Arizona State University (Clark, Slate, Combs, and Moore, 2013) the effect of grade-span configuration on reading and math performance in K-8 and middle schools was studied. The study, conducted in the Texas public school system with 628 schools evenly divided by K-8 and traditional middle schools, used the Texas Assessment of Knowledge and Skills (TAKS) to assess the performance of students. The results show that all fifteen reading comparisons demonstrated a statistically significant superior performance by K-8 students. In mathematics, 11 of 15 comparisons showed a statistically significant superior performance by students from K-8 schools (Black, John Paul, 2013).

Despite the many potential benefits, however, K-8 schools are still uncommon in Los Angeles. Although a number of K-8 schools exist with the LAUSD, only one traditional public school that is K-8 (Utah Elementary) is located within the Boyle Heights community that Extera Public School serves, making Extera Public School an important option for parents seeking a K-8 school for their child. Moving forward with expansion to a K-8 model, Extera anticipates that not only will students receive the benefits outlined above, but the Charter School will also offer benefits that extend beyond the currently available research, providing additional understanding of the K-8 span school model.

Extera’s model of excellence includes all members of the school community working in collaboration. Teachers engage in regular professional development and collaboration; student progress is continuously monitored via authentic and data-driven assessments; and school staff work with families to build home-to-school relationships and community partnerships that support children and empower
families. During its first five years of operation Extera Public School has developed continuing partnerships with the following organizations:

- Homeboy Industries
- Breed Street Shul
- Boyle Heights Historical Society
- Self Help Graphics
- Audubon Center
- NatureBridge • USC
- Inner-City Arts
- Friends of the L.A. River
- From Lot to Spot
- Casa0101
- Councilman José Huizar’s Office
- Epacio 1839
- Metro
- Japanese American National Museum • Facho Potato

The above are just some of the many community partnerships with organizations that Extera has established to promote student learning and connections to the community. Listed below are examples of other community organizations with whom Extera has developed relationships that have benefited and empowered families by providing counseling support, parenting classes, food banks, and other social support services:

- Altamed
- White Memorial Hospital
- Girls Today, Women Tomorrow
- International Institute of Los Angeles • East L.A. Community Corporation
- Girls Today, Women Tomorrow
- Projecto Pastoral at Dolores Mission
- ENKI East L.A. Youth and Family Services
- Foundation Early Childhood Education, Inc.
- Mexican American Opportunity Foundation

Extera Public School recognizes that parent engagement, participation, and ongoing communication with the Charter School is a strong support to students and a critical component of student success at school. As such, Extera Public School requests that families strive to participate in the activities and events of the school, either as participants or volunteers, the equivalent of at least 40 hours each year. The engagement of parents as participants and/or volunteers is not a mandatory requirement, however, and is not a condition of enrollment or continued enrollment at the school. In addition, parents are provided with multiple ways to participate in the activities of the school. Parent participation is recognized in numerous ways, such as: attending Back to School and Open House; attending student/parent/teacher conferences; attending parent workshops and information sessions; volunteering on campus and on academic excursions, and the like. Extera Public School also receives substantial volunteer support from its Board of Directors, who share their expertise, and from a growing network of community members.

*Academic Performance Data and Other Absolute and Comparative Performance Indicators*
In spring 2015, in recognition that Extera Public School provides a reasonably comprehensive and sound educational program with the potential to serve students and increase student achievement, LAUSD approved a revision of Extera’s original K-6 charter to expand to 8th grade, and in February of 2015, LAUSD authorized the expansion of Extera Public School to operate as a K-8 span school that began on August 17, 2015. We are proud of our achievements to date, including:

- High academic performance, with a 2013 API score of 802 in its second year of operation – an increase of 57 points over the previous year.
- Strong levels of student proficiency on the 2013 California Standards Test (CST) in comparison with Resident Schools Median, with 45% of students proficient or advanced in English Language Arts versus 39% of Resident Schools Median, and 66% of students scoring proficient or advanced in Mathematics in comparison to 50% of Resident Schools Median.
- Internal assessment data on the MAP (Measures of Academic Progress) for 2014 indicate that Number and Operations and Measurement and Data are identified strengths in the upper grades, where a majority of students, including significant sub-groups, met or exceeded their expected growth targets; Vocabulary Acquisition and Use are significant strengths in ELA in the middle school grades, where a majority of students, including significant sub-groups, met or exceeded their expected growth targets in comparison to the norm group. Although Extera will not grow to the 8th grade until 2016-17, it is likely that current 7th grade students will continue to attend Extera Public School through the eighth grade and that the positive trends of student achievement will continue.
- MAP assessment data for 2015 indicate that Operations and Algebraic Thinking, Number and Operations, and Measurement and Data are particular strengths in grades 4-6, where a majority of students (69%), including significant sub-groups, met or exceeded their expected growth targets; Informational Text and Vocabulary Acquisition and Use are a significant strengths in ELA in grade 6, where a majority of students (86%), including significant sub-groups, met or exceeded their expected growth targets in comparison to the norm group, signaling a positive trend of student achievement at the middle school grades.
- All numerically significant student sub-groups exceeded student achievement growth targets substantially on the 2013 CST, with Latino students exceeding the growth target by 50 points; English learners exceeding the growth target by 65 points; and socioeconomically disadvantaged students exceeding the growth target by 53 points.
- The dramatic increase of 57 points on the API in 2013 is an indication of the program’s success and provides a trend that speaks to the strength of Extera’s educational model. From 2012 to 2013, the school reduced the number of students scoring basic and below and increased the number of students scoring proficient and advanced, evidence that Extera Public School is offering an instructional program that is supporting student growth (see data sets for years 2012 and 2013). In 2013, of the schools Extera students would have otherwise attended, Extera Public School was:
  - The only school where all numerically significant subgroups exceeded their API growth targets
  - The school with the highest Statewide Rank
  - The school with the highest Similar Schools Rank
At the elementary level (grades K-6), of the schools our students would otherwise attend, Extera Public School is the only school that demonstrated an upward trajectory of achievement as the chart below illustrates. The schools our students would otherwise attend dropped on average 15 points from the 2012 Base API to the 2013 Growth API compared to Extera Public School's growth of 57 points:

<table>
<thead>
<tr>
<th>School</th>
<th>Conf</th>
<th>2012 Base API</th>
<th>2013 Growth API</th>
<th>2013 State Rank</th>
<th>2013 Similar Schools Rank</th>
<th>Met 2013 Sch-wide Target</th>
<th>Met 2013 Subgroup Targets</th>
<th>% Free/Reduced Lunch</th>
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<tr>
<td>Extera Public</td>
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</tbody>
</table>
In 2013, Extera Public School also achieved all 17 of 17 NCLB Adequate Yearly Progress targets, an increase from 82% met in 2012 to 100% met in 2013, versus 47% met in 2013 for Resident Schools Median, growth that reflected the longer-term benefits of the instructional program over time and indicating a positive trend in student performance over time.

Extera Public School uses the NWEA Measure of Academic Performance (MAP) for its internal benchmark data. The NWEA MAP Class Reports and Grade Reports are primary tools Extera Public Schools utilizes for assessment of how individual students in a class are performing as well as to support goal setting and focus instruction that is differentiated and meets students’ needs. The percentile given in Grade Level Reports together with other classroom assessments are used to help identify at-risk students. Based on these very student-focused MAP Class Reports and Grade Reports, Extera Public School teachers have been able to determine which goal area students demonstrated the greatest level of mastery, which goal area students demonstrated the greatest need for support, and determine the instructional practices required to increase mastery levels.

Analysis of student achievement data in 2013-14 and in 2014-15 indicated that many students struggled with reading comprehension, in part due to limited vocabulary development. Although internal assessment measures (i.e. unit assessments and teacher-created assessments) indicated that students across sub-groups, including students with special needs, were progressing in ELA, reading comprehension and vocabulary challenges that began in kindergarten continued through all of the grades and were focus areas for improvement through professional development as well as during and after school intervention for struggling students.

In math, analysis of student achievement data in 2013-14 and in 2014-15 indicated that a majority of students across sub-groups struggled with complex word or situational problems that involved using
multiple skills (i.e. reading comprehension, context clues, problem solving). To address those issues, particular emphasis was placed on identifying and utilizing curricular materials and technology that support student learning in these areas, professional development for teachers, and increased access to intervention during and after school for struggling students.

Extera Public School continues to monitor and analyze the student achievement of all students, including all significant student sub-groups, using internal assessment measures. According to 2014 and 2015 Measures of Academic Progress (MAP) assessments used internally to assess student achievement, students in all sub-groups in the primary grades show a particular strength in geometry, literature, and informational text. Students in all sub-groups in the upper elementary grades show strengths in number and operations and geometry. Students in the middle school grades showed strength in number and operations, algebraic thinking, and measurement and data. Students at all grades showed strength in Vocabulary Acquisition and Use and Informational Text. Internal assessment (MAP) data in 2014 and 2015 showed that students at elementary and middle school grades struggled to achieve student achievement growth targets in literature, so that school made foundational literacy skills that support student achievement in literature a focus for intervention, provided by teachers during and after the regular school day, a focus for instructional support in the 2015-16 school year.

MAP assessments utilize RIT Scale Norms to measure growth in student achievement in reading, writing and mathematics over time. These scores allow teachers and administrators to compare achievement status, and changes in achievement status (growth) between testing cycles to students’ performance in the same grade at a comparable stage of the school year. This contextualizing of student performance helps teachers plan instruction for individual students; it supports administrators as they focus on allocating resources; and empowers all staff as they work to improve all educational outcomes. Although Extera students showed growth on MAP assessments in ELA and math in 2014 and 2015 by meeting growth targets in the areas indicated above, as a group they fell short of the Norm Grade Level group in many instances (below), although their achievement was not far off from the norm group.

Comparing Extera’s Class Mean RIT scores with the Norm Grade Level Mean RIT has allowed teachers and administrators to identify where additional supports in math and/or reading are needed. As a result, Extera’s after school intervention program, available to struggling students, has been re-designed to focus specifically on identified areas of weakness. In addition, individual and small group intervention has also been introduced into the regular school day and is provided by apprentice and support teachers. Through data analysis that occurs during collaborative planning and professional development, teachers have targeted students who are struggling to achievement performance benchmarks in order to form flexible instructional groups throughout the day in ELA and math that allow for differentiation of instruction in order to move students towards mastery and meet academic targets for growth in these areas.

Extera Public School Fall 2014 Class Mean Comparison with Norm Grade Level Mean RIT

<table>
<thead>
<tr>
<th>Grade</th>
<th>Norm Grade Level Mean RIT</th>
<th>Class Mean RIT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Math</td>
<td>Reading</td>
</tr>
</tbody>
</table>

13
In addition to the positive trends evident in the academic performance data of Extera students, along with other performance indicators, parents of Extera students have also indicated strong satisfaction with the Charter School’s program, as evidenced by annual surveys that are provided to parents as a component of Extera’s 360° internal review process. More than 80% of parents have indicated that they are satisfied or very satisfied with their child’s academic program and feel that the program has prepared their child well.

Success of the Innovative Features of the Educational Program

Place-based learning and active engagement outside the classroom

Extera has several innovative features that are a hallmark of an Extera school and are unique to the experience of teaching and learning at an Extera school. One essential element of the Extera Public School education is the fundamental belief that not all education and learning takes place within the confines of the physical school setting. Extera recognizes that the community and city at large provide a rich resource for educational exploration and excursion. As a result, all Extera students are exposed to at least 8 to 10 learning adventures each year. With the Extera focus on the natural world and all of the rich learning opportunities that it has to offer, many of the learning adventures take students into nature to help them develop a relationship and comfort with the natural world that surrounds them. Some examples include: kindergarten students visit a pumpkin patch in the Fall as part of their “Life Cycle of a Pumpkin” unit each year; teachers and students walk the neighborhood investigating and studying the local flora and fauna, becoming familiar with, and developing a strong appreciation with their natural surroundings. Other learning adventures, or field trips, include (but are not limited to):

- Underwood Farms
- El Dorado Nature Center
- CA Science Center
- Griffith Park
- Descanso Gardens
- Star Eco Station
- Whale Watching
- Kidspace
- Tumbleweed Day Camp
- Adventure City
- UCLA
- Museum of Latin American Art
- 826 LA
- Tree People

And there are many, many others. Learning Adventures are planned by grade level, and grade level teams organize collaborative trips across the campuses. Some of the learning adventures, such as those listed above, have become “anchor trips” that are repeated annually; others are determined on an annual basis depending on best instructional fit and learning objectives. Learning adventures are a meaningful extension
of the learning that takes place within the classrooms and are open to all Extera students as part of the regular program the school provides.

An annual school-wide event that involves the entire community and serves as an excellent example of our use of place-based learning is the Boyle Heights History Hike (BHHH). This annual community and school event helps to build appreciation and understanding about the historical, cultural, and artistic relevance of the Boyle Heights neighborhood of East Los Angeles. The event begins at Mariachi Plaza, where participants gather for a 2.5 mile “hike” through Boyle Heights, visiting local businesses and learning about the fascinating significance of local institutions and places. Artwork and writing created by Extera students is on display throughout the community, within businesses as well as displayed outdoors. The walk concludes at Mariachi Plaza, where Extera students along with other local artists perform music and dance to celebrate the event. During the first two years of the event, more than 30 local businesses and 500 people participated in the BHHH, as it is now known to the community. Participants include students, families, Extera teachers and staff, friends of Extera, community members, and other people interested in learning more about and supporting the Boyle Heights community. The BHHH is a powerful example of how Extera students, teachers, staff and families work together with the local community to create something much broader in scope than individual experience.

**Extera’s Unique Apprentice and Support Teacher Model**

Extera recognizes that while teacher education programs provide a great foundation for teachers to prepare for being in the classroom, sometimes there is a disconnection between the university program experience and the classroom teaching experience. Over the past five years, Extera has developed and refined a unique instructional model that allows new teachers the opportunity to become fully immersed in the daily teaching and instructional experience without bearing all of the responsibilities of a regular classroom teacher. During the first five years of operation, Extera promoted more than ten of its support teachers to regular classroom teaching positions in subsequent years.

In its 5th year of operation, Extera expanded the support teacher model to include Apprentice Teachers. The Apprentice Teacher position at Extera is a specially designed teacher position to posture and groom newly credentialed teachers for the classroom. Unlike support teachers, who may only have 30-day substitute credentials in some cases, apprentice teachers are required to possess a preliminary credential. Apprentice teachers, unlike support teachers, generally do not work as substitutes. During their first year of teaching at Extera, Apprentice Teachers are assigned to work as partner teachers with either one or two of Extera’s experienced teachers. This unique arrangement allows the Apprentice Teachers to become fully immersed in the classroom teaching experience at Extera, to become knowledgable about the teaching practices and philosophy of the school, to develop professional relationships with peers – all without having to carry the full load of responsibility of the roster-carrying classroom teacher. Apprentice teachers have the opportunity to plan, design, teach, co-teach, observe, dialog, and share the classroom teaching experience for a full year before moving into a classroom teacher position. It should be noted that the apprentice teacher model does not apply to the middle school grades, where regular classroom teachers work in teaching teams to teach the required core and non-core content areas. Apprentice teachers are not assigned in the middle school grades.
In subsequent years, Apprentice Teachers are typically placed at the same grade level so that they are able to build upon their grade level experience, in a classroom that is adjacent to one of their partner teachers so that they receive continued support and guidance during their second year of teaching. In some cases, Apprentice Teachers move to the next grade level with their students, looping with the students, an approach that allows teachers to build on already established relationships with students and parents as well as to build on student progress from the previous year. This looping model, although not implemented every year with all teachers, is another innovative feature of Extera Public School’s model. Each year no less than 20% of Extera’s teachers loop with their students, allowing students to access the many benefits that can be gained from a multi-year teaching structure, such as: increased instructional time (less time wasted at the start of the second year to introduce routines, etc.); strengthened relationships with students and deeper understanding of their needs; and increased parent involvement, among others (ASCD Education Update, March 1998).

Similarly, there is an additional teaching position at Extera holding the title of Support Teacher. Support teachers are also credentialed teachers who work and collaborate with two classroom teachers, offering instructional support as well as general overall classroom support. Each support teacher is assigned to work as a third teacher between two classrooms. The two regular classroom teachers collaborate to agree upon a daily schedule for the support teacher that provides the most appropriate support for the students in their classrooms. Support teachers dedicate their time to providing instructional support to individuals and small groups of students. All apprentice and support teachers are appropriately credentialed to serve as substitutes when needed, so when regular classroom teachers are absent, support teachers (and occasionally apprentice teachers) take over in the role of substitute. Consequently, Extera does not and has never brought outside substitutes into the school to cover for absent teachers. This has provided tremendous benefits to the students, teachers, and school because the support teachers are familiar and versed in the daily routines of the classroom, know the students, the curriculum, and Extera’s procedures and policies. This allows the support or apprentice teachers to step in seamlessly and continue with the instructional program without losing a day as a result of the regular classroom teacher’s absence.

The apprentice and support teacher model at Extera has provided exceptional opportunities to teachers and students alike. Teachers who are new to the profession have increased opportunity to hone their skills during their first years of teaching, and as novice teachers, they are set up for success. The model is a tremendous benefit to students as well as they have access to increased instructional support from qualified teachers, reducing the teacher-to-student ratio significantly. The increased support for new teachers is also likely to decrease new teacher stress, isolation, and burnout common among new teachers and the increase the likelihood that teachers will remain in the teaching profession.

School Theme Focused on the Natural World (Learning Adventures)
Extera has successfully implemented a unique school theme focused on the natural world and the interconnectedness of all living things – human communities, plant and animal life, our living planet and beyond. Children at Extera Public School engage in hands-on, minds-on project-based learning that offers “real world” relevance, impact and self-empowerment. Once themes pertaining to grade level appropriate
science and social studies standards are identified, then assessments and units of study and lessons are developed that support the themes, adhering to State and national standards at each grade level in the content areas of English language arts, science, social studies, and mathematics. This approach allows students to experience an integrated curriculum where subjects are not taught solely in isolation but instead are presented coherently and connected to broader themes that bring together the overarching concepts and understandings of the standards-based curriculum.

Extera students experience increased interaction with nature and receive in-depth, integrated content study of the natural world. This strengthened relationship with nature and broad knowledge of the living world of which they are a part allows students to construct a meaningful understanding of the interdependency of nature and natural ecosystems and to better comprehend their place in the world. To that end, the Extera curriculum places an emphasis on science, social studies, geography, and cultures, and develops strong literacy skills in reading and writing as vehicles for content knowledge acquisition and exposition.

One practical application of the focus on the natural world is the Extera garden that has nurtured community spirit, common purpose, and cultural appreciation by building bridges among students, school staff, families, and local businesses and organizations. The Extera Garden serves as a living laboratory where students have gained an understanding of ecosystems, an appreciation for food origins and nutrition, knowledge of plant and animal life cycles as well as practical horticultural skills that will last a lifetime.

Another powerful example of Extera’s focus on the science and social studies curriculum through nature are multi-day camping trips. Each year, students in the upper elementary and middle school grades participate in highly rewarding learning experiences by when they go camping with their fellow students and teachers in conjunction with NatureBridge or similar outdoor learning organization. These camping excursions take students to the Santa Monica Mountains, and the Santa Catalina Islands, for example, allowing them to broaden their own educational experience in nature. All students are able to and encouraged to participate on these trips at no cost to their families as part of Extera’s core program. The Charter School provides all of the necessary camping gear (such as sleeping bags, back packs, day packs, water bottles) to remove all costs and potential barriers to participation. Prior to these excursions, the leaders of the trips collaborate with teachers to become aware of the science themes, principles, and units that are being taught so that they can design their discussions and instruction in nature to parallel, reflect, and support the content that teachers are teaching in their classrooms. The trips are extensions of learning that takes place in the classroom, typically connected to themes pertaining to ecosystems, geography, California history, and indigenous peoples of California.

Apart from the meaningful and enriching extensions to academic learning that Extera’s emphasis on place-based education provides, Extera students have experienced increased personal interaction with nature as verified by the school’s curriculum and annual off-campus learning experiences. Extera students have consistently demonstrated a proficient and substantial understanding of nature and their place in the world as reflected in class work, student projects, and culminating assessments and assignments completed following these placed-based experiences, particularly in the content areas of science and social studies. During classroom lessons and excursions alike, Extera students have expressed a positive attitude toward
the natural world. Moving forward, Extera will develop a survey instrument that will be provided to students to measure changes in student attitude toward nature as a result of these experiences.

Planning and Collaboration

As an experienced charter school, two of the most developed, successful, and beneficial aspects of Extera’s program are collaboration and professional development. Teachers plan collaboratively across campuses and grade levels at least two afternoons each week. Additionally, 15 full days of professional development and planning are provided to teachers annually, conducted prior to the start of the school year and during the school year. In an effort to capitalize on best practices and Extera’s focus on innovation, Extera has formalized the creation and implementation of an Instructional Leadership Team, led by Extera’s Curriculum and Teacher Support Specialist. The focus of the team’s work is to develop and share successful instructional practices and materials that are aligned to the Common Core State Standards and to design and implement professional development that supports teachers across grade levels. Extera is successfully tapping into its own resources by utilizing the expertise of the members of its instructional team and supporting teachers by developing internal capacity and cohesion across the organization.

Administrators and teacher leaders facilitate grade level and cross-grade level collaborative planning. A formal agenda, developed collaboratively by teachers and administration, and minutes provide structure so that grade level meetings are focused and productive. In addition to planning instruction, themes, units of study, classroom excursions, and related activities, teachers and administrators analyze student achievement data across student subgroups to identify program strengths, weaknesses, and monitor the progress of students. Teachers modify their plans for instruction and delivery of instruction in response to what the data indicates. For example, teachers determine how to group students most effectively to provide additional support according to their particular needs as English learners, advanced learners, students with IEPs, or struggling students.

Planning and collaboration extend beyond the classroom to include other activities at the school. Such as:

- “Padres Que Pueden” Workshops for Extera Parents and Families
  These workshops are collaboratively designed by Extera teachers and administration for our parents and students. Parents and students come together for two hours of interaction and learning with Extera teachers through activities designed to promote collaboration between parents, students, and the school related to learning both in and outside of the classroom. Conducted every 6 weeks, these team building events bring teachers across grade levels together with parents and students across school sites. Often times parents are provided with activities and materials that they can use at home with their children. Among others, workshop topics have included:

  - SBAC and the Common Core State Standards
  - Math and Art Activities
• Science  • Exercise and Healthy Living  • Healthy Cooking
• Early Literacy and Reading

• Extera Action Teams
In the place of committees, Extera Action Teams, composed of Extera teachers across campuses, have different focus areas for their collaborative work. Although Action Teams can vary from year to year, current actions team include: Science, Math and Art Team (SMART); Get Up and Go Team; Read to Succeed; Boyle Heights History Hike; Little Einsteins. These teams focus on celebrations of culture and learning, while planning and preparing school-wide performances and community-based activities. Actions teams choose events and activities that they feel connected with and that they feel will provide worthwhile experiences and/or information to parents and students. Action teams develop and plan activities related to specific topics, such as science, reading, or Math, and create lessons, activities, and presentations for parents and students. Action teams use their own classroom activities and curriculum as a foundation for their presentations. Action teams meet at least once a month, more if needed. Among other accomplishments, Extera action teams have created Padres Que Pueden workshop presentations, Extera’s “World of Wonder” winter program, Read Across America activities, harvest activities, book fair, reading buddies, and Extera’s large-scale community event known as the Boyle Heights History Hike.

• Professional Development Opportunities
Teacher leaders and school administration work collaboratively to plan and deliver professional development to teachers and staff each week on Wednesdays and during ten full days of professional development that occur prior to the start of the school year and throughout the year. Professional development topics have included, among others: project-based learning; thematic teaching; understanding the Common Core State Standards; Smarter Balanced Assessment Consortium; early literacy skills development; strategies for English learners; classroom management; identification of gifted and potentially gifted students; leveling students as readers; analyzing student achievement data; interpreting MAP assessment scores; meeting the needs of students with special needs; ThinkCERCA; CELDT, and others.

Success of the School’s Educational Program in Meeting the Specific Needs of its Student Population, Including but not Limited to Students in Numerically Significant Subgroups

Overall, based MAP results, our EL subgroup in grades K-3 performed at/near the norm and class averages. Students in grades 4-6, including numerically significant subgroups, struggled overall to perform at/near the norm and class averages. At each grade level, however, students across subgroups demonstrated growth from the Fall MAP implementation to the Spring. On the mathematics test, students across grade levels struggled with Operations and Algebraic Thinking, and Measurement and Data. On the reading test, students across grade levels struggled with Foundational Skills, and Language and Writing. Kindergarten students showed strength in Geometry and Literature and Informational Text. Second and Third grades
showed strength in Number and Operations, and Geometry. Fourth graders showed strength in Geometry. Fifth through seventh graders showed strength in Number and Operations.

At all grades, student achievement scores demonstrate growth from the Fall to the Spring administration and in subsequent years. Test data indicates that an increasing percentage of students are meeting or exceeding expected growth targets each year. This growth is due in part due to the increased emphasis that has been placed on analyzing and utilizing the test measures to strategically plan and deliver instruction to meet the unique needs of students, particularly subgroups of students who are more likely to struggle to achieve satisfactory progress if particular attention is not paid to their learning goals and outcomes. The ongoing analysis of student achievement data on MAP assessments, administered to all students three times annually, has allowed teachers and school leaders to identify strengths and weaknesses in Extera’s instructional program and to target struggling students for intervention and support, to modify instruction, and to identify the professional development needs of teachers.

As a result of the data analysis that has been completed utilizing student achievement data from the summative and formative MAP assessments, teachers have identified those students who are in need of additional academic supports (i.e. during or after school academic intervention) and/or other supportive interventions (i.e. Student Success Team meeting, parent conference, individualized student behavior plan or contract). Teachers maintain a written plan of action that sets targets, indicates progress toward targets, and groups students according to their specific needs. Students who are English learners, students with IEPs, and students at risk of school failure due to other factors are identified and tracked to monitor growth and to ensure progress. Students who are performing at or above grade level standards are also identified and grouped flexibly during instruction to ensure their continued success and that instructional delivery is appropriate to their ability. These actions have contributed to the improved achievement of all students at Extera Public School, including numerically significant subgroups, as evidenced by increased performance on State testing as well as increased levels of performance on MAP assessments over time (i.e. from Fall to Spring) and from year to year.

Areas of Challenge the School has Experienced and How the School will Improve in the New Charter Term
During the first five years of operation, Extera Public School experienced and responded successfully to numerous challenges as a new and growing school. Challenges included, but were not limited to: payroll reporting; the increased demands for purchasing and procurement; creating effective communication systems with parents; and securing permanent facilities.

Implementation of a New Payroll System
A key operational challenge as a growing organization was managing our payroll process that had previously been an almost completely manual process. Office Managers were spending too much time calculating and reporting time cards for hourly employees, and site administrators were seeking a more efficient way to track and approve sick time and vacation accruals of teachers and other staff. In response to these challenges Extera Public Schools upgraded its payroll system to an automated time and attendance system.


**Enhancements to Purchasing and Procurement Processes**

To address the challenges of a rapidly growing organization, Extera Public Schools invested in an operational enhancement called SpendBridge, a system that enables the school to create purchase orders and upload invoices for approval online instead of by hand. School administrators are able to approve purchase requisitions from anywhere using Spendbridge, eliminating reliance on paper approvals.

**Maintaining Effective Communication with Parents**

Because Extera Public School is co-located on two campuses, the school invested in technology and internal programs to facilitate communication with parents. Extera Public School acquired a *robo-call* system to notify parents about activities at the school, as well as to use during emergency situations. Attendance at information meetings and workshops has increased over previous years. To complement the automated system, Extera developed a Room Parent Program. The Parent Coordinator trains volunteer parents on how to be an effective liaison between the school and other parents to ensure that Extera parents have accurate and up-to-date information about school business, student activities, and important school events.

**Facilities**

Securing long-term, permanent facilities for Extera Public School has been a challenge. Extera continues to work with prominent charter facilities developers to as it related to facilities development in efforts to identify appropriate facilities in the immediate area of our current school sites that would eliminate or reduce Extera’s reliance on Prop 39 facilities agreements with the LAUSD.

**SBAC Implementation**

It has been widely reported that the transition from the California Standards Test (CST) to the Smarter Balanced Assessment Consortium result in a decline in student achievement results for the vast majority of schools across the state. The same was true for Extera Public School, which experienced an overall decline in performance data from previous years. Although such a decline was achievement is disconcerting, it was not unexpected given the dramatic change in the test and testing environment that the new SBAC comprised. Although Extera scores in most cases were higher in English language arts and math when compared to surrounding neighboring schools, the differences were not impressive and did not immediately reflect the positive trend that was evident with the CST. Following is a comparison between Extera Public School and some of the neighboring schools on the 2015 SBAC. (The scores represent the percentage of students who met or exceeded grade level performance.)

<table>
<thead>
<tr>
<th>School</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extera Public School</td>
<td>22</td>
<td>16</td>
</tr>
<tr>
<td>2nd Street Elementary</td>
<td>17</td>
<td>13</td>
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</tbody>
</table>
We have used our SBAC results to make critical decisions about how to move forward and are using the results as a baseline year. What we were able to acknowledge upon reflection and an internal evaluation and analysis of our program is that there were significant challenges related to the implementation of an entirely online testing environment, as well as challenges related to the transition to the rigorous Common Core State Standards. As a result of the modest 2015 SBAC scores and the internal evaluation of our program, a comprehensive plan of action has been implemented to address program weaknesses, increase the capacity of Extera students to perform in an online testing environment, and to better align the instructional program to the CCSS.

The primary programmatic gaps that were identified included:

- Sufficient technology resources, including laptops and Internet capacity, were not in place prior to testing.
- Curricular resources aligned to the CCSS were limited and/or came late in the year.
- Instructional planning did not include adequate experiences similar to the SBAC.
- There was a general lack of focus on SBAC testing.

To address the programmatic gaps and put into place supports that would better prepare for the transition to the Common Core and the SBAC, the following steps were taken:

- Additional IT management and support staff were hired
- Additional MacBook Air laptops were purchased to achieve a 1:1 student:laptop ratio in grades 2 and above
- The capacity of the Internet was upgraded to allow for greater speed and access (according to Prop 39 guidelines, policies and regulations)
- Additional student resources aligned to the CCSS and SBAC were acquired, such as ThinkCERCA
- Teachers in grades 3 and above received training and resources to implement the ThinkCERCA curriculum, an online designed to empower teachers to personalize literacy instruction across disciplines
- Teachers in grades K-2 received training and resources to implement the LightSail, a digital curriculum designed to accelerate literacy development and instill a love a reading
- Additional attention to computer related skill building was provided to students
- Teachers were trained during professional development regarding the SBAC
- Professional development was provided to teachers to support teaching the CCSS and the implementation of the SBAC
• Professional development was differentiated to be grade level and/or content specific so that teachers at various grade levels receiving training and opportunities that addressed their needs
• An SBAC implementation plan was created for classroom teachers in grades 3 and above
• The school has purchased and continues to purchase supplemental curricular materials that are aligned to CCCSS
• There is increased schoolwide focus on the Common Core and SBAC
• Workshops have been provided to parents to increase their awareness and understanding of the CCSS and SBAC
• The role of full-time Curriculum and Teacher Support Specialist was created to support the rollout of the Common Core and SBAC
• Three classroom teachers, supported by full time, credentialed apprentice teachers, have been given adjunct responsibilities to strengthen implementation of the Common Core, early literacy, and the EL program

**Strengthening Parent Engagement**

Extera has invested extensively in formal parent engagement in the form of two specialized parent roles: a Community Liaison and Parent Engagement Coordinator. The Community Liaison is responsible for student recruitment and managing Extera’s relationships with key community partners, elected officials and businesses. The Parent Engagement Coordinator organizes parent volunteers and room parents and assists with other parent-related activities such as Padres Que Pueden workshops, Coffee with the School Administrator, parent information meetings, and other activities designed to engage parents and increase parent participation at Extera.

The Community Liaison has a broader role within Extera and the surrounding community and plays a primary role in disseminating information about the Charter School to the community and community organizations, initiating and establishing community partnerships, and facilitating strong community relationships with a variety of local organizations, such as:

Extera parents have come to expect high levels of engagement with Dr. Kennedy, the founder and CEO of Extera Public Schools. As the school has grown, a priority has been place on providing other key Extera staff members who are able to provide support to parents and to serve as effective points of contact with the school.
## 3. SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

**Address:** 2226 E. 3rd Street Los Angeles, CA 90033

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students [2013]</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
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<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
<th>2011-2013 API 3 Year Average</th>
<th>2013 API Statewide Rank</th>
<th>2013 API Similar Schools Rank</th>
<th>2013-2014 School Performance Framework Classification (SPF)</th>
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<td>At Amer .01%</td>
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<td>Evergreen ES (K-6)</td>
<td>903</td>
<td>100</td>
<td>11</td>
<td>30</td>
<td>Latino 98%</td>
<td>White .005%</td>
<td>--</td>
<td>749</td>
<td>No</td>
<td>No</td>
<td>739</td>
<td>3</td>
<td>4</td>
<td>Watch</td>
</tr>
<tr>
<td>Sunrise ES (K-6)</td>
<td>459</td>
<td>100</td>
<td>19</td>
<td>39</td>
<td>Latino 99%</td>
<td>--</td>
<td>--</td>
<td>709</td>
<td>No</td>
<td>No</td>
<td>720</td>
<td>1</td>
<td>2</td>
<td>Watch</td>
</tr>
<tr>
<td>Hollenbeck MS (6-8)</td>
<td>1,271</td>
<td>80</td>
<td>14</td>
<td>18</td>
<td>Latino 98%</td>
<td>White 1%</td>
<td>--</td>
<td>685</td>
<td>Yes</td>
<td>No</td>
<td>667</td>
<td>1</td>
<td>2</td>
<td>Watch</td>
</tr>
<tr>
<td>Stevenson MS (6-8)</td>
<td>1,777</td>
<td>100</td>
<td>11</td>
<td>22</td>
<td>Latino 100%</td>
<td>--</td>
<td>--</td>
<td>696</td>
<td>Yes</td>
<td>No</td>
<td>672</td>
<td>1</td>
<td>1</td>
<td>Watch</td>
</tr>
</tbody>
</table>
**Enrollment for 2014-15, the first year of school’s operation.

Address used for two-mile radius: 2226 E. 3rd Street Los Angeles, CA 90033

Source: 2013 enrollment and ethnicity - [http://dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/)

Source: API Data - [http://api.cde.ca.gov/reports/page2.asp?subject=API&level=School&submit1=submit](http://api.cde.ca.gov/reports/page2.asp?subject=API&level=School&submit1=submit)

Source: Student Demographics: CALPADS

**STUDENT POPULATION TO BE SERVED**

Extera Public School serves inner city elementary and middle school-age students in grades K-8. Specifically, Extera operates within the Boyle Heights / East Los Angeles community of the city of Los Angeles, located east of downtown and the Los Angeles River. Our target area includes zip code 90033, illustrated by the red boundaries below.

The overwhelming majority of the students who attend Extera Public School live in the neighborhood immediately surrounding the school. We aim to be a true neighborhood school that is an asset to the community and we intend to continue to maximize our role in helping to build a strong culture of community support and interaction with the school. This GIS map below of actual Extera student addresses illustrates that our school is very much a neighborhood school for our students. Many families are able to walk to the Extera campuses.

<table>
<thead>
<tr>
<th>School Name</th>
<th>Enrollment</th>
<th>White</th>
<th>Latino</th>
<th>Native American</th>
<th>Filipino</th>
<th>Not Reported</th>
<th>Instruction Quality</th>
<th>$lang=es</th>
<th>Teacher-Student Ratio</th>
<th>API Score</th>
<th>API Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belvedere Middle School (6-8)</td>
<td>1,356</td>
<td>100</td>
<td>13</td>
<td>20</td>
<td>99%</td>
<td>--</td>
<td>--</td>
<td>733</td>
<td>Yes</td>
<td>No</td>
<td>713</td>
</tr>
<tr>
<td>Charter Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extera Public School (K-8)</td>
<td>386</td>
<td>87</td>
<td>10</td>
<td>55</td>
<td>98%</td>
<td>802</td>
<td>Yes</td>
<td>Yes</td>
<td>Not available</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Arts in Action (K-5)</td>
<td>295</td>
<td>97</td>
<td>48</td>
<td>10</td>
<td>99%</td>
<td>708</td>
<td>Yes</td>
<td>Yes</td>
<td>Not available</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Endeavor (K-8)</td>
<td>595</td>
<td>83</td>
<td>21</td>
<td>10</td>
<td>98%</td>
<td>870</td>
<td>Yes</td>
<td>Yes</td>
<td>Not available</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>KIPP LA Prep (5-8)</td>
<td>480</td>
<td>90</td>
<td>13</td>
<td>6</td>
<td>99%</td>
<td>918</td>
<td>Yes</td>
<td>Yes</td>
<td>Not available</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Para Los Niños (K-1)</td>
<td>398</td>
<td>96</td>
<td>64</td>
<td>11</td>
<td>97%</td>
<td>796</td>
<td>Yes</td>
<td>Yes</td>
<td>Not available</td>
<td>5</td>
<td>9</td>
</tr>
</tbody>
</table>

*Belvedere Middle School and Magnets are 2.2 miles from Extera.
Today, 90% of residents living in 90033 speak Spanish as their primary language at home, and less than 10% speak English. (factfinder.census.gov). At Extera Public School all written and oral communications between school and home will be conducted in both English and Spanish so that information is easily accessible to parents and guardians and to help families and the broader community build a meaningful connection to our school.

Notably, with a total population of more than 48,852 residents living within the 90033 zip code, 35.7% of the residents over age 25 did not complete 9th grade, and another 18.4% did not complete high school.
Not surprisingly, this significant lack of educational attainment translates into economic outcomes for the community as well, with 26% of residents earning less than $15,000 a year and almost 75% earning less than $50,000, including families with multiple members residing in the same home.

![Household Income Levels for Zip Codes 90023, 90033, 90063](image)

Source: healthycity.org.

Clearly, educational opportunities are a priority for this community. Extera Public School provides a much-needed vibrant, high quality educational option to parents seeking increased access to outstanding education programs for their children.
5. FIVE-YEAR ENROLLMENT ROLL-OUT PLAN

<table>
<thead>
<tr>
<th>Grade</th>
<th>FY 16-17</th>
<th>FY 17-18</th>
<th>FY 18-19</th>
<th>FY 19-20</th>
<th>FY 20-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK/K</td>
<td>52</td>
<td>52</td>
<td>52</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>1</td>
<td>48</td>
<td>48</td>
<td>48</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>2</td>
<td>72</td>
<td>48</td>
<td>48</td>
<td>48</td>
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</tr>
<tr>
<td>3</td>
<td>96</td>
<td>72</td>
<td>48</td>
<td>48</td>
<td>48</td>
</tr>
<tr>
<td>4</td>
<td>72</td>
<td>96</td>
<td>72</td>
<td>48</td>
<td>48</td>
</tr>
<tr>
<td>5</td>
<td>72</td>
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<td>96</td>
<td>72</td>
<td>48</td>
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<td>6</td>
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<td>7</td>
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<td>68</td>
<td>94</td>
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<td>8</td>
<td>44</td>
<td>44</td>
<td>68</td>
<td>68</td>
<td>66</td>
</tr>
<tr>
<td>Enrollment Capacity</td>
<td>572</td>
<td>572</td>
<td>572</td>
<td>572</td>
<td>572</td>
</tr>
</tbody>
</table>

GOALS AND PHILOSOPHY

The mission of Extera Public School is to ensure the success of children in Boyle Heights/East Los Angeles by providing a rigorous and effective standards-based education built on the pillars of excellence, equity and engagement. Through a school theme focused on the natural world and the inter-connectedness of all living things – human communities, plant and animal life, our living planet and beyond – children at Extera Public School engage in hands-on, minds-on project-based learning that offers “real world” relevance, impact and self-empowerment.

Our model of excellence will include all members of our school community working in collaboration to ensure:

- high expectations for all students to meet and exceed Common Core State Standards and Next Generation Science Standards as well as goals for personal development;
- high quality teachers who engage in regular professional development and collaboration to improve their own skills and effect positive student outcomes; and
- accountability, starting with school leaders and the Board of Directors, that permeates throughout the school via meaningful data-driven assessments, transparent and effective governance and fiscal responsibility, and empowerment of all stakeholders to play a role in shaping our school and ensuring in success.

Our small school environment ensures equity via differentiated instruction, family support and education, and comprehensive student supports to ensure that each student excels both within our school walls and well beyond. Finally, our project-based, constructivist education focuses on the different ways in which children learn and the skills and talents they each bring to our school community to stimulate student engagement in their own learning processes and skills mastery, thereby creating true life-long learners. As the following diagram illustrates, the Extera Public School model is at all times centered on the child, solidly grounded in the Common Core standards. Our goal is to ensure that every child achieves and enjoys
excellence, equity and engagement that includes rich interaction with the school’s nature theme and support from the broader community.
The Extera Public School Model

Seven Principal Elements of the Extera Program:

1. Child-Centered
2. Common Core Standards
3. Excellence 4. Equity 5. Engagement
Excellence
High expectations for learning the State standards that are supported by quality teaching, meaningful assessments, and school-wide accountability create a culture of excellence at Extera.

Equity
Equal access, opportunity and support for learning the standards within a small school environment ensure equity for all.

Engagement
A project-based, constructivist approach to learning the standards combined with direct instruction keeps students engaged.

Nature
Our thematic approach infuses all aspects of the program with connections to natural world (human, plant, animal, planetary), providing students with “real world” relevance and connection to the curriculum.

Common Core Standards
The foundation of all learning and curriculum at Extera is state and national content standards.

Child-Centered
Our model begins and is centered around the child as an active participant in his/her own learning, with differentiated instruction to meet each child’s individual needs.

Community
The Extera program creates an empowered community at school and within the broader community by uniting families, the local neighborhood, and the school in a common purpose of nurturing the successful academic and social development of children.

Extera’s vision consists of realizing what has to date been largely unattainable for students living within the community we serve:
A school where rigorous, comprehensive learning objectives grounded in the State standards are consistently set and achieved by all students attending the charter school; a school where highly qualified teachers are held accountable for reaching those goals in a school culture of excellence. An educational program that utilizes research-based “best practices” to foster in each and every student a love of learning and develops students who are self-motivated, competent, life-long learners. A few of the successful innovations already achieved by Extera Public School include an exemplary model of teacher collaboration across campuses and grade levels; an Apprentice Teacher and Support Teacher model that allows new teachers the opportunity to gain instructional experience and confidence during their first year or two of teaching, prior to taking on all of the responsibilities of a regular classroom teacher; extensive place-based learning opportunities for students that utilizes the local community, city at large, and geographic areas of California as rich resources for educational experience and exploration; a K-8 model that provides the significant potential benefits of a span school; access to a looping structure that provides unique opportunities for support to students.

A school where all children – regardless of their cultural, linguistic or socioeconomic background, ability or disability, or level of school readiness – are provided equal access to a challenging curriculum and support to achieve rigorous objectives so that they are able to fully participate in today’s dynamic 21st century global society. Extera Public School is a school with a child-centered approach to learning in which a balanced, integrated, and personalized instruction builds on the background knowledge and strengths of students.

A school where explicit instruction utilizing Common Core aligned instructional resources is combined with student-driven investigation to create a hands-on, minds-on approach that maximizes student participation, motivation and learning.

A school where children are deeply engaged in the learning process, not only reading from textbooks but meaningfully engaging with work that causes to investigate concepts, formulate responses, and create marvelous products as examples of their developing skills and understanding. Extera Public School is a school where children in a low-income urban area are able to reconnect with the natural world – human, plant, animal and planetary -- through study, investigation and first-hand experiences, building a strong appreciation for nature and a deep understanding of the natural world.

A school where children are nurtured and individually supported by the entire school community – teachers, school leaders, fellow students and families -- in their academic and social development as they acquire the skills and self-confidence to ensure long-term success in school and later in life.

A school where students learn that the systems that organize and regulate all living things – human societies, ecosystems, planetary systems and more – offer an empowering opportunity for all children to understand that they make a difference in the world, have impact, and have meaning as part of a larger, inter-connected system.
Characteristics of an “Educated Person” in the 21st Century

As noted in our mission statement, a principal intent of Extera Public School is to prepare children both academically and socially to be productive citizens in the 21st century, a complex task. Given the tremendous importance that possessing 21st century skills plays in our students’ lives, a great deal of attention has been paid to this component of our program in order to ensure that our students are prepared for the future in our rapidly changing world.

To accomplish the goal of preparing students for their lives in the 21st century, the curriculum and teaching methods at Extera Public School emphasize the “Habits of Mind” that are included in the Common Core State Standards, designed to deepen competencies connected to life in the 21st century. These competencies reflect the spread of digital technologies that has enabled individuals to communicate and exchange information. Students are required to process multiple forms of information in order to accomplish tasks that reflect a variety of contexts.

Following are some of the competencies emphasized within the Extera curriculum to prepare students for the 21st century:

- Students are able to read, write, listen, and speak clearly, confidently and effectively.
- Students are able to compute and solve mathematical problems with accuracy and understanding.
- Students understand scientific concepts and processes.
- Students have the capacity to pose and evaluate arguments based on evidence.
- Students are able to determine what is known and what is needed for problem solving.
- Students are able to identify a variety of sources for information.
- Students are able to prioritize sources based on credibility and relevance.
- Students are able to identify and retrieve relevant information from sources and to utilize technology to enhance searching.
- Students are able to revise information-gathering strategies that prove to be ineffective.
- Students are able to assess whether or not the information retrieved addresses the original problem.
- Students are able to evaluate the credibility of information that is gathered and to utilize technology to facilitate their evaluation.
- Students are able to use retrieved information to accomplish a specific purpose.
- Students are able to present information clearly and persuasively using a range of technology tools and media.
- Students are able to evaluate the processes and products of these activities.
- Students view themselves as proficient users of technology.
- Students use a variety of technology tools in effective ways to increase creative productivity.
- Students use technology effectively to access, evaluate, process and synthesize
information from a variety of sources.

- Students use technology to identify and solve complex problems in real world contexts.
- Students are able to identify the essential elements in a problem.
- Students are able to assess similarities and differences in problems.
- Students are able to make inferences and draw conclusions from facts, premises, or data.
- Students are able to create new solutions through novel combinations of existing information.
- Students create products that reflect content that is accurate, carefully researched, and well documented.
- Students strategically use a variety of media (text, video, audio) and technology tools to add value to their products.
- The school has communicated internal standards for high quality products, and students routinely use the standards to evaluate products.
- Students think about problems from multiple perspectives.
- Students understand that problems can be solved using different strategies and can involve more than one solution.
- Students look for and correct problems as they occur and abandon strategies that prove to be ineffective.
- Students set goals and work to reach them.
- Students are attentive and focused on their work.
- Students understand that success is the result of hard work and perseverance.
- Students have a positive self-image of themselves as learners.
- Students are intrinsically motivated to learn.
- Students exhibit innovation and risk-taking when learning.
- Students are willing to tackle challenging tasks, even when success is uncertain.
- Students are willing and able to take on different roles and tasks within the group to accomplish shared ends.
- Students are leaders as well as followers.
- Students apply collaborative skills to a variety of situations.
- Students listen respectfully and objectively and offer constructive feedback.
- Students iteratively design and redesign solutions through honest debate, disagreement, discussion, research and development.
- Students are able to manage their behavior during social interactions.
- Students empathize with others and are sensitive to their needs and to the forces that shape the way they feel and behave.
- Students recognize the impact of their actions and the consequences of their behavior.
- Students accept responsibility for their behavior and demonstrate integrity and honesty when discussing their actions.
- Students understand the interconnectedness of the members of society and recognize their role as contributing participants in society.
- Students utilize a variety of appropriate media and processes to communicate, according to purpose and audience.
- Students utilize time and resources efficiently and effectively.
- Students monitor their progress effectively throughout the implementation of their plans.

How Learning Best Occurs
With this detailed definition of our objectives for promoting students who are truly 21st Century Citizens, the Extera Public School Model is grounded in a set of Core Beliefs aligned to exemplary educational practices that have been carefully studied and developed by leading researchers in the field of elementary education. At the center of Extera’s belief system about how learning best occurs is a wholehearted belief that all children possess a tremendous capacity to learn and to be productive citizens, and that they simply need access and engaging opportunities to excel. Our philosophy of education is supported by tenets that reflect a balanced approach that is both child-centered and systemic. The underlying, child-centered philosophies of education that support student engagement at Extera Public School are closely connected to the powerful learning methods described in the works of John Dewey, Jean Piaget, Lev Vygotsky, Maria Montessori, Howard Gardner, John Goodlad, Linda Darling-Hammond, Catherine Fosnot, and Lauren Resnick.

Like these acclaimed experts, we believe that students thrive when they are challenged through a stimulating learning environment that elicits their fullest potential. We believe that we, as educational leaders, must clearly articulate learning objectives, and present learning within an organized program that maintains high expectations for all children. We use strategies that are proven to have exceptionally positive learning outcomes; particularly with populations similar to the students we serve. Although the overall approach to ensuring that students meet and exceed Common Core standards is innovative in the context of traditional public education, the innovation itself is solidly supported by decades of research and practice at schools throughout the U.S. and abroad.

During the first five years of operation, Extera has refined the implementation of its instructional approaches and has developed a balanced, comprehensive learning model that effectively incorporates the study of themes through rich content; the use of academic language in classroom discussions; evidence-based argument and reasoning in writing; hands-on, project-based learning, particularly in science and social studies; utilizing assessments and student achievement data to inform instructional delivery and differentiate the curriculum in order to effectively address the needs of individual students and significant sub-groups of students, such as English learners. Although delivery of the Charter School’s program is always a process of continuous improvement, results so far provide evidence of a solid academic program that is supporting students at all grade levels and sub-groups on a trajectory of success in school.

Extera’s core beliefs -- our definition of how learning best occurs -- are displayed throughout the school campus and are an integral part of the school’s professional culture. Each member of the school community bears responsibility for ensuring that Extera’s core beliefs result in achievement of our optimal learning outcomes, and teacher professional development reinforces these critical core beliefs so that they are deeply embedded within the culture of the school.

Excellence

- We believe that students learn to be self-motivated in a “culture of excellence” regarding behavior, attitude and performance. We promote a learning environment that supports clear
academic goals, high expectations for effort and achievement, and frequent feedback using a variety of ongoing formative and summative assessments. All members of the school community are held accountable to Extera’s performance goals and outcomes. To create a culture of excellence at our school:

- We hold all students accountable for their effort, attitude, actions, and results.
- We hold all teachers, staff, and the Board accountable for their effort, attitude, actions, and results.
- We also encourage all parents to participate in Extera’s “culture of excellence” by holding themselves accountable for their participation, attitude, actions, and support.
- We hold the school accountable for providing a safe, nurturing, academically challenging, and supportive environment where all students have the opportunity to experience success.

Equity

- We believe that all students must have equal access to learning in order to develop as competent learners. We strive to create a learning environment that is appropriately differentiated for diverse learners. Because we believe equity and access lead to competency:

  - We create teaching and learning environments that support all student identities.
  - We support each child’s cognitive, emotional, social and physical development.
  - We provide multiple entry points within each curricular area in order to meet the individual learning needs of students.
  - We assess and build upon the prior knowledge of students.
  - We value and promote the interchange of ideas through conversation and dialogue.
  - We practice an ethic of mutual respect and inclusiveness.

Engagement

- We believe that students become self-motivated when they are fully engaged and learn with understanding. Meaningful project-based learning activities are integrated into the curriculum so that students are able to make sense of what they learn, and they are able to process subject content deeply enough to understand it and to apply it to new situations. Because we believe critical thinking is essential to engagement and therefore intimately linked to motivation:

  - We teach to big ideas and concepts.
  - We embed and integrate standards- based skills across subject content areas.
  - We design inquiry-based learning experiences based on concepts and big ideas.
  - We provide multi-sensory experiences to build meaning and deepen understanding.
  - We provide opportunities for students to make their thinking explicit through multiple representations.
We provide opportunities for students to articulate how they arrived at their understanding.

Community

- **We believe that building community within the school contributes to the development of students as competent learners.** Parent support and community involvement are crucial to student success. Because we believe that communities create powerful cultures for learning:

  - We build a community of caring learners guided by safe school norms.
  - We develop a learning community based on an appreciation of similarities and differences.
  - We foster collaborative relationships among all members of the school community, including teachers, students, staff, parents, and local community members.
  - We work in partnership with and support parents so that they can best support their children’s educational progress.

- **We believe in the merit and the necessity of life-long learning.** Because the Extera community values life-long learning:

  - We support a school culture that promotes a love of learning.
  - We encourage and celebrate intellectual curiosity.
  - We recognize student initiative to become self-directed learners.

- **We believe that life-long learning is a cornerstone for the improvement and advancement of individuals and schools.** Because we believe that life-long learning is the responsibility of everyone at the school:

  - We recognize and reward intellectual risk taking among teachers, students and staff.
  - We assess, evaluate and publicly report the impact of our programs and teaching practices.
  - We collaborate with other educators and pursue partnerships with outside organizations in order to exchange resources and ideas about teaching and learning.
  - We share our work with the broader community of educators, policymakers, and the public.

Emphasis is placed on facilitating depth of understanding in the minds of Extera students through hands-on learning within an instructional program that focuses on developing critical thinking, problem solving, and analytical skills that are aligned to the Common Core State Standards (CCSS), utilizing Common Core-aligned resources to support students for success in the 21st century.
We believe that an understanding of how learning best occurs is fundamental to the success of the school and our students’ achievement of rigorous goals, including the Common Core State Standards, and this interactive understanding forms a critical basis for all instruction at Extera Public School.

**Goals for Enabling Students to Become and Remain Self-Motivated, Competent and Lifelong Learners**

The program at Extera Public School has been carefully designed to develop students to be self-motivated and competent and who view *themselves* as life-long learners.

Extera Public School recognizes that several integral components must be present in each and every classroom in order for children to realize their potential as self-motivated, competent and life-long learners: high quality teachers; consistently high expectations; an organized and stimulating learning environment; with demanding and clearly articulated learning objectives that encompass Common Core standards. To ensure that each student achieves our objectives for 21st Century Learners, all members of the Extera school community are continuously challenged to achieve the following five overarching school-wide goals:

1. **Increased Academic Achievement:** All children – including students who are English learners, socioeconomically disadvantaged, under achieving, and students with special needs – will reach rigorous academic benchmarks that are aligned to the Common Core standards. Students within each significant subgroup will demonstrate year over year academic progress according to the CAASPP.

2. **Heightened Appreciation and Understanding of the Natural World:** Extera students experience increased interaction with nature and receive in-depth, integrated content study of the natural world. This strengthened relationship with nature and broad knowledge of the living world of which they are a part allows students to construct a meaningful understanding of the interdependency of nature, systems and organizations to better comprehend their place in the world.

3. **21st Century Citizens:** Extera Public School prepares all students for long-term success in life by instilling in them the motivation to be life-long learners and developing the skills and abilities needed to be capable and competent citizens of the 21st century.

4. **Family Empowerment:** Extera Public School collaborates with families throughout the educational process and builds home-to-school relationships and community partnerships that support children and empowers families.

5. **Education Innovation and Organizational Accountability:** Extera Public School makes its practice public and collaborates with educators, researchers, and education policymakers in order to be a vital partner in the advancement of public education. The Board of Directors carries out its responsibilities with the utmost degree of good faith, honesty, integrity, loyalty and undivided service to the school as demonstrated by the actions of the Board and adherence to legal requirements. Financial planning and annual budgets reflect the
appropriate allocation of resources to ensure achievement of the school’s vision and mission as demonstrated by balanced budgets that address the school’s priorities and successful external audits.
## ANNUAL GOALS AND LCFF STATE PRIORITIES

### LCFF STATE PRIORITIES

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHER ASSIGNMENTS AND CREDENTIALING</strong></td>
<td><strong>State Priority #1: Basic Services</strong></td>
<td><strong>Baseline</strong></td>
</tr>
<tr>
<td>Schoolwide and all subgroups, including socio-economically disadvantaged students, Latino students, EL students, and students with IEPs</td>
<td>Extera Public School will hire/retain teachers with the appropriate credentials, including the appropriate English learner authorization.</td>
<td>100%</td>
</tr>
</tbody>
</table>

| **ACCESS TO INSTRUCTIONAL MATERIALS**                                      | **State Priority #1: Basic Services**                                                                                                                                                                                                                                                                                                                 | **Baseline**  | **2016-2017** | **2017-2018** | **2018-2019** | **2019-2020** | **2020-2021** |
|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Schoolwide and all subgroups, including socio-economically disadvantaged students, Latino students, EL students, and students with IEPs | The principal, teachers and administration will review all instructional materials before purchase. All instructional materials purchased will be aligned to CA Common Core State Standards and aligned to the program described within the charter petition. Teachers will be surveyed annually to determine that 100% of students have access to CCSS aligned resources in core subjects. | 100%                                                                                   | 100%           | 100%           | 100%           | 100%           | 100%           |

| **FACILITIES MAINTENANCE**                                                 | **State Priority #1: Basic Services**                                                                                                                                                                                                                                                                                                                 | **Baseline**  | **2016-2017** | **2017-2018** | **2018-2019** | **2019-2020** | **2020-2021** |
|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
### Annual Goals
(Identify schoolwide and subgroup goals as applicable)

#### Specific Annual Actions

**Method for Measuring:** Daily and monthly facilities inspections

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<td>Baseline</td>
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</table>

#### Schoolwide and all subgroups, including socio-economically disadvantaged students, Latino students, EL students, and students with IEPs

School staff will conduct daily spot checks to identify immediate cleanliness or safety issues. Facility inspections will occur per District policy for safety hazards. District custodial staff will perform daily general cleaning and periodic detailed cleaning to ensure that the classroom space, hallways, bathrooms, and exterior of the building and grounds are in good order. District maintenance staff will be informed of maintenance required to support the health, safety and welfare of students.

100% of identified required corrections will be corrected within three months.

#### Measurable Outcomes

- **API (CDE)**
- **Baseline**
- **2016-2017**
- **2017-2018**
- **2018-2019**
- **2019-2020**
- **2020-2021**

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<td>Baseline</td>
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</table>

### Implementation of State Content and Performance Standards
State Priority #2

#### Annual Goals
(Identify schoolwide and subgroup goals as applicable)

#### Specific Annual Actions

**Method for Measuring:** API (CDE)

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<tbody>
<tr>
<td>Baseline</td>
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</table>

Annually achieve its state API (Academic Performance Index) Growth targets schoolwide and for all numerically significant subgroups (or successor metric prescribed by the state), including socio-economically disadvantaged students, Latino students, EL students, and students with IEPs

Continue to monitor internal benchmarks to ensure growth for all students and subgroups

Use most recent API calculator, unless state comes out with new measure

Meet or exceed API growth target(s)

Meet or exceed API growth target(s)

Meet or exceed API growth target(s)

Meet or exceed API growth target(s)

Meet or exceed API growth target(s)
### PARENT INVOLVEMENT

**State Priority #3**

#### Annual Goals

(Identify schoolwide and subgroup goals as applicable)

#### Specific Annual Actions

- Parent attendance at Parent Information meetings and parent workshops will increase to 50%.

- Participation of elected parent members on the School Site Council will increase to at least 65% at each meeting and increase to 50%.

#### Measurable Outcomes

Method for Measuring: Parent sign-in logs

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<tbody>
<tr>
<td>0%</td>
<td>40%</td>
<td>42%</td>
<td>44%</td>
<td>46%</td>
<td>48%</td>
</tr>
<tr>
<td>0%</td>
<td>40%</td>
<td>45%</td>
<td>50%</td>
<td>55%</td>
<td>60%</td>
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</tbody>
</table>

### STATEWIDE ASSESSMENTS

**State Priority #4: Student Achievement**

#### Annual Goals

(Identify schoolwide and subgroup goals as applicable)

#### Specific Annual Actions

- At least 75% of students, including subgroups of students, will achieve their projected growth targets on the MAP assessments by the end of each school year.

- Administrators and teachers at the School will analyze student achievement data obtained through MAP assessments and State mandated testing to identify trends in achievement and target students who are struggling to achieve their projected growth targets on the MAP assessments by the end of each school year.

#### Measurable Outcomes

Method for Measuring: Analysis of NWEA/MAP Scores

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<tbody>
<tr>
<td>50%</td>
<td>55%</td>
<td>60%</td>
<td>65%</td>
<td>70%</td>
<td>75%</td>
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</tbody>
</table>
ACADEMIC PERFORMANCE INDEX (API)
STATE PRIORITY #4: STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: CAASPP</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will meet or exceed 80% of applicable Annual performance targets (API Growth Target or equivalent as determined by the CDE.)</td>
<td>Continue to monitor internal benchmarks to ensure growth for all students and subgroups</td>
<td>Meets or exceeds API growth target(s)</td>
</tr>
<tr>
<td>ENGLISH LEARNER ADEQUATE PROGRESS RATE</td>
<td>ENGLISH LEARNER RECLASSIFICATION RATE</td>
<td></td>
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</tbody>
</table>

ENGLISH LEARNER ADEQUATE PROGRESS RATE
STATE PRIORITY #4: STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: CELDT/ELPAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 85% of EL students will advance one ELD level or more each year.</td>
<td>Monitor CELDT/ELPAC performance</td>
<td>85%</td>
</tr>
<tr>
<td>ENGLISH LEARNER RECLASSIFICATION RATE</td>
<td>STATE PRIORITY #4: STUDENT ACHIEVEMENT</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: CELDT/ELPAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 15% of EL students will be reclassified as fluent in English.</td>
<td>Monitor CELDT/ELPAC performance</td>
<td>15%</td>
</tr>
</tbody>
</table>
### SCHOOL ATTENDANCE RATE

**State Priority #5: Student Engagement**

<table>
<thead>
<tr>
<th><strong>Annual Goals</strong> (Identify schoolwide and subgroup goals as applicable)</th>
<th><strong>Specific Annual Actions</strong></th>
<th><strong>Measurable Outcomes</strong> Method for Measuring: Attendance records, IlluminatED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exeter Public School will maintain an ADA rate of at least 96% annually.</td>
<td>Daily attendance will be emphasized as a priority with parents by teachers and administrators. 96% 96% 96% 96% 96%</td>
<td>Baseline 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021</td>
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</tbody>
</table>

### CHRONIC ABSENTEEISM RATE

**State Priority #5: Student Engagement**

<table>
<thead>
<tr>
<th><strong>Annual Goals</strong> (Identify schoolwide and subgroup goals as applicable)</th>
<th><strong>Specific Annual Actions</strong></th>
<th><strong>Measurable Outcomes</strong> Method for Measuring: Attendance records, IlluminatED</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 80% of enrolled students will have fewer than three unexcused absences and fewer than three tardy arrivals during a single school year. Reduce the number of students who are chronically absent by 10% each year.</td>
<td>Daily attendance will be emphasized as a priority with parents by teachers and administrators. Teachers and school administrators will identify chronically absent students and develop a plan of support in collaboration with parents during a conference or SST to improve attendance. 80% Reduce the number of chronically absent students by 10% 80% Reduce the number of chronically absent students by 10% 80% Reduce the number of chronically absent students by 10% 80% Reduce the number of chronically absent students by 10% 80% Reduce the number of chronically absent students by 10%</td>
<td>Baseline 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021</td>
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### STUDENT SUSPENSION RATE

**State Priority #6: School Climate**

<table>
<thead>
<tr>
<th><strong>Annual Goals</strong> (Identify schoolwide and subgroup goals as applicable)</th>
<th><strong>Specific Annual Actions</strong></th>
<th><strong>Measurable Outcomes</strong> Method for Measuring: Attendance records, IlluminatED</th>
</tr>
</thead>
</table>
Maintain a less than 3% rate of students suspended annually | Use alternative measures when possible to suspension and support positive behavior practices that reduce behavioral incidents | <3% | <3% | <3% | <3% | <3% | <3%

### STUDENT Expulsion Rate
**State Priority #6: School Climate**

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<td>Maintain a less than .05% expulsion rate annually</td>
<td>Use alternative measures when possible to suspension and support positive behavior practices that reduce behavioral incidents</td>
<td>&lt;.05%</td>
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### BROAD COURSE OF STUDY
**State Priority #7**

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<tr>
<td>All students, including socio-economically disadvantaged students, Latino students, EL students, and students with IEPs, will have access to the educational program outlined in the Charter School’s approved charter petition</td>
<td>Teachers and school staff will implement the educational program outlined in the Charter School’s approved charter petition. Teachers will follow a daily and weekly schedule that provides access to all students to a broad course of study, including core and non-core subjects.</td>
<td>100% of students including socio-economically disadvantaged students, Latino students, EL students, and students with IEPs have access to the educational program outlined in the Charter School’s approved charter petition</td>
<td>100%</td>
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<tr>
<td>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</td>
<td>SPECIFIC ANNUAL ACTIONS</td>
<td>MEASURABLE OUTCOMES Method for Measuring: CAASPP</td>
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<tr>
<td>All students, including socio-economically disadvantaged students, Latino students, EL students, and students with IEPs, will demonstrate appropriate developmental or age/grade level mastery of the Common Core State Standards</td>
<td>Teachers will receive ongoing professional development as outlined in the Charter School’s approved petition regarding the CCSS; school leadership and teachers will analyze student achievement data to identify struggling students, modify instruction, and put into place supports for struggling students as outlined in the Charter School’s petition; student achievement data will be tracked and monitored using the school’s student information system.</td>
<td>20% of students including including socio-economically disadvantaged students, Latino students, EL students, and students with IEPs, will meet or exceed grade level standards in ELA and math on the SBAC</td>
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<td>25% of students including including socio-economically disadvantaged students, Latino students, EL students, and students with IEPs, will meet or exceed grade level standards in ELA and math on the SBAC</td>
<td>30% of students including including socio-economically disadvantaged students, Latino students, EL students, and students with IEPs, will meet or exceed grade level standards in ELA and math on the SBAC</td>
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<td>35% of students including including socio-economically disadvantaged students, Latino students, EL students, and students with IEPs, will meet or exceed grade level standards in ELA and math on the SBAC</td>
<td>40% of students including including socio-economically disadvantaged students, Latino students, EL students, and students with IEPs, will meet or exceed grade level standards in ELA and math on the SBAC</td>
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<td>45% of students including including socio-economically disadvantaged students, Latino students, EL students, and students with IEPs, will meet or exceed grade level standards in ELA and math on the SBAC</td>
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INSTRUCTIONAL DESIGN

As indicated in the Extera Public School Model, Common Core standards comprise the core of the program’s design. Instruction at Extera begins with the standards which drive the creation of lesson plans and the assessment of both student and teacher achievement, utilizing “backwards design” – teachers plan all instruction with the clear objective of achieving grade level standards proficiency for all students. Teachers at Extera utilize weekly opportunities for grade level collaborative planning to plan instructional units and activities that are aligned to Common Core standards. Similarly, formative and summative assessments across all subject areas determine standards mastery using a combination of culminating projects, reports, investigations, presentations, and written exams. Extera’s balanced approach to providing a standards-based curriculum that is both skills-based and hands-on is a recommended combination that, according to Jeanne S. Chall, has been “repeated by educators for about 100 years.”

To deliver our instructional design, Extera Public School has a curriculum specialist, an out of classroom, master teacher whose responsibility is to increase academic student achievement by supporting and mentoring teachers. The Curriculum Specialists are in the teachers’ classrooms daily, conducting observations, performing model demo lessons in order to monitor the instructional methods being used by teachers. The Curriculum Specialist plans and provides professional development during weekly staff meetings and during pupil-free professional development days. The Curriculum Specialist also meets weekly with grade-level teams to analyze assessment data and provide support in using the data to guide instruction. Through these daily interactions with teachers and through grade-level team meetings, the Curriculum Specialist gathers data that informs and drives teacher professional development. The Site Administrators and Curriculum Specialist meet regularly to review and analyze assessment data and classroom observations. The Site Administrators and Curriculum Specialist then strategize and plan for professional development and grade level team meetings.

In addition to the Curriculum Specialist, Extera has developed a unique instructional model, which allows new teachers the opportunity to become fully immersed in the daily teaching and instructional experience without bearing all of the responsibility of the classroom teacher to support student learning. The Apprentice Teacher and Support Teacher positions at Extera Public School are specially designed teacher positions. Apprentice Teachers work as a second teacher inside a classroom to add an additional, credentialed, experienced teacher in the classroom. Apprentice teachers plan, design, teach, observe, dialog, and share the classroom teaching experience. Apprentice Teachers work with small groups of students to reinforce learning for students who may be below grade level standards and give additional opportunities for exploration and depth of learning for students who are advanced learners. Support Teachers are also credentialed teachers who work and collaborate with two classroom teachers offering instructional support as well as general overall classroom support. Support teachers also serve as the charter school’s substitute teachers when a regular classroom teacher is absent, eliminating the need for the school to bring in substitute teachers who are not full time employees of Extera.

Curriculum and Instruction
The overarching goal of Extera Public School’s curriculum is to ensure that all students master the state standards in the four core content areas of English language arts, mathematics, social studies, and science. Throughout the learning process, we also develop each individual student's confidence and potential, and values that demonstrate an understanding and appreciation of the natural world and the interconnectedness of all living things. Extera Public School is committed to its core belief that all children can meet and exceed state standards when they are provided with a quality educational program, held to high expectations, and given individualized support in a nurturing environment in which to excel.

Subject-specific, commercially produced curricular programs that are Common Core-aligned provide the foundation of Extera’s educational program. Extera Public School ensures that lesson planning, instruction and assessments reflect the full scope of the Common Core standards by grade level. Purchased curricular materials are used as the primary curricular resource for the core subjects listed below. Extera’s project-based curriculum includes thematic units that integrate English language arts, science, math, social studies and the arts for each grade. Interdisciplinary project work is supplemented with subject-specific lessons, as detailed herein. Arts and technology education will be taught based on Arts and Technology standards.

**Curriculum in the Middle School Grades (6-8)**

At the middle school level, the Charter School focuses on engaging and motivating students by supporting them to explore topics of interest and relevance to expand their knowledge. Students analyze and comprehend more rigorous and multiple sources of literary and informational texts (books, articles, digital sources) and examine different structures of various genres, or types, of texts. In grades 6-8, students become increasingly effective at expressing themselves, and they engage in meaningful collaborations with their peers and teachers. Argument is introduced, and students evaluate claims in texts and write and present their own arguments, with clear reasons supported by text-based information. Analysis includes not only what the text says explicitly but also what inferences can be drawn.

**Grade 6 Reading and Writing**

Sixth grade Writing focuses on the California Common Core Language Standards of Conventions of Standard English and the writing process. Students are expected to write and speak with a command of standard-English conventions appropriate to the sixth grade level. Students focus on Text Types and Purpose in argumentative writing where a command of the use of claims and reasons are demonstrated by maintaining a formal style. Students develop informative and narrative texts with thesis statements and effective techniques to share details. Sixth Grade Writing advances student proficiency with the writing process and word processing skills, and students compose narratives, expository compositions, research reports, responses to literature, and persuasive essays. Students become well-versed in the use of revising and editing checklists and the use of rubrics to self-assess. Students in grade 6 will utilize the ThinkCERCA, a blended learning platform that facilitates the development of argumentative writing and close reading skills.

**Grade 6 Mathematics**

Students in grade 6 follow the California Common Core Math Standards to build on past understandings of how to compute fractions when divided or multiplied by fractions. Students have a deep knowledge of how
to identify common factors and multiples, including a conceptual awareness of how they connect to ratio reasoning. Students explore the components of equations and expressions that include the understanding of the relationships of variables. Students analyze data and sampling processes to determine validity. They work with probabilities, ratios, proportions, and percentages. Students complete real-world word problems for the area and circumference of a circle and use letters for numbers involving geometric shapes and the variable in an expression. They solve one-step linear equations.

**Grade 6 Social Studies**

Sixth Grade Social Studies is the study of Western and Non-Western ancient civilizations. Social studies in grade 6 emphasizes the everyday lives of people and their problems and accomplishments. Students study archaeology, geography, social and political structures, economics, and the spread of ideas. They examine Mesopotamia, Egypt, Kush, the Ancient Hebrews and Greeks, India, China, and Rome. Students also analyze the interactions and influences of various cultures.

**Grade 7 Reading and Writing**

Students in grade 7 continue to build vocabulary and develop reading comprehension skills with nonfiction as well as fiction comprehension skills and integrate writing skills as they develop a stronger sense of writing for a specific audience and increased opportunities for formal writing as they are emphasized in the California Common Core Reading Standards for Informational Text, Craft and Structure. As outlined in the California Common Core Reading Standards for Informational Text, Integration of Knowledge and Ideas, seventh-graders analyze the difference in various nonfiction texts, locate information in a variety of documents, and analyze text written in cause-and-effect format. They trace the author’s point of view, argument, or perspective and assess the quality of evidence to support a claim. Students will use technical directions to explain the use of simple mechanical devices.

Seventh Grade writing includes the correct use of modifiers and active voice. Students correctly use infinitives, participles, pronouns and antecedents. They identify and correctly use all parts of speech and sentence structures and use hyphens, dashes, brackets, and semicolons correctly. Their mechanics and spelling will reflect standards for grade-level proficiency. Students use the writing process and grade-level appropriate revising and editing strategies to: compose fictional and autobiographical narratives; responses to literature; research reports accurate evidence, and documented references; persuasive compositions; and summaries of reading materials. Seventh Grade writing continues the use of checklists and rubrics for self-assessment and has an increased focus on the use of mentor texts to develop one’s own writing. Students continue to experience both self-selection of topics and responding to assigned prompts. They will also continue to develop word processing skills, with programs such as Microsoft Word and PowerPoint. Students in grade 7 will also utilize the ThinkCERCA, a blended learning platform that facilitates the development of argumentative writing and close reading skills.

**Grade 7 Mathematics (Pre-algebra)**
Pre-algebra in grade 7 prepares students for algebra in eighth grade. Following the California Common Core Math Standards, by the end of seventh grade, students are skilled at generating equivalent fractions and solving equations especially those taken from the context of real-world application. They factor numerators and denominators and use exponents with the ability to generate equivalent expressions. Students convert units of measurement and compute the surface area and volume of basic three-dimensional objects, understanding how area and volume change with scale. Students make predictions, identify patterns, and draw inferences from their understanding of random sampling while also exploring the concept of chance. Students graph linear functions and understand the concept of slope.

**Grade 7 Social Studies**

Seventh grade social studies teaches students about the social, cultural, and technological changes that occurred in Europe, Africa, and Asia from 500 A.D. to 1789. Students study the fall of the Roman Empire and continue with Islam in the Middle Ages. Students then study the geographic, political, economic, religious, and social structures of China, Ghana, Mali, Japan, and Europe in the Middle Ages and Meso-American and Andean civilizations. They analyze the origins, accomplishments, and diffusion of the Renaissance, Reformation, Scientific Revolution, Age of Exploration, Enlightenment, and Age of Reason.

**Grade 8 Reading and Writing**

Students will be prepared for high school English courses in grade 8. Advanced levels of rigor, critical thinking, research, and increased independence will be required at this level. Teachers will utilize non-fiction texts from science and social studies to prepare students for high levels of reading and writing in the content areas. Eighth Grade reading will emphasize the California Common Core Reading Standards for Informational Text, Craft and Structure. Students will be asked to identify and analyze arguments and claims within nonfiction texts using compare and contrast and proposition and support patterns. Integration of knowledge and ideas will be demonstrated by eighth grade students through the study of different forms of poetry. They will use their acquired knowledge of plot to analyze more complex structures of subplots and parallel episodes and the degrees to which conflicts are resolved. Students will analyze character motivations and actions, themes, significant literary devices, and cultural impacts of literary works. They will review texts for connections to both modern and ancient texts to review the conversion of older text into newer content.

Argumentative writing with use of claims will be used with a variety of genres. Topic sentences, thesis statements, and use of techniques will be the instructional guiding focus. Students in Grade 8 writing will continue to write clear, coherent, and focused essays that also reflect the author’s personal style. English class will also integrate technology and public speaking, as students create presentations, using such applications as Microsoft PowerPoint. Students in grade 7 will also utilize the ThinkCERCA, a blended learning platform that facilitates the development of argumentative writing and close reading skills.

**Grade 8 Mathematics (Algebra)**

Algebra in grade 8 will be a one-year college-preparatory algebra course. Students will study symbolic reasoning and the use of symbolic language of mathematics and science. Algebraic skills and concepts will be used in a wide variety of problem-solving situations. Students will continue to use arithmetic operations
with integers, rational, irrational and real numbers. They will use advanced rules of exponents, solve equations and inequalities with absolute values, simplify expressions, and solve multi-step problems. They will graph linear equations and inequalities, identify points on a line, understand slopes, and solve systems of two linear equations. Students will factor second and third-degree polynomials and simplify fractions with polynomials. Students will use the quadratic formula to find the roots of a second-degree polynomial, solve quadratic equations, find the x-intercepts, and solve physical problems, such as the motion of an object under the force of gravity. Students will also know and use aspects of a logical argument, use deductive and inductive reasoning, and determine the validity of an assertion.

Grade 8 Social Studies

In grade 8, students will study American history from the framing of the Constitution up to World War I. Students will study the foundations of our Judeo-Christian heritage and the influence of British parliamentary procedure on the foundation of our democracy and Constitution. Students will trace the development of American politics, society, culture, and the economy and also study regional differences within the country. They will study the causes, course, and consequences of the Civil War and the Industrial Revolution. Students will make connections to contemporary social, political, and economic conditions.

Science in Grades 6-8 Science

Students in grades 6-8 learn that the solar system contains many varied objects held together by gravity. Solar system models explain and predict eclipses, lunar phases, and seasons. They learn that humans depend on Earth’s land, ocean, atmosphere, and biosphere for different resources, many of which are limited or not renewable. Resources are distributed unevenly around the planet as a result of past geologic processes. In grades 6-8, students learn that plants use the energy from light to make sugars through photosynthesis. Within individual organisms, food is broken down through a series of chemical reactions that rearrange molecules and release energy. They learn that organisms and populations are dependent on their environmental interactions both with other living things and with nonliving factors, any of which can limit their growth. They study the changes in biodiversity that can influence humans’ resources and ecosystem services they rely on. Students learn that when two objects interact, each one exerts a force on the other, and these forces can transfer energy between them.

Content Specific Textbook Based Programs

The following state-adopted textbook programs will be used in the core content areas to support instruction of state standards by grade level. When updated, newer versions of these state-adopted textbooks become available, the charter school may decide to invest in the newer programs, provided that they are aligned to the CCSS and adopted by the state.

Extera Public School teachers draw upon the resources described below and other resources they deem appropriate for their students. In this way, teachers can utilize the “Backwards Design” (Wiggins, McTighe, 2005) methodology of devising lesson plans, learning outcomes and assessments in broad strokes in advance. However, for instruction to be truly effective, lesson plans need to be constantly revised to accommodate new assessment information (Data Driven Instruction), and lessons need to be customized to
suit the learning needs of individual students (Differentiated Instruction). In order to implement both Data Driven and Differentiated Instruction, teachers receive professional development experiences and administrative guidance in designing artful assessment, making objective observations and adjusting instruction and curriculum to best serve student needs. Computer based resources available as components within the programs listed above will be incorporated within the program. In addition, the Lightsail online literacy development curriculum will be used in grades K-2 to support literacy development and computer literacy across content areas; the ThinkCERCA online literacy curriculum will be utilized in grades 3 and above to improve computer literacy skills and to facilitate the development of literacy skills across content areas.

Mathematics

Extera Public School provides an exceptionally high-quality mathematics program so that all students have the opportunity to choose among the full range of future career paths. Learning objectives and outcomes are aligned to the rigorous Common Core mathematics standards. Extera Public School does not believe that success in mathematics is reserved for a talented few. Instead, Extera expects all students to attain mastery of academic standards, and many are inspired to achieve far beyond the minimum standards.

Extera Public School provides a balanced mathematics program so that students become proficient in three critical areas: 1) basic computational and procedural skills, 2) conceptual understanding, and 3) problem solving. Students at Extera are required to grapple with abstract thinking, problem solving, and analytical thinking in their daily math instruction. Extera Public School students are expected to attain the following mathematical skills:

- Fluency in basic computational skills
- Ability to recognize and solve routine problems readily and to find ways to reach a solution or goal where no routine path is apparent
- Ability to communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms
- Ability to reason mathematically by gathering data, analyzing evidence, and building arguments to support or refute hypotheses
- Ability to make connections among mathematical ideas and between mathematics and other disciplines

Mathematics Textbook Series

Mathematics

TK-3 Pearson enVision Math
4-5 Pearson enVision Math
The school reserves the right to select a different mathematics program or supplemental programs according to student performance outcomes on standardized tests and other assessment measures, feedback from teachers, and to best meet the academic needs of students. In the event that the school adopts a different textbook series to support the mathematics program, the alternate program will also reflect a Common Core aligned curriculum.

*Additional Instructional Resources*

As with the other core content areas, mathematics is not be taught solely as a textbook-based program. Teachers use a variety of instructional methods to develop their students as capable mathematicians, from direct instruction and explicit teaching to discovery learning through inquiry and investigation. The instructional leadership team and teachers at each of the grade levels participate in the selection of additional instructional resources that enhance the mathematics instruction.

During the two weeks prior to the start of the school year and throughout the year during grade level meetings, teachers plan instructional lessons and units of study that engage students in meaningful activities to teach a deep level of conceptual understanding and mathematical reasoning. Regularly scheduled planning time allows teachers to coordinate goals and assessments and to collaboratively analyze student work, looking for strengths and weaknesses within the program and assessing the level of understanding among students. The work that teachers do within and across grade level groups strengthens the school’s mathematics program by providing coherence and a common understanding of the mathematics K-8 program.

Teachers begin the task of planning instruction by reviewing the Common Core math standards for their grade level. Working in collaboration, teachers determine in what order the standards should be taught and create an instructional pacing plan for the year that incorporates units of study. Once teachers have clearly defined the skills and concepts students will learn and in what order, they determine what the formative and summative assessments will look like. Together, the standards and accompanying assessments help guide the selection of instructional resources that will be used to teach mastery of the skills and concepts for each unit of instruction.

Students are asked to demonstrate depth of understanding through math reasoning and problem solving while using basic skills efficiently and accurately at a level that is appropriate to the lesson and does not detract from the mathematical reasoning that teachers are seeking to develop. In other words, students are expected to demonstrate conceptual understanding of concepts (i.e. place value) rather than simply perform the steps of a traditional algorithm. However, once a foundation for understanding has been developed, algorithmic practice for speed and accuracy may be considered appropriate.
Extera Public School provides teachers with a rich array of resources for teaching math. Teachers utilize instructional books and materials by some of the most powerful thinkers in elementary mathematics education, such as Marilyn Burns, Catherine Fosnot, Brad Fulton and Bill Lombard, Liping Ma, Kathy Richardson, Dale Seymour, and John A. Van de Walle.

**English Language Arts**

The California Common Core state standards documents highlight the important fact that “reading, writing, listening, and speaking are related processes, which should be nurtured within a rich core curriculum.” As an accompanying recommendation, the integrated curriculum at Extera Public School provides daily occasion for teachers to “take every opportunity to link reading and writing to other core curricula, including history, social science, mathematics, science, and the visual and performing arts, to help students achieve success in all areas.”

Extera Public School’s approach to instruction provides students with daily opportunities to engage in a broad range of reading, writing, listening, speaking, viewing and presenting activities designed to develop students as effective communicators and to facilitate achievement of grade level state Common Core standards in English Language Arts. Teachers provide opportunities across all content areas for students to participate in and master reading (shared reading, guided reading, and independent reading), writing (modeled writing, shared writing, interactive writing, guided writing, and independent writing), word study (phonics, phonemic awareness, word analysis, syllables, and spelling), vocabulary (word meaning), fluency (automaticity or reading fluidity), and comprehension (understanding). Teachers model the literacy behaviors to be learned through read alouds (fluency), writing, and other observable behaviors and activities. Students are given many daily opportunities to read a myriad of texts for enjoyment and to build their identities as readers.

**Instructional Resources**

**English Language Arts Textbook Series**

TK-3  *California Treasures English Language Development*

4-5  *California Treasures English Language Development*

6-8  *Glencoe Literature, California Treasures and Expressions*

Because of the integrated, thematic design of the Extera Public School curriculum, teachers utilize extensive resources to teach the reading and English language arts standards. In addition to the resources just described, high quality core leveled reader selections from Scholastic Books, notable trade books, magazines, encyclopedias, online resources, maps, and other materials are used across all grade levels K-8 to support the development of students as proficient readers, to instill a love of reading, and to develop English language arts skills and abilities within and across content areas.
As with science and social studies, notable ELA trade books are chosen from lists of books that have been evaluated by a Book Review Committee appointed by the National Council for the Social Studies (NCSS) and that have been assembled in cooperation with the Children’s Book Council (CBC). Thoughtfully selected core literature books support focus themes and promote mastery of the ELA standards.

The Instructional Leadership Team at the school, consisting of the school site administrators and lead teachers, carefully select trade books, core literature books, and other materials prior to the start of each school year as needed.

In addition to using a wide variety of instructional materials, students participate in activities that engage them in active learning strategies such as reenactment, inquiry, problem solving, critical thinking, cooperative learning and decision-making. Teachers introduce realia related to cross-curricular themes, and they use setting, characters, and plot to create exceptional opportunities for promoting the ELA standards. As with other content areas, a hands-on, minds-on approach enables students to become active participants in learning and places the standards within a meaningful and engaging context.

English Language Development (ELD)

Students identified as English learners receive daily instruction in ELD until they are reclassified as fluent-English proficient, at which time they are monitored for continued progress. The curricular programs for English language arts were specifically selected for the strong ELD components they provide. Those programs are:

**English Language Development**

TK-3    *California Treasures English Language Development*

4-5     *California Treasures English Language Development*

6-8     *Glencoe Literature, California Treasures and Expressions (Basic Program with ELD)*

**Science Textbook Series**

**Science**

TK-3    Delta Education   *Full Option Science System*

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1 NCSS and CBC have cooperated on an annual bibliography of notable social studies trade books for children since 1972. Recommended book lists can be found at: www.socialstudies.org.
The *Next Generation Science Standards* serve as the basis of the science curriculum, guide the evaluation and selection of instructional materials, and inform student assessments. Because the standards themselves do not prescribe recommended methods of instruction, teachers also utilize the *Science Framework for California Public Schools*, aligned with the standards, as a tool for instructional guidance and planning. Students have the opportunity to learn science through a variety of modes so that they are fully engaged and all learning styles are addressed. Instructional strategies in science include:

- Presentation of science content knowledge through direct instruction by teachers
- Accessing science content through trade books and supplemental materials
- Accessing science content using state adopted textbooks
- Solving scientific problems that are connected to grade level standards
- Project-based learning that incorporates investigations and experiments using the scientific process, including the use of FOSS kits in grades K-8

The Investigation and Experimentation standards support teaching and learning within all of the science content areas.

*Instructional Resources*

Teachers utilize a variety of pedagogical methods and a variety of assessments in order to best develop conceptual understanding in all students. FOSS is fully aligned to California standards, and research has demonstrated that a constructivist approach to teaching and learning is the best way for students to learn important scientific concepts and develop the ability to think critically. The ‘constructivist approach’ in this case is defined as the active construction of knowledge through students’ own inquiries, investigations, and analyses. These programs are created to engage students in these processes as they explore the natural world. The curriculum provides students with science experiences that are appropriate to their stages of cognitive development. The experiences serve as a foundation for more advanced ideas that prepare students for life in an increasingly complex scientific and technological world.

Research on populations of students with similar demographics to the students Extera serves has shown that the longer students are exposed to the program, the greater the positive impact on science achievement. Although all groups of students benefit from the FOSS program according to standardized achievement measures, a multi-year study in the El Centro Elementary School District of Southern California indicated that growth in academic achievement for students who are English learners is particularly strong. (Amaral, Garrison and Klentschy, 2002.)

The learning modules are organized under the strands of Life Science, Physical Science, Earth Science, and
Scientific Reasoning and Technology. Most modules and courses are designed to be appropriate for two grade levels. In addition to the California science standards, FOSS CA reinforces many mathematics, language arts and social studies standards. At Extera, these lessons will be integrated through interdisciplinary projects. For example, when studying life and earth sciences, students will also study man’s relationship with flora, fauna and the natural environment, throughout time and in different locations. In this way, life and earth sciences will be connected to economics and history. When studying the physical sciences, students will explore man’s inventions and discoveries in the realm of physics and engineering and the greater ramifications of industrialization, warfare and technology. In this way, students will see connections between the physical sciences and their present reality, history and economics. In addition, teachers will integrate multiple intelligences into projects wherever appropriate.

**High Interest Science Trade Books**

In addition to the FOSS curriculum, content-rich and high interest trade books will be used to support the development of science concepts and associated academic language across all grade levels. Extera recognizes that children tend to have greater interest in the content and photographs that are available in trade books, and they find them less confusing than traditional science textbooks. (Ross, 1994.) Trade books have been widely accepted as a vital component of effective science instruction and will be carefully selected by the school site administrators and lead teacher(s) and incorporated into the science program at Extera Public School. As part of the process, the Instructional Leadership Team, consisting of the Site Administrators, Curriculum Specialist and lead teacher(s), will review outstanding trade book recommendations made annually by the National Science Teachers Association (https://www.nsta.org/publications/ostb/)(2016).

**Guiding Principles**

The Science program at Extera Public School will adhere to the following guiding principles:

- The Extera science program will be based on standards and use standards-based instructional materials.

- The Extera science program will develop students’ command of the academic language of science used in the content standards.

- The Extera science program will reflect a balanced, comprehensive approach that includes the teaching of investigation and experimentation skills along with direct instruction and reading.

- The Extera science program will use multiple instructional strategies and provide students with multiple opportunities to master the content standards.

- The Extera science program will include continual assessment of students’ knowledge and
understanding of the skills and concepts outline in the science content standards, with appropriate adjustments made in instructional design, delivery and intervention as needed during the academic year.

- The Extera science program will continually engage all students in learning and prepare and motivate students for further instruction in science.

- The Extera science program will use technology to teach students, assess their knowledge, develop information resources, and enhance computer literacy.

- The Extera science program will have adequate instructional resources as well as library-media and administrative support.

- The Extera science program uses standards-based connections with other core subjects to reinforce science teaching and learning.

Social Studies Textbooks

Social Science

TK-3  Scott Foresman History-Social Science for California
4-5  Scott Foresman History-Social Science for California
6-8  Teachers’ Curriculum Institute History Alive!

Social Studies Common Core State Standards will serve as the basis of the history and social studies curriculum, guide the evaluation and selection of instructional materials, and inform student assessments. Because the standards themselves do not prescribe recommended methods of instruction, teachers will also utilize the History—Social Studies Framework for California Public Schools, aligned with the standards, as a tool for instructional guidance and planning. Students will have the opportunity to learn social studies through direct instruction, by reading trade books and supplemental materials; through project-based, experiential and place-based learning; and by enacting historical and current events.

Instructional Resources

As with the science program, content-rich and high interest trade books will be used across all grade levels to support deep understanding of social studies themes and concepts and to provide a rich exposure to the academic language of the discipline. The social sciences lend themselves to exploration, analysis, and discussion. As students become readers, their ability to follow their own paths of inquiry deepens, and their investigations as young historians become richer and more involved. For this reason, Extera Public School will gradually increase the depth and breadth of projects and increase the multitude of resources used. While
our project-based learning themes and activities will incorporate significant history/social science activities that address all of the state standards, subject-specific social science lessons will also be used to enhance learning. Notable trade books and thoughtfully selected core literature books that present the themes being studied will also be included to add depth and perspective to social studies content and will serve as rich resources within Extera’s social studies program. The Curriculum and Teacher Support Specialist and school administrators meet with teachers at the start of the school year to select non-fiction trade books and core literature books prior to the start of the school year. Selection of instructional materials is determined according to the topics studied at each grade level and will reinforce the History–Social Studies Standards for California Public Schools.

Use of Realia & Other “Out-of-the-Box” Strategies

In addition to the use of children’s trade books and core literature, students will participate in activities that engage them in a variety of active learning strategies, such as reenactment, inquiry, problem solving, critical thinking, cooperative learning and decision-making. Teachers will introduce realia related to social studies topics and use setting, characters, and plot to organize the social studies curriculum into exceptional opportunities for learning. This hands-on, minds-on structure will enable students to become active participants in problem-based situations and will provide students with deep knowledge by involving them in a critical examination of social studies concepts. This instructional model reflects the constructivist approach that is supported by Extera. As with the science program, teachers will integrate language arts standards within the social studies curriculum. Many of the English language arts standards that address reading, writing, listening, and speaking will be addressed through projects, presentations, written reports, research, and other lesson activities connected to content knowledge acquisition with a social studies focus.

Physical Education

Students, as individuals and as members of society, are able to make informed decisions, modify behaviors, and change social conditions in ways that are health enhancing and increase health literacy. Health-literate individuals are:

- Critical thinkers and problem solvers when confronting health problems and issues
- Self-directed learners who have the competence to use basic health information and services in health-enhancing ways
- Effective communicators who organize and convey beliefs, ideas, and information about health issues
- Responsible and productive citizens who help ensure that their community is kept healthy, safe, and secure

High-quality physical education instruction contributes to good health, develops fundamental and advanced motor skills, improves students’ self-confidence, and provides opportunities for increased levels of physical

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2 These ideas were presented by Diane E. Newby and Peter L. Higgs in *The Charter Schools Resource Journal*, Winter 2005. For an example of this type of active learning in social studies, see Margit McGuire’s *Storypath* curriculum, Seattle University.
fitness that are associated with high academic achievement. In elementary grades, students focus on the way in which they move through space and time in their environment, the way in which they move in space together with a partner, the continuity and change in movement, the manipulation of objects in time and through space, and the manipulation of objects with accuracy and speed. In the middle school grades, students work cooperatively to achieve a common goal, meeting challenges, making decisions, and working as a team to solve problems.

In accordance with our Wellness Policy, Extera Public School’s nutrition education and physical education programs are based on research, consistent with the expectations established in the state’s curriculum framework, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle. Nutrition education is provided as part of the health education program in Grades K-8 and, as appropriate, the education is integrated into core academic subjects and included in after-school programs. All K-8 students are provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity are provided through physical education, recess, Extera’s after school enrichment programs, and other structured and unstructured activities such as dance. Extera will be consistent with facilities use agreements, licenses, permits, and approval processes as required on Prop 39 co-locations.

Extera Public School’s physical education program is designed to help the students’ develop psychomotor skills such as fundamental movement patterns, sports skills, and the five components of physical fitness. In addition, students’ will develop a positive self-image and the ability to work with other classmates. Students participate in skill building activities, introduction to sports and activities, and physical activities that link to the exploration of culture and history. The goal of the program is to develop a lifelong program of activity to develop and maintain healthy habits and wellness. These courses are based on the Physical Education Model Content Standards for California Public Schools.

Service Learning

Extera students at all levels will be involved in service learning projects that will provide them with ongoing, meaningful opportunities to develop leadership skills and civic mindedness as active members of the school community and beyond. Activities have been planned across grade levels to foster a sense of environmental responsibility and to reinforce the important concept that we live in a shared, global community. Examples of the types of activities planned for meaningful service learning are described in the following chart.\(^3\)

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<table>
<thead>
<tr>
<th></th>
<th><strong>Seasonal School Beautification</strong>: Students will create weekly displays of flowers, rock gardens, leaves, and twigs, and the natural displays that fit with seasonal celebrations of the solstices and equinoxes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Flower Garden Maintenance</strong>: Students will weed the gardens, start seedlings, distribute potted plants to the community, and install new plantings.</td>
</tr>
<tr>
<td>2</td>
<td><strong>“Edible Schoolyard” Vegetable Garden Maintenance</strong>: Students will test and amend the soil, plan and plant the garden, harvest vegetables, assist with the distribution of vegetables, and participate in a harvest festival.</td>
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<tr>
<td>3</td>
<td><strong>Maintaining the Schoolyard</strong>: Students will help to keep the nature areas and schoolyard clean and will participate in programs devised to prevent vandalism.</td>
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<tr>
<td>4</td>
<td><strong>Running the Recycling Program</strong>: Students will design and run a paper and aluminum can recycling program. Students will collect paper and aluminum cans and bring them to the collection site, and they will monitor classroom and school use to discourage waste.</td>
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<tr>
<td>5</td>
<td><strong>Tending the Composting Program</strong>: Older students will work with teachers and staff to design and implement a composting program. They will educate younger students about what is compostable and what is not. They will also assist with the post-lunch separation process.</td>
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<tr>
<td>6</td>
<td><strong>Climate Care Team</strong>: Students will study the potential causes and impacts of global climate change and create a presentation of their findings.</td>
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<tr>
<td>7</td>
<td><strong>Habitat Preservation</strong>: Students volunteer locally and adopt a roadway in the Boyle Heights community to remove litter, or recycle wastes in the community.</td>
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<tr>
<td>8</td>
<td><strong>Reuse Challenge</strong>: Throughout the year, students work in teams to reduce waste by coming up with creative, useful and effective ways to reuse items around school.</td>
</tr>
</tbody>
</table>

**Character Education**

All students in grades K-8 will receive regular instruction in a character education program, primarily during the “Community Circle/Morning Meeting” sessions, designed to instill and reinforce positive character traits that will serve them well at school and throughout their lives. The character education program at Extera will encompass the essential components and principles of effective character education programs, such as:

1. Promote “ethical values” as well as “performance values” as the foundation of good character.
2. Define “character” comprehensively to include thinking, feeling and behavior.

3. Use a comprehensive (i.e. all aspects of schooling), intentional, and proactive approach to character development.

4. Create a caring school community.

5. Provide students with opportunities for moral action (i.e. grappling with real-life challenges and then reflecting on the experiences).

6. Include a meaningful and challenging curriculum that respects all learners, develops their character, and helps them to succeed.

7. Strive to foster students’ self-motivation (i.e. recognition of pro-social behaviors without excessive emphasis on extrinsic incentives).

8. Engage the school staff as a learning and moral community that shares responsibility for character education and attempts to adhere to the same core values that guide the education of students.

9. Foster shared moral leadership and long-range support of the character education curriculum.

10. Engage families and community members as partners in the character-building effort.

11. Assess the character of the school (via student and parent surveys), the school staff’s functioning as character educators (via staff surveys), and the extent to which students manifest good character (by analyzing data on student behaviors).

Textbooks and Other Instructional Resources
As detailed above, subject-specific, commercially-produced curricular programs that are aligned to Common Core state standards provide the foundational resources of Extera’s educational program, with teachers constantly revising and refining lessons to incorporate assessment information and tailor learning to suit the individual needs of specific students.

We have chosen the following California standards-based curricular programs to form the core basis of our instruction. All of the core, curricular programs at Extera are state-adopted. As newer versions of these curricular programs become available reflecting increased and updated alignment to the Common Core standards, Extera will re-evaluate whether or not the newer version of the state-adopted, standards-based curricular are a more suitable instructional resource for our students.

Literacy: McGraw Hill’s California Treasures and Reading Wonders English language arts program will constitute the primary resource for teaching English language arts at Extera Public School in grades K-5. Glencoe Literature, California Treasures will constitute the primary resource for teaching English language arts at Extera Public School in grades 6-8. These state-adopted program that addresses all of the ELA content standards. Both programs have an ELD component that will support the learning needs of EL students at all grade levels. We believe a strong foundation in skills such as grammar and a broad vocabulary are essential components of becoming effective writers and readers. We will offer explicit
instruction via exercises and examples created by teachers and other resources. There will also be explicit approaches to learning vocabulary words utilizing texts and worksheets. In addition to these skills-based approaches, we will emphasize a holistic approach to learning. To truly become a good writer and reader, one simply has to read and write often. To these ends, each language arts course includes a rich and varied selection of literature with varied appeal to all students.

**Math:** Pearson’s *enVision Math* will constitute the primary resource for teaching mathematics in grades K-5. McGraw-Hills California Math will constitute the primary resource for teaching mathematics in grades 6-8.

**Science:** Delta Education’s *Full Option Science System* (FOSS) will constitute the primary resource for science in grades K-5. *McDougal Littell California Middle School Science Series* will constitute the primary resource for teaching science in grades 6-8. These resources are aligned with California’s science standards and many social studies, language arts and mathematics standards and will ensure that students receive an effective, hands-on education in the sciences that addresses all of the science content standards.

**Social Studies:** The *Houghton Mifflin Social Science* curriculum will form the core of our K-5 program and the TCI *History Alive!* will form the core of the 6-8 program. The HM *Social Science* program addresses all of the state standards for social studies and has been adopted by the State Board of Education.

**Visual and Performing Arts:** Extera contracts with outside providers for arts instruction, and these individuals and companies provide necessary equipment and materials as well (e.g., musical instruments). We facilitate visual arts instruction through available materials and supplies (paper, paints, pencils, scissors, etc.) for our younger grades. Extera will be consistent with facilities use agreements, permits and approval processes as required by Prop 39.

**Service Learning:** As Extera’s faculty identify specific state standards across disciplines that the service-learning projects are designed to achieve, they also will identify appropriate curricular materials and resources from the core content areas that students will utilize to participate in service learning projects and activities. For example, students might utilize their FOSS Science materials to research, plan and create an urban garden to provide much-needed green space in their neighborhood. Service learning projects will involve current and local resources when feasible, e.g., news media, computer-based research, and other resources students and faculty identify in the community.

All instructional activities will be developed in alignment with Common Core State Standards as well as
the stated goals and measurable student outcomes of Extera. Faculty and administration will analyze the efficacy of the programs listed above and, to the extent assessment data indicate that particular subgroups are not meeting standards or our school goals, may choose additional or different research-based programs that have been shown to succeed with populations akin to the student population at Extera.

Teachers across grade levels meet with the Curriculum and Teacher Support Specialist and the site administrators to discuss areas of need and recommended books and materials for the following year. Curricular purchases are made by the administration and purchased well enough in advance to ensure timely implementation. Most importantly, all curricular materials must have a proven record with our targeted student population and must have been developed through sound, research-based methods that utilize the latest information on teaching, learning and brain functions. Curricular materials are also analyzed in perspective of the whole educational program and in relation to lessons and assessments that would follow from curricular programs.

Curriculum, materials, and instructional activities are selected by grade-level teachers, site administrators, Curriculum Specialist and as relevant, in consultation with outside consultants (e.g., special education consultants) based on their relevance and appropriateness for their alignment with standards, our definition of an educated person in the 21st century, and goals of the school as a whole. Choices must be compatible with the school’s emphasis on active learning strategies, investigation and project-based assessments.

All instructional activities will be developed in alignment with the stated goals and measurable student outcomes of Extera Public School, as detailed further in Element 2.

Instructional Methods and Strategies to Deliver the Curriculum

In light of our mission and vision, our philosophies about how learning best occurs and what it means to be an educated person in the 21st century, Extera implements a Common Core standards-based curriculum grounded in research-based models of education that have proven successful at some of the leading local and national schools. The educational components of the Extera Public School Model have been selected to provide a dynamic and highly successful learning environment. Drawing on twenty years of experience as a Los Angeles educator and school leader, Extera Founder Dr. Jim Kennedy has designed a program that builds on the research and available school models that highlight best educational practices, including his extensive experience working in urban schools and as the Principal of the acclaimed UCLA Lab School.

Extera’s instructional methodologies – constructivism, project-based learning, multiple intelligence theory are supported by the work of leading educational thinkers and validated by practitioners. The teaching practices included within the instructional framework practices have demonstrated success in schools serving students with similar backgrounds and academic needs.
The commitment to constructivism and project-based learning at Extera Public School resides in our belief that learning best occurs when instruction is child-centered and presented in a meaningful context that is relevant to students’ lives. Extera recognizes that for far too long schooling has been “premised on the notion that there exists a fixed world that the learner must come to know” and that the construction of new knowledge has not been “as highly valued as the ability to demonstrate mastery of conventionally accepted understandings.” (Brooks and Brooks, 2005.) In his book Pedagogy of the Oppressed, Paolo Fiere makes this point when he argues that learners are co-creators of knowledge and rejects the premise that children should be treated as empty vessels to be filled with knowledge.

One well-established principle is that “students come to the classroom with prior knowledge that must be addressed if teaching is to be effective.” (Donovan and Bransford, 2005.) In other words, if what students “know and believe is not engaged, learners may fail to grasp the new concepts and information that are taught, or they may learn for purposes of a test but not be able to apply them elsewhere, reverting to their preconceptions outside the classroom. This means that teachers must understand what students are thinking and how to connect with their prior knowledge if they are to ensure real learning.” (Darling-Hammond, 2008.)

Student thinking is greatly valued at Extera, and Extera teachers are expected to seek every opportunity to engage students in an exchange of ideas. Students are given frequent opportunities to think through the complex issues that surround the skills and concepts outlined in the Common Core standards. By creating classroom environments where meaningful discussion is encouraged, teachers will embrace “the proposition that we learn by constructing new understandings of relationships and phenomena in our world.” Teachers at Extera “invite students to experience the world’s richness, empower them to ask their own questions and seek their own answers, and challenge them to understand the world’s complexities.” (Brooks and Brooks, 2009)

**Place-Based Education**

As important element of our constructivist approach, “experiential learning,” also called “Place-Based Education” also plays a major role in the educational program at Extera as it relates to our school theme in the natural world. Place-Based Education (PBE) is experiential teaching and learning that engages students in their own local environment. John Dewey urged schools to adopt this powerful approach to learning nearly a century ago. In recent years PBE has become increasingly supported, especially by educators such as David Sobel, Director of the Antioch New England Institute’s Center for Place-Based Education. Place-Based Education is, according to Sobel, “a simple proposition, really: Bring education back into the neighborhood. Get teachers into the community, into the woods, and on the streets – closer to beauty and true grit.” (Sobel, 2004.) In essence, PBE facilitates Extera’s theme of exploration into our natural, living world with a constructivist approach.
The Promise of Place, a unique public/private partnership that works to advance place-based education, identifies ten principles for successful place-based education, all of which tie directly to Extera’s thematic emphasis on the natural world and the inter-connectedness of all living things:4

- Learning takes place onsite in the schoolyard, the local community, and environment.
- Learning focuses on local themes, systems, and content.
- Learning is personally relevant to the learner.
- Learning experiences contribute to the community’s vitality and environmental quality and support its role in fostering global environmental quality.
- Learning is supported by strong and varied partnerships with local organizations, agencies, businesses, and government: Learning is interdisciplinary.
- Learning experiences are tailored to the local audience.
- Learning is grounded in and supports the development of a love for one’s place.
- Local learning serves as the foundation for understanding and participating appropriately in regional and global issues.
- Place-based education programs are integral to achieving other institutional goals.

(www.promiseofplace.org.)

At Extera, students do not sit passively in a classroom as they look at pictures or read about the world around them, rather, they will go out and investigate, see, hear, touch and experience the very things they are studying. Extera places emphasis on the value of our living world, the inter-connectedness and inter-dependence of our human community, plant/animal life, our living plant and more, and thus actively engaging in this living world will be an integral component of learning at Extera. At least once a week and perhaps more, students will literally get their hands dirty in our school garden, studying the growth cycle of plants, conducting experiments on watering and sunlight’s impact on growth, or planting a “Three Sisters” garden as they study Native American history.

Connections to the neighborhood surrounding school and the broader city will abound, through partnerships with local organizations and businesses, as well as frequent opportunities for students to engage in walking tours of their neighborhood (e.g., to study immigrant history in the community, or to engage in service-learning activities to help beautify the community).

Each class experiences dynamic “Learning Adventures” to further enliven Extera’s unique thematic connection to the natural world and provide students access to experiences they are not likely to have otherwise. These Learning Adventures will further bring the Common Core Next Generation Science

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4 Place-based Education Evaluation Collaborative, 2010
Standards and social studies standards to life and in order to deepen students’ understanding of the concepts and vocabulary discussed in the classroom.\(^5\)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Learning Adventure (All tied to grade-level Common Core Next Generation Science Standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Children’s Nature Institute: Children take a nature walk and open their minds to the living world via the WonderMobile</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Underwood Farms’ Sustainable Agriculture: Children pick their own produce at a fully operational farm</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Living Desert: Children visit the desert to learn about desert wildlife and conservation through education and appreciation</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Whale Watching: Children take to the high seas in search of the largest animal on earth!</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Cedar Lake Camp: Children hike, swim, canoe, bird-watch and more at 7000’ in the San Bernardino Mountains</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Switzer Falls Bear Canyon: Children observe waterfalls, small cascades, pools, wooded streamside trails and deep canyons.</td>
</tr>
<tr>
<td>Grade 6</td>
<td>Catalina Environmental Leadership Program: Children study ecosystems and sustainable living and explore the ecological wisdom of the Native Americans who once lived on the island</td>
</tr>
<tr>
<td>Grade 7</td>
<td>Pali Institute: Students engage in hands-on, experiential learning techniques that will help them retain relevant science concepts in the beautiful San Bernardino Mountains, near Lake Arrowhead. Students will learn about the ecosystems around them as well as the dynamics of food chains/webs and how species depend on one another for survival</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Sequoia-Kings Canyon National Park: Students will tour the treasure-cavern of ornate marble polished by subterranean streams and decorated with curtains of icicle-like stalactites and mounds of stalagmites</td>
</tr>
</tbody>
</table>

The Extera model is centered on the child, as an individual, and the experiences, talents and interests each child brings to the school, and an understanding of the child’s “real world” experience within and

\(^5\) The school’s five-year financial plan includes funding for the learning adventures described within this petition. Funding is increased year to year to accommodate the more expensive outings that occur at the upper grade levels. Advance planning with a balanced budget ensures that these or similar experiences are achievable.
beyond school walls. Thus at Extera, while our instructional strategies are modeled after some of the top public and private schools in the nation, it will at all times be solidly grounded in an understanding of life for our students in the community in which they live – Boyle Heights/East LA. At Extera Public School, we believe that when learning is relevant to students lives’ they are more engaged and motivated to learn. Extera Public School seeks to serve as a true community hub for the surrounding neighborhood – students, families, businesses and more – strengthening connections between the school and the surrounding community.

A growing body of research highlights the positive impact that PBE (Place-Based Education Evaluation Collaborative, 2010), as with the broader concepts of constructivism, has on students, teachers, and the school and community, including:

- Students participating in place-based education often show more enthusiasm for learning because it is more relevant to their daily life, their home, and community. Students often exhibit:
  - Higher scores on standardized measures of academic achievement (reading, writing, math, science, social studies)
  - Improved behavior in class, greater pride and ownership in their accomplishments; increased self-esteem, conflict resolution, problem solving
  - Higher-level thinking skills
- Teachers who practice place-based education:
  - Become more excited and motivated to develop curriculum, more likely to use local resources for teaching and learning, and are more engaged with students
  - Collaborate more effectively with other educators, and
  - Experience professional growth and show greater desire to take additional place-based education training
- Place-based education initiatives bring life to classrooms and communities. The results are visible and diverse. Children create schoolyard gardens, improve wildlife habitat, design and build walking trails through public parks, celebrate their cultural heritage in public presentations and published books, mentor younger students, and help community elders and local organizations.

Teaching to Multiple Intelligences

Howard Gardner’s theory of multiple intelligences provides an excellent, overarching instructional context for teaching and learning at Extera. According to Gardner (2013), intelligences are the skills and abilities that we need to solve problems, to create effective products, and to provide services that are valuable in our culture. In his theory of multiple intelligences, Gardner identifies eight areas of intelligence, including: bodily-kinesthetic, intrapersonal, interpersonal, verbal-linguistic, logical-mathematical, musical-rhythmic, musical-spatial, and naturalist.

Extera teachers incorporate instructional strategies within the program at Extera Public School that access the full spectrum of intelligences identified by Gardner. Project-based learning, frequent collaboration and communication with peers, and an emphasis on the expression of ideas are strategies that target intelligences that will be fully utilized in classrooms at Extera. The naturalist intelligence is an
especially dynamic fit for Extera. Given Extera’s thematic focus on the natural world, students will be provided ongoing opportunities to explore and expand this worthy intelligence. It is clear that with so many pressing societal and global issues connected to humankind’s relationship with nature, this intelligence will have particular impact and value in the 21st century.

Gardner’s ‘Theory of Multiple Intelligences’ provides a solid rationale for designing instruction that is responsive to a wide variety of learning modalities because it addresses the diversity of strengths present within a classroom. Current research supports Gardner’s assertions that it is valuable to provide different contexts for learning to students as well as opportunities to engage a variety of their senses. Current research specifically states that:

- Providing students with multiple ways to access content improves learning (Hattie, 2011).
- Providing students with multiple ways to demonstrate knowledge and skills increases engagement and learning, and provides teachers with more accurate understanding of students' knowledge and skills (Darling-Hammond, 2010).
- Instruction should be informed as much as possible by detailed knowledge about students' specific strengths, needs, and areas for growth (Tomlinson, 2014).

Extera Public School will approach teaching by tapping into students’ strengths as learners. Consequently, the numerous capacities identified by Gardner that are associated with each of the multiple intelligences provide a worthwhile list of strengths that teachers will access in the classroom to engage students effectively.

Project-Based Learning
Project-based learning, or PBL, is an instructional method and strategy organized around projects as a means to achieve mastery of standards. At Extera, complex tasks will be based on challenging questions or problems that teachers have thoughtfully selected to support deep understanding of the themes and concepts outlined in the Common Core standards. In order to successfully develop and implement project-based learning across grade levels, teachers meet at least twice each week for grade level collaborative planning, at which time they discuss themes, units of student, lessons, and the projects that will support student learning of CCSS-aligned content. Teachers also receive professional development on project-based learning so that they have a strong working knowledge of what effective project-based learning entails and are able to plan and deliver instruction to students accordingly.

Students are often involved in the design of projects and have significant input in making decisions and solving problems. Students will commonly work relatively autonomously, either independently or in small groups, and their work will typically culminate in a realistic product, event, or presentation. The defining features of PBL found in the literature include:

- authentic content
- authentic assessment
teacher facilitation but not direction
- explicit educational goals
- cooperative learning, reflection, and
- incorporation of adult skills.

There are five research-based criteria that must be present in the Extera PBL program:

- **PBL projects are central, not peripheral, to the curriculum:** Projects at Extera play a key role in the exploration of new concepts, the expression of ideas, and in the demonstration of understanding of Common Core standards across subject areas.

- **PBL projects are focused on questions or problems that “drive” students to encounter (and struggle with) the central concepts and principles of a discipline:** Projects at Extera often begin with a question that students have devised within the context of a standards-based unit of study in order to delve more deeply into a topic, research question, or concept. Projects are driven by investigation and discovery.

- **Projects involve students in a constructive investigation that involves inquiry and knowledge building:** Projects at Extera are not be done by simply following directions or completing concrete steps. Students test their ideas and create models and culminating projects that represent their growth in learning toward mastery of the standards.

- **Projects are student-driven, in that students are responsible for making choices and for designing and managing their work:** When embarking on a project, students at Extera have the opportunity to decide how they will approach their work and/or the mode they will use to represent their final product.

- **Projects are realistic and not “school-like,” reflecting problems that occur in the real world and that people care about:** Students will be asked to test their reasoning, problem solve, and to demonstrate understanding of complex concepts that reflect real life issues in a variety of content areas (i.e. science, social studies, and mathematics).

Again, as with our other instructional methodologies, an emphasis on Project-Based Learning methods is simply a means by which students achieve mastery of Common Core standards. Research solidly supports the value of integrating instruction across content areas rather than teaching subjects in isolation.

Teachers at Extera Public Schools integrate content across subject areas to provide teachers at Extera Public School with the flexibility and opportunity for creativity that is necessary to create a truly outstanding program, one that engages all students as individuals and meets their unique learning needs. Although the program is adaptable in these important respects, teachers will consistently reference Common Core standards during instructional planning in order ensure that all of the standards
are taught in all of the core content areas. Utilizing Common Core aligned materials, teachers at Extera Public Schools will ensure that students have sufficient opportunity to learn all of the content standards in each of the core subjects.

This integrated approach will create “active readers and writers by engaging students in authentic literacy tasks that emerge naturally from interesting and worthwhile topics and ideas.” (Vogt, 2010.) Consistent with the recommendations of research, students will engage in a variety of reading and writing opportunities tied not only to ELA standards, but with concrete subject-matter ties to the social science and science standards, thereby promoting discussion and collaboration, building upon students' interests and abilities, connecting their background experiences, and supporting language development. (Heibert, 1994.) Research indicates that students who have frequent opportunities to read interesting texts experience improved reading comprehension and enhanced reading enjoyment. (Fielding and Pearson, 1994.) To increase understanding, students benefit from experience reading a variety of texts, including narrative and expository literature, as well as "real world" materials such as brochures, magazine articles, maps, and informational signs. These varied experiences enable young readers to build a foundation that prepares them for future "real life" reading and writing tasks. Life experience requires people to integrate what they have learned in an interdisciplinary manner, so teaching children through merged disciplines better prepares them for applying new knowledge and understandings. (Vogt, 2010.) Additionally, when students view their learning as having personal relevance, they put more effort into their schoolwork and achievement. (Willis, 1995.) The program at Extera provides rich and varied interaction with literature, trade books, and other high interest materials across subject disciplines and place learning within a context that is meaningful to students.

As previously noted, Common Core Standards will consistently form the foundation for all instruction and assessment across the curriculum at Extera Public School. This balanced approach between content integration and the direct teaching subject-specific standards is consistent with one of the key recommendations included in the Next Generation Science Standards that states:

“The framework is designed to help realize a vision for education in the sciences and engineering in which students, over multiple years of school, actively engage in scientific and engineering practices and apply crosscutting concepts to deepen their understanding of the core ideas in these fields.” (APPENDIX A – Conceptual Shifts in the Next Generation Science Standards, page 1)

In addition to positive outcomes with respect to reading comprehension, enjoyment and engagement, cross-curricular thematic instruction at Extera enables students to:

- Acquire, communicate, and investigate worthwhile knowledge in depth. Because teachers at Exera teach integrated content, instruction will not be divided into disconnected learning
blocks. Instead, much of the day will be spent exploring science and social studies themes in a variety of ways over a longer period. As a result, students will learn to view school subjects as connected and interrelated, rather than isolated and divided.

- **Integrate and enrich the language processes of reading, writing, listening, speaking, and thinking.** The active exploration of topics promotes discussion and the use of all the language arts. Through these experiences, students will learn strategies and skills in meaningful situations.

- **Practice reading different kinds of materials for varied purposes.** Narrative and expository literature and high interest trade books serve as key resources for thematic instruction. In addition, students will have multiple opportunities to read other types of text, including poetry, student-written pieces, and "real world" texts such as magazine articles and periodicals that contain interesting facts.

- **Use prior knowledge of the world and past experiences with language and text to create relationships among various sources of information.** Students build upon their current knowledge base and connect what they know with what they are learning. As new ideas are gleaned from a variety of reading experiences, they will become integrated with previously learned information.

- **Make choices, interact, collaborate, and cooperate.** Students will explore topics individually, in small groups, and together as a whole class. Reading and writing tasks will be authentic, motivating, relevant, and contextualized. Students will make appropriate choices based on their interests, abilities, and needs.

- **Apply what they learn in meaningful and "real world" contexts.** As students explore topics in a variety of ways and through various sources, they will learn to relate what they are learning to their own lives. Activities will be assigned for home exploration that will help students bridge school learning and their lives at home, with the intent of helping students develop problem-solving and decision-making skills.

- **Informally assess their understanding and application of what they are learning.** Students and their teachers will share the responsibility for periodic progress checks as well as ongoing evaluation of student achievement toward mastery of state standards. Students will learn to set goals and to monitor their progress against the standards so that they become independent and motivated learners who have a clear understanding of where they are on the learning continuum toward standards proficiency.

- **Participate and learn, regardless of ability, level of language development, or background.** One of the most important advantages of cross-curricular thematic instruction is that it is flexible and adaptable. Because a variety of reading resources will be available, all students will have the opportunity to read materials that are of interest to them and at the appropriate level of reading challenge. Lessons will be flexibly planned and to an appropriate degree will be based on students’ needs and interests. For example, while some students may need extra practice with a strategy or skill, others may need additional time for writing or independent reading. This flexibility is central to thematic teaching.

- **Learn effectively in self-contained classrooms.** The flexibility of cross-curricular thematic teaching makes it an effective tool in self-contained classrooms. It allows teachers to implement a variety of instructional approaches that best meet the students’ needs and promotes team
planning and cooperation with colleagues.

**Family Engagement**
While the bulk of the Extera Public Schools instructional framework centers around our faculty and instructional leadership, Extera Public School recognizes that the successful, long-term development of children and success in school are intimately tied to the support systems that exist within the home and surrounding community. Children are often negatively impacted when those support systems are absent, limited, or not functioning in a positive manner. Parents and other family members are vital partners to school success, and children are deeply impacted by the circumstances of family members. Consequently, Extera Public School works to establish meaningful connections between the resources available in Los Angeles and members of the school community in order to assist families facing challenging circumstances. Family empowerment through education is a cornerstone of the Extera Public School model, and strengthening the support system available to students at home and in the community is a top priority to accomplish that goal.

Extera Public School uses multiple methods of communication and conducts a broad array of activities in order to encourage parental involvement, provide parental support, and provide an increased sense of parent empowerment within the educational lives of their children. Given the prevalence of Spanish-speaking families within the community, communication efforts occur in both Spanish and English.

**Parent Communication** is frequent, comprehensive and multi-pronged based on the “best practices” of similar schools in similar communities, to ensure the strongest possible connections between home and school. The following are just some of the activities that occur:

- **Monthly Extera newsletters**, in English and Spanish, will convey important details about upcoming school events and news, celebrate student successes, and provide worthwhile tips and strategies for parents in a simple, accessible format. For example, the newsletter might highlight a quick fact such as “Did you know that studies show that students who are read to daily – in any language – develop their own English literacy skills more rapidly? So go ahead and read some of your Spanish newspaper to your child!”

- **Weekly classroom newsletters** sent by teachers to provide a brief overview of plans for the week and lessons that will be covered so that parents will know what their children are learning and feel more connected to their students’ daily activities, along with any special information about celebrations or activities in which parents are invited to participate.

- **Formal and informal student/parent/teacher conferences**
- A minimum of three (3) follow up, formal conferences are scheduled during the months of October/November, January/February, and May/June to discuss academic progress, student grades/report cards, motivation, social behaviors, strengths and concerns, home support, and goals for learning.

- Informal conferences will be conducted as requested by parents/guardians or teachers.

- **Orientation meetings** are held before the start of the school year, or mid-year as needed, for newly enrolled families. Orientation meetings occur after families have been enrolled from the lottery; attendance in no way impacts enrollment.

- **Monthly “Coffee and Conversation with the Site Administrator”** meetings, conducted in English and Spanish, provide regular opportunities for parents to dialogue with the school site administrator about important issues on an ongoing basis.

- **Bi-annual “State of the School”** meetings are held in the fall and spring, where the school site administrator and/or CEO will make presentations on the school’s progress as well as current initiatives, issues, and school priorities. In order to encourage attendance at these important meetings, parents who attend will receive a recognition certificate and the name of their child will be entered in a drawing for small, school-related prizes (e.g., Extera pencils and erasers, or lunch with a favorite teacher or staff member).

- **Workshops** will be held on a monthly basis in English and Spanish, led by school leaders, faculty and community partners, on a wide variety of topics that are important to families, such as:

  - Basic math and literacy skills
  - Reading at home
  - Navigating the path to higher education, including A-G requirements, financial aid and more
  - Effective discipline
  - Organizing the home for success at school
  - Understanding Common Core testing
  - Interpreting Individual Student CAASPP Results
  - English as a Second Language (ESL)
  - Tutoring
  - Counseling services for students, siblings, and family members
  - Presentations by local service providers regarding legal, employment, health and human services available in the community
  - Nutrition
  - Emergency preparedness
Family Events, Activities and Support at Extera will similarly be comprehensive and multi-pronged, designed to benefit both our school and the families we serve.

- Emergency aid
- Gang prevention

Before and after-school supervised programs are offered to support the needs of working parents. Parents will be able to drop off their children at school starting at 7:30 a.m. for breakfast and supervised play, and the After School Program is provided until 6:00 p.m. each evening. Before and after school activities such as homework support, tutoring, games, and free play will be supervised by teaching assistants and the campus aide(s) and will take place in classrooms as well as on the play yard. Teaching assistants will be assigned to work a staggered schedule in order to ensure coverage during before and after school programs. Extera will be consistent with facilities use agreements, licenses, and permits as required by Prop 39 guidelines and regulations.

School-sponsored, bilingual Family Events, such as:

- Annual Family Math Night: students come to school with their parent/guardian(s) or other adult relative for a night of fun games with a math focus (e.g., Guess My Number). Attendees choose from a variety of math activities that span all grade levels and learn that math can be a fun, quality family activity.
- Annual Family Literacy Night: similar to Family Math Night, this focuses on literacy, with shared story reading and small group activities in a fun, non-threatening environment that encourages community engagement in reading.
- Annual Family Science Night: similar to the Math and Literacy Nights, science games and activities are featured (e.g., making ice cream).
- Annual Boyle Heights History Hike: this community-building event includes students, parents and staff in an enjoyable day outdoors learning about key historical and community sites in the Boyle Heights area
- All School Picnic: near the start of the school year, parents and students have a picnic to build community and get to know one another and the school’s faculty and staff.
- Classroom Learning Celebrations: at the end of significant projects and units, students have the opportunity to demonstrate their work and learning in celebrations with their family members at school.
- Student Performances: twice each year, we feature student performances in song, movement, poetry, stories, visual arts and more for the entire school community.

Student Assemblies
As needed, Community Circle time will be allotted to school-wide assembly on the playground. This time will be used for announcements, school spirit activities, and, once a month, a Student Awards Assembly to recognize student effort and achievement, to provide incentive and motivation, and to celebrate students’ accomplishments with the entire school community including parents and guardians.
Certificates, patches and pins will be distributed to students recommended by their teachers for a variety of student recognition awards, such as:

“Soar with the Condors” Award for Outstanding Effort and Achievement
“Reading Bear” Award for Hibernating with a Good Book
“Research Raccoon” Award for Exploring Social Science
“Math Rabbit” Award for Multiplying Quickly (or other math focus area)
“Science Owl” Award for Scientific Inquiry and Investigation
“Dolphin Citizen” for Excellent Character Traits

Health / Nutrition / Character Education & Service Learning

A vibrant component of the health and nutrition curriculum at Extera will be the school’s community garden, an edible garden created and cared for by students that will encourage healthy living and environmental stewardship. According to the California School Garden Network (CSGN), school gardens “create opportunities for children to discover fresh food, make healthier food choices, and become better nourished.” The Network also asserts that “gardens offer dynamic, beautiful settings in which to integrate every discipline, including science, math, reading, environmental studies, nutrition, and health.” Extera supports the CSGN’s belief that “young people can experience deeper understanding of natural systems and become better stewards of the Earth by designing, cultivating, and harvesting school gardens with their own hands.”

The school garden at Extera will “nurture community spirit, common purpose, and cultural appreciation by building bridges among students, school staff, families, and local businesses and organizations,” just some of the benefits of gardening described by CSGN. Given Extera’s unique thematic focus on the natural world, a school garden is an especially strong fit for the program and will provide countless, hands-on opportunities to engage students in a dynamic environment – a living laboratory. Students will “gain an understanding of ecosystems, an appreciation for food origins and nutrition, and knowledge of plant and animal life cycles. At the same time, they will learn practical horticultural skills that last a lifetime.”(GSGN)

Extera teachers utilize gardens as worthwhile teaching and learning tool. The gardening program at Extera has provided students with improved self-esteem and attitudes toward school, improved social skills and behavior, improve environmental attitudes, increase group cohesion, increased sense of ownership and responsibility regarding the care of the garden. The edible garden at Extera Public
School is not only an important teaching tool, it is a source of pride within the school community.

In addition to the timely ways parents and guardians will receive pertinent information and the many activities planned to involve them in their child’s program at Extera Public School, parents will have opportunities to participate in Charter School’s governance structure as a member of the School Site Council. Parents are also encouraged to support Extera’s extensive outreach efforts in the community to recruit new families to the school by sharing their personal experiences with other parents in the community.

**Implementation and Student Mastery of Standards**

The instructional approach at Extera Public School infuses constructivist strategies described here as the means by which the Common Core standards are mastered. Constructivist, project-based methodologies that are responsive to multiple intelligences allow students to grapple in challenging and meaningful ways with the Common Core based curriculum and to master skills and concepts with a level of understanding that allows them to apply their knowledge to new situations. It is important to note that direct instruction, including the explicit teaching of skills particularly in the content areas of reading, writing and mathematics, are provided regularly at all grade levels as well. Skill-specific academic needs are identified through formative and summative assessments and subsequently addressed through exercises such as phonics, reading comprehension, grammar lessons, arithmetic (number sense) and other direct instructional techniques as needed via teachers working with students individually, in small groups, or the class as a whole, to ensure that each and every student possesses the tools he or she needs to complete more complex projects successfully and to ensure that all students become fully proficient in all academic strands. These instructional approaches (including project-based learning, constructivism, teaching to multiple intelligences) are addressed through professional development with the teachers interwoven within the curriculum. The two-teacher per classroom model, utilizing apprentice and support teachers, allows teachers to differentiate instruction and to implement the strategies described above, reducing the teacher-to-student ratio in classrooms by providing students with access to a second credentialed teacher during instruction. Apprentice teachers and support teachers participate in all of the professional development opportunities that are provided to regular classroom teachers so that they are able to fully support the implementation of these approaches within the program.

With the goal of a balanced approach to teaching and learning in mind, the Extera Public School program is grounded in the following key principles of learning that have emerged from extensive research on effective teaching and support student mastery of Common Core standards:

- Effective teachers create ambitious and meaningful tasks that reflect how knowledge is used in the field. At Extera Public School, teachers design tasks that address Common Core State
Standards and present them to students with opportunities for real world application, an emphasis on problem solving, and/or multiple solution paths.

- Effective teachers engage students in active learning, so that they apply and test what they know.

- Effective teachers draw connections to students’ prior knowledge and experiences. At Extera Public School, student background knowledge is engaged and discussed as an important means leading to new learning. Teachers leverage student understandings as well as address gaps and misconceptions that might otherwise interfere with mastery of the skills and concepts outlined within the standards.

- Effective teachers diagnose student understanding in order to scaffold the learning process step by step.

- Effective teachers assess student learning continuously and adapt teaching to student needs. At Extera Public School, teachers implement a range of assessments, both formal and informal, that allow them to analyze instructional outcomes in order to inform future instruction and to provide timely intervention when necessary to ensure mastery.

- Effective teachers provide clear standards and constant feedback. Teachers at Extera Public School make lesson objectives and learning outcomes explicit to students at the start of each instructional day, and they revisit the objectives throughout the day. Clear expectations, a principal of effective learning that has been supported by the substantial work of Lauren Resnick, are established for student tasks and projects. Meaningful feedback is provided to students using rubrics, checklists, written and verbal comments, – feedback that incorporates Common Core standards so that students understand clearly their progress towards mastery and next steps for learning.

- Effective teachers encourage strategic and meta-cognitive thinking so that students learn to evaluate and guide their own learning. (Darling-Hammond, 2008.)

Student Development of Technology-related Skills and Student Use of Technology

Extera Public School has greatly enhanced the technology infrastructure to support 21st century learning, MAP assessments, and the State’s Common Core assessments to support student success and
the development of technology related skills. In addition to improving the necessary infrastructure to increase internet speed, capacity and communication/phone system across all three campuses we have also increased the number of laptops available for MAP and CCCS assessments and classroom use by adding laptop carts in each classroom at Extera Public School. Extera has implemented a “library system” to track textbooks and other materials. We have also greatly increased the relevant training provided to teachers and staff to maximize the use of technology. We also adopted a formal Technology Plan for Extera Public Schools.

In the 2015-16 school year, Extera purchased MacBook Pro laptops for every student in grades 2 and above to provide dramatically increased opportunities to utilize computer technology in the classroom. Extera also purchased, implemented and trained teachers in grades 3 and above on the ThinkCERCA online literacy development curriculum. Extera also utilizes the online assessment system Measures of Academic Progress (MAP) which provides students with assessment experiences similar to the SBAC and supports the acquisition of skills that will help prepare them to participate in Computer Adaptive Test experiences.

The Extera SBAC testing coordinator provides regular and periodic updates regarding the upcoming SBAC. Teachers receive tutorials and professional development around SBAC administration and adequate student and parent preparation. Teachers work with the testing coordinator to facilitate interim assessments and practice tests with their students.

Some of the additional teacher and student resources that have been provided to teachers at Extera Public School to assist them with developing a more comprehensive understanding of Common Core and greater SBAC Readiness are listed below:

**That Quiz**: This site allows you to create assessments online. These assessments are available in various subjects, and do allow for some of the new assessment features (drag and drop, create a graph, etc.). It’s free to create a class group, in which you can add your students, assign certain assessments, and view score reports.

[www.thatquiz.org](http://www.thatquiz.org)

**Literacy Design Collaborative**: Online tools and resources for creating assignments, as well as sample curricula

[www.ldc.org](http://www.ldc.org)
Teaching Channel: Videos and teacher resources
www.teachingchannel.org

ReadWriteThink: Classroom resources, resources for PD, and videos
www.readwritethink.org

Library of Congress: Class materials and resources for PD
www.loc.gov/teachers

Inside Mathematics: Tools, videos, common core resources, problems of the month, Performance Assessment Tasks.
www.insidemathematics.org/performance-assessment-tasks

Mathematics Assessment Project: Lessons, tasks, tests, PD modules, and support for Common Core State Standards
www.map.mathshell.org/index.php

Common Core Live Binder: All CCSS resources for Math updated daily
www.livebinders.com/play/play/187117

National Library of Virtual Manipulatives: Math Manipulatives
nlvm.usu.edu/en/nav/vlibrary.html

http://illuminations.nctm.org/Default.aspx

Next Generation Science Standards: Resources for understanding the NGSS.
www.nextgenscience.org
Engineering is Elementary: Ideas for bringing engineering into the curriculum.

www.eie.org

America Achieves: Information on Common Core resources

www.commoncore.americaachieves.org

Digital Chalkboard: Collaboration of educators

www.mydigitalchalkboard.org

Digital Library: Common Core resources, videos, sample lessons, etc.

smarterbalancedlibrary.org/sbac

These resources give students an understanding of the technology being used, practice reviewing their answers online, and assist with complying with common core skills needed to access, integrate, manage, and create information through online resources. Many of these sites also encourage in-depth reading, so they can understand meaning of passages and analyze text. In addition to these online resources Extera Public School continues to build our students’ communication skills, academic base, and problem solving and critical thinking ability.

TRANSITIONAL KINDERGARTEN
Extera Public School’s Transitional Kindergarten program is the first year of a two-year kindergarten program that uses an age and developmentally appropriate modified kindergarten academic curriculum that reinforces and builds upon expectations for learning at the preschool level (the California Preschool Learning Foundations). The TK curriculum is grounded in the Kindergarten California Common Core State Standards and the California State Content Standards that includes social, emotional, and cognitive outcomes and benchmarks. A child who has his or her fifth birthday between September 2 and December 2 of the school year shall be admitted to a transitional kindergarten program maintained by the school district.

ACADEMIC CALENDAR AND SCHEDULES
Sample Daily Schedules

Kindergarten: Monday, Tuesday, Thursday, and Friday

<table>
<thead>
<tr>
<th>Time</th>
<th>Instructional Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:10</td>
<td>Instruction Begins</td>
</tr>
<tr>
<td>8:10-8:30</td>
<td>Community Circle / Morning Meeting (Friday Family on Fridays)</td>
</tr>
<tr>
<td>8:30-9:30</td>
<td>Morning Enrichment Activities</td>
</tr>
<tr>
<td>9:30-11:00</td>
<td>ELA, Word Analysis, Fluency, Systematic Vocabulary Development</td>
</tr>
<tr>
<td>11:00-11:20</td>
<td>Health / Nutrition / Character Education &amp; Service Learning</td>
</tr>
<tr>
<td>11:20-12:05</td>
<td>Lunch Recess</td>
</tr>
<tr>
<td>12:05-12:50</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>

83
<table>
<thead>
<tr>
<th>Time</th>
<th>Instructional Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:50-1:20</td>
<td>English Language Development</td>
</tr>
<tr>
<td>1:20-1:30</td>
<td>Afternoon Snack</td>
</tr>
<tr>
<td>1:30-3:00</td>
<td>Science or Social Studies (alternating)</td>
</tr>
</tbody>
</table>

**Kindergarten: “Early Out” Wednesdays**

<table>
<thead>
<tr>
<th>Time</th>
<th>Instructional Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:10</td>
<td>Instruction Begins</td>
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<td>ELA, Word Analysis, Fluency, Systematic Vocabulary Development</td>
</tr>
<tr>
<td>11:00-11:20</td>
<td>Health / Nutrition / Character Education &amp; Service Learning</td>
</tr>
<tr>
<td>11:20-12:05</td>
<td>Lunch Recess</td>
</tr>
<tr>
<td>12:05-12:50</td>
<td>Mathematics</td>
</tr>
<tr>
<td>12:50-1:20</td>
<td>English Language Development</td>
</tr>
<tr>
<td>1:20-1:30</td>
<td>Afternoon Snack</td>
</tr>
<tr>
<td>1:30-2:00</td>
<td>Science or Social Studies (alternating)</td>
</tr>
</tbody>
</table>

**Daily Schedule, Grades 1–3: Monday, Tuesday, Thursday, and Friday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Instructional Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:10</td>
<td>Instruction Begins</td>
</tr>
<tr>
<td>8:10-8:30</td>
<td>Community Circle / Morning Meeting</td>
</tr>
<tr>
<td>8:30-10:00</td>
<td>ELA, Word Analysis, Fluency, Systematic Vocabulary Development</td>
</tr>
<tr>
<td>10:00-10:20</td>
<td>Snack / Morning Recess</td>
</tr>
<tr>
<td>10:20-11:30</td>
<td>Mathematics</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>Health / Nutrition / Character Education &amp; Service Learning</td>
</tr>
<tr>
<td>12:00-12:45</td>
<td>Lunch Recess</td>
</tr>
<tr>
<td>12:45-1:20</td>
<td>English Language Development</td>
</tr>
</tbody>
</table>
### Daily Schedule, Grades 1–3: “Early Out” Wednesdays

<table>
<thead>
<tr>
<th>Time</th>
<th>Instructional Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:10</td>
<td>Instruction Begins</td>
</tr>
<tr>
<td>8:10-8:30</td>
<td>Community Circle / Morning Meeting</td>
</tr>
<tr>
<td>8:30-10:00</td>
<td>ELA, Word Analysis, Fluency, Systematic Vocabulary Development</td>
</tr>
<tr>
<td>10:00-10:20</td>
<td>Snack / Morning Recess*</td>
</tr>
<tr>
<td>10:20-11:30</td>
<td>Mathematics</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>Health / Nutrition / Character Education &amp; Service Learning</td>
</tr>
<tr>
<td>12:00-12:45</td>
<td>Lunch Recess*</td>
</tr>
<tr>
<td>12:45-1:15</td>
<td>English Language Development</td>
</tr>
<tr>
<td>1:15-2:00</td>
<td>Science or Social Studies (alternating)</td>
</tr>
</tbody>
</table>

### Daily Schedule, Grades 4–6: Monday, Tuesday, Thursday, and Friday

<table>
<thead>
<tr>
<th>Time</th>
<th>Instructional Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:10</td>
<td>Instruction Begins</td>
</tr>
<tr>
<td>8:10-8:30</td>
<td>Community Circle / Morning Meeting</td>
</tr>
<tr>
<td>8:30-8:50</td>
<td>English Language Development</td>
</tr>
<tr>
<td>8:50-10:20</td>
<td>English Language Arts</td>
</tr>
<tr>
<td>10:20-10:40</td>
<td>Snack / Morning Recess*</td>
</tr>
<tr>
<td>10:40-11:50</td>
<td>Mathematics</td>
</tr>
<tr>
<td>11:50-12:20</td>
<td>Health / Nutrition / Character Education &amp; Service Learning</td>
</tr>
<tr>
<td>12:20-1:05</td>
<td>Lunch Recess</td>
</tr>
<tr>
<td>1:05-1:55</td>
<td>P.E. / Visual &amp; Performing Arts (alternating daily)</td>
</tr>
<tr>
<td>1:55-2:15</td>
<td>English Language Development</td>
</tr>
</tbody>
</table>
Daily Schedule, Grades 4–6: “Early Out” Wednesdays

<table>
<thead>
<tr>
<th>Time</th>
<th>Instructional Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:10</td>
<td>Instruction Begins</td>
</tr>
<tr>
<td>8:10-8:30</td>
<td>Community Circle / Morning Meeting</td>
</tr>
<tr>
<td>8:30-8:50</td>
<td>English Language Development</td>
</tr>
<tr>
<td>8:50-10:20</td>
<td>English Language Arts</td>
</tr>
<tr>
<td>10:20-10:40</td>
<td>Snack / Morning Recess</td>
</tr>
<tr>
<td>10:40-11:50</td>
<td>Mathematics</td>
</tr>
<tr>
<td>11:50-12:20</td>
<td>Health / Nutrition / Character Education &amp; Service Learning</td>
</tr>
<tr>
<td>12:20-1:05</td>
<td>Lunch Recess</td>
</tr>
<tr>
<td>1:05-1:25</td>
<td>English Language Development</td>
</tr>
<tr>
<td>1:25-2:00</td>
<td>Science or Social Studies (alternating)</td>
</tr>
</tbody>
</table>

Sample Daily Schedule, Grades 7 and 8

<table>
<thead>
<tr>
<th>Time</th>
<th>Instructional Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:10</td>
<td>English Language Arts, Reading</td>
</tr>
<tr>
<td>9:10-9:50</td>
<td>English Language Arts, Writing</td>
</tr>
<tr>
<td>9:50-10:10</td>
<td>Recess</td>
</tr>
<tr>
<td>10:10-10:30</td>
<td>ELA, Writing (cont.)</td>
</tr>
<tr>
<td>10:30-11:30</td>
<td>Math</td>
</tr>
<tr>
<td>11:30-12:15</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:15-1:15</td>
<td>Science</td>
</tr>
<tr>
<td>1:15-2:15</td>
<td>Social Studies</td>
</tr>
<tr>
<td>2:15-3:00</td>
<td>ELD/Leveled Reading</td>
</tr>
</tbody>
</table>

Sample Daily Schedule, Grades 7 and 8 (Early Release Wednesdays)

<table>
<thead>
<tr>
<th>Time</th>
<th>Instructional Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:10</td>
<td>English Language Arts, Reading</td>
</tr>
<tr>
<td>9:10-9:50</td>
<td>English Language Arts, Writing</td>
</tr>
</tbody>
</table>
9:50-10:10  Recess
10:10-10:30  ELA, Writing (cont.)
10:30-11:30  Math
11:30-12:15  Lunch
12:15-1:15  Social Studies or Science (alternating)
1:15-2:00  ELD/Leveled Reading

**English Language Development in the Middle School Grades (6-8)**

English language development in grades six through eight reflects the importance of students’ continuing development of academic language and shows how students’ language skills increase in breadth and complexity as they progress through the middle grades. Students demonstrate new understandings and increasing sophistication in the use of language to make meaning when reading, writing, speaking, and listening. Students in grades 6-8 will utilize the Glencoe/McGraw-Hill curriculum series *Glencoe Literature, California Treasures and Expressions* (6-8). This Glencoe series was designed as a comprehensive program to ensure that all students master the California Reading/Language Arts Content Standards and California English-Language Development Content Standards. The program organization and its integrated differentiated instruction and assessment system provide ongoing support for both students and teachers. The organization and content is fully aligned with the appropriate Content Standards and meets the needs of California students and teachers. Expressions provides an extra hour of connected, integrated daily English Language Development. Glencoe Literature: California Treasures and Expressions are: fully align with the California Reading/Language Arts Content Standards and California English-Language Development Content Standards; organize reading development by providing daily differentiation that is consistent with the reading content in the Reading/Language Arts Framework for California Public Schools; offer a variety of ongoing assessment options including diagnostic, progress-monitoring, and summative assessment in addition to self-assessment options for students; and support teachers in terms of content development, lesson planning and organization, using assessment to guide instruction or remediation, and the integration of technology.

*“Early Out” Wednesdays*

Every Wednesday students are dismissed one hour early from class so that teachers can participate in professional development, faculty meetings, and collaborative planning.

Regular daily attendance is critical to the academic success of all students; the need to be present and ready to learn each and every day is particularly important for children with limited school readiness skills, struggling students, and students at risk for school failure. Recognizing that every day counts and that a day missed represents a learning opportunity that is lost, Extera Public School has set a schoolwide
average daily attendance target of 96% or higher. Extera Public School has exceeded that attendance target every year of operation.

In order to encourage students to attend school every day and arrive on time, particular attention is given to the importance of good attendance at Back to School, Open House, parent orientation and information meetings, and similar opportunities when students and/or parents are present. Monthly student awards include individual as well as classroom awards for excellent and perfect attendance. At the end of each school year, certificates and trophies are presented to students for excellent and perfect attendance in order to recognize, reward and reinforce the habit of daily attendance at school. Parents and other family members are invited to attend monthly and year-end assemblies honoring the outstanding effort on the part of their children to arrive at school on time each day. Students with frequent absences and/or tardies are targeted for additional support and follow up from the school. Parents receive a letter indicating the number of absences and/or late arrivals and reminding them of the importance of good attendance. If an unsatisfactory attendance pattern persists, additional support is provided by the school to identify solutions. Additional support includes a Student Success Team meeting and/or conference with parent(s), teacher, and school site administrator. During the SST meeting or conference, attention is given to any obstacles that might be preventing students from arriving on time and/or being present every day, and an action plan is developed to address the concerns. Students who have experienced high absenteeism or frequent tardies are monitored for improvement to ensure that chronic absenteeism does not continue.

Teachers remind students and their parents about the importance of consistent school attendance during classroom discussions, at Back to School night, and during parent conferences. When a concern regarding attendance or tardiness arises, teachers initially address the concern directly with the home. If a student displays a pattern of absences or tardiness that is not resolved by means of a teacher conference, teachers bring the student to the attention of the school administration. School administration determines whether follow up contact with the parent(s) or a Student Success Team meeting is the most appropriate next step to resolve the issue. Written communication from the school in the form of letters and progress reports also inform parents of positive as well as negative attendance patterns. Every effort is made on behalf of the school to ensure that children are at school every day for the duration of the school day when they are not ill or otherwise excused according to school policy.

*Instructional Days and Minutes Calculator*
The annual instructional calendar at Extera Public School includes a minimum of 195 days of regular instruction. As a result of having both an extended instructional day and additional days of instruction, students in all grades receive instructional minutes that substantially exceed the minimum number required for traditional and charter public schools according to California Education Code § 47612.5. The difference between the minimum number of instructional minutes required by the state and the instructional minutes provided within the Extera program is 140,445 minutes or nearly 2.5 years of additional instruction if they attend the Charter School beginning in kindergarten and continue through grade 8.

**Teacher Recruitment**

Extera recognizes that capable teachers and quality teaching play an extraordinarily significant role in the academic achievement of children. Consequently, substantial attention is given to the recruitment and development of the teaching faculty. In general, the traditional design of elementary schools places students with a single teacher for the entire school year. Students who have strong teachers reap the rewards for years to come. Students who have weak teachers, however, lose valuable learning time they may never fully recover, particularly if the same students have an ineffective teacher during the course of more than one year. The troublesome fact is that a student “who has two bad teachers in a row can suffer long-lasting effects on his or her achievement.” (Rivkin, 2005.)

Jeanne S. Chall, Professor of Education at Harvard University and a leading figure in American education, underscores the importance of good teachers:

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The table below displays the instructional minutes provided within the Extera program:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grades Offered</th>
<th>Number of Regular Days</th>
<th>Number of Instr. Minutes Per Regular Day</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Instr. Minutes Per Early Dismissal Day</th>
<th>Number of Minimum Days</th>
<th>Number of Instr. Minutes Per Minimum Day</th>
<th>Number of [Other] Days</th>
<th>Number of Instr. Minutes Per [Other] Day</th>
<th>Total Number of Instr. Days</th>
<th>Minutes Req’d Per State Law</th>
<th>Total Number of Instr. Minutes</th>
<th>Number of Instr. Minutes Above/ Below State Req’d.</th>
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<tbody>
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<td>355</td>
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</table>
“It is common today, as in the past, to look elsewhere than to educational research for an understanding of the literacy problems of low income children and for ways of solving these problems. Currently, cultural and political theories are offered as reasons for the low achievement of poor children and for the lag between mainstream and at-risk children. Although cultural and political explanations may help us understand the broader picture, in the end they must be translated, in practical terms, into what can be done in schools and homes. Such translations ought to consider the historical findings of educational research – that good teaching improves achievement and thereby can empower all children and especially those at risk.” (Chall and Baldwin, 1990.)

Effective teacher recruitment and retention are the cornerstones of every successful school. Regardless of the programs, services, and other resources available at any given school, in the end it is the teacher in the classroom who has the greatest impact on student learning. Recently, data regarding the positive or negative impact that individual teachers have on student achievement has been a subject of considerable public attention and debate, particularly in Los Angeles:

- Differences in student achievement of 50 percentile points were observed as a result of teacher sequence after only three years.

- The effects of teachers on student achievement are both additive and cumulative with little evidence of compensatory effects. As teacher effectiveness increases, lower achieving students are the first to benefit. The top quintile of teachers facilitate appropriate to excellent gains for students of all achievement levels.

- Students of different ethnicities respond equivalently within the same quintile of teacher effectiveness. (Saunder and Rivers, 1996.)

Regardless of whether or not educators, policymakers, or the public believe that standardized tests have been overemphasized, there is no doubt that teacher quality directly impacts student performance and that the effects are both lasting and profound. For those reasons, recruiting exceptionally talented, hardworking, and dedicated teachers has been and continues to be a top priority at Extera Public School. Extera teachers have been recruited from some of the nation’s top education programs at universities. Extera has uniquely strong ties with UCLA’s Teacher Education Program, and more than half of current teachers at Extera are alumni of UCLA’s program, teachers who possess the professional preparation, drive, initiative, and dedication to meet our students’ needs. Extera has developed a diverse teaching corps, one that reflects the cultural, linguistic and ethnic diversity represented within the school community and Los Angeles. Extera also strives to balance teachers who are new to the profession with teachers who have demonstrated successful teaching experience and who can provide support by example to novice teachers.
Extera Public School makes every effort to recruit teachers who are committed to the vision and mission of the school. Job postings for teachers clearly state the Charter School's vision and mission, education philosophy, and teaching pedagogy so that teachers who are ultimately selected for employment possess the desire, capacity and commitment to work successfully at an innovative charter school. To attract and retain outstanding teachers, Extera provides: competitive salaries; a challenging, rewarding and professional work environment; support and collaboration from colleagues and administration; an attractive workspace; and, the opportunity to participate in innovation, creativity and research within a model school program.

Teachers at Extera Public School have a daily on-site commitment from 7:30 a.m. to 4:30 p.m. As salaried professionals, it is understood that teachers have job-related responsibilities, such as instructional planning, communication with students and families, and special school events that continue beyond their on-site workday and occasionally take place on weekends.

PROFESSIONAL DEVELOPMENT
Teacher preparation and support for the continuing professional growth of teachers are critical to the quality of schools and to increases in student achievement. As Piaget aptly noted, “The heartbreaking difficulty in pedagogy, as indeed in medicine and other branches of knowledge that partake at the same time of art and science, is, in fact, that the best methods are also the most difficult ones: it would be impossible to employ a Socratic method without having first acquired some of Socrates’ qualities.” (Piaget, 1969.)

Consider the following reflection taken from the journal of a pre-service teacher who had recently completed a ‘bookshelf task’ with his pre-service peers:

“My most persistent thought: Among the four of us future science teachers, we knew virtually nothing about the properties of the elements. We have no basic familiarity with the elements – what they look like, what they smell like, their state at room temperature, their particular uses in industry. We were adept at maneuvering symbols, but symbols for what? We know little about them. What little we did know was mostly second-hand information... Somewhere along the way in our education we should be allowed to experience the pure stuff out of which everything is made. When we learn the periodic table, it would then be a table of elements, not a table of symbols.” (Hees, 1992.)

Although the intensive teacher recruitment process at Extera Public School eliminates the likelihood of hiring teachers who are underprepared, it is widely recognized that teachers today – particularly in urban
environments – face increasingly complex challenges. Novice and experienced teachers alike encounter high expectations connected to State and federal goals for student achievement, new instructional technologies, the need for differentiation in the classroom, and the list goes on. These demands make it essential that teachers enhance and build on their instructional knowledge throughout their years of teaching.

Extera’s plan for professional development builds on the recommendations of recent research and incorporates the identified characteristics that are most likely to be effective and have the greatest impact on student achievement. Specifically, professional development involves collaborative learning among teachers, engagement in the practical tasks of planning instruction and analyzing assessment data, and participation by teachers in ongoing research and inquiry into best instructional practices. Teachers are surveyed annually by the Charter School’s leadership to determine, among other job satisfaction factors, whether or not the practices of high quality professional development are in place at the school. The design features of professional development at Extera incorporate the characteristics supported by relevant research findings, such as:

- A 2001 study by the Consortium of Chicago School Research (Smylie, 2001) that found “high quality” professional development programs – i.e., those characterized by “sustained, coherent study; collaborative learning; time for classroom experimentation; and follow up” – had a significant effect on teachers’ instructional practices. The study also identified a reciprocal relationship between strong professional development offerings and a school’s overall “orientation toward innovation,” suggesting the two feed off each other. (edweek.org.)

- A 2000 longitudinal study commissioned by the U.S. Department of Education found that teachers’ use of the strategies presented during professional development activities significantly increased when the activities were collaborative in format; involved participation of teachers from the same grade or school; provided active learning opportunities for teachers; and was consistent with the teachers’ goals and other activities. (Porter, 2000.)

- A 1998 analysis of evaluative studies of professional development programs in math and science found that programs focusing contextually on “on subject knowledge and on student learning of particular subject matter” had a greater effect of student learning than those prescribing generic sets of “teaching behaviors.” (Kennedy, 1998)

- A 2000 professional development guide for reading teachers adopted by the Learning First Alliance that asserts that each stage of student “reading acquisition is worthy of intensive focus in a long-range professional development” in order to give teachers the depth of knowledge necessary to meet students’ diverse and changing needs. (edweek.org)
For high caliber professional development programs to take root, experts emphasize the importance of strong and engaged **instructional leadership** on the part of the school administrator and the need for **innovative and coordinated** management of teachers’ time. (Ibid.)

In general, current research findings reinforce the recommendations made by Linda Darling-Hammond in 1995 in her book *The Right to Learn*. Darling-Hammond noted at the time that professional development strategies that succeeded in improving teaching shared several features and tended to be:

- **Experiential, engaging teachers** in concrete tasks of teaching, assessment, and observation that illuminate the processes of learning and development
- **Grounded in participants’ questions, inquiry, and experimentation** as well as ‘professionwide’ research
- **Collaborative**, involving a sharing of knowledge among educators
- **Connected to and derived from teachers’ work with their students** as well as connected to examinations of subject matter and teaching methods
- **Sustained and intensive**, supported by modeling, coaching, and problem solving around specific problems of practice
- **Connected to other aspects of school change**

In simpler terms, school communities that are deeply focused on student learning and improving professional practice have five elements in common (Louis, Marks & Kruse 1996):

1) Shared norms and values  
2) Collective focus on student learning  
3) Collaboration  
4) De-privatized practice  
5) Reflective dialogue

There is significant overlap in the above findings and recommendations, and together they serve as guideposts for the professional development program at Extera Public School. Frequent observations of classroom practice conducted by the school site administrators, as well as periodic classroom visits conducted by teachers, provide data regarding the level of implementation of the practices promoted during professional development meetings. Data collected through classroom observations also assist with the identification of next steps for follow up professional development. Teachers are asked to complete a professional development survey annually so that the school is able to respond to the needs and interests of teachers. To achieve high quality, effective professional development, Extera designs and implements ongoing professional development activities that are:
- Coherent and sustained
- Collaborative in format
- Experiential in nature
- Connected to teachers’ work with students
- Focused on subject knowledge and student learning
- Grounded in teachers’ questions about practice
- Reflective
- Aligned with the school’s and teachers’ goals

Because the governance structure of Extera Public School includes both a Chief Executive Officer and site-based administrators School Site administrators are able to dedicate a majority of their time to supervision of instruction and teacher support and evaluation. Many of the administrative duties and responsibilities typically associated with managing a school that burden school administrators in traditional settings are be completed by the CEO and/or COO and/or ExED, providing school site administrators with the opportunity to focus on teacher support and evaluation and to assume the role of instructional leader at the school site. Site administrators conduct formal and informal classroom observations, set goals for performance, and provide regular feedback to teachers. General observations that have schoolwide implications inform plans for professional development.

As indicated, significant time and opportunity is dedicated to providing teachers at Extera with the necessary support to grow as professionals, and teachers have ongoing and varied opportunities to participate in collaborative professional learning. School structures that support meaningful and effective professional development include:

- An annual professional development “retreat” for all Extera teachers prior to the start of each school year to review the school’s philosophy, goals, and teaching methodology; to discuss professional readings and research; to analyze and discuss instructional practices and student outcomes; and to engage in collaborative planning for the year ahead
- Multiple days of professional development prior to the first day of instruction each year to revisit, extend and sustain effective, best instructional practices across all grade levels and campuses
- Weekly grade level planning meetings; periodic planning time across grade levels
- Weekly staff development meetings facilitated by the school site administrators, lead teachers, and experts from outside the school
- Long-term lesson study projects within and across grade levels
- Clearly articulated expectations with respect to professional development outcomes
- On site peer classroom visits and observations
Visits to other innovative and high performing schools
Access to a professional development library and other professional resources
Available stipend to attend professional development workshops or conferences on topics that have been agreed upon in advance by the school site administrator
Available stipend to cover membership fees to join professional organizations

Professional Development Topics

As mentioned previously, research demonstrates that effective staff development is aligned with the work of teachers as well as the school’s goals and priorities. The CEO, school site administrators, and lead teachers all have a voice in determining the specific scope and sequence of professional development at Extera. Professional development is delivered by the CEO, school site administrators, lead teachers, the teacher assigned to be the testing coordinator, and education consultants and experts in the field as appropriate. Topics for professional development include but are not limited to:

- Mission and vision of Extera Public School (CEO)
- The Extera Public School charter petition document (CEO)
- Components of the Extera Public School model (CEO; site administrators; lead teachers)
- Common Core State Standards-based Instruction (curriculum specialist; lead teachers)
- Thematic teaching that emphasizes big ideas and concepts across disciplines (curriculum specialist; lead teachers)
- Developing the nature theme across content areas (curriculum specialist; lead teachers)
- Differentiating instruction for all learners (curriculum specialist; lead teachers; special education teachers; educational consultants)
- Universal Design for Learning (curriculum specialist; lead teachers; special education teachers; educational consultants)
- Sheltered English instruction/SDAIE (curriculum specialist; lead teachers)
- Multicultural education (curriculum specialist; lead teachers)
- Balanced literacy (curriculum specialist; lead teachers; educational consultants)
- The components of a comprehensive reading program (curriculum specialist; lead teachers)
- Phonics Instruction (curriculum specialist; lead teachers; special education team)
- Teaching mathematics for understanding (CEO; lead teachers)
- Writing across subject content areas (Curriculum specialist; lead teachers)
- ThinkCERCA online literacy instruction
- Lightsail digital curriculum for literacy development
- Inquiry and investigation in science (Curriculum specialist; lead teachers; educational consultants)
- Three-dimensional social studies (not textbook-based) (curriculum specialist; lead teachers; educational consultants)
- Teaching in a constructivist classroom (curriculum specialist; lead teachers; educational consultants)
• Project-based Learning (PBL) (curriculum specialist; lead teachers)
• Meeting the need of English learners (curriculum specialist; lead teachers; educational consultants)
• English Language Proficiency Assessments for California (ELPAC)
• ELD Portfolios
• Strategies for working with students with special needs (special education team; lead teachers; educational consultants)
• Legal timelines and District policies with regard to Special Education (site administrators; special education team)
• The Student Study Team process (site administrators; special education team)
• The goals of the Modified Consent Decree (special education team)
• Maximizing time on task through effective classroom management (site administrators; lead teachers)
• Best instructional practices (CEO; site administrators; curriculum specialist; lead teachers)
• Lesson Study (curriculum specialist; lead teachers; educational consultants)
• Teacher evaluation (CEO; school site administrators)
• Using assessment to inform instruction (CEO; site administrators; curriculum specialist; lead teachers)
• Student achievement data (fall, winter, spring) (CEO; site administrators; curriculum specialist)
• School Operations (COO; school site administrators)
• Gifted and Talented Education (site administrators; curriculum specialist)
• CCSS ELA and mathematics instruction in the middle school grades (site administrators; curriculum specialist; lead teachers)
• Differentiating instruction to meet the needs of diverse learners in grades 6-8 grades (site administrators; lead teachers; consultants)
• ELD instruction in the middle school grades (6-8) grades (site administrators; curriculum specialist; lead teachers)
• Project-based learning in the middle school grades (6-8) grades (site administrators; curriculum specialist; lead teachers)
• Science through inquiry-based learning in the middle school grades (6-8) grades (site administrators; curriculum specialist; lead teachers)
• Social studies instruction for active learning in grades 6-8 grades (site administrators; curriculum specialist; lead teachers)
• Close Reading in the middle school grades (6-8) grades (site administrators; curriculum specialist; lead teachers)
• Improving student writing skills in the middle school grades (6-8) grades (site administrators; curriculum specialist; lead teachers; consultants)
• Cultivating a positive classroom culture in the middle school grades (6-8) grades (site administrators; curriculum specialist; lead teachers)
• The social, emotional, and metacognitive needs of middle school students grades (site administrators; curriculum specialist; lead teachers; consultants)

Meeting the Needs of All Students

English Learners
A majority of the students who attend Extera Public School are English learners (55% in 2014-15). To address the significant academic needs of EL students, all of the major components of Extera’s instructional program have been carefully designed to promote the academic and long-term success in school of EL students. Extera Public School has adopted the LAUSD’s English Learner Master Plan and implements the components of the plan. In the middle school grades, students engage in ELD activities that are aligned to ELD standards and appropriate to the rigor of the middle school grades, such as: analyzing texts; engaging in discussions about texts; building on classmates’ idea; adding relevant information; using context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics; citing textual evidence to support reasoning; and providing summaries of texts.

Identification of English Learners

Extera Public School adheres to all applicable state and federal laws and regulations with respect to serving students who are English learners. In order to identify students who are English learners in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a Home Language Survey upon enrollment at the school. Students whose primary language is a language other than English will be assessed using the new English Language Proficiency Assessment for California (ELPAC) if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior CELDT and/or ELPAC test results. ELPAC testing will take place according to State requirements, within 60 days prior to the start of the school year or within 30 calendar days after the date of first enrollment at the school.

The English language proficiency of all currently enrolled English learners is assessed in accordance with the test contractor’s directions and California Education Code guidelines. Extera staff notifies parents of the school’s responsibility to conduct CELDT/ELPAC testing and informs parents of CELDT/ELPAC testing results within 30 calendar days following receipt of test results from the test contractor.

Extera Public School will maintain a record of all students who participated in each administration of the CELDT test and/or the new ELPAC test as specified in Education Code § 11512. CELDT/ELPAC testing fulfills the requirements for annual English proficiency testing. Extera Public School adheres to all legal requirements regarding oversight and administration of the CELDT/ELPAC test. Students who are English learners (ELs) will participate in the annual administration of the CELDT/ELPAC until they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). The reclassification process utilizes multiple criteria and is consistent with guidelines approved by the State Board of Education. Reclassification is based on the four criteria below:

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6 The Home Language Survey fulfills the requirement stated in § 52164.1 of the Education Code.
7 ‘Primary language’ is the language first learned by the student, most frequently used as home, or most frequently used by the parents or other adults in the home when speaking with the student.
• Assessment of language proficiency
• Teacher evaluation including, but not limited to, a review of the student’s curriculum mastery
• Parental opinion and consultation
• Comparison of the student’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

Following is a detailed description of the above criteria for reclassification:

Assessment of English Language Proficiency

Teachers at Extera Public School will utilize the CELDT or ELPAC (when available) as the primary criterion for assessing English language proficiency. Teachers and the site administrator will consider for reclassification those students whose overall performance level is Early Advanced or higher and:

• Listening is Intermediate or higher, and
• Speaking is Intermediate or higher, and
• Reading is Intermediate or higher, and
• Writing is Intermediate or higher.

Students whose overall performance level is in the upper end of the Intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English. Teachers will use most recent available test data.

Teacher Evaluation

Classroom teachers at Extera will use student’s academic performance to assess English language proficiency. Deficits in student motivation and academic success that is unrelated to English language proficiency will not preclude a student from reclassification.

Parent Opinion and Consultation

Notice will be provided to parents or guardians of their rights, and they will be encouraged to participate in the reclassification process. Teachers will provide an opportunity for a face-to-face meeting with parents or guardians to discuss their child’s progress toward English language proficiency.

Comparison of Performance in Basic Skills

“Performance in basic skills” means the score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English, such as assessments included within
the California Assessment of Student Performance and Progress (CAASPP) System (i.e. Smarter Balanced Assessments, California Alternate Assessments, and California Science Assessments). “Range of performance in basic skills” means a range of scores on the assessment of basic skills in English that corresponds to a performance level or a range within a performance level. “Students of the same age” refers to students who are enrolled in the same grade as the student who is being considered for reclassification.

Basic skills criteria:

A student’s score on the test of basic skills in the range from the beginning of Basic level up to the midpoint of the Basic level will indicate that the student may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification. Prior to the start of the school year, Extera Public School will determine a cut point, and students with scores above the cut point will be considered for reclassification. The achievement of students scoring below the cut point will be analyzed to determine whether factors other than English language proficiency are responsible for low performance on the test of basic skills and whether it is reasonable to reclassify the student. Students with IEPs or 504 Plans who have special needs will be assessed for English proficiency according to the accommodations and/or modifications indicated in their IEP or 504 Plan, and the California Alternate Assessment will be used when indicated in the IEP to determine achievement of basic skills. For students in grade one, Extera Public School bases decisions to reclassify on CELDT/ELPAC results (as available), progress toward the State’s new ELD standards, teacher evaluation, parent consultation, and other locally available assessment results. As stated previously, the testing coordinator will continue to monitor student performance for two years after reclassification in accordance with existing California regulations and Title III of the Elementary and Secondary Education Act (ESEA). Progress report grades, teacher feedback, and standardized testing results will be tracked and monitored to ensure that students who are reclassified are making progress.

Students designated as English learners receive daily classroom instruction in English Language Development (ELD) at least 30-40 minutes each day at the elementary level and at least 50 minutes each day at the middle school level. In addition to annual implementation of the CELDT or ELPAC, classroom teachers monitor the progress of English learners utilizing monthly portfolio-based assessments that reflect the new California ELD standards. Students who are placed in a structured English immersion program or mainstreamed to meet their needs will be closely monitored by their classroom teacher and the EL Coordinator to ensure that their needs are met. Teachers will be provided with a class roster that indicates which students are English learners and plan instructional delivery, including preview and review lessons, and student grouping accordingly. Students are given an English Language Level from 1–5 that is aligned with ELD standards and reflects their progress in English according to the following:

[1] Beginner
[2] Early Intermediate
Extera Public School has set a demanding reclassification target for annual student progress. Students classified as English learners at Extera Public School are expected to progress a minimum of one English language level annually through targeted instruction and assessment. It is expected that students who are enrolled at Extera beginning in kindergarten are reclassified as fluent-English proficient (RFEP) prior to entering middle school grades. Students who enroll at the school in subsequent years whose language development is still in the beginning or early intermediate stage receive added intervention from the teacher and support teacher through small group instruction targeted to meet their individual needs with a goal that they will stay on target to advance at least one level (or more) each year such that they can be reclassified during their K-8 career.

A teacher is assigned annually by the CEO to serve as the testing coordinator. The testing coordinator meets periodically with teachers throughout the school year during grade level planning to discuss the progress of English learners toward mastery of the ELD standards. The testing coordinator, along with classroom teachers, continues to monitor students who are re-designated as RFEP during a period of two years to ensure that they are able to keep up with their peers. CELDT/ELPAC testing is not required during the monitoring period.

Support for English Learners Learning to Read
The instructional program for English learners at Extera Public School will be planned according to students’ assessed level of literacy (reading and writing) in both English and their primary language and according to their proficiency (listening, speaking, reading, and writing) in English. Students will begin English language arts instruction with literacy instruction augmented by concurrent daily, formal linguistic instruction in English Language Development (ELD).

Support for English Learners who are learning to read in kindergarten and first grade is particularly important. Early intervention is the key to proficiency later on. To address this critical issue, kindergarten teachers will utilize the following strategies in their classrooms:

- Students will sufficient opportunities through prior activities in phonemic awareness to hear, distinguish, and produce sounds being introduced. Phonological differences between English and the students’ primary language will be identified, and students will be provided additional exposure to and practice with the difficult sounds.

- Students will be provided with additional systematic guidance and practice if they are unable to match all consonant and short-vowel sounds to appropriate letters.
• Teachers will provide brief practice sessions for English learners who are having difficulty in learning letter-sound correspondences. Students will participate in additional review and practice of particularly difficult letter sounds.

• Teachers will ensure that students have had previous instruction or experiences (or both) with the words included in the instruction and that they understand their meaning.

• Teachers will encourage English learners to take home age-appropriate materials (e.g., flash cards, decodable text, handouts) related to the teaching objective.

Additional Instructional Strategies to Support English Learners

As mentioned previously, teachers at Extera are provided with a class roster that indicates which students in their class are identified as English learners, as well as those students who have reclassified, so that appropriate and targeted support can be provided to facilitate reclassification or continue progress following reclassification. The EL Coordinator, in collaboration with the Curriculum and Teacher Support Specialist, provides training and professional development to teachers across all grades, including the middle school grades, regarding the reclassification process, strategies for working with English learners, effective instructional grouping practices, ELD portfolios, and the ELPAC so that all teachers are have the knowledge and resources necessary to work successfully with students who are English learners. EL students who do not make satisfactory progress and fail meet grade level expectations are targeted for additional support and intervention that occurs during and after the regular school day. In addition to the major program design features at Extera that support students who are English learners, teachers at Extera will employ the following specific strategies in their classrooms:

Six Key Strategies for Teachers of English-Language Learners

1) Vocabulary and Language Development
   i) Teachers will introduce new concepts by discussing vocabulary words key to that concept.
   ii) Teachers will build on student’s background knowledge.
   iii) Classrooms will reflect a language rich environment (i.e. language charts, shared reading and writing experiences, other writing displayed throughout the room and used daily by students).

2) Guided Interaction (collaborative learning)
   i) Teachers will structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.
   ii) Teachers will provide students with opportunities to negotiate meaning from language and text and to work in cooperative pairs or groups to develop problem-solving and social skills.

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8 Adapted from Alliance for Excellent Education. (December 2005). Case study on the New Teacher Center, University of California at Santa Cruz; and Project GLAD (Guided Language Acquisition Design).
iii) Teachers will group students flexibly, at times working in heterogeneous groups and at times not.

3) **Metacognition and Authentic Assessment**
   i) Rather than having students simply memorize information, teachers will model and explicitly teach thinking skills (metacognition) crucial to learning new concepts.
   ii) Teachers will use a variety of activities to check for student understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.
   iii) Teachers will “make thinking public;” the metacognitive aspect of teachers and students modeling how an answer was arrived at, not merely what the correct answer was.

4) **Explicit Instruction**
   i) Teachers will utilize direct teaching methods to teach concepts, academic language, reading comprehension strategies, text patterns, vocabulary, writing patterns, and decoding skills needed to complete classroom tasks.

5) **Meaning-Based Context and Universal Themes**
   i) Teachers will incorporate meaningful references from the students’ everyday lives and use them as springboards to interest them in academic concepts.
   ii) Teachers will create classroom environments that provide authentic opportunities for use of academic language.
   iii) Teachers will provide students with opportunities to activate and focus prior knowledge via inquiry charts, brainstorming, and clustering.

6) **Modeling, Graphic Organizers, and Visuals**
   i) Teachers will regularly utilize a variety of visual aids, graphic organizers (such as *Thinking Maps*), pictures, diagrams, summaries, and charts to help English learners easily recognize essential information and its relationship to supporting ideas.

*Strategically Designed Academic Instruction in English (SDAIE)*

Given the prevalence of English learners within the community Extera serves, Extera Public School utilizes instructional approaches that have proven highly successful with students who are English learners, such as Specially Designed Academic Instruction in English (SDAIE). Teachers receive training on SDAIE strategies annually from the site administrator, lead teachers, and educational consultants during professional development that occurs prior to and throughout the school year.

SDAIE strategies (often referred to as “sheltered instruction”) constitute a critical component of the instructional program at Extera because they provide context and support in a cognitively demanding environment, allowing students to develop skills and access content in subject areas while learning English.
SDAIE strategies allow students to move forward with core academics such as mathematics, social studies and science while at the same time learning English through the contextual clues provided within instructional delivery. This pedagogy is based upon linguistic theories supported by a number of researchers including Dr. Steven Krashen and Dr. James Cummins. At the heart of the SDAIE theory are two major components that impact teaching and learning: “comprehensible second language input” and a “supportive affective environment.”

Lessons implemented using SDAIE strategies provide equal access to the curriculum of study for all students and are consistent with multiple intelligence strategies, project-based learning theories, and special education best practices. SDAIE focuses on content comprehension, and language is acquired because of the context in which it is contained. Teachers build vocabulary with their students and have high expectations for success of language acquisition and the understanding of the concepts addressed within state standards.

Professional Development for Teachers Working with English Learners

Extera teachers will engage in professional development on “Early Out” Wednesday that will further prepare them for working with students who are English learners. Professional develop will support the following practices designed to facilitate universal access of subject matter content for all students:

- During lesson planning and preparation, teachers will identify lesson objectives aligned with state and local standards.
- Teachers will link new content to students’ background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers will use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers will provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers will provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers will provide students with regular opportunities to use new language skills in context.
- Teachers will pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers will utilize language-based as well as content-based assessments.
- Teachers will use the following techniques during lesson delivery as appropriate:
  - **Modified speech**
    - slower speech rate
    - clear enunciation

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• controlled vocabulary
• use of cognates
• limited use of idiomatic speech
• words with double meaning defined

**Contextual clues**
• gestures and facial expressions
• meaning acted out
• color-coded materials/ graphic organizers

**Multisensory experiences**
• realia, props and manipulatives
• audio-visual materials
• hands on activities and demonstrations
• overhead transparencies and similar projection technologies

**Comprehensible input**
• graphic organizers (maps, charts, graphs)
• word banks with picture clue
• bulletin boards
• explanation of word origins (etymology)
• use of examples and analogies

**Frequent comprehension checks**
• questions asked about details
• eliciting responses through various modalities (write on white boards, thumbs up/down, etc.)

**Formative assessment**
• confirmation checks
• clarification requests
• repetitions
• expansions
• variety of question types

**Summative assessment**
• mastery assessed using a variety of modalities
• review of main topics and key vocabulary
• resulting product shows mastery of key concepts and synthesis of information

**Appropriate lesson design**
• student fluency level is reflected
• evidence of scaffolding
• listening and speaking activities precede reading and writing activities
• reading assignments include pre-reading, during reading, post-reading activities
• writing activities preceded by pre-writing
▪ use of cooperative learning groups
▪ accessing prior knowledge
▪ appropriate pacing
▪ modeling of activities
▪ specific learning strategies or study skills are taught and modeled
▪ text adaptation
▪ emphasis on higher order critical thinking skills
▪ provision of native language support when possible
▪ extension/debriefing activities included

Content-driven
▪ rigorous core curriculum (not watered down)
▪ key topics organized around main themes
▪ topics appropriate to grade level

As mentioned, students who are English learners will be served within the classroom through daily English language development (ELD) lessons. ELD lesson content will often be connected to current topics of study in science and social studies. Key academic vocabulary and concepts will be introduced utilizing the strategies described above and a Specially Designed Academic Instruction in English (SDAIE) approach. To ensure that the teaching faculty is able to work successfully with EL students, classroom teachers at Extera Public School will be required to possess a Cross-cultural Language and Academic Development (CLAD) certificate or equivalent appropriate authorization to work with EL students as a condition of employment. In order to evaluate the effectiveness of the charter school’s EL program, the CEO, School Site Administrators, EL Coordinator, and Curriculum and Teacher Support Specialist will meet at least annually to review the achievement data of EL students to determine whether or not program objectives are being met and what, if any, modifications to the program need to occur to improve the academic outcomes of EL students.

Gifted and Talented Students and Students Achieving Above Grade Level

Gifted students will be served within the regular classroom program. Teachers at Extera will use multiple strategies to differentiate instruction for diverse learning styles and ability levels within the school’s curriculum. Extera’s thematic, integrated approach to planning and delivering instruction will be an effective approach for all learners, including gifted students. Extera’s multiple intelligence orientation is also an outstanding fit for all types of learners, gifted students among them. In the case of gifted students, teachers will provide a variety of options for students to demonstrate their understanding of what they have learned.

Identification of Gifted Students
Teachers will use a variety of assessment measures, including standardized assessment data and other classroom performance data, to identify students who are gifted. Students who achieve significantly above grade level and/or demonstrate behaviors consistent with gifted ability may be appropriately identified. In certain instances, services such as psychological testing might be used to test students for gifted ability, depending on the availability of such services. Parents and guardians are informed when their child is suspected of being gifted or identified as gifted so that they can seek appropriate challenges and opportunities for their child. The school provides parent workshops that describe the characteristics of students who are gifted, potentially gifted, or advanced learners so that parents are able to recognize those traits and support their children at home and at school. Extera Public School contracts with LAUSD as needed to conduct GATE testing.

**Strategies to Support Gifted Students**

Students who are high achievers and/or identified as gifted benefit from differentiation and instruction that is flexible enough to meet their specific needs. According to Carol Ann Tomlinson, a recognized expert in the field of education for gifted students, “a class is not differentiated when all students are doing the same thing and no adjustments are being made to the difficulty levels of the assignments that are given.” (Tomlinson, 1995.) Extera has adopted many of the strategies recommended by Tomlinson and others for effective teaching in mixed-ability classrooms, such as:

- Providing alternative and/or extension activities for students who have already mastered the content being taught
- Allowing gifted and high achieving students to work at an accelerated pace
- Providing opportunities for students to work in flexible groups with other intellectual peers
- Creating graduated task rubrics and product criteria negotiated jointly by the student and teacher
- Asking open-ended questions, both in the classroom and on homework assignments, that stimulate critical thinking
- Incorporating a variety of the levels of thinking described in Bloom’s taxonomy – including the higher levels of analysis, evaluation, and synthesis – into lesson content and student work products

As a result of program differentiation using the strategies just described, the unique learning needs of advanced learners are met within the regular classroom program. Teachers receive training through professional development annually regarding the characteristics of gifted, potentially gifted and advanced learners, the process for identifying those students, and instructional strategies that support those students in the classroom. The progress of gifted, potentially gifted and advanced learners will be monitored by classroom teachers and school administrators utilizing standardized assessments, class work, and student progress reports to ensure that their unique needs are being met and whether modifications to the program need to occur to improve the academic outcomes of these students.

*Students Achieving Below Grade Level*
Students who are identified as under-performing and demonstrate low achievement toward mastery of state standards will be reviewed by the Student Success Team (SST) following referrals from teachers or parents. The multiple intelligences emphasis in our program has been shown to be effective at engaging and developing low achievers, but we will not rely on our standard program alone to reach these children. The goal at Extera will be to provide a large variety of pedagogical practices as early as possible to determine methods that best fit the individual student and to implement appropriate intervention. In cases where students are struggling to achieve grade level standards at any of the grades (K-8), during and after school intervention will be provided by teachers, apprentice teachers, support teacher, and members of the special education team. Other practices will include: explicitly teaching learning strategies, providing concrete experiences to enhance concepts, encouraging cooperative learning, balancing instruction with challenging activities that allow for student choices, and actively involving students in their own learning.

The weekly schedules of teachers at Extera Public School have been designed to provide opportunities for them to tutor students after school for one hour, twice weekly. In addition, the daily schedules of teaching assistants will be staggered in order to facilitate supervision of an effective after-school program that will provide additional, individualized support for students in need of targeted assistance beyond school hours.

**Identification of Students who are Achieving Below Grade Level**

It is anticipated that the academic needs of most students will be met through the core elements of the Extera program. Nevertheless, in some instances students who are achieving below grade level may require additional assistance to catch up to their peers. Students are identified as under achieving if:

- Their classroom performance is considered to be one or more years below grade level based on class assignments and/or assessments
- They did not meet or nearly met standards in English language arts/literacy or mathematics on the SBAC
- They fail to demonstrate a minimum of one year of academic growth in reading, writing, and/or mathematics during each year
- They have an existing IEP.

**Strategies to Support Academically Low Achieving Students**

Extera program features have been proven through research and practice in similar school populations to be especially effective with students performing below grade level. The following Extera program elements, described throughout this petition, are designed to support all students. These elements have demonstrated particularly successful results with low achieving students and others who are at risk of school failure and for whom traditional strategies are less likely to be effective:

- Project-based learning
- Thematic units of study
- An integrated curriculum
- Meaningful and engaging context of the natural world
- Experiential learning
- Multiple intelligences orientation
- A balanced approach to teaching and learning, emphasizing inquiry as well as skill development
- Instructional strategies that support diverse learning styles and abilities, such as differentiated instruction and Universal Design for Learning
- A program built on rigorous content standards
- Opportunity-to-learn standards that ensure quality and access for all
- Highly qualified teachers
- A small school environment
- Culture of excellence and high expectations
- Longer school days than traditional schools
- A supportive school community
- A strong home-to-school connection

In the event that students are identified as under achieving, they will receive targeted support and assistance above and beyond the regular school program. Targeted support for under achieving students may include:

- Early intervention in reading during Intensive Reading Intervention (see Daily Schedules in Section C.1.a.)
- After school tutoring on Tuesdays and/or Thursdays
- An individualized support plan developed in consultation with the student, his or her parent or guardian, and/or the Student Success Team.
- Individual contract with the student
- Other program modifications and supports as determined by the classroom teacher

Through professional development and collaborative support, teachers will receive training on effective intervention strategies targeted to address the areas of greatest need. In order to reach the greatest number of students included within this category, teachers will be trained to utilize the following “best practices”:
**High Expectations:** By believing in and identifying each student’s potential, teachers will then be able to utilize the student’s strengths to help him or her reach his/her potential.

**Reality-Based Teaching:** Students will to be provided with meaningful, “real life” purposes for their reading, writing and problem-solving. Reality-based learning approaches help to build a bridge between school and home, thereby helping students see relevance to their learning. Many at-risk students do not see the relevance in their schooling and, therefore, lose motivation to succeed and learn. The expected diversity of our student body will influence curricular choices and efforts will always be made to ensure teachers utilize culturally relevant literature, reality-based economic scenarios, and multiple perspectives.

**Active Learning:** Students who are motivated and engaged in their learning are more likely to achieve higher levels of performance and learning than those students who “learn” only to please others and pass a test or course. A student-centered classroom where students take an active role in their education fosters better learning than classrooms where the teacher does all the work and students play a passive role.

**Varied Grouping:** Maintaining students in stagnant groups for an entire year or semester is often a detriment for the student. Research supports practices where groupings are frequently varied from homogeneous to heterogeneous, and changed often with different activities. Parents of young children recognize that their children can make great leaps in development seemingly “overnight” –groupings of students at Extera will be fluid in recognition of this reality. In our middle grades, teachers will have the flexibility to provide students with responsive grouping based on need.

**Cooperative Learning:** Students learn well from each other, and opportunities should be provided for students to work together in order to plan, create and perform projects, as well as to discuss and debate issues. Cooperative grouping allows students to practice the social aspect of learning and contributes to active participation and teamwork. Each student can utilize his/her strengths in groups and learn from the strength of his/her peer

**Peer Tutoring and Cross Age Tutoring:** Tutoring students in one’s own classroom and at other grade levels is an effective strategy for enhanced learning in literacy as well as in other academic areas. Both the tutor and the student benefit from this strategy. A variety of both cross-age and peer tutoring models can be used successfully.
**Metacognition:** Teachers who make their thinking public about how they approach and complete a task or arrive at a conclusion help students become aware of their own thinking, which is called metacognition. Successful students are able to understand and are aware of the most effective strategies they need to employ in order to study and learn. Teachers help less successful students by modeling effective learning strategies for them, showing them how and when to use these strategies and teaching them why they are important for their success.

**Varied Assessment:** As all students possess and utilize different strengths for their learning, a teacher who allows for a variety of assessments is more apt to find out what students have truly learned, not just how they take a test. Portfolios, oral presentations, open-book tests, group projects and graphic maps are only some of the many avenues available for teachers to tap into their student’s knowledge. The wider the variety of assessment the teacher uses and the more authentic and on-going it is, the truer the picture the teacher can get of their student’s understandings.

**Direct Instruction:** As an instructional strategy, direct instruction responds to the student’s needs by focusing directly on the skills required to be successful in school and ensuring that these skills are learned (Better Thinking and Learning, Maryland State Department of Education). Students can learn high level concepts if they know how to learn, how to question, how to access prior knowledge, and how to integrate new knowledge. The elements of Direct Instruction include:

- Clearly communicating goals for students.
- Structuring academic tasks for students.
- Demonstrating the steps necessary to accomplish a particular academic task.
- Monitoring student progress.
- Providing student practice and teacher feedback to ensure success.
- Holding students accountable for their work through frequent teacher review.

By continuing to look to research, and giving teachers time to meet, discuss, and learn what works best with their students, teachers continually assure that they are using the most effective strategies for helping all of their students become active and motivated learners who master the knowledge necessary for life-long learning and success.

**Classroom Modifications For Low Achieving Students**

When appropriate, classroom modifications are made to support low achieving students. The following
modifications or accommodations may be used by the classroom teachers in coordination with the Student Success Team, for students who are low achievers, depending on the student’s specific need:

**Materials:**
- Use highlighted or underlined reading materials
- Provide visual aids
- Provide concrete manipulative materials
- Provide taped texts and/or other class materials
- Allow use of calculator
- Provide materials with wide spacing, few items per page and clear print
- Type teacher materials

**Methods:**
- Provide visual clues and/or demonstration (model) when instructing
- Read written material to student
- Provide organizational aids such as outlines, etc.
- Utilize peer tutors, etc.
- Utilize shared and guided note-taking
- Use clear and concise directions
- Provide written steps for directions
- Have student repeat directions to teacher or peer
- Use manipulatives
- Emphasize critical information
- Pre-teach vocabulary
- Preview lesson for student before giving to whole class
- Reduce language/reading level of assignment

**Assignments:**
• Give directions in small, distinct steps (written/picture/verbal)
• Use written back-up for oral directions
• Lower difficulty level
• Shorten assignment
• Reduce paper and pencil tasks
• Read or tape record directions to student
• Use pictorial directions
• Give extra cues or prompts
• Allow student to record or type assignment
• Adapt worksheets, packets
• Utilize compensatory procedures by providing alternate assignment/strategy
• Avoid penalizing for penmanship

Pacing:
• Reduce paper and pencil tasks
• Provide distributed review and drill
• Extend time requirements
• Vary activity often
• Allow breaks
• Omit assignments requiring copying in timed situation
• Provide home set of text/materials for preview/review

Testing:
• Give tests orally (may include dictated or taped answers)
• Allow student to take test while standing at the board, if appropriate
• Read test to student
• Preview language of test questions
• Use visuals or pictures
• Give similar questions in regular classroom setting before test
• Use objectives test technique, limit choices for multiple choice, provide word bank for fill-in-blank, limit items per matching section
• Use essay tests, allow to be dictated
• Shorten length of test
• Have test administered to the student outside of the class setting

Environment:
• Preferential seating
• Alter physical room arrangement
• Define areas concretely
• Provide for a quiet space
• Eliminate too many visual distractions
• Play 60-80 beat Baroque classical music at a low level, when students are doing generative work, such as writing, reading silently, etc.

Tracking the Academic Progress of Low Achieving Students
Extera Public School utilizes the Illuminat Education student information system to capture student information and effectively track academic progress over time. Illumininate provides an all-in-one system that combines data from assessments, report cards, grade books, data analysis, and parent communication. Using the data tracking system, students identified as achieving below grade level expectations are monitored ongoing by teachers and school administration in order to ensure satisfactory academic progress and to provide timely and targeted intervention when necessary. In the event low achieving students fail to make satisfactory academic progress despite targeted interventions implemented by the classroom teacher, the teacher may decide to refer the student to the Student Success Team.

Socio-Economically Disadvantaged/Low Income Students
The students who attend Extera Public School face many challenges within their local community, and some of the children lack supports that many families and communities take for granted. Extera’s teachers and staff receive training on recognizing symptoms and behaviors indicative of a child’s need for additional supports, including issues relating to hunger, extreme poverty, and individual families’ challenges to meet their child’s needs. School Site Administrators, the Community Liaison, the Parent Coordinator, and the
Student Success Team all play a role in identifying students and families in need of additional resources or supports, including referrals to community service organizations. As detailed extensively herein, we believe that all students can learn and succeed, and that all students, including students who might be considered “disadvantaged,” are capable of academic excellence. Our emphasis on a school community and the responsibility we have to one another within that community extends to the parents and families of our students as well. The progress of students who are socio-economically disadvantaged is closely monitored by classroom teachers, school administrators, and other school support staff (i.e. Community Liaison, Parent Coordinator) to ensure that they receive adequate, appropriate and timely supports (i.e. referrals to outside agencies, increased communication with the school, SST meeting, homework assistance and after school enrichment) to ensure their successful progress in school.

Extera provides a whole day program to students in grades TK/K-8, and a before- and after-care program for interested students in all grades to ensure full-day coverage from 7:30 a.m. to 6:00 p.m. to provide enrichment, homework support, and to accommodate the schedules of working families, that is compliant with the Facilities Use Agreements at co-located campuses and that is consistent with appropriate licenses, permits and approval processes. The art, music and physical education curriculum, as well as numerous school field trips and other enrichment activities, expose disadvantaged students to enhanced learning opportunities and enrichment they might otherwise not have.  

**Students with Disabilities**

Provisions addressing matters related to students with disabilities can be found in the district required language.

**Students in Other Subgroups**

Foster youth are identified upon enrollment or at other times during the school year when foster parents inform school administration or office staff of the child’s foster status. Extera Public School tracks foster youth via the school’s student information system, IlluminatED. The assigned Foster Student Liaison supports schools by providing support to foster students. Through that support, Extera Public School meets the needs of each student individually (counseling, etc). Established partnerships with on and off site mental health providers are readily available to assist with the mental health needs frequently associated with students in foster care. Interventions for foster youth are provided as needed through the school’s Student Success Team (SST) process, which is initiated as needed based on academic and/or behavior concerns and/or other factors that might be risk factors for school failure. Additional support to foster care families is provided through our parent meetings, Extera’s Community Liaison and Parent Engagement Coordinator, teachers, and school administration. As they do

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11 Extera is committed to ensuring full-day coverage for our students, for reasons of student safety and security as well as the opportunities it provides to enhance student learning during these hours. Extera has successfully applied for and received the ASES from the California Department of Education to support its after school program.
with other student subgroups, teachers and administrators track how the academic progress of foster youth to ensure that they are progressing satisfactorily at school.

“A Typical Day”

Each day, students at Extera Public School enjoy being members of a school community that challenges them, nurtures them, and excites them about learning. Visitors to the school on a typical day would likely observe something like this...

It’s 7:30 on a Wednesday morning when Mrs. Carmen Sánchez arrives at the entrance of Extera Public School with her two children, Miguel and Elena. Miguel is a second grader; his older sister is in the 7th grade. At the door Mr. Bernstein, the school site administrator, exchanges greetings with them. Miguel excitedly informs Mr. Bernstein that his class finally harvested the tomatoes they planted several weeks ago, and can’t wait to finally taste them. He’s really excited to compare and contrast color, texture, taste and smell, just like he has done with other edibles in his class recently. Elena asks if Mr. Bernstein might visit her classroom when she gives her presentation on whales that afternoon. He promises to try to stop by but tells her that if he misses it, perhaps she can stop by the office later in the day to share her presentation with other interested members of the leadership team.

As Miguel and Elena make their way to the eating (or “dining”) area for breakfast, Mrs. Sánchez heads toward the Extera Parent Center to participate in this week’s parent workshop. She has been looking forward to this week’s topic: “Supporting Young Readers at Home.” Although Miguel loves school, he has had some difficulty with reading in the past, and Mrs. Sánchez wants to learn more about what she can do at home to help. The presenter, a librarian from the local public library, provides fascinating information, in both Spanish and English, about the significant impact that independent reading at home has on academic achievement at school. Mrs. Sánchez discovers that the amount of free reading done outside of school has consistently been shown to be positively associated with vocabulary growth, reading comprehension, oral reading fluency, and general knowledge. She is also reminded that students who read independently become better readers and score higher on achievement tests and above all, become more successful independent learners. (www.ala.org) The librarian provides tips for creating a quiet reading space and daily reading time in the home. The librarian reiterates the importance making reading a family-centered, as well as independent activity, as she explains different fun and engaging strategies to encourage active reading at home. She also distributes paperwork to obtain a local library card. Mrs. Sánchez completes the forms and makes plans to take both children to the public library on Saturday. The librarian also encourages her to stop by the Extera school library. Because she is still learning English, the librarian recommends that she check out a CD player along with the recording of a story in English for Miguel. That way, they can both learn as they listen and discuss together.

Miguel and Elena begin their day at Extera with a healthy breakfast of black bean tamales and sliced organic tomatoes from the school’s vegetable garden. Miguel is very proud because his class planted the tomatoes as part of their community service project, and his friends all comment that the tomatoes seem to be especially tasty. Miguel remembers that tomatoes are on his list of superfoods and returns for seconds. “Superfoods for a super kid!” the cafeteria lady exclaims.
After breakfast, the two children have time to chat and play with friends on the playground during the morning Meet and Greet. Vivaldi’s *The Four Seasons* is playing, and when *La Primavera* plays, all the kids dance happily about. Elena seeks out her former third grade teacher, Ms. Vega, to tell her how excited she is to give her report on orcas. She explains how it seemed kind of boring, but her current teacher has helped her to learn access both analog and digital information sources to find, analyze, critique, and share important orca information for her presentation. Two years earlier, Ms. Vega had taken Elena’s third grade class whale watching. It was Elena’s first time on a boat. Elena was nervous at first, unsure what to expect, but at the time, Ms. Vega watched with pride as Elena joined her friends and enjoyed the sea breeze and sunshine, saying later it was one of the best days of her life. Now, as a fifth grader, Elena was already looking forward to her next ocean adventure: a trip to the Santa Catalina Islands as a sixth grader!

Later this year, Elena’s class is going to Sea World for a three-day investigative excursion. So, Elena chose to do her report on orcas and is very excited that she will be able to see some in person. Elena explains that she will not only be presenting facts about orcas but that she has also written a story about an orca that is born completely white. Elena shows Ms. Vega her story, and explains how the other whales at first are fearful and stay away, but in time they become friends and learn that being different is okay. Elena tells Ms. Vega that the story reminds her of the kinds of stories her grandfather tells her. Ms. Vega says she is very impressed and proud of Elena and knows that the other students will enjoy her presentation and that they are fortunate to have her as a classmate. She asks Elena if she would be willing to share her story again on Friday morning with her Friday Family group, and Elena is honored and agrees.

Meanwhile, Miguel’s friends are admiring the Math Rabbit certificate of achievement was awarded a few days earlier at a student awards assembly, recognition of his ability to rapidly recite the multiplication tables of 2s, 5s and 10s by memory. Miguel’s parents attended the assembly, and his father told him how proud he was of Miguel. Even Miguel’s big sister said she was proud of him! Miguel is trying extra hard at school and clearly enjoys the attention his friends are giving to him and the certificate.

When the music stops at 8:10, all of the boys and girls line up, and their teachers escort them into the classrooms for their morning meeting. During the morning meeting on this day, teachers across the school lead the students in conversations about integrity and respect for one another and the school community. The children learn that someone wrote on the bathroom wall the day before. At the end of the meeting, the children re-affirm their commitment to use integrity, to do what they know is right, to treat each other and their school with respect, and to be honest when they make a wrong decision. Even though things don’t always go smoothly at school, just like a family, they know that they can work things out.

The morning focus is science, and Miguel chooses to read a book about the desert climate to learn more about the kinds of things he might see during the next day’s field trip to the Living Desert. Although he doesn’t notice, the trade book he selects is rich with academic vocabulary and factual details that support his understanding of important concepts. After reading quietly on his own for 15 minutes, Miguel’s reading group has a turn to meet with his teacher. He is excited to discuss the book and to use the new words he is learning with his teacher and the other children in his group. His teacher compliments him on the progress he has made toward becoming a successful, independent reader.

Mrs. Garcia, Miguel’s former kindergarten teacher, visits the classroom to read with some of the other students, and Miguel greets her cheerfully. When Miguel was in first grade, Mrs. Garcia worked with him
one-on-one in reading, and the extra help really paid off. Miguel now feels much more confident as a reader. “I’m reading about the desert!” he exclaims. During parent conferences the following week, Miguel’s teacher will describe with enthusiasm the tremendous progress he has made in reading, thanks in part to the daily individualized support he received the year before. He’s really taken an interest in reading, his teacher will say, and he especially enjoys reading about animals. His parents will feel proud and grateful to hear such wonderful news about their son.

During math time, Elena’s class plays a new game called Guess My Rule. Elena’s fifth grade teacher, Mr. Williams, explains that over the weekend he acquired a magic fruit machine at a garage sale. When he puts a fruit into the machine, a greater or lesser quantity of the same fruit comes out. He says that he can control the amount of fruit by changing the dial on the machine. Although the students aren’t convinced that there is such a thing, they believe that Mr. Williams might have made an interesting purchase at a garage sale. It was not unlike him to bring interesting things to class that were somehow related to what they were learning. Unfortunately, Mr. Williams informs them that he wasn’t able to fit the machine into his car, so he draws a picture on the board instead:

![Diagram](image)

Elena thinks it looks like a blue box and not like anything magical, but Mr. Williams explains how it works. To do so, he draws a diagram that looks like this:

<table>
<thead>
<tr>
<th>Apples In</th>
<th>Apples Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
</tr>
</tbody>
</table>

With practice, Elena learns to predict how the changes Mr. Williams makes to the control knob affect the output of fruit. She concentrates so hard that she is lost in the magic of math when the teacher announces it’s time for lunch.

At lunch, Elena talks excitedly with her friends as they sit down together to eat. Freshly picked flowers from the flower garden decorate the tables in vases made of jelly jars with paper mâché – hand made and painted by the fourth grade students as part of their recycling project. Once seated, the students pass large salad bowls filled with dark green and rich red and bright yellow vegetables from the garden. Next

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12 With this lesson, Elena’s teacher is introducing the concept of functions. The activity lays the groundwork for the 5th grade Algebra and Functions standard. —Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid.
they fill their plates with chicken and brown rice. Nearly satiated, they select a piece of fruit or two for dessert. Before heading to the yard to play, Elena and her classmates gather the banana peels and apple cores for the composting bins.

At the end of lunch, Elena hears the mystical calls of a humpback whale indicating it’s time to line up. Suddenly she notices something different about the nearby trees that she hadn’t seen before. Three trees stand together, and even though they all used to look the same, Elena notices that they look different that day. One is lush and green, as she would have expected, but one has lost its leaves. The leaves on the third one are multicolored, but mostly yellow. When her teacher arrives to escort them to the classroom, she quickly points and asks, “Mr. Williams, what’s wrong with the trees?”

Mr. Williams scratches his head thoughtfully and replies, “Well, that’s a very good question, and one that deserves a good answer. After you give your report this afternoon, let’s talk about this with your classmates. Maybe we can come up with some ideas about what we think might have happened, a hypothesis, and then you all can do some investigation in your inquiry groups. I bet with some careful research, you can find the answer.” Elena agrees and tells the others in her class to take a good look at the trees before going inside. “We’re going to be scientists and figure this out!”, she proclaims.

That afternoon Miguel feels certain that eating all those superfoods is paying off big time. He is able to do three pull-ups during P.E. conditioning – more than he has ever done before! And, he doesn’t feel as tired as he used to when they practice relays. He decides he is going to increase his intake of fruits and vegetables on his quest to achieve 10 pull-ups some day.

Despite his newfound physical prowess, Miguel is excited to return to class after P.E. to meet the classroom’s newest member: a frog! Although he doesn’t know for sure that it will be a frog, Miguel believes that he has solved his teacher’s riddle. She told the class that during the life cycle unit and their study of metamorphosis, they would have a special visitor in the classroom. When the boys and girls pressed her to know who or what, her only answer was:

No scales have we ever, no hair and no feathers; We’re smooth-skinned and big-eyed, amphibians at play.

Miguel is sure that it must be a frog, and when he enters the classroom, he discovers that he is right. After the students settle down from the excitement of their new friend, his teacher introduces the life cycle and metamorphosis unit with a song, her usual approach at the start of a new theme. (See Appendix A: Curriculum for samples of several other songs that will be utilized at Extera to introduce units.) Miguel and the other students eagerly learn the new song and ask to sing it again. The teacher is happy to oblige, knowing that the song is actually her way of introducing her students to key concepts and unfamiliar vocabulary that they will be studying in the coming weeks. She realizes that the song makes learning fun and repetition easy with very positive outcomes! By the end of the afternoon, her students have learned a great deal of science without even trying. They sing the song together:

A Frog Tale
by Sue Chilton

(Music: The Ash Grove traditional Welsh folk tune)

In frog ponds and rivers, in summer rain puddles,
Our cycle of life keeps on turning this day.
No scales have we ever, no hair and no feathers; We’re
smooth-skinned and big-eyed, amphibians at play. We’re
born to the food chain: there’s danger before us;
Aquatics adore us, we’re dinner they say!
Long bird beaks, sharp fish teeth,
Each day the fight repeats: find food and not BE feed,
Survive one more day!
We look like little fish with our gills and tail waving,
No way we can hop out to sit on a log.
But we’ll metamorphose, and you know how that goes:
This fast-changing tadpole will soon be a frog!
We’re cold-blooded creatures with singular features: On
land and in water, but not in the sea!
Survival’s the life-game we’ve played through hist’ry.

“Again! Again!” the students beg, and the teacher acquiesces with a smile, as she would many more times in the days ahead.

Elena ends her science report on orcas to rousing applause. Mr. Williams asks the students if they have any questions or feedback. “I liked your story about the white whale!” exclaims a boy. Thank you, Elena responds with a smile. “That was my favorite part, too!”

Afterward, as promised, Mr. Williams asks for thoughts about what might be happening with the trees on the yard. He documents their guesses on chart paper.

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13 Sue Chilton is a retired LAUSD teacher and curriculum specialist. Ms. Chilton developed an exceptionally effective strategy of introducing academic content through songs while teaching in Los Angeles.

It has something to do with sunlight.
It must be too much water.
It must be not enough water.
The trees look different. They used to look the same.
It’s the season. Some trees lose their leaves earlier than others.
There is poison in the ground.
The trees have different ages.
Insects are eating the trees.

When the students are satisfied that they have enough ideas, Mr. Williams encourages them to think about which of their ideas are possible explanations that could be investigated and which are descriptions. He then invites each student to pick an explanation that he or she thinks might be an answer and groups the students by choices. There is a water group, a seasons group, and an insects group. He asks them to plan a simple investigation to see if they can find any evidence that answers the question. The investigations will begin the very next day. As the students plan their investigations, Mr. Williams visits each group and listens carefully. He asks each group to explain their ideas to their classmates, resulting in further refinement. Elena chooses the water group. In the weeks ahead, after much investigation about the characteristics, life cycle and environment of trees, Elena discovers that her group is correct. As it turns out, there is a problem with the school’s new sprinkler system, and thanks to the students’ research and observations, the sprinklers are fixed in time to save the trees.

School dismisses at 2:30 on Wednesdays, so Elena decides that she is going to visit the library after school to relax with a favorite book, The Island of the Blue Dolphins. Even though she read it once already, she loves to imagine that she is Karana. Miguel wants to go to the game room, but knows he must first spend some time in the homework center. He sits with Mario, the campus aide, at the homework table and begins to tackle his math assignment, a follow up to the work he was doing in class with multiplication arrays. Since Miguel knows his 2s, 5s and 10s, his teacher encouraged him to work on a challenge problem:

How Many Animals? 15

How many animals can there be if there are eight legs altogether? How do they look? How many animals can there be if there are twelve legs altogether? How do they look? How many animals can there be if there are sixteen legs altogether? How do they look?

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15 This lesson is an adapted version of the lesson — How Many Animals?! from 50 Problem Solving Lessons (1996) by Marilyn Burns.
Later, with his homework complete, Miguel heads to the game room to challenge a friend to checkers and a few games of Poison\textsuperscript{16}, a game he played for the first time in class earlier that day.

At 5:30, when their mother comes to pick them up, both children are already looking forward to returning to school the next day.

As 7\textsuperscript{th} and 8\textsuperscript{th} graders enter the campus each morning, they are warmly greeted by Ms. Cardenas, school site counselor. As each student sees the best practices “greeting reminder” all students stop, make eye contact, shake hands and share best wishes for a productive day on campus.

Some students’ days begin with physical education. However, physical education at Extera in 7\textsuperscript{th} and 8\textsuperscript{th} grades does not necessarily resemble the P.E. of yesteryear. P.E. at Extera incorporates and emphasizes the mind/body connection and physical and emotional wellness. Some students quietly gather to greet the day with stretching and yoga-based activities, while others prefer to engage in more high energy, cardio-centric, physically strenuous activities.

The different exercise pathways that students choose are the result of a series of focused conversations and structured discussions with students around mindfulness and understanding personal needs and meeting personal fitness goals. This has proven to be quite successful at Extera. Unlike other schools and educational organizations, Extera has chosen to immerse students in engaging and “self-focus” activities to support positive decision-making for each individual student. After participating in the conversations and discussions provided by school site instructional leadership team members, students create written arguments to support the basis for why they choose a particular physical education course, as well as the schedule they feel will best support their individualized learning outcomes, in an effort to achieve their annual learning goals.

While some students begin the day with physical activities, others prefer to move directly into their classrooms. And again, students encounter more choice based on their personal reflection and preference as a result of guidance discussions revolving around individualized learning and growth plans, which focus on personal preferences and needs.

8\textsuperscript{th} grader, Steven is dedicated and committed to Science. When Steven started at Extera, both he and his parents expressed concern about being able to learn Science, because they had heard that students didn’t learn Science anymore in public school. Steven was pleasantly surprised when he arrived at Extera 3 years ago. Steven quickly learned that both Science and Social Studies are at the core of the Extera curriculum.

\textsuperscript{16} The game of Poison is a game for two people and teaches logical reasoning. Players usually begin with 13 objects, although a different number can be used to add new challenge. Players take turns removing one or two objects from the table and play until all of the objects have been taken. The last object to be removed is considered to be the poison. Whoever gets stuck taking it, loses. Source: \textit{About Teaching Mathematics} (2000) by Marilyn Burns.
Steven couldn’t believe it when his teachers told him that he would be able to use Science as a conduit to arrive at the rest of the curricular areas at Extera.

As Steven has learned, his educational experience at Extera extends far beyond the walls of the classroom. Each year, Steven spends a minimum of 6-12 days actively participating in educational excursions outside the classroom. Steven has been supported in finding ways to explore Language Arts, Mathematics, and Social Studies using Science at the vehicle for that exploration.

Steven’s Language Arts class in the morning allows him to explore science topics while rigorously supporting his English Language Development. Steven researches information-based articles and texts, making claims, and learning to develop evidence-based arguments to support his theses. Steven’s culminating activities include, but are not limited to written assignments, computer-based presentations, as well as presentations to his peers in his classrooms or in the auditorium. Steven expresses his challenges with public presentations, but understands that as a young scientist and researcher, he needs to develop presentation skills that will allow him to share information and discoveries with his colleagues and peers in the present and future.

Steven recently approached his academic advisor to talk about an interdisciplinary project he had been thinking about that would incorporate all subject areas, using the kitchen as a basis for his explorations in science, social studies, mathematics, language arts, music, and art. As Steven explained it, it all started when he had an argument with his dad. Steven’s dad, who is a cook, was trying to explain a question about science that Steven had by using an example from the kitchen. Steven explained that he got very upset and told his dad that he just didn’t get, and to just forget it. Steven said that after that argument he just stormed off and didn’t want to talk to his dad anymore. When he came to school the following day, His Language Arts teacher, Ms. Shannon notices that he was not behaving like his regular self. After a long chat with his teacher Steven explained what had happened with his dad, and admitted that he felt bad about it. Luckily for Steven, Ms. Shannon understood, and in an effort to help him resolve this situation, she loaned him a book entitled, What Einstein Told His Cook: Kitchen Science Explained.

After starting to read the book, Steven explained, “It was like the burners on my stove turned on”. He had never thought of the kitchen as laboratory, and more importantly, he had never thought of his dad as a scientist!

Steven’s project takes Steven into the kitchen as a laboratory, exploring food science as a scientist. He is studying the rudiments of chemistry, the math of measurement, the literature of cookbooks, the history of recipes, the art of presentation, and the music of the cultures from the origin of each dish. Steven’s advisor, Mr. Vincent is shepherding him through this research process and supporting him to see and appreciate the interconnectedness of the disciplines as he focuses on discovery in each of the disciplines.
Steven mentions that when he goes home and visits his friends from the building where he lives, he knows they spend their days in different schools, but sometimes feels like they spend their days in two different worlds! While his friends start their days in homeroom, and proceed throughout the day from period to period, Steven knows that Extera is spending his days doing so much more, preparing him to become a contributing and appreciative member of his community, and ultimately helping him down a path that will lead him to college and a successful future.

Steven’s passion and interest in his academic pursuits have piqued the interest of teachers and other students alike. So much so, that the other day someone asked him for an interview opportunity for a small local newspaper called “The Boyle Heights Beat”. During the interview, he was asked, “So what makes your school day so different or special at Extera?” Steven responded, “When I get up in the morning and go to school, I have the opportunity to have breakfast if I want to. Sometimes, if I’m not hungry or not ready to eat yet, I go and begin my day with exercise that helps to wake up my body and my mind. After that, I am invited to have what Extera calls, ‘Second Chance Breakfast’. My school really takes care of me and makes sure I get everything I need. After I finish breakfast, I attend advisory with my grade level peers, and then get to my classes. I like the routine because I always know where to go and what to do, but a lot of the work that we do in class is based on choices I am given, and responsibility I have learned.”

Steven goes on to explain the details of his daily schedule, the subjects that he studies and the different ways that teachers teach in his school. He explains that he attends numerous field trips throughout the year, and that on each one he is required to draw connections to the work he does at in each of his classes at school. He talks about the organic lunches he receives at school and how his school promotes a focus on healthy living and taken care of his school environment and his local environment as well.

When he finally stops answering the questions, he look at the clock and can’t believe that he has been talking for almost 15 minutes! The interviewer is pleased, and responds, “Wow, sounds like Extera is a great school”. Steven responds, “A lot of kids my age can’t stand school and just want to get out. Me, I can’t wait to get there in the morning, and can’t believe the day is over when they tell me it’s time to go home.”
Element 2: Measurable Pupil Outcomes and
Element 3: Method by which Pupil Progress Toward Outcomes will be Measured

“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.” (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.” (Ed. Code § 47605(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, 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, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. 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.

Measurable Goals of the Educational Program

Extera Public School sets measurable goals and objectives for the school’s educational program. The goals are set for the school as a whole as well as subgroups within the school for each of the 8 state
priorities. With these goals we identify the knowledge, skills, and aptitudes to be measured. The table in Element 1 describes the aforementioned goals and objectives.

Student outcomes measure the skills and processes mastered and the concepts learned from the content of the school curriculum that is aligned to the Common Core State Standards, California’s Next Generation Science Standards, and the California State Content Standards in Physical Education, and the core academic areas of language arts, math, social studies, science and visual and performing arts.

Exit outcomes address the goals for all students, including: low achieving, low socioeconomic, English Learners, special education, and gifted.

**Measurable Pupil Outcomes: Summative Assessment Performance Targets**

The State Priorities table provided in Element 1 identifies and describes specific performance targets for all students and for subgroups that align with the 8 state priorities. State standardized assessments provide data for performance goals, proficiency rates, reclassification rates, and subgroup progress. During the period of transition from the CST to SBAC standardized assessments, Extera Public School used internal assessment measures to monitor student academic performance and growth. In the Spring of 2014, Extera acquired and implemented Measures of Academic Progress (MAP) assessments in reading, writing and mathematics. MAP assessments are given to students at all grade levels three times each year: in the fall, winter, and late spring. Fall scores are used as benchmarks to determine growth during the school year. MAP scores are also analyzed by teachers and administrators for the purpose of targeting struggling students, grouping students for instruction based on need, modifying instruction, and making informed decisions about the instructional program. The final benchmark of the year is cumulative, and results are shared with staff, students, and parents. For grades that do not take standardized assessments in reading and math (K-2), these internal benchmarks are particularly important measures of annual student academic achievement. The State Priorities table in Element 1 includes all other measurable goals, outcomes, and assessment tools that are used to measure progress toward the Charter School’s goals.

**Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment**

Benchmark Assessments - In order to monitor student achievement throughout the academic school year, teachers use the following assessments as benchmark assessments: curriculum-based assessments (weekly) that are part of state-adopted textbook programs that have been adopted by the charter school (i.e. California Treasures, enVision Math, California Math, Scott Foresman History, History Alive, McDougal Littell Science), teacher assignments, standards based assessments (bimonthly and reassessment as needed), curriculum based assessments such as story tests and unit exams (given according to the pacing plan), and writing portfolio samples (bi-monthly). Student assessment scores are uploaded to the school’s database (currently Illuminate) so that teachers and administrators are able to review student outcomes to determine whether or not all students, including sub-groups of students, are making progress.

Curriculum-based assessments – Extera Public School uses curriculum-based assessments to monitor student achievement on a weekly basis. During weekly grade-level team meetings, teachers will analyze curriculum-based assessment data to monitor student achievement, determine student strengths and needs, and share successful strategies and techniques. Teachers identify students who are meeting or exceeding standards and students who are not meeting or nearly meeting standards and utilize an instructional planning document to plan follow up instruction that includes re-teaching, intervention,
grouping, extension, and other instructional strategies as appropriate to address the learning needs of students, including sub-groups of students. Teachers use this data to guide their instructional planning for the upcoming week.

Progress Monitoring Online Assessments: Extera Public School uses NWEA MAP assessments as a tool to monitor the academic progress of all students, including sub-groups of students, throughout the school year. MAP assessments are administered three times each year: in the fall to provide benchmark achievement data; in the winter to provide mid-year benchmark data; and in late spring to provide summative data of progress made during the school year. Teachers and administrators review student achievement data in order to provide identify program strengths and weaknesses and to provide differentiated instruction and maximize student growth. Teachers and curriculum specialists collaborate at weekly grade-level meetings to analyze data and tailor instructional plans based on individual needs.

**Data Analysis and Reporting**
Results and accountability are an expectation from all stakeholders at Extera Public School. Data is relied on heavily for decision making. Assessments are analyzed by teachers, administrators, and curriculum specialists, as well as reviewed and discussed by the Board of Directors, to monitor student mastery of grade-level content standards. Benchmark assessment data is analyzed for all students, including sub-groups of students, and used to drive instruction for the next cycle of instruction until the next benchmark assessment occurs. Students who are not meeting grade level standards are targeted for instructional modifications including additional review, intervention during and/or after school, an SST meeting, strategic instructional grouping, and follow up monitoring to ensure that satisfactory progress is made.

Assessment data is shared with parents during parent conferences (twice a year), at monthly parent meetings (at minimum 3 times a year), through mid-trimester progress reports (3 times a year) and via IlluminatED, which parents have access to 7 days a week, 24 hours per day.

Students are also held accountable for their progress at teachers’ conferences with students to discuss their assessment scores, and develop plans of action to increase their proficiency levels. School site administrators and the Chief Executive Officer are ultimately responsible to the Board of Trustees for student achievement.

**Grading, Progress Reporting, and Promotion/Retention**
Teachers formally report student progress toward mastery of grade level standards to parents three times each year using progress reports. Teachers conduct parent conferences at the time progress reports are issued so that parents have regular opportunities to discuss their child’s academic progress, work habits, and social skills personally with his or her teacher. Teachers also work with students at all grade levels to present Student Led Conferences, conferences where students have the opportunity to take the lead and to share their academic progress, achievements, goals, and next steps with their parents. During Student Led Conferences, students share examples of their work in core content areas, engage in activities with
their parents, and demonstrate responsibility and ownership for their learning. Student achievement is evaluated against academic standards and the school’s stated outcomes and reflects student progress on a continuum toward mastery of the concepts and skills in all content areas at each grade level. Evidence of Extera’s Trailblazer Traits, the charter school’s own unique character education curriculum, is also included on the progress reports.

A progress report based on the following evaluation system is used to report student progress:

**Ongoing Assessment**

In addition to state mandated assessments, teachers collect data in the areas of mathematics, writing, English language development, and reading skills using formal assessments a minimum of three times per year to track individual student success and to provide a profile of the overall success and development of achievement at the school. Published assessments that are a component of the school’s adopted curricula are in the core subjects; schoolwide writing assessments developed by teachers prior to the start of the school year, in conjunction with ThinkCERCA online writing curriculum in grades 3 and above, are used to assess writing. Additional assessments take the form of teacher-created tests, essays, and multi-step projects. Data from these assessments is uploaded to Illuminate or a similar data management system so that student achievement data can be disaggregated and analyzed by grade, classroom, and sub-groups to enable teachers, site administrators, the CEO, and the Board of Directors to identify trends and to address specific instructional needs.

**Student Progress Reports**

Students and parents receive reports on student progress in all content areas, including P.E., as well as an evaluation of student achievement of the school’s Trailblazer character traits. Progress reports are issued three times each year. Progress-to-Date reports are issued at the mid-point of each grade reporting period for students who are not meeting grade level standards so that parents are informed prior to the issuance of the progress report that their child is struggling. Teachers are expected to assess students in all academic areas, including P.E., at least every two weeks and to upload assessment scores into the school’s database. If a student is severely below grade level in English language arts and mathematics, the student may be considered for a “bonus year” (retention) at the same grade level. In that case, parents are informed during the second and third reporting periods that their child is being considered for a bonus year (retention), and an SST meeting is scheduled. The following evaluation system is used to report student progress:

1) Below Grade Level Expectations/Area of Concern
   - Student demonstrates skill/concept development toward mastery of the content standards that is significantly below grade level expectations
   - Student requires additional time, support, and or practice in this area
2) Approaching Grade Level Expectations/Needs Additional Practice or Support

- Student demonstrates skill/concept development toward mastery of the content standards that is below grade level expectations
- Student requires additional time, support, and or practice in this area

3) Meets Grade Level Expectations

- Student demonstrates skill/concept development toward mastery of the content standards that is appropriate for the grade level
- Student applies learning to other subject areas with guidance

4) Exceeds Grade Level Expectations

- Student demonstrates exceptional skill/concept development toward mastery of the content standards
- Student applies learning to other subject areas independently
- Student progress in all subject matter content areas is reported to parents during each reporting period, and copies of each student’s progress reports are maintained in the students’ cumulative records, housed in the main office. In addition to providing scaled scores using the above evaluation continuum, teachers include narrative descriptions within the progress reports to indicate completeness and quality of work, level of understanding, attitudes and behaviors at school, and other relevant information about the student’s growth in performance during the reporting period. A record of attendance and tardies is also included.
ELEMENT 4: GOVERNANCE STRUCTURE

“*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, 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 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 the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School 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. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

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

**LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.
Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

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

All employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees or councils, Charter 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.

**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 that 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 but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.
Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

**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. Charter School shall provide the District with current and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or 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 (CSD) in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

**STUDENT RECORDS**

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with
Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

**Parent Engagement**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.
**Governance Structure**

The governance structure and internal organization of participation and leadership at Extera Public School has been designed to ensure that, through ongoing communication and collaboration, the entire school community fully achieves the Extera mission of nurturing the successful development of all children who attend Extera.

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**Non-Profit Public Benefit Corporation**

Extera Public School is a directly funded independent charter school and operates as a California Nonprofit Public Benefit Corporation, pursuant to California law.
Extera Public School is governed by a corporate Board of Directors who maintain active and effective governance in accordance with its charter petition and its adopted corporate bylaws that shall be consistent with the terms of this charter.

The Board shall have a minimum of five (5) and no more than fifteen (15) directors. The existing Board of Directors designates all directors, with the exception of one director who is a representative of the Charter School parents and who is elected by the parent community. Any member of the community may refer a potential candidate to the Board’s Membership Committee for consideration. The Membership Committee utilizes criteria to select new members and meets with all prospective candidates to determine whether or not recommended candidates fit the stated needs of the Board recruitment strategy and should be recommended as candidates to the Board. Criteria for board membership includes, but is not limited to: commitment to the Charter School’s mission, connection to the community the Charter School serves, diversity among board members that reflects the city of Los Angeles, availability to attend board meetings, professional expertise and experience as it relates to the needs of the Charter School. Board members shall have expertise and experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, real estate, or public relations. Community members will be sought who have strong ties and recognition in the local community through volunteer activities, philanthropy, public employment, or local business. If a candidate meets the needs of the Board at that time, the Membership Committee presents the nomination and the candidate’s resume during a Board meeting for discussion. If any Board members have questions or want to meet the potential member, the Membership Committee facilitates such a meeting. If support exists, the Membership Committee brings the nomination to the Board for a vote. Although the Board strives for unanimous support for new Board Members, per the by-laws a simple majority is all that is required.

Governance Procedures

The Board of Directors governing Extera Public School meets at least monthly during the school year in accordance with the Brown Act. Additional meetings may be called as necessary and will comply with all of the provisions of the Brown Act. Agendas for regular meetings are published in advance and distributed to each member of the Board of Directors and are posted near the entrances of the school and at the entrance of the school’s main office for public viewing at least 72 hours in advance of scheduled meetings. Notices for regular meetings are posted on the school’s website, posted in the main office, and posted at the entrance of the school at least 72 hours in advance of the meetings. Agendas for special meetings will be posted at least 24 hours before the meeting. Notices for special meetings are posted in the main office and at the primary entrance to the school at least 24 hours prior to the meeting. Copies of Board minutes are available on the Charter School’s website and upon request in the main office of the school.

A Board meeting occurs whenever a majority of members hear, discuss, or deliberate on any item within the jurisdictional boundaries of the LAUSD. This meeting definition also applies to standing committees. A majority of board members (quorum) must participate, either physically or telephonically, for a meeting to take place and for the governing board action to take place. Telephonic participation by board members
is permitted provided that: board members must be within the boundaries of the school district within which the Charter School operates; all votes are taken by roll call; the agenda is posted in all locations where board members are located, all locations are listed on the agenda; all locations will be fully accessible to the public; and full-duplex data transmission will be available in all locations so that everyone can participate. Committee meetings also adhere to Brown Act requirements.

The annual calendar for governing board and committee meetings is proposed annually in May and adopted annually in June for the following school year. Board and committee meeting agendas are posted in the main offices of all school campuses, at the perimeter of the campus where the meeting will be conducted to allow for 24 hour access, and at all locations (if any) where board members participate telephonically.

All board members receive training on Brown Act requirements to ensure compliance with the Brown Act.

Due to the relatively small size of the Board of Directors, the Board shall conduct business without the need to form sub-committees to accomplish the objectives and responsibilities of the Board and to ensure that the school meets achieves its mission and goals. At its regular meetings, the board will: review the most recent financials; discuss student academic performance and achievement data; discuss strategic planning; review development targets; and other pertinent business related to governance of the Charter School. In the event that work in committees is desirable, however, the Board may decide to form the following committees:

I. **Student Achievement Committee**, to analyze student achievement data and make recommendations and/or report to the Board regarding student academic progress
II. **Communications and Development Committee**, to determine communications and development priorities and activities in order to make recommendations to the Board
III. **Finance Committee**, to review budgets and budget priorities and to make recommendations to the Board regarding preliminary and final budgets
IV. **Strategic Planning Committee**, to review short- and long-term organizational goals and make recommendations to the Board
V. **Membership Committee (ad hoc)**, to review and interview candidates nominated for the Board and to make recommendations to the Board

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with the bylaws for two (2) years and until a successor director has been appointed or elected. Board terms are renewable upon mutual consent between the Board and the director. The Board of Directors is as follows:

**Thomas S. Strickler, Chairman of the Board**  
Co-Founder, Endeavor Talent Agency, Retired

**Dr. Eugene Tucker, Vice President**  
Retired Superintendent of Schools, Santa Monica Malibu Unified School District
Robert M. Smiland, Treasurer
Chief Executive Officer, Inner-City Arts

Maribeth Annaguey, Esq., Secretary
Partner, Liner LLP

Lou Myers
Chief Executive Officer, Archimedes Asset Management

Juan Romero
City of Los Angeles

Alexandra Seros
Screenwriter and Educator

The President/Chief Executive Officer of the Extera Public Schools corporation and the school site administrators shall not serve on the Board and shall not vote in Board elections.

Governance Operations
The Board of Directors is fully responsible for the operation and fiscal affairs of Extera Public School including but not limited to the following:

- Ensure the school meets its mission and goals;
- Hire, supervise, and evaluate the Chief Executive Officer;
- Approve all contractual agreements;
- Approve and monitor Extera Public School’s annual budget, budget revisions, and monthly cash flow statements;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of Extera Public School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of Extera Public School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training
- Participate in fundraising to support Extera Public School
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Promote, guard and guide the vision and mission of Extera Public School;
- Monitor student achievement to ensure progress toward fulfillment of the school’s mission;
- Engage in ongoing strategic planning;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
• Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
• Approve annual independent fiscal audit and performance report;
• Appoint an administrative panel and take action on recommended student expulsions.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of Extera Public School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

• Be in writing;
• Specify the entity designated;
• Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
• Require an affirmative vote of a majority of Board members.

The Extera Public School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

The Chief Executive Officer (CEO)
The Board of Directors for Extera Public Schools selects the Chief Executive Officer. The CEO provides general oversight of the school’s programs and reports directly to the Board of Directors. As the chief executive, the CEO is responsible for the school’s overall performance and success in implementing the program outlined in the charter petition and fulfilling the goals stated within its vision and mission. The CEO, who serves at the President of the non-profit corporation Extera Public Schools but is not a member of the Board of Directors, focuses on the broader mission of the Charter School, including evaluation of the school’s effectiveness, fundraising, community relations, strategic planning and implementation of Board’s objectives, facilities planning, and the other duties as may be prescribed by the Board of Directors. The Board of Directors shall retain ultimate control over and responsibility for the Charter School.

Chief Operating Officer (COO)
The COO assists the CEO with the school’s programs, including financial, operational, educational operations, and strategic planning. Additionally the COO assists the CEO in the development and implementation of resource allocation plans (personnel, budget, priorities, facilities). Monitoring efficiencies and effectiveness of Extera Public School operations and providing recommendations to the CEO on operational matters. The COO works to assure compliance of assigned areas of responsibility with related regulatory requirements, Extera Public Schools goals and objectives, administrative guidelines, board policy, and the directives of the CEO. The COO is responsible for managing the documentation of operational processes. Serving as the designee for the CEO in his absence. The COO oversees the work of operations personnel and/or external service providers.
School Site Administrators

School site administrators supervise day-to-day operations of the school to which they are assigned and are the instructional leaders of the school site. Site administrators support Extera Public School in achieving its academic targets and fulfilling the requirements of its charter. Site administrators ensure the safety and well-being of students and staff at the school; organize and lead workshops, professional development and common planning time; provide instructional leadership, guidance and support to teachers; and ensure that the curriculum is successfully implemented in order to maximize student-learning experiences and to facilitate satisfactory academic progress of all students at the school. Like the CEO, school site administrators are not able to serve on the Board. School site administrators report directly to the CEO and are responsible for the orderly operation of the school and the supervision of all employees in the school. Site administrators are assigned to perform tasks as directed by the Chief Executive Officer to ensure Extera Public School enacts its mission and achieves its stated goals and objectives. Site administrators participate in the recruitment and hiring of teachers, office staff, and supervision staff under the direction of the CEO and supervise, evaluate, and make recommendations for the dismissal of teachers and staff. School site administrators communicate with and report to the Board of Directors as needed.

Parent Involvement Policy

Extera Public School places great value on the participation of parents in the programs and activities at the school. Extera recognizes the unique and critical role that parents play in the long-term academic success of their children. As a Title I school, Extera notifies parents of its written parental involvement policy in an understandable and uniform format, whenever possible in the language of the home. The policy is also available to the local community. Extera Public School involves parents by convening annual meetings to inform parents of the school’s Title I participation, the requirements of Title I, and the rights of parents to be involved. Meetings are offered flexibly at both school sites, in the morning or evening, so that meetings are accessible to parents working different schedules. Extera parents are involved in an organized, ongoing, and timely way in the planning review and improvement of the school’s program and services for Title I students. Parents who are members of the School Site Council participate in the development of the Single School District Plan (SSDP) and the Local Control Accountability Plan (LCAP), and assist with the monitoring student outcomes. During annual Title I meetings and other parent meetings (i.e. Parent Orientation Meetings, Back-to-School, and parent conferences), parents of Title I eligible students receive information about Extera’s Title I program, the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels that students are expected to meet. Feedback and other opportunities for meetings to formulate suggestions and to participate as appropriate in decisions relating to the education of their children are available to parents if requested.

School Site Council (SSC)

All stakeholder groups within the school community play a vital role in advancing the vision and mission of Extera Public School and its programs. As such, all stakeholder groups have a voice in matters critical to the school’s success. The School Site Council helps to ensure that teachers, staff and parents are involved in shared leadership at the school site level. The SSC participates in the development of the Single
School District Plan (SSDP) and the Local Control Accountability Plan (LCAP) and updates and make recommendations to the Board of Directors. Membership on the School Site Council is balanced between school and parent representatives. The School Site Council is comprised of the following members:

- A School Site Administrator (1)
- Three (3) teachers, elected by their peers;
- Two (2) staff members, elected by their peers;
- Six (6) parent representatives, elected by the parent body

The School Site Council (SSC) participates in a shared decision making process regarding school activities such as:

- Single School District Plan
- Local Control Accountability Plan
- Data Analysis of Student Achievement
- Family Math, Literacy, and Science Nights
- Schoolwide Community Building Events and Activities
- School Site Fundraising
- Calendaring Special Events
- School Volunteer Priorities and Activities
- Holiday Celebrations

School Site Council meetings are open meetings and follow the requirements of the Brown Act. Other members of the school community are invited to attend School Site Council meetings in a non-voting capacity. The SSC strives to create a collaborative and transparent decision making process that includes representatives and participation from all stakeholder groups. Teacher representatives consult with teachers and share information regarding the SSC at teacher meetings; parent representatives consult with parents and share information regarding the SSC at parent information meetings. Decisions by the SSC are made by consensus among the elected representatives. Meeting minutes are posted on the school’s web site and made available for review upon request in the main office. When the school site administrator is included on the agenda to address the Board regarding issues at the school, he or she may reference the activities of the SSC in his or her report.

**Parent Engagement Committee (PEC)**

As noted throughout our petition, parent engagement plays a critical role in the effectiveness of our programs and activities. The school site administrators assist the Parent Coordinator with logistics pertaining to the formation a Parent Engagement Committee by providing support, guidance, access to school communication channels such as the monthly newsletter, and a location for the PEC to meet. The purpose of the PEC is to encourage parent leadership and participation in organizing responsible and effective volunteer parent involvement at the school, including room parents who assist classroom teachers with the dissemination of relevant information. In collaboration with the school site administrator and School Site Council (SSC), the Parent Engagement Committee receives information and provide feedback regarding the Single School District and Local Control Accountability Plan (LCAP), develops and implements plans pertaining to strengthening and supporting parent involvement at Extera Public School, and makes recommendations to parent representatives on the SSC regarding priorities of the parent body with respect to the Charter School’s program and activities. The Parent Engagement
Committee meets monthly throughout the school year in a space provided by the school. Parents are notified of Parent Engagement Committee meetings by way of an automated phone system (robocall) and monthly newsletter. The Parent Engagement Committee establishes sub-committees as needed to support the volunteer programs, activities, and families at the school.

**Parent Involvement as Volunteers**

Extera Public School recognizes that parent involvement is essential to student success in school. The value and importance of parent participation at school is emphasized at parent orientation meetings and Back to School to remind parents that their involvement can have a positive impact on their children’s success at school. As such, all parents are encouraged through these reminders to contribute a minimum of 40 volunteer hours per family, per academic year to Extera Public School. The Charter School adheres to LAUSD’s Volunteer Policy and does not require parents or legal guardians of a prospective or enrolled student to perform volunteer service hours as a condition of admission, continued enrollment, attendance, or participation in the school’s educational activities, as stated previously. No child will be excluded from attending Extera Public School or school activities due to the failure of his or her parent or legal guardian to participate or to volunteer at the school.

To support parents seeking guidance as to how they can increase their involvement at the school, site administrators, in collaboration with the School Site Council and Parent Engagement Committee, maintain a list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school; attending parent-teacher conferences; attending SSC meetings; attending parent information, Back to School, Open House, and board meetings; and participating in the planning of and/or execution of special events, field trips, and activities.

**Teacher, Staff and Parent Surveys**

Teachers and staff at Extera Public School receive end-of-year employee satisfaction surveys designed to elicit their feedback regarding the effectiveness of programs and operations of the school. Parents at Extera Public School receive end-of-year parent satisfaction surveys designed to elicit their feedback regarding school programs, activities, and overall satisfaction with the school.
“The qualifications to be met by individuals to be employed by the school.” Ed. Code § 47605(b)(5)(E)

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, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, 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.

ESEA/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 applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions and Qualifications

Extera is committed to recruiting and hiring a community of professionals who are dedicated to the best practices education of all students and the mission of the school. All employees are compensated commensurate with their experience and job responsibilities, and receive benefits, including health insurance and retirement plans, as detailed in the Employee Handbook which all employees receive. Job descriptions, work schedules, compensation, benefits and other terms and conditions of employment are reviewed and modified as necessary to meet the needs of the school and students.

Employee Positions
Extera Public School currently employs the following staff positions:

- Chief Executive Officer
- Chief Operating Officer
- School Site Administrator
- Curriculum and Teacher Support Specialist Specialist
- Classroom Teacher
- Apprentice Teacher
- Support Teacher
- Instructional Technology (IT) Manager
- Community Liaison
- Sr. Office Manager
- Parent Coordinator
- Recruitment and Outreach Staff
- Office Assistant
- Campus Supervision Aide

**Employee Qualifications**

Employees’ job duties and work basis is negotiated in individual job agreements. General job descriptions have been developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff.

**Chief Executive Officer**

The CEO embodies, advocates, and puts into operation the mission, vision and strategic direction of Extera Public School. The CEO recruits, organizes, and supports a talented and high performing team of individuals Extera who bring powerful ideas to the task of improving student achievement and who focus on the execution of the best instructional practices. The CEO oversees all aspects of the school’s programs, including financial, operational, educational operations, and strategic planning. The CEO may not be a member of the Board of Directors but fulfills the role of President within the corporation and as the corporation’s general manager has general supervision, direction and control over the corporation’s business and officers, subject to the control of the Board of Directors. Selection of the CEO is based on proven experience meeting the following qualifications:

- Relevant experience with school and organizational leadership and innovation
Extera Public School

- Master’s Degree or higher in an appropriate field is desired
- Relevant successful experience as a school leader and teacher
- Ability to fulfill the role of visionary leader for the organization
- Entrepreneurial ability
- Expertise in curriculum design, supervision and evaluation
- Ability to communicate effectively with diverse groups, the Board and the community; Spanish language fluency strongly preferred
- Interest in the charter school model of public education and commitment to the charter school’s success
- Relevant academic and professional preparation to be successful
- Ability to advocate effectively on behalf of the school and to spearhead fundraising efforts
- Experience with school operations including finances, fundraising, facilities, health and safety and other operational management
- Other qualifications and/or qualities deemed important by the Board

Among other responsibilities, the Chief Executive Officer:

- Has primary responsibility for designing and overseeing the successful implementation of the Charter School’s educational model as outlined in the charter petition
- Evaluates the overall effectiveness of the school’s programs and activities
- Develops a strategic facilities plan in consultation with the Board of Directors
- Develops a strategic operational plan in consultation with the Board of Directors
- Develops a strategic development plan in consultation with the Board of Directors
- Hires, supervises, disciplines and dismisses the Chief Operating Officer
- Hires, supervises, disciplines and dismisses school site administrators, teachers (including apprentice teachers and support teachers), and office managers
- Ensures that Extera Public School enacts its vision and mission
- Provides general oversight of the Charter School’s teachers and staff
- Develops and implements a student recruitment and outreach plan in collaboration with the Community Liaison
- Facilitates the development of a community relations plan
- Cultivates and maintains positive relationships with community-based organizations, foundations, philanthropic organizations, and other potential donors and supporters of the school
- Develops university partnerships with teacher education programs, researchers and other university programs and resources
- Approves and monitors the implementation of general policies of Extera Public School, including effective human resource policies for career growth and compensation of the staff
- Regularly measures progress of both student and staff performance in collaboration with school site administrators
- Regularly consults with school site administrators regarding student progress and academic performance
- Regularly consults with school site administrators regarding teacher and staff performance
- In collaboration with the Community Liaison and Parent Engagement Coordinator works to involve parents and the community in school related programs
- Recommends the annual school calendar for approval by the Board
- Serves as the Charter School’s Custodian of Records
- Oversees the following efforts by staff at the school site level:
Extera Public School

- Instructional Leadership
- Curriculum Design
- Assessment of student academic achievement
- Analysis of student academic achievement
- Data driven decision-making utilizing student achievement data
- Budget requests and recommendations aligned to the Charter School’s LCAP and LEA Plan
- Technology Plan, including acquisition and utilization of classroom technology
- School site administration and human resources

- Participates in the dispute resolution procedure and complaint procedures when necessary
- Identifies, develops, and recommends charter amendments to the Board as necessary and, in collaboration with the COO, submits request for material revisions as necessary to the District for consideration

The CEO also presents an independent fiscal audit to the Extera Public School Board of Directors and after review by the Board of Directors presents the audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education.

Chief Operating Officer (COO)
The COO reports directly to the Chief Executive Officer and has the duties and responsibilities as described below and associated with this position. Among other responsibilities, the COO is expected to:

- Embody and advocate the mission, vision, and strategic direction of the school
- Communicate effectively and in a highly professional manner with all school constituents
- Cultivate strong relationships with students, families and Extera staff
- Work cooperatively with colleagues
- Be solution oriented, an analytical problem solver, and strategic planner
- Oversee charter renewal and material revisions in collaboration with the CEO
- Facilitate and oversee annual authorizer oversight visits
- Maintain positive and effective authorizer relations
- Participate in facilities strategic planning and acquisition in collaboration with the CEO
- Complete annual Prop 39 facilities requests
- Oversee recruitment of students, recruitment activities, and parent information sessions
- Oversee enrollment mailings, communication, and activities
- Oversee coordination of annual admissions lotteries
- Attend Back to School, Open House, and other school events
- Participate in selected recruiting events
- Facilitate community partnerships and develop positive school/community relations
- In collaboration with the Office Managers, oversee and approve processing of monthly payroll
- In collaboration with the Office Managers, oversee and approve purchase orders, purchases, and invoices prior to submission to ExED for payment
- Oversee processes and procedures for the effective implementation of the meals program
- In collaboration with the Office Managers, design, facilitate and implement systems, policies, and procedures that facilitate the smooth and effective operation of the main offices
- Serve as the primary operational support to the CEO and complete other responsibilities as assigned by the CEO
• Assist the CEO with the timely completion and submission of other compliance requirements, including reports to the District, Los Angeles County, CDE, and US Dept of Ed, as necessary
• Assist the CEO with the timely completion and submission of various annual renewals for liability insurance (health, liability, worker’s comp, etc.) and contracts for school services

Minimum Qualifications:
• Bachelor’s degree from an accredited institution; and
• Minimum of five years of relevant work experience working, preferably in the field of education and in a charter school environment
• Demonstrated skills and knowledge of the tasks related to the position
• Demonstrated ability to work collaboratively with others
• Demonstrated ability to manage time and work load effectively
• Demonstrated ability to be organized and detail-oriented and to manage a variety of tasks simultaneously

School Site Administrator
A School Site Administrator is assigned to the role of general supervision, safety and instructional leadership at each of Extera Public School’s campuses. The Chief Executive Officer is responsible for recruiting, interviewing, and selecting candidates for the role of School Site Administrator. Selection of the School Site Administrators by the CEO is based on proven experience in educational leadership, educational vision and relevant experience with low-income and/or minority children, demonstrated ability in program design and/or development, prior successful experience working in a charter school, and interest and commitment to public education reform by way of developing and sharing effective educational programs and practices. The School Site Administrators serve as the instructional leader at the school site to which they are assigned and work closely with the CEO to oversee the successful operations and management of Extera Public School.

Selection of School Site Administrators is based on proven experience meeting the following qualifications:

➢ Relevant experience with school and organizational leadership and educational innovation; a Master’s Degree in Education and/or Administrative Credential
➢ Relevant successful experience as a school leader and teacher
➢ Expertise in curriculum design, supervision and evaluation
➢ Knowledge of special education programs, policies, and best practices
➢ Ability to communicate effectively with diverse groups, the Board and the community; Spanish language fluency strongly preferred
➢ Interest in the charter school model of public education and commitment to the charter school’s success
➢ Experience with school operations including finances, fundraising, facilities, health and safety and other operational management
➢ Other qualifications and/or qualities deemed important by the Board

Among other responsibilities, School Site Administrators:
• Report directly to the Chief Executive Officer
• Oversee the day-to-day operations of the school
• Actively promote and sustain the school’s vision and mission at the school site and within the surrounding community
• Work to ensure the safety and well-being of all students and staff at the school
• Participate with the CEO in the recruitment, hiring and professional development of highly qualified teachers
• Review teacher credentials annually
• Interview and recommend employee hiring, promotion, discipline, and/or dismissal to the CEO
• Make recommendations to the CEO regarding the hiring and dismissal of Charter School teachers (including apprentice and support teachers), office staff, and supervision staff
• Assist with the development of the annual School Accountability Report Card (SARC)
• Conduct informational meetings no less than four (4) times each year for parents regarding the Charter School’s goals, priorities, achievements, and other pertinent information
• Effectively supervise and evaluate teachers (including apprentice and support teachers), office staff, and supervision staff
• Organize and lead teacher workshops and professional development
• Facilitate teacher common planning time
• Oversee programs and policies relating to students who are English Learners (EL), students who receive special education services, gifted students, and socioeconomically disadvantaged (Title I) students
• Schedule, monitor, and serve in the role of administrator at IEP meetings
• Assist with student discipline, suspension, and alternatives to suspension as necessary
• Report to the Board of Directors at regular Board meetings regarding student academic achievement and progress of the school in achieving educational outcomes stated within the charter petition and organizational goals
• Organize and facilitate the School Site Council (SSC)
• Be a liaison to community and business partners
• Represent the school at meetings, forums, and school wide events
• Call meetings with faculty and staff as needed
• Work in collaboration with the Parent Engagement Coordinator to provide support to parents, organize parent information meetings and workshops, and increase parent involvement
• Work in collaboration with the Community Liaison to recruit new families and students
• Take responsible steps to secure full and regular attendance of all students at school
• Complete and submit required documents as requested or required by the charter and/or Extera Public School Board of Directors and/or the District
• Identify and make recommendations to the CEO regarding the staffing needs of the school and offer staff development as needed
• Facilitate the development and effective implementation of the Charter School’s Safe School Plan and collaborate with the LAUSD principal as needed and/or required to plan and conduct emergency drills as stated within Prop 39 agreements
• Promote and publish Extera Public School’s program and activities in the community, promote positive public relations, and interact effectively with media
• Attend District Administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.

Curriculum and Teacher Support Specialist

Extera Public School
The Curriculum Specialists’ primary responsibility is to increase academic student achievement by supporting and mentoring teachers, providing instructional leadership, and facilitating the implementation through support to teachers of an standards-based curriculum utilizing effective teaching practices. The Curriculum and Teacher Support Specialist is in the teachers’ classrooms daily to conduct observations, perform model demo lessons, provide feedback to teachers about their teaching practices, provide assistance and guidance to teachers as needed, and monitor the instructional methods being used by teachers. The Curriculum and Teacher Support Specialist also provides professional development during weekly staff meetings and during pupil-free professional development days. The Curriculum and Teacher Support Specialist meets weekly with grade-level teams to analyze assessment data and provide support in using the data to guide instruction. Through these daily interactions with teachers and through grade-level team meetings, the Curriculum and Teacher Support Specialist gathers data which informs and drives teacher professional development.

- Minimum Qualifications:
  - Bachelor’s degree from an accredited institution; and
  - California Teaching Credential; CLAD or BCLAD
  - Minimum of five years of relevant teaching experience in the elementary and/or secondary level
  - Demonstrated instructional expertise at the elementary and/or middle school grades
  - Demonstrated ability to work collaboratively with teachers and others and to work in a leadership role

**Teachers**

All teachers at Extera are required to possess and maintain current a Commission on Teacher Credentialing Certificate, permit, or other document that satisfies school district requirements and meets all legal requirements to teach in California public schools. In addition, Extera only hires teachers who possess a Crosscultural, Language, and Academic Development CLAD certificate or equivalent California Commission on Teacher Credentialing EL certification and ensures that all teachers at Extera possess appropriate EL authorization as well as academic preparation to address the needs of students who are English learners. Extera seeks teachers who have received Specially Designed Academic Instruction in English (SDAIE) or similar training who are able to knowledgeably and effectively instructional strategies that support students who are English learners. Extera also actively seeks to recruit and hire teachers who possess a Bilingual Crosscultural, Language, and Academic Development BCLAD certificate (or equivalent).

**Teacher Hiring Process**

Teachers are selected by the CEO on an application and interview basis, in consultation with the school site administrator(s). Selection of teachers is based on teaching experience, the degree of subject matter expertise, and evidence of their ability to demonstrate classroom instructional capabilities. In order to secure the most qualified candidates, Extera follows a multistep process for the hiring of teachers:
1. A job announcement is posted on the school’s website and other education websites (i.e. Ed-Join, CCSA, ASCD), in education publications, in university schools of education, and in flyers made available to educators through other contacts.

2. Cover letters, résumés, and letters of reference is requested and accepted during the application period.

3. The CEO and School Site Administrators will review the applications and rate them according to relevant experience, qualifications, training and education, separating the candidates into categories of strong, capable, and less than proficient. Candidates deemed less than proficient will receive written notice of acknowledgement and will not continue in the hiring process. Strong and capable candidates will be invited to submit an enhanced written application expressing their interest in the school, special skills, educational philosophy, and commitment to student achievement.

4. The CEO and School Site Administrators will again assess the potential of the candidates, this time according to the enhanced application using an established criteria rubric. Among the categories of capacity described within the rubric will be various levels of:
   a. related experience
   b. relevant training and education
   c. familiarity with the instructional practices embraced by Extera
   d. experience working in a collaborative and innovative environment
   e. knowledge of various student needs (i.e. EL, Title I, special education)
   f. understanding of and commitment to the charter school model
   g. classroom effectiveness (for use during the lesson observation component only)
      i. instructional strategies
      ii. classroom management
      iii. interaction with students
      iv. overall lesson success

5. Based on the strengths of their written applications, candidates may be contacted for a follow up phone interview. The rubric for the evaluation of candidates will be used throughout the remainder of the hiring process to describe the overall capacity of the teacher candidates and to gauge the likelihood of their success at the school.

6. Based on the outcomes of the phone interview, candidates may be invited for an in-person interview with the CEO and/or School Site Administrator and other teachers on staff when feasible and appropriate.

7. Candidates who are successful during the formal interview will be invited to conduct a demonstration lesson for the CEO and/or School Site Administrator and other teachers on staff
when feasible and appropriate. A lesson observation matrix will be used during the demonstration lessons to evaluate overall classroom effectiveness (see #4.g. above).

8. References and credentials will be checked.

9. Fingerprint and background check will be conducted.

10. If the classroom lesson is strong, references are positive, and background is cleared, an offer of employment may be made.17

Extera Public School will maintain an internal database of candidates who show potential but who are not hired at the time they apply as well as other potential candidates.

Once hired, teachers at Extera Public School will be expected to:

- Commit to the vision and mission of Extera Public School as well as the goals and expectations described within the charter petition
- Work in a committed way to advance the academic and social success of every student
- Provide a quality, enriched and highly effective curriculum
- Provide continual assessment of student progress and maintain accurate and timely records
- Continually evaluate lesson outcomes in order to make data based instructional decisions that meet the needs of students
- Provide a safe, nurturing and effective classroom environment that reflects and facilitates the academic program described in the Extera Public School charter
- Provide peer assistance and regularly collaborate with fellow teachers
- Continually seek professional growth according to the instructional and programmatic priorities of the school
- Utilize educational technology in the classroom when appropriate to facilitate learning and enrich the curriculum
- Actively strive for continuous and open communication with parents and community members
- Maintain regular, punctual attendance

Teacher Evaluation

As evident throughout the hiring process, attracting effective teachers will be of utmost importance at Extera Public School. Once hired, teachers will be evaluated annually using a comprehensive evaluation system that incorporates multiple measures of performance. A thorough evaluation system will ensure not only that teachers continue to grow professionally during their years at Extera but that only highly effective teachers are retained. The teacher performance evaluation process will include:

- The use of value-added data, consistent with current trends in teacher evaluation

17 Fingerprinting, background checks, and medical clearance will be completed prior to the start of employment.
The site administrator will conference individually with teachers no less than twice each year to review and discuss the academic progress of the students in their classroom.

The site administrator and teacher will participate in an analysis and discussion of impact on student learning over time, across all student groups.

Differentiated levels of performance

Teacher performance will be evaluated using a criteria rubric that describes various levels of accomplishment as they pertain to job duties. The criteria rubric will be shared with teachers during the two weeks of professional development prior to the opening of school so that teachers are familiar with the process.

Teachers will receive feedback from the site administrator regarding their effectiveness in all aspects of the job (i.e. instruction, parent communication, planning, collaboration, support of the school’s mission).

The site administrator will meet individually with teachers at the start of each school year for dialogue and goal setting and later in the year to assess progress toward goals.

All teachers will be expected to maintain professional portfolios that document the features of their classroom program, including long and short term instructional planning, student assessment, student work, meeting the needs of all students, collaboration with colleagues, and parent communication.

Teachers will develop a plan for professional growth that will be approved annually by the site administrator.

Teacher evaluation will play a significant role in the development and recognition of an outstanding teaching faculty at Extera Public School.

Apprentice Teachers

All Apprentice Teachers at Extera are required to possess and maintain current a Commission on Teacher Credentialing Certificate, permit, or other document that satisfies school district requirements and meets all legal requirements to teach in California public schools. In addition, Extera only hires Apprentice Teachers who possess a Crosscultural, Language, and Academic Development CLAD certificate or equivalent California Commission on Teacher Credentialing EL certification and ensures that all Apprentice Teachers at Extera possess appropriate EL authorization as well as academic preparation to address the needs of students who are English learners. Extera seeks Apprentice Teachers who have received Specially Designed Academic Instruction in English (SDAIE) or similar training who are able to knowledgeably and effectively instructional strategies that support students who are English learners. Extera also actively seeks to recruit and hire Apprentice Teachers who possess a Bilingual Crosscultural, Language, and Academic Development BCLAD certificate (or equivalent). The responsibilities of Apprentice Teachers are, among others:

- Commit to the vision and mission of Extera Public Schools as well as the goals and expectations described within the charter petition
- Work in a committed way to advance the academic and social success of every student
- Participate as an integral member of the teaching team to which you are assigned
• Assist regular classroom teachers with providing a quality, enriched and highly effective instructional program designed to engage students in the process of learning and to meet individual learning needs

• Provide substitute coverage as needed when a regular classroom teacher on your team is absent and when coverage may be required for absent teachers on other teaching teams

• Work in collaboration with teaching team colleagues and others

• Participate in grade level planning meetings on Mondays and Fridays from 3:30-4:30 and when full days of grade level planning are scheduled

• Attend and participate in all professional development meetings pertaining to teachers

• Provide after school intervention on Tuesdays and Thursdays from 3:15-4:15 to students who are struggling to meet academic expectations

• Assist classroom teachers with the ongoing assessment of student progress

• Assist classroom teachers with providing a safe, nurturing and effective classroom environment that reflects and facilitates the academic program described in the Extera Public School charter

• Utilize educational technology in the classroom when appropriate to facilitate learning and enrich the curriculum

• Actively strive for continuous and open communication with teachers, staff, parents and community members

• Maintain regular, punctual attendance

Support Teachers

All Support Teachers at Extera are required to possess and maintain current a Commission on Teacher Credentialing Certificate, permit, or other document that satisfies school district requirements and meets all legal requirements to teach in California public schools. In addition, Extera only hires Support Teachers who possess a Cross-cultural, Language, and Academic Development CLAD certificate or equivalent California Commission on Teacher Credentialing EL certification and ensures that all teachers at Extera possess appropriate EL authorization as well as academic preparation to address the needs of students who are English learners. Extera seeks Support Teachers who have received Specially Designed Academic Instruction in English (SDAIE) or similar training who are able to knowledgeably and effectively instructional strategies that support students who are English learners. Extera also actively seeks to recruit and hire Support Teachers who possess a Bilingual Cross-cultural, Language, and Academic Development BCLAD certificate (or equivalent). The responsibilities of Support Teachers are, among others:

• Commit to the vision and mission of Extera Public Schools as well as the goals and expectations described within the School’s charter petition

• Work in a committed way to advance the academic and social success of every student

• Participate as an integral member of the teaching team to which you are assigned

• Assist classroom teachers with providing a quality, enriched and highly effective instructional program designed to engage students in the process of learning and to meet individual learning needs

• Substitute as needed when regular classroom teachers are absent

• Work in collaboration with teaching team colleagues and others

• Assist classroom teachers with the continual assessment of student progress
• Assist classroom teachers with providing a safe, nurturing and effective classroom environment that reflects and facilitates the academic program described in the Extera Public School charter
• Assist with the general supervision of students before school, during recess and lunch, and after school
• Assist with the daily distribution of breakfast, lunch and snack to students
• Provide after school tutoring support to struggling students
• Utilize educational technology in the classroom when appropriate to facilitate learning and enrich the curriculum
• Actively strive for continuous and open communication with teachers, staff, parents and community members
• Maintain regular, punctual attendance

Instructional Technology (IT) Manager

The IT Manager reports directly to the CEO and is responsible for overseeing and managing all resources and program components pertaining to technology at Extera Public Schools. The responsibilities of the IT Manager include, among others:

• Configure and install computers and printers
• Train, supervise, and guide the Technology Assistant
• Give input as needed with grants pertaining to technology
• Assist with the development and implementation of Extera’s Technology Plan
• Assist with setup, training and implementation of student assessments
• Answer simple computer-related questions posed by school and/or office personnel
• Troubleshoot basic computer and printer problems
• Resolve basic software problems
• Provide support services and troubleshoot simple data communications problems
• Recommend appropriate hardware and software, and assist in their acquisition
• Provide technology training to school personnel
• Provide technical support by answering basic to advanced questions
• Conduct training and maintain information on attendees
• Commit to the vision and mission of Extera Public Schools as well as the goals and expectations described within the charter petition
• Work in a committed way to advance the academic and social success of every student
• Assist classroom teachers with providing a quality, enriched and highly effective instructional program designed to engage students in the process of learning and to meet individual learning needs
• Assist classroom teachers with the continual assessment of student progress
• Work in collaboration with colleagues
• Implement, enhance, and maintain the educational technology to facilitate learning, enrich the curriculum, and facilitate student assessments
• Actively strive for continuous and open communication with teachers, staff, parents and community members
• Provide updates to the Extera Public Schools Board of Directors regarding issues and recommendations pertaining to technology
• Maintain regular, punctual attendance
• Perform related duties as assigned

Minimum Qualifications:
• Minimum of two years’ relevant successful experience in a similar position;
• Expertise with the tasks associated with the position;
• Ability to collaborate well with others
• Ability to organize and prioritize time and work load effectively
• Ability to multi-task

Instructional Technology (IT) Support Staff
IT Support Staff report directly to the IT Manager and assume responsibilities customarily associated with such a position. Duties include but are not limited to:
• Provide technical assistance and support related to computer systems, hardware, or software.
• Respond to queries; diagnose, isolate, troubleshoot, and implement solutions.
• Assist the IT Manager with technical problems related to Extera software, software systems, equipment, customers, and maintenance. This may include but is not limited to the following:
  o Respond to inquiries of teachers and school staff seeking help.
  o Ask questions to determine the nature of problems.
  o Walk teachers and school staff through problem-solving process.
  o Clean and maintain computers and equipment.
  o Deploy and/or install computers, software, and peripherals as needed.
  o Follow up with teachers and school staff to ensure issue resolution.
  o Obtain feedback from teachers and school staff and their computer usage.
  o Run reports to determine computer system states and malfunctions.
  o Train users (which may include students).
  o Write best practice process, FAQ's, and training manuals as needed.
  o Assist and proctor computer based testing sessions as needed.
  o Maintain and repair unhealthy computers and systems.

Minimum Qualifications:
• Minimum of two years’ relevant successful experience in a similar position;
• Expertise with the tasks associated with the position;
• Ability to collaborate well with others
• Ability to organize and prioritize time and work load effectively
• Ability to multi-task
Community Liaison

The Community Liaison reports directly to the COO and has the duties and responsibilities customarily associated with such position, including:

- Lead student recruitment efforts during the Open Enrollment period and throughout the school year as necessary
- Conduct student recruitment presentations and information sessions at various locations within the community and at the school sites
- Establish relationships with community organizations such as pre-schools and others to facilitate student recruitment
- Assist with the development of student recruitment materials and presentations
- Maintain a log of recruitment activities and outcomes
- Take a leadership role in obtaining Intent to Enroll forms in the fall as part of the Prop 39 process
- In collaboration with the COO, develop and implement a written parent engagement plan that addresses education and a high level of parent participation
- Assist with the development of a parent calendar that includes parent workshops, classes, information sessions, parent meetings, and special events for parents and families
- Develop community partnerships with local organizations for the benefit of Extera students and families
- Be the point person and the primary contact for the coordination of the High School Orientation Event
- Work with School Administration and teachers in the coordination and implementation of Padres Que Pueden workshops

Minimum Qualifications:

- Relevant successful experience performing similar work in the field of education or related field
- Knowledge of the local community and community organizations
- Ability to collaborate well with others
- Ability to organize and prioritize time and work load effectively
- Ability to problem solve
- Ability to communicate effectively with a range of groups and audiences
- Ability to be a self-starter and to take initiative for projects and activities
- Ability to multi-task
- Spanish language fluency strongly preferred.

Parent Coordinator

The Parent Coordinator reports directly to the COO and has the duties and responsibilities customarily associated with such position, including:

- Facilitate a Parent Engagement Committee to solicit the feedback, suggestions, and participation of parents and family members with regard to school activities
- Implement an annual Parent Satisfaction Survey and communicate the results to the school community, administration, and the Board of Directors
- Coordinate parent volunteer activities
- Track parent volunteer hours
- Create and implement a consistent system for rewarding volunteer hours for specific donations that is clearly communicated to Extera staff and families
- Train volunteers regarding school policies and procedures
- Assist with the development of a parent calendar that includes parent workshops, classes, information sessions, parent meetings, and special events for parents and families
- Assist with the implementation of the High School Orientation Event to take place annually in the Spring
- Communicate with families of 7th grade students regarding their preferences for transition to high school
- Work with School Administration and teachers in the coordination and implementation of Padres Que Pueden workshops

**Minimum Qualifications:**

- Knowledge of the Charter School and local community
- Ability to collaborate well with others
- Ability to organize and prioritize time and work load effectively
- Ability to problem solve
- Ability to communicate effectively with a range of groups and audiences
- Ability to be a self-starter and to take initiative for projects and activities
- Ability to multi-task
- Spanish language fluency strongly preferred.

Recruitment and Outreach Staff

Recruitment and Outreach Staff report directly to the COO and has/have the duties and responsibilities customarily associated with such position, including:

- Assist with student recruitment efforts during the Open Enrollment period and throughout the school year as necessary
- Assist with student recruitment presentations and information sessions at various locations within the community and at the school sites
- Work with the Community Liaison to relationships with community organizations such as pre-schools and others to facilitate student recruitment
- Assist with the development of student recruitment materials and presentations
- Maintain a log of recruitment activities and outcomes if requested
- Assist with obtaining Intent to Enroll forms as part of the Prop 39 process
- Assist with the implementation of Extera’s parent engagement plan to encourage a high level of parent participation
- Assist with parent workshops, classes, information sessions, parent meetings, and special events for parents and families as needed
- Assist with parent volunteer activities as needed
- Assist the Community Liaison with developing community partnerships with local organizations for the benefit of Extera students and families
Minimum Qualifications:

- Knowledge of the Charter School and local community
- Ability to collaborate well with others
- Ability to organize and prioritize time and work load effectively
- Ability to communicate effectively
- Spanish language fluency strongly preferred.

Financial Administration

Although Extera Public School and its Board will be in charge of all administrative financial functions of the school, Extera has contracted with ExEd to provide support with school management services. The accounting systems Extera has adopted adhere to generally accepted accounting principles, giving Extera strong internal controls within the system. The Charter School’s Office Manager serves in the capacity of on-site financial manager and bears primary responsibility for the fiscal administration of the school, overseeing the work of ExEd in collaboration with the COO.

Office Manager

Under the direction of the COO or his/her administrative designee, the Office Manager organizes, coordinates, schedules, and performs office activities; coordinates communications between faculty, staff, parents, students and the general public; trains and provides work direction to clerical personnel and others as assigned at Extera Public School; delegates office related tasks to office assistants and supervise their completion, leading to the smooth and effective functioning of the main office. Under the direction and guidance of the COO, the Office Manager serves in the capacity of on-site financial manager and bears primary responsibility for the fiscal administration of Extera Public School.

Other job responsibilities include but are not limited to:

- Prioritize and monitor budget expenditures and entries and maintain current and accurate records of reimbursement and recap expenditures; invoices and purchase orders; and budget requests.
- Manage and maintain student attendance records using the School’s student information system; ensure the accuracy of students’ daily attendance, as well as medical, tardy and early leave logs.
- Oversee the School’s meals program and supervise the timely completion of all related documents required for reimbursements and participation in the Federal meals program.
- Ensure confidentiality and security of office spaces, files, and all information pertaining to students, parents, and staff.
- Prepare and make available the Master Calendar of school activities and events.
- Maintain student records in accordance with federal and school-based policies as well as audit guidelines.
- Organize, secure, and maintain the reception area of the main office.
- Communicate with a variety of personnel regarding school operations and maintenance, payroll and personnel matters, supplies, policies and procedures, student information and budget discrepancies.
• Monitor record verification of incoming students; prepare transcripts for current students; prepare withdrawal forms for transferring students.

• Type from notes, rough draft or verbal instructions a variety of written materials including correspondence, bulletins, reports, records, lists, requisitions, evaluations and memoranda. Take and transcribe using any form of dictation or note taking skills correspondence, reports, bulletins or memoranda; attend meetings and serve on committees; prepare agendas and minutes and distribute as appropriate.

• Compile and organize information for the School’s Administration; compose and respond to routine correspondence; record and tabulate data; type, proofread, edit and revise written materials and forms.

• Answer phones; take and relay messages; open, sort and route mail; provide information to students, parents, faculty, and site personnel; apply and explain school policies, employee benefits packages; interpret, apply and explain school procedures and regulations.

• Greet and screen visitors; issue guest passes as appropriate; assist visitors by providing information in a friendly and professional manner.

• Coordinate workflow and assignments of office personnel; perform annual evaluations for office staff.

• Order, receive and distribute school supplies, materials and equipment as needed.

• Prepare and maintain a variety of records, files and reports related to payroll, class coverage, facility use, maintenance, industrial accidents, budget, personnel, evaluations and purchasing; maintain confidentiality of information related to students and personnel

• Provide orientation, keys, directions and pertinent information to substitute teachers.

• Update as necessary and distribute site emergency plan.

• Complete other duties assigned.

**Minimum Qualifications:**

- Minimum of an AA degree or two years of college;
- Minimum of two years’ experience in a similar position;
- Relevant experience with fiscal management;
- Excellent communication skills; computer skills including data management; extreme in attention to detail; highly organized and efficient; and able to multi-task;
- Ability to collaborate well with others
- Ability to organize and prioritize time and work load effectively
- Ability to problem solve
- Ability to be a self-starter and to take initiative for projects and activities
- Spanish language fluency strongly preferred.

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**Office Personnel (i.e. Office Assistant) and Other Classified Staff**

Classified and other office personnel will be selected by the School Site Administrator or his/her designee (i.e. Office Manager) on an application and interview basis in consultation with other classified staff and teachers as appropriate. Selection will be based on experience, professional attitude, skills and ability to perform the job duties for the position. Classified personnel will perform duties appropriate to their job titles. Both full-time and part-time classified staff will be hired on an as-needed basis. Office personnel
duties will include, but not be limited to:
- Answering telephones
- Filing reports
- Enrolling students
- Managing/monitoring office operations
- Ordering and purchasing office and classroom supplies, and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned
- Providing bilingual translation and communication with parents and community

Minimum Qualifications:
- Minimum of an AA degree or two years of college;
- Minimum of two years’ experience in a similar position;
- Excellent communication skills; computer skills including data management; extreme in attention to detail; highly organized and efficient; and able to multi-task;
- Ability to collaborate well with others
- Ability to problem solve
- Spanish language fluency strongly preferred.

Office personnel and other classified staff will be evaluated by the school site administrator or his/her designee (i.e. Office Manager) based upon the level and quality of completion of assigned job duties and regular, punctual attendance in accordance with an evaluation process that meets all relevant legal requirements and guidelines.

Campus Supervision Aide
The Campus Aide reports directly to the School Site Administrator and assists with general student supervision, maintaining standards of student discipline, and ensuring the observance of rules and procedures by students and others on a school campus. Duties of the Campus Supervision Aide include but are not limited to:

- Patrol school corridors, rest rooms, playground, and other campus locations in order to observe student behavior and prevent violations or unsafe activities.
- Provide information to school administrators regarding causes and effects of campus and community tension.
- Gather information and provides advice regarding any suspected gang activities.
- Direct students and others and take action, as necessary, to prevent injury to persons or damage to property.
- Keep the campus free of unauthorized persons.
• Assist school administrators with behavioral problems when appropriate and in discussing campus security with parent and community groups.
• Deliver, set up, or collect equipment and other materials as needed.
• Perform related duties as assigned.

Minimum Qualifications:
• High school diploma or equivalent
• Ability to collaborate well with others
• Ability to communicate effectively
• Spanish language fluency strongly preferred.
ELEMENT 6: HEALTH AND SAFETY PROCEDURES

“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 Section 44237.” Ed. Code § 47605(b)(5)(F)

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or 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) and Education Code section 49060 et seq. at all times.
CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, 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 student immunization, health examination, and health screening records on file.
**SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

In order to provide safety for all students and staff, the Charter School has adopted and implemented health and safety procedures and risk management policies at school sites in consultation with its insurance carriers and risk management experts.

The following is a summary of the health and safety policies of the Charter School:

**Legal Assurances**

The health and safety of Extera Public School students and staff is a high priority for the school. We will comply with all health and safety regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, and the Environmental Protection Agency.

Extera Public School will operate as a drug-, alcohol-, and tobacco-free workplace.

**Custodian of Records**

The Chief Executive Officer and the Office Manager serve as the Charter School's Custodian of Records.

**Auxiliary Services**

School staff will conduct annual reviews to ensure all auxiliary services are safe (food services, hazardous materials) by developing appropriate policies and awareness training. School staff whose responsibilities include distributing breakfast, lunch or snack to students will be appropriately trained in food handling procedures, including hand washing requirements. School Site Administrators will be trained in hazard communication so that they are able to: recognize hazardous chemicals; understand the risks they pose; interpret the information on chemical labels; protect themselves from physical and health hazards; and respond to emergencies. Teachers and school staff receive training annually by the School Site Administrator regarding hazardous materials. The Charter School participates in OEHS and other safety-related walk-throughs with the LAUSD principal as required by Prop 39 regulations.

Extera Public School supports the activities and ideals of the Hunger-Free Kids Act of 2010 by ensuring that every student has access to the nutrition they need to grow into healthy adults. Extera Public School provides meals, including breakfast, lunch and snack, to the students attending the school. Balanced
meals contain high quality, healthy ingredients to help reduce childhood obesity epidemic and reduce health risks for children. Extera Public School meals provide children with whole grains, fruits and vegetables, lean protein and low-fat dairy, as well as reduced sugar, fat, and sodium.

Staff Responsibilities

All employees will be responsible for their own safety, as well as that of others in the workplace. Extera Public School 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 Extera Public School’s premises, or in a product, facility, piece of equipment, process, or business practice for which Extera Public School is responsible, the employee will bring it to the attention of their supervisor or school site administrator immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Chief Executive Officer.

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 a periodic basis Extera Public School may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as 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

Extera Public School will adhere to the requirements of California Penal Code § 11166 regarding child abuse reporting. Extera Public School staff must report to the proper authorities if they suspect the following is 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

The reporting person need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse.
The school site administrator will work will all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any 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.

All suspected cases of child abuse will be reported to a child protective agency. Employees may inform the school site administrator. A written report of the situation will be completed by the employee suspecting abuse, and the Los Angeles County Department of Children and Family Services (DCFS) will be immediately notified. If necessary, the Los Angeles Police Department will be informed of the situation as well. 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, Extera Public School staff will obtain the contact information of the agency person removing the child. This information will be placed in the student’s record and be available to the parent/guardian.

Policy Prohibiting Unlawful Harassment

Extera Public School is committed to providing a work and educational atmosphere that is free of unlawful harassment. Extera Public School’s policy prohibits unlawful harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. Extera Public School does not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. Extera Public School promptly and thoroughly investigates any complaint of harassment and take appropriate corrective action, if warranted.

Prescription Medications

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.
**Blood borne Pathogens**

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. School site administrators facilitate mandated blood borne pathogens training annually to all Extera Public School employees that is designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

**Emergency Situations**

When co-located on LAUSD campuses, Extera Public School will follow the co-location’s lead and adhere to the District’s established guidelines and policies as they pertain to emergency preparedness, the Safe School Plan, and emergency situations.

**Fire Drills**

Fire drills will be held at least twice each semester. Office personnel will maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers will lead their students along the route indicated on the evacuation map posted for that purpose. Before leaving the classroom, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

**Disaster Drills**

Disaster drills will be conducted at least once every two months. Teachers will instruct students on the “duck and cover” routine. The “duck and cover” drill will be initiated by an announcement over the intercom. Staff and students will hear “This is an emergency drill. Duck and cover.” During the “duck and
cover” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students will be instructed to remain quiet and orderly so that they are able to hear additional instructions when given. All drills will conclude with an “all clear” announcement on the intercom or a visible signal from the administrative staff.

In the case of a real earthquake, everyone will engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students will be instructed to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They will remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff will contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one will leave the room. If there has been a chemical spill, the teacher will make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Bomb Threats

In the event of a bomb threat, the person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand and recommendation of law enforcement, the administrative staff will make a decision as to whether or not an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” will be given over the intercom and established evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the telephone company, and parents.
If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

*Evacuation Plan*

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word “safe school drill” over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities, will be searched by designated administrative staff in accordance with the safe school plan. Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees will be immediately designated “Civil Defense Workers” and will not be allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.
ELEMENT 7: RACIAL AND ETHNIC BALANCE

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

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 the District’s goal. 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 Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

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 Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grants.
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, qualifications and 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 all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, if and when 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
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.
Outreach to Achieve Racial and Ethnic Balance

Extera Public School makes every effort to achieve a racial and ethnic balance among the students attending the school that is reflective of the general population residing in the District, recognizing that the targeted local community is disproportionately Latino and low-income in comparison to the District as a whole. Extensive and varied outreach efforts, conducted in English and Spanish, ensure that families within the local neighborhoods are informed about the charter school and that they are readily able to pursue additional information about the programs and enrollment process at the school. Extera Public School has been working with and will continue to work with community-based organizations to educate families about the availability of the charter school in order to actively recruit students from within the local community, particularly from traditionally underserved areas. During the first five years of operation, Extera has learned about the most appropriate times and locations for presentations to parents and other interested persons about Extera Public School. As a result of our efforts, outreach activities occur on an annual basis at the following local organizations, among others:

- Foundation for Early Education (various locations)
- Volunteers of America (various locations)
- International Institute of Los Angeles
- Local preschools
- Early education centers
- Parks
- Community events

As a result of its combined outreach efforts, Extera Public School has a student population that mirrors the communities surrounding the school. Extera Public School continually reviews and expands its outreach efforts in order to achieve its goal of enrolling a student population that reflects the economic and academic balance of the community.

In addition to the ongoing outreach activities described above, informational meetings and school tours are conducted at least once a month at both campuses during the open enrollment period (January to March). These informational meetings inform families about the programs and opportunities available at Extera Public School as well as the process for admissions. In order to provide parents and other family members with accurate and thorough information about the school, the informational meetings and tours are conducted in Spanish and English by Dr. Jim Kennedy, Chief Executive Officer of Extera Public School, in collaboration with school administration and Extera’s community liaison. Dr. Kennedy presents a detailed description of Extera Public School’s program components, daily schedule, admissions process, and other relevant information.

Extera community liaison and outreach staff conduct frequent community meetings in English and Spanish and have established a regular presence within the community so that parents receive information about the school. The following organizations are examples of additional locations not mentioned previously where outreach efforts occur:

- Plaza de La Raza at Lincoln Park
- Belveder Park
• Salazar Park
• Catholics Charities
• Dionicio Mejia Park
• Pecan Park
• Garcia Park
• Hollenbeck Park
• YMCA: LAUP
• YMCA on Whittier Blvd.
• YMCA on Union Pacific
• Centro Estrella on Cesar Chavez

These early education centers have requested presentations by Extera staff at their parent meetings. Extera recruitment staff have also gone to numerous events in the community during the holidays, such as Las Posadas, MLK Day at the Libraries, Casa del Mexicano, Easter and spring break events at the parks, and health fairs.

To support outreach efforts, Extera has secured office space at a community-based organization within the community to provide even greater access for parents to information about the school. In summary, Extera Public School uses a wide variety of venues for the distribution of information about the school, such as local events, community centers, parks and recreation activities, social service agencies, shopping centers, apartment complexes and other dwellings, day care centers, et cetera. Marketing and other informational materials about the school have also been developed in English and Spanish and are used during recruitment.

**Accountability for Racial and Ethnic Balance**

Extera Public School maintains an accurate accounting of the ethnic and racial balance of students enrolled in the school. Extera Public School also documents the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.
ELEMENT 8: ADMISSION REQUIREMENTS

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

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 Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

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.
Extera Public 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.

**Admission Requirements**

As a charter school, Extera Public School is a school of choice and is open to all students residing in California who wish to attend the school, as outlined in Education Code 47605 (d)(2)(A). Extera Public School does not enroll pupils over nineteen (19) years of age unless continuously enrolled in a public school and making satisfactory progress toward high school diploma requirements.

**Student Recruitment**

Extera Public School is fully committed to serving economically disadvantaged families and students who are academically under achieving or at risk of under achievement. Given the identified education needs that exist within the communities of Boyle Heights and East Los Angeles, the school makes a concerted effort to recruit families within these local neighborhoods. During the open enrollment period, informational meetings and school tours are offered at least once a month to interested parents. The meetings are conducted in English and Spanish, and the location of the meetings alternates between the two school sites so that parents interested in a specific campus are able to attend a meeting at their preferred campus. Informational meetings are scheduled to occur at times that are most convenient for a majority of parents, based on attendance at past meetings. Informational meetings take place most often during the school day so that parents are able to visit classrooms during a school tour and see Extera students and teachers actively engaged in learning activities. During informational meetings, parents receive information about the Charter School’s programs and application process, and bilingual assistance with the completion of forms is available to interested parents.

**Lottery Preferences and Procedures**

If the number of students applying for enrollment exceeds the openings available, admission is determined by random public drawing in accordance with Education Code §47605(d)(2) Enrollment to the school is open to any resident of the State of California. Enrollment is determined by lottery according to the place of residence of the pupil or his/her parent. In the event that the number of students who wish to attend the Charter School exceeds the Charter School’s capacity, attendance is determined by a public random drawing. Existing students are exempt from the lottery. In the event of a public random drawing, admissions preferences will be assigned to groups of students in the following order:

1. Siblings of existing students who are residents of the District are given first preference by lottery and are admitted according to available space.
2. Residents of the District who are not siblings of existing students are given preference next by lottery and are admitted according to available space.

Extera Public School
3. Siblings of existing students who are not residents of the District are given preference next by lottery and are admitted according to available space.

4. Children of teachers and staff (not to exceed 10% of total enrollment) who are not residents of the District are given preference next by lottery and are admitted according to available space.

5. All other applicants do not receive preference and are admitted according to available space.

Admission Process and Enrollment Timeline

Extera Public School is an open enrollment, tuition-free public school with no specific requirements for admission. To be included in the admissions lottery, if necessary, families must submit a Lottery Form during the open enrollment period that includes the student’s name, entering grade level, birthday, whether or not the student is a sibling of an existing student, and contact information for the family. The Extera Public School application process includes:

1. Open Enrollment Period (first business day after January 1st through the last business day in March)
   a. Parent Information Meetings and School Tours (various dates January through March)
   b. Completion of the Lottery Form

2. Random Public Drawing (conducted within five business days after the close of the Open Enrollment Period)
   a. Lottery (if necessary)
   b. Notification of selected families

3. Enrollment Packet (within two weeks of lottery)
   a. Acceptance letter signed and mailed to school by parent/guardian
   b. Completion of all necessary enrollment paperwork Enrollment Packet (see Appendix N), and including but not limited to:
      1. Proof of age
      2. Immunization records
      3. Home language survey
      4. Emergency medical information

4. New Parent Orientation Meetings
   a. During the week prior to the start of school, parents of students who are new to Exera are invited to attend an orientation meeting to learn more about the school’s academic program, the procedures and policies contained within the Parent Handbook, meals program, and parent involvement. Parents of new students are strongly encouraged to attend. In addition, parents and students have the opportunity to familiarize themselves with the school campus.

Open Enrollment

Extera Public School
Open enrollment occurs beginning the first business day after January 1 each year and continue through the last business day of March of the same year. All interested families are required to submit a completed Lottery Form directly to the school before 4:30 p.m. on the date of the annual open enrollment deadline. Lottery Forms that are submitted during the Open Enrollment period are date-and-time-stamped upon receipt, and the names of students who apply are added to a roster to track the receipt of completed forms and to ensure that all applicants are included in the enrollment lottery, if required. Families who apply after the open enrollment deadline will be added to the wait list generated by the lottery (if necessary) in the order the Application for Enrollment forms are received. Application materials are made available in English and Spanish. The open enrollment period is advertised in English and Spanish through flyers, post cards, and other media in the communities of Boyle Heights and East Los Angeles, the targeted communities that Extera Public School serves. Recruitment presentations and informational meetings for parents are conducted throughout these communities at day care centers, pre-schools, community organizations, and other locales. Open enrollment is also announced on the school’s website. When feasible, Extera Public School informs parents about enrollment using local Spanish and English newspapers and radio.

Following the open enrollment period, applications are counted to determine if any grade level has received a number of applications that exceeds available seats. In this event, the school conducts a public random drawing to determine enrollment for the impacted grade level.

Vacancies that occur during the school year will be filled according to the wait list. When an offer occurs during the school year, families will be contacted by the Charter School’s recruitment coordinator or office staff in the order of the wait list and will typically be given three business days to decide whether or not to accept a space at the school. Acceptance must be perfected in writing to school site administrator or office manager, via either electronic mail, U.S. mail, or in person. In the event that no such wait list exists where the space is available, the space will be made available on a first come, first served basis to the next applicant at the appropriate grade level.

Public Random Drawing Should the number of pupils who wish to attend the Charter School exceed the school’s capacity, attendance (except for existing pupils of the charter school) will be determined by a public random drawing in accordance with Education Code § 47605(d)(2)(B). If a lottery is held it shall follow the policy and procedure set forth in the Charter School’s approved petition. Lottery rules, deadlines, and the date and time for the public random drawing will be communicated via the Lottery Form and the Extera Public School website. Public notice will be posted on the Extera Public School website and at the Charter School’s physical locations regarding the date and time of the public drawing.

The Extera Public School School Site Administrator and at least one other Charter School employee will conduct the admissions lottery as a public event to ensure that lottery procedures are fairly executed. To maintain confidentiality, the student's first name and last name initial will be used during the lottery process. In the event that two students have the same name, birth date (month and day only) will be included to distinguish between students. Procedures include announcing each applicant's name and lottery number; recording the number on paper; and entering the number in the school's database.
The Extera Public School lottery will occur each year within five (5) business days following the close of
the open enrollment period. The lottery will be conducted at a time that is convenient for most interested
parties and will be open to the public. The school will inform parents of all applicants and all interested
parties of the rules to be followed during the lottery process, location, date and time of the lottery via
mail at least two weeks prior to the lottery date. The school will choose a date and time for the lottery
when interested parties are most likely to be able to attend. The lottery will be held at the school site.

The random public lottery determines applicants' waitlist status. Those who apply after the lottery
deadline are added to the end of the lottery waitlist in the order they are received. Offers for openings
are made in waitlist number order until the spots are filled or the waitlist is exhausted.

Initial rounds of offers are made by mail, while any subsequent offers are made through contacting
applicants by phone. When an offer is made, Extera Public School will typically request that applicants
notify the school in writing, either via electronic mail, regular mail, or in person within three business days
to indicate whether or not they will accept; if offers are declined or applicants do not respond, the spot is
then offered to the next applicant on the waitlist.

The waitlist remains active for the academic school year, and applications are only valid for the current
academic year. Applicants must reapply for the lottery annually if the school is unable to offer them
admission for the current year.

The Extera Public School administration records all dates and dialogue regarding admissions activity for
each applicant and maintains that information within the Charter School's database. The manual record
of all lottery participants and their assigned lottery numbers is physically filed in the School's main office
on the campus where the greatest number of students attend, and lottery results and waiting lists are
readily available in the School’s main office for inspection upon request. Each applicant's enrollment
application is kept on file for the academic year with his or her assigned lottery number in the school
database and on his or her enrollment application.
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)(l)

The annual audit shall be conducted in compliance with Education Code section 47605(b)(5)(l) 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 Charter School’s Calendar
h. Statistical Report – monthly according to Charter School’s Calendar of Reports
   In addition:
   • P1, first week of January
   • 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

Budgets
Each spring Extera Public School will establish an annual budget, monthly cash flow projections, and a three-year financial projection. The CEO will prepare the budget and work with the Finance Committee of the Board to ensure the budget meets the programmatic needs of the school within the anticipated revenue. The annual budget will include all estimated revenues and expenditures for the year and will also include ample reserves to accommodate cash flow challenges. At this time, a number of contingency budgets will be prepared to provide a framework in the case of an unexpected increase in expenses or cut in revenue. The budget development process will begin in March of the preceding fiscal year and continue through the Governor’s May revisions of the State budget. The budget and three-year projections will then be presented to the Extera Public School Board of Directors for discussion and approval.

The CEO and Finance Committee will review monthly cash flow statements and will present comprehensive budget updates to the Board at least four times each fiscal year. The CEO and Board of Extera Public School
Directors will also recommend formal budget revisions as needed to ensure financial stability and adequate cash flow. The Extera Public School Board will create formal policies regarding the deposit of funds, investment procedures, and internal financial controls. Extera Public School’s first year operational budget, as well as cash flow and financial projections for the first five years can be found in Appendix H.

**Business Management**

The CEO of Extera Public Schools will assume the lead responsibility for financial matters at the school under the policies adopted by and oversight provided by the school’s Board of Directors. The CEO will work with the CEO and/or office manager to manage the day-to-day financial management needs of the school. Extera Public School has contracted with ExED, a non-profit provider of charter school business management services, for back office support. The school selected ExED based on experience, comparative cost analysis with organizations that offer similar services, and customer satisfaction.

The CEO and/or COO will work with the back office support provider to manage the school’s financial operations. Contracted services may include, but are not limited to, budgeting, fiscal planning, vendor services, personnel and payroll, accounts payable, attendance tracking systems, completion and submission of compliance reports, and monitoring adherence to the charter process and laws.

Extera Public School and ExED, the contracted business services provider, will employ all Generally Accepted Accounting Principles (GAAP).

**Annual Audit Procedures**

Each fiscal year an independent auditor conducts an audit of the financial affairs of Extera Public School to verify the accuracy of the school’s financial statements, attendance and enrollment accounting practices, and review the school’s internal controls.

To the extent required under applicable federal laws for audits of the major federal programs, the audit scope is expanded 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.

Extera Public School engages an independent public accountant with education finance experience certified by the State of California and approved by the State Controller on its published list as an educational audit provider, to audit the school’s financial statements in accordance with Generally Accepted Auditing standards and the audit guide issued by the Controller of the State of California. The Extera Public School Board of Directors is responsible for contracting and overseeing the independent audit. The school gathers, prepares, and organizes documents, materials, and other information as requested by the independent auditor. Fiscal statements audited by the auditor, who is a Certified Public Accountant, are submitted to the District the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The CEO of Extera Public Schools is responsible for
ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline. The CEO also reviews any audit exceptions or deficiencies and reports to the Charter School Board of Directors with recommendations on how to resolve them. The CEO is responsible for presenting a corrective action plan to address audit exceptions or deficiencies to the Charter School Board of Directors. The Charter School Board of Directors will direct the CEO to address and resolve any deficiencies, findings, material weaknesses, and audit exceptions to ensure sound fiscal operations. The Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the District. The CEO will provide a final copy of the audit to LAUSD, LACOE and the CDE as required, by the December 15 annual deadline. The independent financial audit of the Charter School is public record to be provided to the public upon request.

Extera Public School will use all revenue received from the state and federal sources only for the educational services specified in the charter for the students enrolled and attending the charter school. Other sources of funding must be used in accordance with applicable state and federal statutes, and their terms and conditions, if any, of any grant or donation.

Extera Public School will develop and maintain internal fiscal control policies governing all financial activities.
ELEMENT 10: STUDENT SUSPENSION AND EXPULSION PROCEDURES

“Procedures by which pupils can be suspended or expelled.” Ed. Code § 47605(b)(5)(J)

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 comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of 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 establish and implement policies and procedures to ensure full 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 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 section 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.
**Discipline Policy**

Extera Public School creates a safe and nurturing school environment where students are able to focus on learning. The school’s goal is for all students to be present at school and ready to learn every day for the entire day. To that end, Extera Public School strives to develop and maintain a school culture that reinforces positive behavior and eliminates the distractions caused by student misbehavior. Expectations for appropriate behavior are clearly articulated to students and families during orientation meetings and are provided annually as written policy in the Student and Family Handbook.

**Schoolwide Positive Behavior Support and Professional Development**

Effective teaching and modeling of school appropriate behavior is the responsibility of every adult at Extera. Effective school discipline includes the establishment of high standards of behavior, time for students to learn appropriate behavior, and fair and appropriate consequences for failure to meet behavior standards. Students share in the responsibility to uphold and respect the high standards of school behavior that contribute to the ability of all to learn. Effective discipline maximizes the amount of time student and staff spent on effective teaching and learning and minimizes the amount of student and staff attention directed toward behavior that disrupts the learning process. Effective discipline also considers the age and development of the student in framing instruction of appropriate behavior and consequences for misbehavior. It is educational not punitive and includes building relationships and using restorative practices to reengage students in their learning community.

Extera teachers receive training during professional development meetings on how to use effective classroom management strategies to maximize instruction and minimize student misbehavior and how to work successfully with students whose behavior is disruptive and/or non-compliant. Extera teachers employ positive and negative consequences as appropriate when students do not adhere to stated expectations for behavior. Students who violate the school’s rules may expect consequences for their behavior. Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Encouragement to reinforce changed behavior
- Individual conference with the teacher
- Modeling and rewarding integrity and honesty
- Lost or delayed privileges
- Individual behavior contract
- Earned privileges or incentives
- Referral to the school site administrator or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Suspension
- Expulsion

**Tiered Behavior Intervention, Including Alternatives to Suspension**

Extera implements Restorative Justice practices in conjunction with school-wide positive behavior intervention and support which promote trust and respect in relationships, setting the foundation for teaching and learning. The practices provide meaningful opportunities for students to develop self-discipline and positive behavior in a caring and supportive environment. The Restorative Justice model is a three-tiered model of prevention, intervention, and reentry in response to conflict and/or harm.
The first tier is prevention. Students are introduced and taught the school wide expectations during the first three weeks of school. Behaviors are reinforced and modeled throughout the year and lessons are revisited as necessary. These lessons and expectations are reinforced by all staff members on campus on a daily basis. Additionally, relationships based on trust and respect are developed between students and staff helping to strengthen the school culture.

When a student engages in a behavior that does not match school-wide expectations, teachers and staff members use a variety of strategies to redirect the behavior. The following illustrates Level I behaviors and possible responses:

<table>
<thead>
<tr>
<th>Level I Behaviors*</th>
<th>Level I Responses*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-task/not focused, not keeping hands to him/herself, name calling, passing notes, visible electronic devices/ear buds, excessive noise making, out of seat, excessive talking, chewing gum/eating/drinking in class, throwing objects, yelling, not following directions, inappropriate/vulgar comments, out of uniform</td>
<td>Restate rules/expectations, redirect student, model and provide examples, proximity, precise praise, move students’ seat, have student repeat behavior correctly, speak to the student privately, use positive framing</td>
</tr>
</tbody>
</table>
Tier II encompasses a smaller group of students (15-20%) who require a more intensive intervention in order to consistently follow behavioral expectations. Tier III students (about 5%) require the most intensive interventions for progress toward mastery of behavioral skills. The following table illustrates possible Tier II and Tier III behaviors as well as possible responses and/or consequences.
<table>
<thead>
<tr>
<th>Level II Behaviors*</th>
<th>Level II Responses*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeated Level I behaviors with little positive response to Level I responses, rude or disrespectful behavior, throwing dangerous objects, horseplay, profanity, verbal harassment, no show for detention or reflection, violation of safety rules, committing dangerous acts, lying or misleading staff, misuse of school property, bullying, threatening bodily harm, severe tardiness</td>
<td>Peer mediation/ conflict resolution, detention/reflection in classroom (arranged by teacher), phone call to parent (best used in tandem with other responses), parent conference with or without admin, parent supervision, referral to counselor, referral to admin, student/teacher conference with admin, establishment of behavior tracker or daily check in, admin detention request, pre-suspension conference, confiscation, Saturday School, lunch detention, school beautification, parent/student conference, SST referral, home visit, buddy classroom/teacher, school based mentor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level III Behaviors*</th>
<th>Level III Responses*: Immediate Office Referral and Incident Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeated Level II behaviors with little positive response to Level II responses, vandalism, using force against another student or staff member, leaving class or otherwise designated area without permission, weapons possession, drug possession, use, or distribution, fighting, threatening violence, participating in group violence, leaving school premises without permission, theft or possession of stolen property, lewd or indecent behavior, posting of slanderous, humiliating, bullying, or threatening materials around school or the internet, racist, sexist, sexually inappropriate, or other hateful speech towards students or staff, spitting on another, intoxication, any dangerous or illegal activity</td>
<td>The following will serve as alternatives to suspension/expulsion: Parent/student conference, SST referral, individual behavior student contract, CPS (Collaborative Problem Solving) support plan, home visit, parent supervision, individual counseling, referral to drug counseling, community service, threat assessment, school based mentors, multi-agency collaboration</td>
</tr>
<tr>
<td></td>
<td>Additionally, the following responses can be considered: In school suspension, out of school suspension, expulsion</td>
</tr>
</tbody>
</table>

*It is important to note that these lists are examples of behaviors and responses; not all behaviors and responses are listed. Depending on the severity of the infraction, suspension and law enforcement intervention may be the legally required consequence.
It is important to note that all school stakeholders have a vested interest in creating a positive and safe learning environment for all students and staff.

Extera’s formal discipline policy seeks to reinforce the strength of the school’s culture and to protect the safety and best interests of the school’s students and staff. It describes progressive disciplinary measures, grounds for suspension and expulsion, minimum and maximum number of consecutive days of suspension, notification process to parents of suspension, reason for suspension, appeal process, length of suspension, provision for student’s education while suspended, and other pertinent details regarding the discipline policy.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments (as described under Level III Responses above), suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed upon by the Charter School and the student and parent, during the period of suspension or expulsion.

Any student who engages in repeated violations of the school’s behavioral expectations will be required to attend a meeting with the school’s staff and the student’s parents. The consequence for not attending this meeting is the relinquishment of an opportunity to be heard for the student and parent. The school will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion. The Charter School will support students who have engaged in repeated acts of misconduct using the tiered strategies outlined above.
Charter School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

**In-School Suspension**

If deemed necessary, Extera will use In-School Suspension for Level III behaviors, and it will be overseen by the School Site Administrator. Teachers will assign work and meet with the student before school, after school, or during their prep period. The maximum number of days of in-school suspension will not exceed two days per incident and five days in one academic year.

**Grounds for Suspension and Expulsion**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

**Cause for Suspension and Expulsion**

A student may be suspended or recommended for expulsion for any of the following reasons:

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

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

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as 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) Stole 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 cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property.

l) Possessed an imitation firearm, i.e.: 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.

m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation 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 section, “hazing” does not include athletic events or school-sanctioned events.
q) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person
of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited to:
   (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
   (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
   (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) 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, 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 (1).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Site Administrator or designee’s concurrence.
Students will receive a mandatory recommendation for expulsion for any of the following reasons, unless the CEO and Board of Directors finds that expulsion is inappropriate based on the recommendation of the school site administrator due to the particular circumstance:

- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the school site administrator or the designee of the school site administrator. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of the charter school.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- Possession of an explosive

Process for Suspension and/or Expulsion

**Step 1: Informal Conference**
Suspension shall be preceded by an informal conference conducted School Site Administrator, with the student and the student’s parents. The conference may be omitted if the CEO and/or School Site Administrator determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. The student and parent will have 24 hours to respond to the allegations before him/her prior to the issuance of discipline.

**Step 2: Notice to Parents**
Parents and students will have due process rights with regards to suspensions and expulsions. At the time of a student’s suspension, the School Site Administrator or designee shall make a reasonable effort to contact the parents by telephone or in person. Initial contact will be followed by a written notice. This notice will state the specific offense(s) committed by the student. In addition, the notice will also state the date and time the student may return to school. If the school officials wish to confer with the parents regarding matters pertinent to the suspension, the notice may note that the parents are strongly encouraged to respond without delay, and that violation of school rules can result in expulsion from the school.

**Step 3: Determination of Length of Suspension**
The length of the suspension will be determined by the CEO and/or School Site Administrator based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant
factors. The length of suspension for students may not exceed a period of 5 continuous days unless the suspension is extended pending an expulsion hearing. A student may be suspended from school for not more than 20 school days in any school year. (Students with an IEP may not be suspended for more than 10 days in any school year.) This restriction on the number of days of suspension does not apply, however, when the suspension is extended pending an expulsion.

Arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension or pending an expulsion hearing. Suspended students/parents will be able to communicate with designated classroom teacher(s) or administrator(s) for any questions and for evaluation of work, and shall receive homework assignments during their suspension and be provided the opportunity to make up any missed exams.

**Step 4: Suspension Appeal**

If after the suspension conference, the pupil’s parent/guardian believes the suspension is not justifiable, he or she may appeal the suspension in writing to the School Site Administrator. The written request for appeal must be submitted within (5) school days following the last day of the student’s suspension. The School Site Administrator or designee shall provide the “Suspension Appeal Form” and advise the parent/guardian of the following appeal process:

Within five (5) school days following the last day of the student’s suspension, the parent shall submit to the School Site Administrator the suspension appeal packet including:

a) The “Student Suspension Appeal Form” with a clear description of the complaint.
b) The initial suspension documents.
c) Any supporting evidence for the appeal.
d) Unless impracticable under the circumstances, within five (5) school days of receiving the appeal packet from the parent/guardian, the School Site Administrator or designee shall form a Suspension Appeal Committee of three (3) certificated member(s) to conduct the suspension appeal review. The Appeal Committee shall not include the School Site Administrator, the pupil’s current teacher or any other administrator involved in recommending suspension.
e) The School Site Administrator or designee shall provide the Appeal Committee with the documents submitted by the parent/guardian, along with the pupil’s discipline file and any other relevant information available about the suspension. The Appeal Committee shall review the documents submitted by the school and the parent/guardian. The review will be limited to the documents available and no hearing shall take place.
f) Within three (3) school days of the review, the Appeal Committee shall issue a written decision of the appeal. The results of the appeal are not limited to:
   1. Uphold the suspension in all respects.
   2. Modify the suspension imposed (e.g., reduce the suspension duration).
   3. Overturn the suspension and expunge the suspension from the student’s records.
The School Site Administrator or designee shall mail the decision of the Suspension Appeal Committee to the parent/guardian. The Appeal Committee’s decision is final. Parent/guardian’s written objections to the appeal decision may be included in the student’s discipline records if the parent/guardian requests this in writing.

If the parent/guardian files the appeal of suspension while the student is undergoing an expulsion process, the suspension appeal shall be considered by the expulsion hearing panel. The suspension shall remain in effect, consistent with the expulsion procedures outlined below.

**Step 5: Recommendations for Expulsion**

If the School Site Administrator recommends expulsion, the student and the student’s parents will be invited to a conference to determine if the suspension for the In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference. Any extension will not exceed thirty (30) school days, unless a continuance of the hearing is requested by and granted to the parents.

This determination is made by the School Site Administrator upon either of the following: 1) the pupil’s presence is disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension is extended pending the results of an expulsion hearing. The student will have the opportunity to complete instructional activities missed due to his or her suspension and is able to communicate with designated school staff for any questions and for evaluation of work. Suspended students (or their parents) are able to communicate with designated classrooms teacher(s) or administrator(s) for any questions and for evaluation of work, and shall receive homework assignments during their suspension and be provided the opportunity to make up any missed exams.

**Step 6: Expulsion Hearing**

Students recommended for expulsion will be entitled to a hearing before an Administrative Panel to determine whether or not the student should be expelled. Unless postponed for good cause by the student/parent or the Charter School, the hearing, if requested, will be held within 30 days after the CEO and/or School Site Administrator determines that an act subject to expulsion has occurred and a recommendation for expulsion is made.

A student may be expelled following a hearing before an Administrative Panel to be assigned by the Board. The Administrative Panel will consist of three members or 5 members who are certificated administrators from other charter schools and teachers from the school site who are not teachers of the pupil or teachers involved in the incident.
The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing will be forwarded by the CEO/School Site Administrator or designee to the student and the student’s parents at least 10 calendar days before the date of the hearing. This notice will be sent in English and the family’s home language, if different, and will include:

- The date and place of the hearing
- A statement of the specific facts, charges and offense(s) upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student’s parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel
- The right to examine and acquire copies of all documents to be used at the hearing
- The opportunity to cross-examine all witnesses that testify at the hearing
- The opportunity to present evidence and witnesses on behalf of the student and the right to postpone the hearing

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil/parent.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

3. At the discretion of the Administrative Panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand/area where the witness will be seated during the hearing.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the Charter School. The Administrative Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Administrative Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Administrative Panel from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing
that extraordinary circumstances exist requiring the evidence be heard. Before such a
determination regarding extraordinary circumstance can be made, the witness shall be provided
notice and an opportunity to present opposition to the introduction of the evidence. In the
hearing on the admissibility of the evidence, the complaining witness shall be entitled to be
represented by a parent, legal counsel, or other support person. Reputation or opinion evidence
regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic
recording, as long as a reasonably accurate and complete written transcription of the proceedings can be
made. A copy of the recording is available to the pupil, parent, or guardian with five (5) business days of a
written request.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used
as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious
affairs. A recommendation by the Administrative Panel to expel must be supported by substantial
evidence, presented during the hearing, that the student committed an expellable offense. Findings of
fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision
to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from
witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony
at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the Administrative Panel shall be in the form of written findings of fact. The final decision
by the Administrative Panel shall be made within five (5) school days following the conclusion of the
hearing.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned
to his/her educational program.

Written Notice to Expel

The CEO/School Site Administrator or designee following a decision of the Administrative Panel to expel
shall send written notice of the decision to expel, including the Administrative Panel’s adopted findings of
fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific
offense committed by the student; Notice of the student’s or parent/guardian’s obligation to inform any
new district in which the student seeks to enroll of the student’s status with the Charter School; Notice of
any appeal options; and information about alternative placement options. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion, including but not limited to assisting parents/guardians with referrals to the school district of residence or County Office of Education.

The CEO or designee shall send a copy of the written notice of the decision to expel to the LAUSD. This notice shall include the following: a) The student’s name b) The specific expellable offense committed by the student.

**Appeal of Expulsion**

**Right to Appeal**

If a pupil is expelled, the pupil or the pupil's parent or guardian may, within 15 school days following receipt of notice of the decision of the Administrative Panel to expel, file a written appeal by making a written request and submitting it to the Board, requesting the Board reconsider the expulsion determination.

If appealed, the Board shall hold an appeal’s hearing within twenty (20) school days following the filing of a formal request under this section. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing. The School Site Administrator or designee will send written notice to the student or parent/guardian of the Board’s decision within three (3) school days of the appeal hearing. The Charter School Board’s decision to uphold the administrative panel’s decision to expel shall be final.

The pupil may submit a written request for a copy of the written transcripts and supporting documents from the Charter School simultaneously with the filing of the notice of appeal. The Charter School shall provide the pupil with the transcriptions, supporting documents, and records within 10 schooldays following the pupil's written request, unless impracticable.

**Closed session**

The Board shall hear an appeal of an expulsion order in closed session. During closed session, if the Board admits any representative of the pupil or the School, the Board shall, at the same time, admit representatives from the opposing party.
ELEMENT 11: RETIREMENT PROGRAMS

“The manner by which staff members of the charter school will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.”

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, notwithstanding any provision in Element 16 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, per applicable legal and retirement plan requirements.

Certificated Staff Members

Extera teachers and certificated staff participate in the State Teachers’ Retirement System (STRS). The Charter School works directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data. All withholdings from employees and Extera Public School are forwarded to the STRS Fund as required. Employees accumulate service credit years in the same manner as all other members of STRS. For full-time certificated employees who participate in the State Teacher Retirement System (STRS), employees contribute the required percentage, and Extera contributes the employer’s portion as required by STRS.

Classified Staff Members and Other Staff Members

Non-certificated and other Extera Public School employees participate in the federal Social Security system in accordance with applicable law.
Oversight of Benefits

Extera has contracted with ExEd to handle our payroll and accounting services. The CEO is responsible for ensuring appropriate arrangements for coverage have been made.
ELEMENT 12: PUBLIC SCHOOL 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)

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

No student may be required to attend the Charter School. Extera Public School is a school of choice that is open to anyone in the State of California. Those students who choose not to attend Extera Public School but who live within the LAUSD attendance area will have the right to attend any other school in the attendance area served by LAUSD in keeping with existing enrollment policies of the district. Alternatives to Extera Public School for these students living within the LAUSD attendance area will be the same as those offered to all other students currently residing in the district. The parent or guardian of each student enrolled in the charter school shall be informed on admissions forms that the students have no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such right is extended by the local education agency.
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)

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 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 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:

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 to the District and Charter School shall be addressed respectively as follows:

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

Chief Executive Officer
Extera Public School
2226 E. 3rd Street
Los Angeles, CA 90033
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 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.

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 § 3540) of division 4 of Title 1 of the Government Code).” Ed. Code § 47605(b)(5)(O)

Charter School is deemed the exclusive public school employer of all employees of 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

“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 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 Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Education 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 (subject to the provisions of Education Code section 47607(i)) 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 *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, 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**

Prior to or at the time of 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 designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise 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 LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor 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 Charter 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 Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, 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 Charter 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 closure of Charter School
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/guardians of all students, and all majority age and emancipated minor students, 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 of all students, and all majority age and emancipated minor 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 closure of Charter School

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 the closure of Charter School, 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.

**Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District 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, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring student records to 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 in accordance with the District procedures applicable at the time of closure. 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 also shall 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 or otherwise in accordance with District procedures.

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 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, Charter 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 in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities 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 Charter 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 Charter School.

This audit may serve as Charter 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 Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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 Charter 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 time frame and method by which Charter 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 authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees 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 reserves 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 District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District 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 District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise
comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District 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 District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).
The use agreements provided by the District for District 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 District 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. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: The District 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 District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities**
  (i) **Pro Rata Share**: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools 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 the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District 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 District facilities with another user, the District shall provide the operations and maintenance services for the District 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 District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it 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 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**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. 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.
Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies 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 Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. 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.
Coverrages 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 Its 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.

**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:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

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 Charter 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.

Third Party Contracts
Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

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. (Ed. Code § 47612(b).)
Local Control and Accountability Plan

In accordance with California Education Code sections 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 section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)
Los Angeles Unified School District

Addendum

District Required Language for Independent Charter School

Petitions (New and Renewal) and Material Revisions
Assurances and Affirmations

[Charter School] (also referred to herein as “[short form of school name]” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)

- Not charge tuition. (Ed. Code § 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. (Ed. Code § 47605(d)(1).)

- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)

- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, 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. (Ed. Code § 47605(d)(3).)

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

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 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 Charter element or section. The final section of the Charter provides 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 may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
Element 1 – The Educational Program

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

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

“If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

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 shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 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 section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 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.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.
**Transitional Kindergarten**

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

**WASC Accreditation**

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

**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 Charter 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 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 Charter 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

Each year, Charter School shall provide to the CSD a report on its annual 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/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners 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 Charter 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
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 (“SELP”) 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 section 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 had 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 do not have 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 (“OIM”) required format in accordance with the OIM’s required timelines and 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.

- **Statewide Assessment Data (Including Charter Schools)**
  
  The usual file including District ID.

- **Norm day**
  
  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 (Including Charter Schools)**
  
  All Students enrolled as of December 1 of each school year

  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 (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 (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 which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS in compliance with the requirements of the MCD and applicable timelines and upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
Element 2 – Measurable Pupil Outcomes and  
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“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.” (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.” (Ed. Code § 47605(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, 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, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. 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, 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 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 the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School 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. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

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

Legal and Policy Compliance

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

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

All employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees or councils, Charter 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.
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 that 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 but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

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. Charter School shall provide the District with current and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of charter, is received or discovered by the District, Charter School
shall cooperate with any resulting inquiry and/or 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 (CSD) in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

**STUDENT RECORDS**

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

**PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.
Element 5 – Employee Qualifications

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

**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, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, 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.

**ESEA/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 applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.
Element 6 – Health and Safety Procedures

“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 Section 44237.” (Ed. Code § 47605(b)(5)(F).)

**HEALTH, SAFETY AND EMERGENCY PLAN**

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or 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) and Education Code section 49060 et seq. at all times.

**CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest
notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, 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 student immunization, health examination, and health screening records on file.

**SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.
Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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 the District’s goal. 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 Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

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 Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (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, qualifications and 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 all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
• Notify each individual parent, in a timely manner, if and when 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
• Participate in any applicable federal program monitoring conducted by the California Department of Education
• Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.
Element 8 – Admission Requirements

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

**DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

**HOMELESS AND FOSTER YOUTH**

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 Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

**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 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)(l).)

The annual audit shall be conducted in compliance with Education Code section 47605(b)(5)(l) 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:

k. Provisional Budget – Spring prior to operating fiscal year  
l. Final Budget – July of the budget fiscal year  
m. First Interim Projections – November of operating fiscal year  
n. Second Interim Projections – February of operating fiscal year  
o. Unaudited Actuals – July following the end of the fiscal year  
p. Audited Actuals – December 15 following the end of the fiscal year  
q. Classification Report – monthly according to Charter School’s Calendar  
r. Statistical Report – monthly according to Charter School’s Calendar of Reports  
In addition:
  • P1, first week of January  
  • P2, first week of April  
s. Instructional Calendar – annually five weeks prior to first day of instruction  
t. Other reports as requested by the District
Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J.).)

**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 comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of 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 establish and implement policies and procedures to ensure full 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 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:
C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
D. 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:
  C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  D. 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 section 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 – Employee Retirement Systems

“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 § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, notwithstanding any provision in Element 16 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, per applicable legal and retirement plan requirements.
Element 12 – Public School 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).)

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers 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).)

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 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 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 to the District and Charter School shall be addressed respectively as follows:

Director
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 5:00p.m., or otherwise on the business day...
following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c)
if by mail, two (2) business days after deposit in the U.S. Mail.

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

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

Charter School is deemed the exclusive public school employer of all employees of 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

“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 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 Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Education 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 (subject to the provisions of Education Code section 47607(i)) 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 Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, 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
Prior to or at the time of 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 designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise 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 LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor 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 Charter 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 Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, 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 Charter 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 closure of Charter School
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/guardians of all students, and all majority age and emancipated minor students, 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 of all students, and all majority age and emancipated minor 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:

4. The effective date of the closure of Charter School
5. The name(s) and contact information for the person(s) handling inquiries regarding the closure
6. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, 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.

**Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District 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, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring student records to 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 in accordance with the District procedures applicable at the time of closure. 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 also shall 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 or otherwise in accordance with District procedures.

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 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, Charter 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 in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

Financial Close-Out
After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities 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 Charter 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 Charter School.

This audit may serve as Charter 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 Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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 Charter 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 time frame and method by which Charter 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:

f. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

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

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

j. 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 authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees 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 reserves 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 District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District 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 District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.
Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District 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 District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District 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 District 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. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter
Extera Public 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 District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities**: 
  
  (iii) **Pro Rata Share**: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools 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 the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District 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 District facilities with another user, the District shall provide the operations and maintenance services for the District 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 District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. **NOTWITHSTANDING THE FOREGOING,** the District shall provide all services for regulatory inspections which as the owner of the real property it 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 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**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. 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.

**Facility Compliance:** Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies 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 Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file
readily accessible records that document facilities compliance and provide such documentation to the
CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section
17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the
Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. 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.

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

10. 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.

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

12. 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 Its 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.

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:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

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 Charter 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.

**Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

**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. (Ed. Code § 47612(b).)
Local Control and Accountability Plan
In accordance with California Education Code sections 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 section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)