Extera Public School No. 2

CHARTER FOR FIVE-YEAR TERM

(July 1, 2018 – June 30, 2023)

RENEWAL PETITION

SUBMITTED TO THE LOS ANGELES UNIFIED SCHOOL DISTRICT
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Assurances, Affirmations, and Declarations

Extera Public School No. 2 (also referred to herein as “EPS2” 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); Ed. Code § 220.)

- 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 pupils 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).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the 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.

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances, Affirmations, and Declarations section 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

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

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

“If the proposed charter 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 (2013) (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 local control and accountability plan and annual update to the local control and accountability plan.” (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.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School’s core academic 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, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan or Charter School’s own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School’s EL program, and shall address the following:

- How Charter School’s EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTEls) with an effective English language acquisition program as well as meaningful and equitable access to Charter School’s core academic curriculum
- How English Learners’ specific 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 evaluation of the effectiveness of its EL program. 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 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 School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School’s inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPÁ") Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).
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). As a single-District SELPA, the District has created two charter 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 for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section 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 charter 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, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

• **Statewide Assessment Data**

  The standard file including District ID.

• **Norm day**

  District ID, SSIS 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**

• **All Students enrolled as of December 1 of each school year**

  District ID, SSIS 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**

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

• **Monthly SESAC and Suspension data**

• **Graduation roster from all charter schools with 12th grade students with disabilities**
The MCD requires charter schools to implement the District’s integrated student information system, which is currently 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 directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

**GENERAL INFORMATION**

<table>
<thead>
<tr>
<th>Item</th>
<th>Details</th>
</tr>
</thead>
</table>
| The contact person for Charter School is: | Monica Salas, School Director  
Lucrecia Villamar, School Director |
| The contact address for Charter School is: | 1015 S. Lorena Street, LA 90023  
4112 E. Olympic Blvd, LA 90023 |
| The contact phone number for Charter School is: | 323-263-3600  
323-981-7045 |
| The proposed address or ZIP Code of the target community to be served by Charter School is: | Boyle Heights/East Los Angeles - 90023 |
| This location is in LAUSD Board District: | 2 |
| This location is in LAUSD Local District: | East |
| The grade configuration of Charter School is: | TK-5 |
| The number of students in the first year will be: | 432 |
| The grade level(s) of the students in the first year will be: | TK-5 |
| Charter School’s scheduled first day of instruction in 2016-2017 is: | August 13, 2018 |
| The enrollment capacity is:  
(Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.) | 432 |
| 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 – 2:55 pm M,Tu,Th,F  
8:00 am – 1:55 pm Wed |
| The term of this Charter shall be from: | July 1, 2018 to June 30, 2023 |
“Let nature be your teacher.”

– William Wordsworth

The mission of Extera Public School No. 2 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 No. 2 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 No. 2 personalizes the instructional program to meet the needs of every child. The small school environment ensures that the unique academic and social needs of each student are recognized and supported in a school setting that nurtures their potential. Another critical aspect of that support is an expanded opportunity to learn. The school calendar offers 195 days of instruction, which exceeds state requirements and provides increased access to the school’s core instructional program, increasing chances for long-term success in school and decreasing the likelihood of school failure. This approach differs from other traditional approaches to extended learning, such as summer school or after school programs, because the days are added to the annual instructional calendar, and students are with their regular classroom teachers for the increased learning opportunities. Students who attend Extera Public School No. 2 from kindergarten through fifth grade receive 391,950 instructional minutes (65,325 annually), which is 96,750 instructional minutes above state requirements (based on 295,200 total instructional minutes TK-5). The increased instructional minutes and increased opportunity to learn translates into nearly two full years of additional instruction in the elementary grades.

EPS2’s model of excellence includes all members of the school community working in collaboration. Teachers engage in frequent, ongoing professional development and collaboration that is grounded in an improvement plan focused on identified student needs; student progress is continuously monitored by analyzing student achievement data that is a combination of project-based, teacher-created, publisher-developed, and standardized assessments (i.e. SBAC and MAP); instructional decisions for program improvement are data-driven; 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 No. 2 has developed continuing partnerships with the following organizations, among others:
<table>
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<tr>
<th>Community Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audubon Center:</strong> located off the Gold Line Metro and teaches visiting students about the local flora and fauna of Los Angeles.</td>
</tr>
<tr>
<td><strong>Benjamin Franklin Library:</strong> welcomes our students for private tours and library card registration; participates as a Boyle Heights History Hike gallery.</td>
</tr>
<tr>
<td><strong>Boyle Heights Historical Society:</strong> provides guest speakers for classroom and school-wide events teaching students about the local history; participates at the Boyle Heights History Hike.</td>
</tr>
<tr>
<td><strong>Breed Street Shul:</strong> oldest shul in Los Angeles and provides educational programming to visiting students about the Jewish immigrants that once lived and practiced in Boyle Heights; participates as a Boyle Heights History Hike gallery.</td>
</tr>
<tr>
<td><strong>Casa0101:</strong> provides theater classes and affordable theater experiences for students; participates as a Boyle Heights History Hike gallery.</td>
</tr>
<tr>
<td><strong>Councilman José Huizar’s Office:</strong> provides professional development space for our teachers and gives out free backpacks and school supplies to our students at the beginning of each year; participates as a Boyle Heights History Hike gallery.</td>
</tr>
<tr>
<td><strong>Espacio 1839:</strong> art gallery, radio station, and performance space that teaches students about having pride in your community; participates as a Boyle Heights History Hike gallery.</td>
</tr>
<tr>
<td><strong>Facha Patoto Studio &amp; Gallery:</strong> art gallery that teams up with classes to teach them about art curation; participates as a Boyle Heights History Hike gallery.</td>
</tr>
<tr>
<td><strong>Friends of the L.A. River:</strong> provides a “river rover” that travels to schools to teach our students about the L.A. River and hosts the annual clean up that our students participate in; participates at the Boyle Heights History Hike.</td>
</tr>
<tr>
<td><strong>From Lot to Spot:</strong> works to improve communities through finding uses for empty lots and teaches our students about their work; art gallery that teams up with classes to teach them about art curation; participates as a Boyle Heights History Hike gallery.</td>
</tr>
<tr>
<td><strong>Harmony Project:</strong> provides music classes to our students and hosts showcases of student talents for the community.</td>
</tr>
<tr>
<td><strong>Homeboy Industries:</strong> gang intervention organization that provides mentors to our students that are gang affiliated or at-risk; participates as a Boyle Heights History Hike gallery.</td>
</tr>
<tr>
<td><strong>Inner-City Arts:</strong> provides various art classes to our students through bi-weekly field trips.</td>
</tr>
<tr>
<td><strong>Japanese American National Museum:</strong> museum that teaches our students about the Japanese-American community that once populated Boyle Heights.</td>
</tr>
<tr>
<td><strong>Mariachi Plaza:</strong> community gathering place and Metro station that provides the central meeting place for the Boyle Heights History Hike.</td>
</tr>
<tr>
<td><strong>Self Help Graphics:</strong> community arts center that provides art classes to students and families in the community; participates at the Boyle Heights History Hike.</td>
</tr>
<tr>
<td><strong>Speak Out Against Bullying:</strong> performs assemblies for our students about identifying, stopping, and preventing bullying.</td>
</tr>
<tr>
<td><strong>The Garage Skate Shop:</strong> skate shop and tutoring center that serves our students; participates as a Boyle Heights History Hike gallery.</td>
</tr>
</tbody>
</table>

**USC:**
we have developed a partnership with their history department graduate students in which students decide what they want to learn about in their community and the USC students assemble “history-in-a-box” style lessons for teachers to teach students with. Our teachers collaborated with the USC graduate students on the lesson plans, student-friendly information, and contents of the boxes.
The above are just some of the many community partnerships with organizations that Extera Public School No. 2 has established to promote student learning and connections to the community. Listed below are examples of other community organizations with whom EPS2 has developed relationships that have benefited and empowered families by providing counseling support, parenting classes, food banks, and other social support services:

<table>
<thead>
<tr>
<th>Community Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alma Family Services:</td>
</tr>
<tr>
<td>provides counseling services to our students at school and in the home.</td>
</tr>
<tr>
<td>Altamed:</td>
</tr>
<tr>
<td>provides health education and maturation information to students and families.</td>
</tr>
<tr>
<td>East L.A. Community Corporation:</td>
</tr>
<tr>
<td>provides social services and community support to families.</td>
</tr>
<tr>
<td>ENKI East L.A. Youth and Family Services:</td>
</tr>
<tr>
<td>provides counseling services to our students and families at school and in the home.</td>
</tr>
<tr>
<td>Foundation for Early Childhood Education, Inc.:</td>
</tr>
<tr>
<td>provides information on the growth and development of children to families.</td>
</tr>
<tr>
<td>Girls Today, Women Tomorrow:</td>
</tr>
<tr>
<td>mentoring and after-school program for girls at our school:</td>
</tr>
<tr>
<td>provides leadership and empowerment opportunities to girls.</td>
</tr>
<tr>
<td>International Institute of Los Angeles:</td>
</tr>
<tr>
<td>provides social services to families.</td>
</tr>
<tr>
<td>Mexican American Opportunity Foundation:</td>
</tr>
<tr>
<td>provides social services to families.</td>
</tr>
<tr>
<td>Proyecto Pastoral at Dolores Mission:</td>
</tr>
<tr>
<td>provides social services to families.</td>
</tr>
<tr>
<td>White Memorial Hospital:</td>
</tr>
<tr>
<td>main hospital in our community and provides emergency services to our students and families. They also provide tours and information about their services to teachers.</td>
</tr>
</tbody>
</table>

Extera Public School No. 2 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 No. 2 requests that families strive to participate in the activities and events of the school, either as participants or volunteers, and encourages them to do so. 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 No. 2 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

Although we are now in our fifth year of operation, Extera Public School No. 2 actually has just two years of academic performance data and comparative performance indicators to analyze, with the 2015-2016 academic year being the first year that Extera Public School No. 2 administered the SBAC to one grade of students (3rd grade).

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grades Served</th>
<th>State Test</th>
<th>Notes</th>
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<tbody>
<tr>
<td>2013-2014</td>
<td>K-1</td>
<td>STAR</td>
<td>No testing grade at EPS2</td>
</tr>
<tr>
<td>2014-2015</td>
<td>K-2</td>
<td>No State Test</td>
<td>No scores statewide</td>
</tr>
<tr>
<td>2015-2016</td>
<td>K-3</td>
<td>SBAC/CAASPP</td>
<td>First year EPS2 administered a state test. Grade 3 only.</td>
</tr>
<tr>
<td>2016-2017</td>
<td>K-4</td>
<td>SBAC/CAASPP</td>
<td>Second year EPS2 administered a state test. Grades 3 and 4 only.</td>
</tr>
<tr>
<td>2017-2018</td>
<td>K-5</td>
<td>SBAC/CAASPP</td>
<td>Test results in August 2018.</td>
</tr>
</tbody>
</table>

The following CAASPP data analysis is based on the two years of available testing data for grades 3 and 4. We have taken into consideration our successes related to our innovative educational program and our successes in meeting the needs of specific student populations. We have also identified areas of where challenges were noted that we have improved upon or are actively working to improve upon.

Our analysis of the SBAC data will begin with English Language Arts (ELA) by looking at school-wide data, comparison data, and subgroup data. Then we will analyze our SBAC Mathematics results by looking at school-wide data, comparison data, and subgroup data.
Academic Performance Data:

**Success:** Over the past two years, EPS2 has demonstrated significant improvement with respect to academic performance in ELA on the SBAC. The percentage of students meeting and exceeding the English Language Arts (ELA) standard increased from 20% to 28.28%, representing a 40% increase. EPS2 scores also improved substantially over its co-located LAUSD schools (Lorena and Eastman) in the percentage of students who have met or exceeded the standard in ELA: Lorena Elementary scores increased from 26% to 27.48% and Eastman Elementary scores only improved from 20% to 20.05%. These results demonstrate that EPS2 is providing a high quality educational experience to students through appropriate use of our ELA curriculum, enhancing teaching with technology, and utilizing progress monitoring tools to differentiate teaching and learning, and it is serving local community needs, given that a majority of EPS2’s students walk to school and many would otherwise attend the co-located schools.

**Area of Challenge:** Despite early indications of success, EPS2 has set aggressive targets for academic improvement and recognizes that the data does not yet reflect our goals for student performance. In short, our area of challenge with this data is that we are aiming to perform even better than we have. Our school-wide academic goals, set forth by our Board of Directors, include increasing the number of students who meet and exceed the standard by 30% in 2017-18 and to outperform Resident Schools by at least 25%. Scoring among the comparative schools is not satisfactory: we want to better serve our students’ academic needs and propel them to exceed the performance of other local schools.
**Improvement Plan:** Based on our 2015-2016 and 2016-2017 data we have targeted ELA as a focus area for improvement over the next three years, with specific and targeted attention given to meeting the needs of our EL students. Our improvement plan includes a partnership with Growing Educators to provide professional development to all of our teachers in using Writer’s and Reader’s Workshop. We have created a three-year plan that began in August of this school year (2017-2018) with a focus on writing. We are also targeting our students who nearly met or did not meet grade level standard with an intervention program that occurs during the instructional day and after school. Credentialed Support Teachers are trained in the School’s intervention program to identify, assess, teach, and monitor students who need intervention, using the programs *Making Sense of Phonics* and *Read Naturally*.

**Academic Performance Data:**

![Academic Performance Data Chart](chart.png)

**Success:** As indicated previously, EPS2 has continued to improve its academic performance, increasing the percentage of students meeting and exceeding the English Language Arts (ELA) standard from 20% to 28.28%. We were able to move some students from the Nearly Met band to the Standard Met band because our Standard Exceeded band only changed by 1.11%, so we can see that students moved from the Nearly Met Band, reducing it from 35% to 19.19% and increasing the Standard Met band from 10% to 17.17%. Within ELA, students demonstrated the highest achievement in Research and Inquiry, which speaks to our innovative project-based program. EPS2 students often lead or participate in their own research projects connected to a thematic unit of study to prepare them for careers in the 21st Century. We are succeeding at creating inquisitive, knowledge-seeking students who are empowered to take ownership of their learning.
Area of Challenge: EPS2’s area of challenge with this data is that the percentage of students who did not meet the standard increased from 2015-16 to 2016-17. When we analyzed the results more closely, we discovered that a majority of students that fell into the Standard Not Met category were 4th grade students, and they struggled the most with Writing. This was an important consideration in developing a plan for improvement.

Improvement Plan: As mentioned, based on our 2015-2016 and 2016-2017 data, EPS2 has identified ELA has an area of focus for the next three years, with added attention given to the specific needs of English learners. EPS2 partnered with Growing Educators in August 2017 to provide professional development to all of our teachers in using Writer’s and Reader’s Workshop. We have created a three-year plan that has begun in this school year (2017-2018) with a focus on writing. In addition to the 15 days of professional development and planning that teachers receive annually, teachers will have an additional 5 days of coaching and professional development provided by Growing Educators this school year with a focus on teaching writing skills, techniques, and genres.

Academic Performance Data:

Success: With just our second administration of SBAC, the 3rd grade comparison data shows very positive trending data in which our 3rd grade students who met or exceeded the ELA standard increased by 107% (going from 20% to 43.63%), which is more than double the students who met or exceeded the ELA standard in 2016. We were also able to move a significant number of students from the Standard Not Met and Standard Nearly Met bands. This impressive achievement can be attributed to several key components of our program, including a rigorous curriculum aligned to Common Core standards; highly qualified teachers; individualized support for students and student groups; and early intervention; and credentialed Support Teachers, among others.
**Area of Challenge:** EPS2’s area of challenge with this data is that we want to further decrease the amount of students in the Standard Not Met band; 38.18% is still a significant amount. When looking more closely at our 3rd grade data, we identified a need to improve Reading skills for those students who did not meet the standard.

**Improvement Plan:** Based on our 2015-2016 and 2016-2017 data we have targeted ELA as an area of focus for the next three years, giving specific attention to the needs of EL students. The literacy aspect of this plan includes reading intervention during the school day and after school for students TK-5 who are not meeting grade level standards. Our trained Support Teachers identify, assess, teach, and monitor our students who need intervention using *Making Sense of Phonics* and *Read Naturally*. Support Teachers will also receive 8 additional trainings (beyond the 15 days of professional development provided annually) on how to properly execute the intervention programs. We are committed to ensuring that all students are reading at grade level by 3rd grade, including EL students, so that they have the skills to succeed academically and on the SBAC. We are working diligently to close the Achievement Gap for our students across all subgroups.

**Academic Performance Data:**

![SBAC-ELA: Standard Met & Exceeded](image-url)
Success: EPS2 has continued to improve its academic performance, and as we dig deeper into the data we also see improvement for our subgroups. In the area of students with disabilities, 16.67% of ESP2 students met the grade level standards in ELA, a significant improvement when compared to LAUSD students with disabilities of whom only 8% met grade level standards in ELA. We also succeeded in serving our Economically Disadvantaged subgroup by increasing the percentage of students meeting or exceeding the standard by 45%. Our English Learner subgroup also improved from the previous year and was very close to achieving similarly to LAUSD. Lastly, our Hispanic/Latino subgroup also experienced an increase of 45% of students who met or exceeded the standard for ELA. Our subgroup performance and improvement demonstrates the effectiveness of our ongoing commitment to realize our mission of providing an excellent, equitable, and engaging education for all students and all student subgroups in our school community.

Area of Challenge: EPS2’s area of challenge with this data is our English Learner subgroup improvement. Although our English Learners showed improvement, the rate of improvement and overall improvement did not meet our academic targets for academic growth. When looking more closely at the subgroup data, we found that 74% of our English Learners scored Below Standard on the Reading achievement level descriptor. This was an important consideration in developing a plan for improvement.

Improvement Plan: Based on our 2015-2016 and 2016-2017 data we have targeted ELA has an area of focus for the next three years, with particular attention being given to meeting the needs of EL students who are struggling to meet grade level standards. The literacy aspect of this plan includes reading intervention during the school day and after school for students K-5 who are not meeting grade level standards. Our trained Support Teachers will identify, assess, teach, and monitor our students who need intervention using Making Sense of Phonics and Read Naturally. As indicated previously, Support Teachers will participate in a series of 8 trainings on how to properly execute the intervention.
programs. There will also be a focus on further developing our Designated ELD program this school year. Teachers will receive training on how utilize Wonders ELD materials, create their own Designated ELD lessons, and how to use progress monitoring tools to target and improve our EL students’ learning with the aim to close the Achievement Gap for our English Learners.

**Academic Performance Data:**

![Math Standard Met & Exceeded](image)

**Success:** EPS2 has continued to improve its academic performance significantly in mathematics. The percentage of students meeting and exceeding the Mathematics standard increased from 25% to 33.33% from 2016 to 2017, representing a 32% increase. We achieved our School’s academic goal of outperforming local LAUSD schools by at least 20%. The percentage of students meeting or exceeding the standard was more than double the scores of EPS2’s co-located LAUSD schools (Lorena and Eastman). This demonstrates that we are providing a high quality educational experience to our students and serving the local community needs since a large majority of our students walk to school and many would otherwise attend the co-located schools.

**Area of Challenge:** Despite impressive gains on the SBAC scores, EPS2’s area of challenge with this data is that we are aiming to perform even better than we have. Our school-wide academic goal set forth by our Board of Directors for the 2016-2017 school year was to improve our scores by 50% and, although we experienced significant improvement, we did not reach that goal. We will continue to set high standards for annual improvement.
**Improvement Plan:** Based on our 2015-2016 and 2016-2017 data we will continue with the educational practices we think have contributed to the positive trend in our scores. We recently adopted the Eureka Math curriculum for all classrooms K-5, and we have contracted a Math Coach to assist our teachers with planning and executing lessons with Eureka Math. We will continue to provide teacher support and development in teaching mathematics. In addition, an after school intervention program in math is being provided to students who are struggling to meet grade level standards.

**Academic Performance Data:**

![EPS2 Mathematics Graph](image-url)

**Success:** As noted, EPS2 has continued to improve its academic performance, increasing the percentage of students who met or exceeded the Mathematics standards from 25% to 33.33%. A significant number of students moved from the Nearly Met band to the Standard Met band because the Not Met band only increased to 40.40% from 35% and the Standard Exceeded band increased from 4% to 13.13%, which means students had to have moved from the Standard Nearly Met to Standard Met band, too. The successful results can be attributed in part to the adoption of a new math curriculum to better address the demands of the Mathematics Common Core Standards. Since the adoption was a teacher driven initiative, as are many of our innovative teaching practices, teachers have been invested in the implementation of the Eureka Math materials and methods. Additionally, the Charter School has successfully implemented strategic academic intervention in mathematics, as well as English Language Arts, for students struggling to achieve grade level proficiency.
**Area of Challenge:** EPS2’s area of challenge with this data is that the percentage of students who did not meet the standard also increased. We analyzed this data further and found that a majority of the students who fell into the Standard Not Met category were 4th grade students who struggled most with Concepts and Procedures, an important consideration in developing a plan for improvement.

**Improvement Plan:** Based on our 2016-2017 data, we are targeting the 4th grade (now 5th grade) cohort of students with the goal to improve their learning of Concepts and Procedures. We are providing targeted support to teachers as well to provide the necessary training and resources to help close the gaps in their students’ learning. As a school, we are providing after school intervention to students K-5 who are identified by their teachers as performing below grade level. Credentialed Support Teachers have been trained on how to use Dreambox, a computer-based math intervention program that will provide added support to struggling students during the intervention program.

**Academic Performance Data:**

![3rd Grade SBAC-Math Comparison](chart)

**Success:** In the second administration of SBAC at EPS2, the 3rd grade comparison data shows positive trending data in which our 3rd grade students who met or exceeded the Mathematics standard increased by 88%. Additionally, a significant number of students moved from the Standard Not Met and Standard Nearly Met bands. This impressive achievement can be attributed to several key components of our program, including the newly adopted math program that is aligned to Common Core standards; highly qualified teachers; individualized support for students and numerically significant subgroups; intervention for struggling students; and credentialed Support Teachers, among others.
Area of Challenge: EPS2’s area of challenge with this data is that we want to further decrease the amount of students in the Standard Not Met band, given that 27% is still a significant number of students and that band should reflect the lowest percentage of students. When looking more closely at our 3rd grade data, we targeted a need to improve Communicating Reasoning on the achievement level descriptors.

Improvement Plan: Based on our 2015-2016 and 2016-2017 data we will continue with the educational practices we think have contributed to the positive trend in our scores. We had been phasing in Eureka Math curriculum into all classrooms K-5 after a committee of teachers participated in a math curriculum review in 2015 and decided on the adoption of Eureka Math. We have contracted a Math Coach to assist our teachers with planning and executing lessons with Eureka Math and we will continue to provide teacher support and development in teaching mathematics. Our teachers will focus on providing more opportunities for students to communicate their reasoning in math orally and written. Credentialed Support Teachers will provide targeted support to struggling students individually and in small groups during the school day and to students participating in the after school intervention program in math.

Academic Performance Data:
Success: EPS2 has continued to improve its academic performance in Mathematics, and as we dig deeper into the data, we also see improvement for our subgroups. In the area of students with disabilities, we had 5.56% of our students meet the grade level standard, which is comparable to LAUSD’s 5.57% also. We also succeeded in serving our Economically Disadvantaged subgroup by increasing the percentage of students meeting or exceeding the standard by 31% and outperforming LAUSD by 42%. Although our English Learners experienced a decline from the previous year, students at EPS2 also scored higher than LAUSD for this subgroup. Lastly, our Hispanic/Latino subgroup experienced an increase of 36% with respect to students who met or exceeded the standard for Mathematics, outperforming LAUSD students by 42%. Our subgroup performance and improvement demonstrates the effectiveness of our ongoing commitment to realize our mission of providing an excellent, equitable, and engaging education for all students and all student subgroups in EPS2’s school community.

Area of Challenge: EPS2’s area of challenge with this data is there was an overall decline in achievement among students in the English Learner subgroup. When looking more closely at the subgroup data, we found that a large majority of our English Learners struggled with Communicating Reasoning which can be attributed to limited English language skills. As such, particular attention has been given to this area and to meeting the needs of EL students.

Improvement Plan: Based on our 2016-2017 data the improvement plan has focused on an overall improvement in our ELD program, specifically Designated ELD. This type of targeted teaching to students’ needs will improve their language skills overall so that EL students will improve their ability to express themselves and their ideas across subject areas, in this case, in explaining mathematical logic and reasoning. Teachers will receive training on how utilize Wonders ELD materials, create their own Designated ELD lessons, and how to use progress
monitoring tools to target and improve our EL students’ learning with the aim to close the Achievement Gap for our English Learners. The ELD and Testing Coordinator will work closely with teachers to design an effective and consistent Designated ELD block and monitor that all teachers are providing daily ELD instruction and support for English learners.

**Success of the Innovative Features of Educational Program**

**Place-based learning and active engagement outside the classroom**

The program at Extera Public School No. 2 has numerous innovative features that are hallmarks of EPS2's approach and are unique to the experience of teaching and learning at an EPS2 school. One essential element of the Extera Public School No. 2 education is learning that happens outside of the traditional classroom setting, based on the underlying recognition that not all education and learning takes place within the confines of the physical school setting. EPS2 understands that the community and city at large provide rich resources for educational exploration and increasing understanding that advances academic learning. As a result, all EPS2 students are exposed to numerous field trips, often referred to as learning adventures, each year. With EPS2's 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 deepen their understanding of the natural world that surrounds them. Science, social studies, and geography are some of the areas of study where learning is extended through off-campus trips. 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 may 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 EPS2 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 EPS2 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 both project and place-based learning is EPS2's 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 “hike” through Boyle Heights, visiting local businesses and learning about the fascinating significance of local institutions and places. Artwork and writing created by EPS2 students is on display throughout the community, within businesses as well as displayed outdoors. The walk concludes at Mariachi Plaza, where EPS2 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, EPS2 teachers and staff, friends of EPS2, community members, and other people interested in learning more about and supporting the Boyle Heights community. The BHHH is a powerful example of how EPS2 students, teachers, staff and families work together with the local community to create something much broader in scope than individual experience.

**EPS2 No. 2’s Unique Apprentice and Support Teacher Model**

EPS2 recognizes that while teacher education programs provide a great foundation for teachers to prepare them for success in the classroom, sometimes there is a disconnection between the university program experience and the classroom teaching experience. Over the past five years, EPS2 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. Support teachers work with individual and small groups of students, substitute for absent teachers, and are required to possess either a preliminary multiple subject credential or a 30-day substitute permit. During the first five years of operation, EPS2 promoted many of its support teachers to regular classroom teaching positions in subsequent years. Their experience in the Support Teacher role strengthened their preparation to take on the full responsibilities of managing a classroom.

In its 5th year of operation, EPS2 expanded the support teacher model to include Apprentice Teachers. The Apprentice Teacher (AT) position at EPS2 is a specially designed teacher position to posture and prepare 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 assigned as an Apprentice Teacher, ATs work as partner teachers with either one or two of EPS2’s experienced teachers. This unique arrangement allows Apprentice Teachers to become fully immersed in the classroom teaching experience at EPS2; to become knowledgeable about the teaching practices and philosophy of the school; and 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.
In subsequent years, Apprentice Teachers who are retained as classroom teachers are typically placed at the same grade level so that they are able to build upon their grade level experience, usually 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 No. 2’s model. Each year some 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 greater understanding of students’ needs based on prior experience; and increased parent involvement, among others.

Similarly, there is an additional teaching position at EPS2 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, EPS2 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 EPS2’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 EPS2 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 also decreases new teacher stress, isolation, and burnout.
common among new teachers and increase the likelihood that teachers will remain in the teaching profession.

School Theme Focused on the Natural World (Learning Adventures)
EPS2 has successfully implemented a unique 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 No. 2 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.

EPS2 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 EPS2 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.

Apart from the meaningful and enriching extensions to academic learning that EPS2’s emphasis on place-based education provides, EPS2 students have experienced increased personal interaction with nature as verified by the school’s curriculum and annual off-campus learning experiences. EPS2 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, EPS2 students have expressed a positive attitude toward the natural world.
Planning and Collaboration

As an experienced charter school, two of the most developed, successful, and beneficial aspects of EPS2’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 EPS2’s focus on innovation, EPS2 has formalized the creation and implementation of an Instructional Leadership Team. 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. EPS2 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:

- Workshops for EPS2 Parents and Families
  These workshops are collaboratively designed by EPS2 teachers, parents and administration for parents and students. Parents and students come together for two hours of interaction and learning with EPS2 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:
EPS2 Action Teams
In the place of committees, EPS2 Action Teams, composed of EPS2 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; EPS2 Book Fair and EPS2 Winter Wonderland. 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, EPS2 action teams have created Parent workshop presentations, EPS2’s “World of Wonder” winter program, Read Across America activities, harvest activities, book fair, reading buddies, and EPS2’s large-scale community event known as the Boyle Heights History Hike.

Professional Development Opportunities
Teacher leaders, school administration and professional consultants, 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; CELDT/ELPAC, 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

English Learners

EPS2’s reclassification rate has demonstrated a steady increase and this success can be attributed to our ongoing teacher development, a full-time ELD and Testing Coordinator, and our reading intervention program. EPS2 teachers receive 15 days of professional development and 2-hour weekly professional developments on Wednesday’s. In 2015-2016, EPS2 hired a full time ELD and Testing Coordinator to oversee the ELD program, (delivery of both Integrated and Designated ELD models), train teachers on the new ELD Standards and best practices (instructional strategies for both Integrated and Designated ELD), and process reclassifications. Specifically, the ELD and Testing Coordinator will share SBAC data with teachers, lead them in understanding the gaps of achievement for our numerically significant subgroups, this current year was English learners, and then lead a series of professional developments to meet the teachers’ learning needs to serve that subgroup. EPS2 provides intervention during the day and after school to students who have been identified by their teachers, most of whom are ELs, LTELs, and At Risk of becoming LTELs. EPS2 provides intervention during the day and after school to students who have been identified by their teachers. EPS2 uses the Making Sense of Phonics and Read Naturally programs for reading intervention.

Economically Disadvantaged

According to the ELA SBAC results we succeeded in serving our Economically Disadvantaged subgroup by increasing the percentage of students meeting or exceeding the standard by 45%. We believe this is attributed to our instruction of literacy across contents in which students are
immersed in a text rich environment that provides them opportunities to utilize academic vocabulary. EPS2 students also get to engage with learning outside the classroom in their community and out in nature, which provides students from low SES homes memorable experiences and enforce their classroom learning.

Our Economically Disadvantaged subgroup also saw gains of 31% in their mathematics scores on the SBAC and outperformed LAUSD by 42%. The success of our scores can be attributed to the collaborative teaching environment we provide for our teachers. A committee of our teachers worked together to find, test, and decide on a new math curriculum to adopt to better teach the demands of the Mathematics Common Core Standards. Since this was a teacher driven initiative, as are many of our innovative teaching practices, our teachers, parents, and students have been invested in the Eureka Math materials and methods. Teachers constantly communicate home about lessons taught, with notes, and guides, and homework support for parents so that all stakeholders can support our students.

Hispanic or Latino

The vast majority of our students and families identify as Hispanic or Latino thus making it the only numerically significant subgroup for Ethnicity. Our Hispanic subgroup also experienced an increase of 45% of students who met or exceeded the standard for ELA. This subgroup has also experienced an increase of 36% of students who met or exceeded the standard for Mathematics and outperformed LAUSD students by 42%. Our teachers believe in culturally relevant pedagogy and use culturally relevant materials in conjunction with their main ELA and math curriculum to further enrich our students’ learning. EPS2 teachers engage students in content that is familiar to them and reflects their culture, which makes learning more meaningful. An EPS2 teacher might select a book club book that reflects a young person’s struggle with bilingualism or they might adjust the math problems to reflect foods found in student homes so that students can see themselves in the learning and then engage in higher order thinking because they are so familiar with the topics.

Special Education

EPS2 has continued to improve its academic performance on the SBAC and as we dig deeper into the data we also see improvement for our subgroups. In the area of students with disabilities, we had 16.67% of our students meet the grade level standard, which is significant compared to our neighboring LAUSD schools which was only 3.58%. All teachers, including our SPED team, participate in multiple professional development sessions that aim to support them with instructing their students with disabilities in a way that accessible yet academically rigorous. The SPED team also attends grade level planning meetings in which they provide support in scaffolding lessons, adjusting homework, and behavior management techniques. Our push-in
model allows teachers and the SPED team regular opportunities to collaborate on lessons and check in about student learning.

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 No. 2 experienced and responded successfully to numerous challenges as a new and growing school. Challenges included, but were not limited to:

1. Facilities challenges including co-location and securing permanent facilities
2. Developing an effective system for parent feedback and communication
3. Recruiting and retaining strong teachers
4. Enhancing professional development to continuously improve teaching and learning

Facilities

Co-location matters can be challenging, however, EPS2 continues to be committed to engaging in a productive dialogue with co-located staff. To that end, EPS2 administration meets regularly at a “Co-Location Meeting” with our LAUSD counterparts and other District officials to discuss several co-location concerns such as morning drop-off and afternoon pick up, use of appropriate gates and entry points, student and staff safety, etc. These meetings happen 1-2 times per month or as needed.

Securing long-term, permanent facilities for Extera Public School No. 2 has been a challenge. EPS2 continues to work with prominent charter facilities developers to assist our efforts to identify appropriate facilities in the immediate area of our current school sites that would eliminate or reduce EPS2’s reliance on Prop 39 facilities with LAUSD. Additionally, EPS2 applied for the Prop 51 state facilities grant to potentially put us in a position to secure a permanent location.

Developing an effective system for parent feedback and communication

Extera Public School No. 2 has always promoted and encouraged a great deal of parent involvement since the founding of the school, however, as the school has grown, our need to expand the different ways and opportunities parents can be involved and can provide the school feedback and support has had to expand as well. Furthermore, now that EPS2 Public School No. 2 is co-located on split campuses, the school has an even greater need to make certain that information is shared with all parents in a consistent and timely fashion that is aligned between
both campuses. To that end, Extera Public School No. 2 invested in technology and internal programs to facilitate communication with parents. Extera Public School No. 2 acquired a *robo-call* system to notify parent 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, EPS2 developed a Room Parent Program that is managed by part-time parent liaisons who work 10 hours per week. The Parent Liaisons train parent volunteer on how to engage the school and provide the best support to their child. Parent Liaisons also ensure that EPS2 other EPS2 parents have accurate and up-to-date information about school business, student activities, and important school events.

In addition to the implementation of the robo-call system and the Parent Liaison program, EPS2 also began using a formal end-of-year survey to receive anonymous, authentic parent feedback. EPS2 works with an expert survey company called Panorama Education. Panorama is a national company and has determined that the average participation rate on parent surveys is about 33%, and EPS2 has exceeded this rate of participation every year. Additionally, EPS2’s parent surveys are designed in a way that allows the school to see year-over-year, what areas of parent satisfaction are improving and what areas still require further attention. The survey also has a section for free responses where parents can say in their own words, what was been working for them and what they want to see more of for their student to be successful. An example of a successful modification the school implemented in response to constructive feedback from parents is the implementation of a parent circle with the School Director. The circle format is very successful for many reasons. First, this format of dialogue allows all parents to have an opportunity to go around the circle and speak rather than having more outspoken people dominate the meeting. Secondly, the circle format enables other parents to be a source of information of support to one another. Overall, the circle format creates an environment that allows parents and the school to discuss difficult issues in a non-confrontational way. Parents have also requested more frequent opportunities to meet with the School Director as well as increased communication with parents, in addition to the robo-call system, regarding events and activities at the school. As a result, the School Director conducts parent meetings regularly and ensures that informational flyers are distributed in a timely fashion so that parents are appropriately informed when meetings and events occur.

Lastly, to build upon the robo-call, the parent liaison support and the annual parent survey, EPS2 recently developed another opportunity for parents to give feedback and have their concerns heard. EPS2 implemented a feedback line exclusively for parents. It is a toll free number that allows parents to immediately voice concerns of any kind. The parents’ voicemail message is sent to the CEO, COO and the School Director (Site Administrator) so that all decision-makers who are in a position to address the parent concern are aware and can immediately take action. This phone line also gives parents the peace of mind of knowing that their concern is making it to school leadership and does not have to work its way up the organization chart before anything is done about their issue.
Recruiting and retaining strong teachers

All public schools and districts have had to react to the teacher shortage in California and EPS2 is no different. Proudly, we do still have 2 of or 3 founding EPS2 teachers employed with us when the school was just a K-1 school. Additionally, current EPS2 teachers have been with the EPS2 organization for several years and have come to EPS2 from our sister school EPS. This is the first year EPS2 has operated as a complete K-5 school and we can analyze our full K-5 teaching team. Although it was challenging to recruit and maintain a high-quality teaching roster over our first 5 years, we believe we have a solid team. On average, our current roster of EPS2 teachers has been with the organization on average for two years and has been in the teaching profession on average for 4 years. Furthermore, 71% of EPS2 teachers hold a Master’s degree.

Keeping teachers once we have invested in their professional development and who have come to know our program and educational philosophy is important to us. A consistent teaching staff is good for us, it’s good for young students who can see and get to know the same familiar faces year after year, and a consistent teaching staff sends a signal to parents that the school is stable and becoming more established. It has been a challenge, to find the right level of support and organizational culture that gives teachers the motivation to stay and grow with EPS2. While this has been a challenge for EPS2 and other charter schools, we have implemented responses to this challenge that we believe will pay off in the form of a consistent teaching staff. We have become better at retaining teachers by being responsive to their needs and feedback. We believe EPS2 teacher retention is set to improve because of the following: 1) stipends for BTSA training for beginning teachers and teacher mentors; 2) a “New Teacher Initiative” for 1st year teachers; and, 3) school leadership opportunities for teachers. EPS2 invests in new teachers and makes their first year with EPS2 a year with a lot of support, feedback and camaraderie. Additionally, all teachers are able to see that there are leadership opportunities at EPS2 because 3 out of the 4 School Directors organization-wide are former EPS2 classroom teachers as well as the Directors of Special Education and the ELD and Testing Coordinator. Teacher recruitment and retention has been a challenge but we believe this is an area where we have evolved as an organization in a way that has been responsive to our teachers’ feedback and has led to great improvement in this area.

Enhancing professional development to continuously improve teaching and learning

Extera Public School No. 2 has always recognized the benefit of professional development opportunities for teachers and has structured the school calendar in a way that prioritizes professional growth for teachers. After several years of operating as a charter school and taking in the feedback of teachers, Extera Public School No. 2 recognizes that we can build upon our strong tradition of teacher professional development opportunities by increasing the quality of professional development for our teachers. Historically, professional development was conducted almost exclusively in-house, by fellow classroom teachers or when our staffing structure allowed for it, by a teacher with an out-of-classroom assignment. This model served us
well in the beginning of the organization but as we have grown as a school and our teachers have matured with us, the feedback we heard was a desire for professional development with a breadth and depth that would improve the quality of teaching and learning that staff desired. Therefore, Extera Public School No. 2, in our next 5 years of operation is looking to significantly enhance the professional development experience for our teachers that we believe will make a tremendous impact on academic outcomes. The first step towards enhancing and strengthening the professional development experience for our teachers has been to research and select an outside organization to provide a portion of the teacher professional development. Over the next three years, we will work with proven outside consultants to upgrade the effectiveness of our professional development. Teachers will receive a sequence of school-based staff development. These days will include demonstration-teaching, in-class coaching of teachers, strategic curriculum planning and study groups. Each session is focused on outgrowing current teaching practices by using researched-based methods of instruction.

**STUDENT POPULATION TO BE SERVED**

The targeted population for Extera Public School No. 2 is our current location of Boyle Heights and East Los Angeles, specifically the primary zip code of 90023. This community is located east of downtown Los Angeles and the Los Angeles River. The total population for this area is 46,288 covering 4.2 square miles. The average age of residents in this area is 30.5 years, which is lower than the average age for Los Angeles County, which is 36.1 years of age. The targeted population for Extera Public School No. 2 is 97% Hispanic compared to 48% Hispanic for Los Angeles County. The median income for the targeted population ($35,736) is 60.4% of the median income for Los Angeles County ($59,134). In the 90023 area code 31.1% of total residents live below the poverty line and 44% of all children ages 18 and under live below the poverty line. Of the population who are 25 years of age or older, 59% have no high school diploma. Only 6% of adults 25 years of age or older have a bachelors degree or higher. 89% of children ages 5-17 primarily speak Spanish at home.

The overwhelming majority of the students who attend Extera Public School No. 2 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. Many families are able to walk to the EPS2 campuses.

Nearly, 90% of residents living in 90023 and 90033 speak Spanish as their primary language at home, and less than 10% speak English (factfinder.census.gov). At Extera Public School No. 2 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.
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.
Clearly, educational opportunities are a priority for this community. Extera Public School No. 2 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

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GOALS AND PHILOSOPHY

The mission of Extera Public School No. 2 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 No. 2 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 No. 2 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 No. 2 Model

Seven Principal Elements of the EPS2 Program:

1. Child-Centered
2. Common Core Standards
3. Excellence
4. Equity
5. Engagement
6. Nature
7. Community

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 students.

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

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.

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

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.

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.
EPS2’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 No. 2 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; 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 No. 2 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 No. 2 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 No. 2 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 No. 2 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 EPS2 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 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 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 No. 2 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 EPS2'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 No. 2 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, EPS2 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 Extera Public School No. 2 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.

EPS2’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 EPS2’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 EPS2’s performance goals and outcomes. To create a culture of excellence at our school:

  o We hold all students accountable for their effort, attitude, actions, and results.
  o We hold all teachers, staff, and the Board accountable for their effort, attitude, actions, and results.
  o We also encourage all parents to participate in EPS2’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:

  o We build a community of caring learners guided by safe school norms.
  o We develop a learning community based on an appreciation of similarities and differences.
  o We foster collaborative relationships among all members of the school community, including teachers, students, staff, parents, and local community members.
  o 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 EPS2 community values life-long learning:

  o We support a school culture that promotes a love of learning.
  o We encourage and celebrate intellectual curiosity.
  o 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:

  o We recognize and reward intellectual risk taking among teachers, students and staff.
  o We assess, evaluate and publicly report the impact of our programs and teaching practices.
  o We collaborate with other educators and pursue partnerships with outside organizations in order to exchange resources and ideas about teaching and learning.
  o 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 EPS2 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 No. 2.

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

The program at Extera Public School No. 2 has been carefully designed to develop students to be self-motivated and competent and who view *themselves* as life-long learners.

Extera Public School No. 2 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 EPS2 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, underachieving, 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**: EPS2 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 No. 2 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 No. 2 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 No. 2 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

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<thead>
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<th>GOAL #1</th>
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| Provide high quality instruction that includes access for all students to CCSS aligned instructional materials. Fully implement the Common Core State Standards (CCSS) for the core subject areas of English language arts and mathematics so that all students and significant student subgroups score at a higher proficiency level than the median for neighboring traditional public schools on similar assessments in the content areas of English Language Arts/Literacy and Mathematics. Track student achievement longitudinally and respond to achievement data by modifying instruction and programs to meet long term growth expectations. | ☒ 1  ☒ 4  ☒ 7
| | ☒ 2  ☐ 5  ☒ 8
| | ☐ 3  ☐ 6 |
| Local Priorities: | ☐: |
| | ☐: |

### Specific Annual Actions to Achieve Goal

1. Provide teachers with the curricula materials, progress monitoring tools, and professional development to progress student learning school-wide and for the long term in order to improve our academic achievement, as measured by the California Dashboard.

2. Internal monitoring of grade level mastery of the standards throughout the year on a trimester basis as well as appropriate supports for student learning gaps
   - Administer NWEA MAP assessments in the Fall, Winter and Spring, all students and all grade levels.
   - Administer the CAASP
   - Administer the CELDT
   - Fulltime ELD and Testing Coordinator who monitors and examines internal test data to identify learning gaps so instruction can be modified
   - Halftime intervention specialist to facilitate in-school reading intervention program and after-school math intervention
   - Intervention program material and applications include: Math- Dreambox, MobyMax, Khan Academy and Zearn; Reading-Making Sense of Phonics, Read Naturally, Reading A-Z and Fountas and Pinnell Leveled Literacy Intervention Program

3. Ongoing professional development (in-house and outside) and a significant investment in a 3-year Professional Development partnership with Growing Educators to support effective teaching practices and the full implementation of Common Core standards. Teachers receive hands-on guidance from a Growing Educators staff developer and learns the work
involved in planning any unit of study. Thus building the capacity of Extera Public School No. 2 teachers.

- Ongoing SBAC Professional Development series conducted by the ELD and Testing Coordinator
- Google Educator training, With Different Eyes Conference, etc.
- 5 sessions of lab and coaching provided by a Growing Educators staff developer

4. Attract, develop and maintain a high quality and appropriately credentialed teaching staff.

- BTSA (Beginning Teacher Support and Assessment) program in partnership with UCSD Extension. Extera provides a stipend to cover the cost for eligible teachers who agree to the requirements for participation.
- Extera Teacher Career Pathway/Apprentice Teacher Program
- Extensive teacher collaboration within and across grade levels
- Competitive classified salaries and benefits
- Competitive certificated salaries and benefits

5. Acquire and maintain the technology infrastructure and digital resources students need to take the SBAC and gain general technology skills and strengths. Technology is incorporated throughout all subject matter and at all grade levels. Extera Public School students have 1to1 technology starting in Kindergarten.

- Full time technology support team
- Upkeep of hardware purchased
- Security/loss prevention and inventory systems
- Troubleshooting/ helpdesk support

6. Extended school year with 195 days of school in order to provide more academic minutes to our students.

---

**Expected Annual Measurable Outcomes**

**Outcome #1:**

The school will annually increase the number of students achieving proficiency in English Language Arts.

**Metric/Method for Measuring:**

1. Percentage of students performing at or above proficiency level on the SBAC ELA assessment.

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<table>
<thead>
<tr>
<th>Student Group</th>
<th>Outcome #2:</th>
<th>Metric/Method for Measuring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>The school will annually increase the number of students achieving proficiency in Math.</td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>28% increase above baseline</td>
<td>1. Percentage of students performing at or above proficiency level on the SBAC Math assessment.</td>
</tr>
<tr>
<td>Socioecon. Disadv./Low Income Students</td>
<td>29% increase above baseline</td>
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<tr>
<td>Foster Youth</td>
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<tr>
<td>Students with Disabilities</td>
<td>17% increase above baseline</td>
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<td>Filipino Students</td>
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<td>Latino Students</td>
<td>29% increase above baseline</td>
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<td>Native Hawaiian/Pacific Islander Students</td>
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<tr>
<td>Students of Two or More Races</td>
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<tr>
<td>White Students</td>
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</table>

Outcome #2:
The school will annually increase the number of students achieving proficiency in Math.

Metric/Method for Measuring:

1. Percentage of students performing at or above proficiency level on the SBAC Math assessment.
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<td>All Students (Schoolwide)</td>
<td>33%</td>
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<td>Socioeco. Disadv./Low Income Students</td>
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## LCFF STATE PRIORITIES

### GOAL #2

Parents involvement will increase and parents will understand the academic and participation expectations of the school as well as what parents can expect from the school. Parents will be informed regarding the CCSS and the expectations contained within the School’s charter petition as they relate to values, mission, and academic goals of the School. Parent participation in local school governance will increase through active parent participation on the School Site Council and attendance at other relevant parent information meetings.

### Related State Priorities:

- [x] 1
- [x] 2
- [x] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8

### Local Priorities:

- [ ]
- [ ]

### Specific Annual Actions to Achieve Goal

1. Ongoing parent outreach led by part-time parent liaisons. All parent engagement is provided in both English and Spanish. This will include but is not limited to:
   - Parent Zumba classes
   - Monthly Coffee with The Principal meetings
   - An update of the Extera website with Edilio to make parent information more readily available online
   - Monthly parent newsletter
   - Back-to-School night
   - Annual Open House
   - Student-led conferences with parents during the grade reporting period
   - Annual Parent volunteer appreciation luncheon
   - Parent membership on School Site Council
   - Spanish translation of official school material and information

2. Ongoing community engagement led by a fulltime community liaison. This will include but is not limited to:
   - Annual Extera School-wide Family Picnic
   - Extera parent training opportunities with external partners such as the CA Charter Schools Association and Great Public Schools Now
- New student recruitment and engagement

## Expected Annual Measurable Outcomes

### Outcome #1:
The school will see an increase in its ADA (Average Daily Attendance).

### Metric/Method for Measuring:

1. Average Daily Attendance percentage.

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### Outcome #2:
An increase in the average percentage of parents who perceive “Parent Involvement” as “Favorable” on our annual Panorama Parent Survey.

### Metric/Method for Measuring:
1. Average percentage on the Panorama Parent Survey "Parent Involvement" section.

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GOAL #3

Students, parents and teachers will feel a sense of community and connectedness, to each other and to the values underlying the school. Students will demonstrate a commitment to making positive contributions to the school and local community by participating in activities and events that enhance the broader community. Students will reflect the core values of the school and adhere to the behavior expectations set by the school by exhibiting habits of responsible behavior.

Related State Priorities:
☒ 1  ☐ 4  ☐ 7
☐ 2  ☒ 5  ☐ 8
☒ 3  ☒ 6

Local Priorities:
☐ :
☐ :

Specific Annual Actions to Achieve Goal

1. Implement a school-wide Restorative Justice Task Force to establish a multitier behavioral support system to replace punitive approaches which have not been shown to increase school safety or improve student academic outcomes. Start a multiyear professional development agreement with CA Conference for Equity and Justice (CCEJ) to build the capacity of Extera Public School teachers, staff, students and parents.

2. Administer an Annual Stakeholder Satisfaction survey to Board Members, Teachers, Staff and Parents. In partnership with a research-based survey development company called Panorama, Extera Public Schools is able to get anonymous feedback regarding School Climate, School Leadership, Staff Relations and Parent Involvement.

3. Extera will continue and build upon its school design to create meaningful hands-on, place-based learning opportunities to support a sense of community and connectedness. This includes but is not limited to:
   ● The Annual Boyle Heights History Hike
   ● 8-10 Learning Adventures and student field trips per grade to expose students to learning opportunities in their neighborhood and beyond.

Expected Annual Measurable Outcomes

Outcome #1:
A decrease in the percentage of students suspended from school.
**Metric/Method for Measuring:**

1. Percentage of students suspended.

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<tr>
<td>All Students (Schoolwide)</td>
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<td>English Learners</td>
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**Outcome #2:**

An increase the in average percentage of parents who perceive the School Climate as “Favorable” in the Panorama Parent Survey “School Climate” section.

**Metric/Method for Measuring:**

1. Average percentage on the Panorama Parent Survey “School Climate” section.

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<td>All Students (Schoolwide)</td>
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Outcome #3:
Maintaining a 0% expulsion rate.

Metric/Method for Measuring:

1. Percentage of students expelled.
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**INSTRUCTIONAL DESIGN**

As indicated in the Extera Public School No. 2’s Model, Common Core standards comprise the core of the program’s design. Instruction at EPS2 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 EPS2 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. EPS2'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 No. 2 will either contract out for this role or identify an in-house curriculum specialist. This person will function as a master teacher whose responsibility is to increase academic student achievement by supporting and mentoring teachers. The Curriculum Specialists are in the teachers’ classrooms regularly, 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 interactions with teachers and through grade-level team meetings, the Curriculum Specialist gathers data that informs and drives teacher professional development. The School Directors and Curriculum Specialist meet regularly to review and analyze assessment data and classroom observations. The School Directors and Curriculum Specialist then strategize and plan for professional development and grade level team meetings.
In addition to the Curriculum Specialist, EPS2 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 No. 2 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 EPS2.

**Curriculum and Instruction**

The overarching goal of Extera Public School No. 2’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 inter-connectedness of all living things. Extera Public School No. 2 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 EPS2’s educational program. Extera Public School No. 2 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. EPS2’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.
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 No. 2 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 Wonders with ELD, Reading A to Z, and MobyMax online literacy tools 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 No. 2 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 No. 2 does not believe that success in mathematics is reserved for a talented few. Instead, EPS2 expects all students to attain mastery of academic standards, and many are inspired to achieve far beyond the minimum standards.

Extera Public School No. 2 provides a balanced mathematics program so that students become proficient in three critical areas: 1) basic computational and conceptual understanding, 2) problem solving, and 3) communicating mathematical reasoning. Students at EPS2 are required to grapple with abstract thinking, problem solving, and analytical thinking in their daily math instruction. Extera Public School No. 2 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-5 Eureka *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 TK-5 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 No. 2 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 No. 2 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 No. 2’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-5 McGraw Hill Wonders with English Language Development**

Because of the integrated, thematic design of the Extera Public School No. 2 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 TK-5 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).\(^1\) 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 Directors 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

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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.
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 program for English language arts was specifically selected for the strong ELD components it provides.

English Language Development

TK-5 McGraw Hill Wonders with English Language Development

Science Textbook Series

Science

TK-5 Delta Education Full Option Science System

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 TK-5

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 EPS2 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 EPS2, 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. EPS2 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 School Directors and lead teacher(s) and incorporated into the science program at Extera Public School No. 2. As part of the process, the Instructional Leadership Team, consisting of the School Directors, 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 No. 2 will adhere to the following guiding principles:

- The EPS2 science program will be based on standards and use standards-based instructional materials.

- The EPS2 science program will develop students’ command of the academic language of science used in the content standards.

- The EPS2 science program will reflect a balanced, comprehensive approach that includes the teaching of investigation and experimentation skills along with direct instruction and reading.

- The EPS2 science program will use multiple instructional strategies and provide students with multiple opportunities to master the content standards.

- The EPS2 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 EPS2 science program will continually engage all students in learning and prepare and
motivate students for further instruction in science.

- The EPS2 science program will use technology to teach students, assess their knowledge, develop information resources, and enhance computer literacy.

- The EPS2 science program will have adequate instructional resources as well as library-media and administrative support.

- The EPS2 science program uses standards-based connections with other core subjects to reinforce science teaching and learning.

Social Studies Textbooks

Social Science

TK-3 History Alive! History-Social Science for California

4-5 History Alive!-Social Science for California

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 No. 2 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 EPS2’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 EPS2.\(^2\) 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

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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.
● 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 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 the 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 No. 2’s nutrition education and physical education programs are based on research and the California Physical Education Model Content Standards, 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 TK-5 and, as appropriate, the education is integrated into core academic subjects and included in after-school programs. All 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, EPS2’s after school enrichment programs, and other structured and unstructured activities such as dance. EPS2 will be consistent with facilities use agreements, licenses, permits, and approval processes as required on Prop 39 co-locations.

Extera Public School No. 2’s physical education program, SPARK, 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

EPS2 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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<tr>
<th>TK/K</th>
<th>Seasonal School Beautification: 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>
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<tr>
<td>1</td>
<td>Flower Garden Maintenance: Students will weed the gardens, start seedlings, distribute potted plants to the community, and install new plantings.</td>
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<td>2</td>
<td>“Edible Schoolyard” Vegetable Garden Maintenance: 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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<td>3</td>
<td>Maintaining the Schoolyard: 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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<td>4</td>
<td>Running the Recycling Program: 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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<td>5</td>
<td>Tending the Composting Program: 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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Character Education

All students in grades TK-5 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 EPS2 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 EPS2’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 EPS2 are state-adopted. As newer versions of these curricular programs become available reflecting increased and updated alignment to the Common Core standards, EPS2 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 *Wonders with ELD* English language arts program will constitute the primary resource for teaching English language arts at Extera Public School No. 2 in grades TK-5. 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:** Eureka *Math* will constitute the primary resource for teaching mathematics in grades TK-5.

**Science:** Delta Education’s *Full Option Science System* (FOSS) will constitute the primary resource for science in grades TK-5. These resources are aligned with Next Generation 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 *History Alive! Social Science* curriculum will form the core of our K-5 program. The History Alive! *Social Science* program addresses all of the state standards for social studies and has been adopted by the State Board of Education. Also, EPS2 utilizes history instruction partnership with USC called USC History in a Box.

**Visual and Performing Arts:** EPS2 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. EPS2 will be consistent with facilities use agreements, permits and approval processes as required by Prop 39.
Service Learning: As EPS2’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 EPS2. Faculty and administration will analyze the efficacy of the programs listed above and, to the extent assessment data indicate that particular sub-groups 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 EPS2.

Teachers across grade levels meet with the Curriculum and Teacher Support Specialist and the School Directors 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, School Directors, 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 No. 2, 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, EPS2 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 No. 2 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, EPS2 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.

EPS2’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 No. 2 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. EPS2 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 EPS2, and EPS2 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 EPS2 “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 EPS2 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 EPS2’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 EPS2’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.)

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4 Place-based Education Evaluation Collaborative, 2010
At EPS2, 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. EPS2 places emphasis on the value of our living world, the interconnectedness 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 EPS2. 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 EPS2’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 Standards, Next Generation Science 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 Next Generation Science Standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK/Kindergarten</td>
<td><strong>Children’s Nature Institute</strong>: Children take a nature walk and open their minds to the living world via the WonderMobile</td>
</tr>
<tr>
<td>Grade 1</td>
<td><strong>Underwood Farms’ Sustainable Agriculture</strong>: Children pick their own produce at a fully operational farm</td>
</tr>
<tr>
<td>Grade 2</td>
<td><strong>Living Desert</strong>: Children visit the desert to learn about desert wildlife and conservation through education and appreciation</td>
</tr>
<tr>
<td>Grade 3</td>
<td><strong>Whale Watching</strong>: Children take to the high seas in search of the largest animal on earth!</td>
</tr>
</tbody>
</table>

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.
The EPS2 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 beyond school walls. Thus at EPS2, 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 No. 2, we believe that when learning is relevant to students’ lives’ they are more engaged and motivated to learn. Extera Public School No. 2 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 EPS2. 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.

EPS2 teachers incorporate instructional strategies within the program at Extera Public School No. 2 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 EPS2. The naturalist intelligence is an especially dynamic fit for EPS2. Given EPS2’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 No. 2 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 EPS2, 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 EPS2 PBL program:

- **PBL projects are central, not peripheral, to the curriculum:** Projects at EPS2 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 EPS2 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 EPS2 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 EPS2 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 School No. 2 integrate content across subject areas to provide teachers at Extera Public School No. 2 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 School No. 2 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 EPS2 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 No. 2. 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 EPS2 enables students to:

- **Acquire, communicate, and investigate worthwhile knowledge in depth.** Because teachers at EPS2 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.

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**Family Engagement**

While the bulk of the Extera Public School No. 2 instructional framework centers around our faculty and instructional leadership, Extera Public School No. 2 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 No. 2 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 No. 2 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 No. 2 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 EPS2 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 Principal”** meetings, conducted in English and Spanish, provide regular opportunities for parents to dialogue with the School Director about important issues on an ongoing basis.

• **Bi-annual “State of the School”** meetings are held in the fall and spring, where the School Director 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., EPS2 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
  - Emergency aid
  - Gang prevention
**Family Events, Activities and Support** at EPS2 will similarly be comprehensive and multi-pronged, designed to benefit both our school and the families we serve.

- **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. EPS2 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 EPS2 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.” EPS2 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 EPS2 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 EPS2’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)
EPS2 teachers utilize gardens as worthwhile teaching and learning tool. The gardening program at EPS2 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 No. 2 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 No. 2, 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 EPS2'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 No. 2 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 No. 2 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 No. 2, 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 No. 2, 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 No. 2, 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 No. 2 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 No. 2 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 No. 2. Examples of installed instructional software on the laptops and/or iPads include: Faronics Insight, a classroom management software that supports teachers with managing, assessing, and helping students collaborate; Prodigy math games; ABC Alphabet Phonics; and Pages, Numbers, and Keynote.

EPS2 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 School No. 2.

In the 2015-16 school year, EPS2 purchased MacBook Pro laptops for every student in grades 2 and above to provide dramatically increased opportunities to utilize computer technology in the classroom. EPS2 also purchased, implemented and trained teachers in grades 3 and above on the ThinkCERCA online literacy development curriculum. EPS2 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.

EPS2 SBAC testing coordinator provides regular and periodic updates regarding the upcoming SBAC and CAST. 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 No. 2 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.
Literacy Design Collaborative: Online tools and resources for creating assignments, as well as sample curricula

Teaching Channel: Videos and teacher resources

ReadWriteThink: Classroom resources, resources for PD, and videos

Library of Congress: Class materials and resources for PD

Inside Mathematics: Tools, videos, common core resources, problems of the month, Performance Assessment Tasks.

Mathematics Assessment Project: Lessons, tasks, tests, PD modules, and support for Common Core State Standards

Common Core Live Binder: All CCSS resources for Math updated daily

National Library of Virtual Manipulatives: Math Manipulatives


Next Generation Science Standards: Resources for understanding the NGSS.

Engineering is Elementary: Ideas for bringing engineering into the curriculum.

America Achieves: Information on Common Core resources

Digital Chalkboard: Collaboration of educators

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

Smarter Balanced Library: an online collection of instructional and professional learning resources contributed by educators for educators.

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 No. 2 continues to build our students’ communication skills, academic base, and problem solving and critical thinking ability.

TRANSITIONAL KINDERGARTEN
Extera Public School No. 2’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

TK/Kindergarten – 2nd grade: Monday, Tuesday, Thursday, and Friday

<table>
<thead>
<tr>
<th>Time</th>
<th>Instructional Focus</th>
<th>Daily Instructional Minutes</th>
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</table>
| 8:00-8:15      | Community Circle / Morning Meeting / Calendar                                         | 60 mins
|                |                                                                                      | English Language Arts       |
|                |                                                                                      | 30 mins
|                |                                                                                      | Integrated ELD              |
|                |                                                                                      | 30 mins
|                |                                                                                      | Designated ELD              |
| 8:15-9:15      | Writing Workshop / Integrated ELD / Designated ELD                                    | 95 mins
|                |                                                                                      | English Language Arts       |
|                |                                                                                      | 50 mins
|                |                                                                                      | Integrated ELD              |
|                |                                                                                      | 45 mins
<p>|                |                                                                                      | Designated ELD              |
| 9:15-9:35      | Recess                                                                                |                             |
| 9:35-11:10     | English Language Arts: Word Analysis, Fluency, Systematic Vocabulary Development /    |                             |
|                | Integrated ELD / Designated ELD                                                       |                             |
| 11:10-11:50    | Lunch and Recess                                                                      |                             |</p>
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<tr>
<th>Time</th>
<th>Instructional Focus</th>
<th>Daily Instructional Minutes</th>
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<tbody>
<tr>
<td>11:50-12:50</td>
<td>Mathematics / Integrated ELD</td>
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<td>Integrated ELD</td>
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<tr>
<td>12:50-1:20</td>
<td>Physical Education / Health / Nutrition / Character</td>
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<td>Education &amp; Service Learning</td>
<td>Physical Education</td>
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<td>1:20-2:05</td>
<td>Social Science / Integrated ELD</td>
<td>45 mins</td>
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<td>Integrated ELD</td>
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<tr>
<td>2:05-2:50</td>
<td>Science / Integrated ELD</td>
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<td>2:55</td>
<td>Dismissal</td>
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**TK/Kindergarten – 2nd Grade: “Early Out” Wednesdays**

<table>
<thead>
<tr>
<th>Time</th>
<th>Instructional Focus</th>
<th>Daily Instructional Minutes</th>
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<tbody>
<tr>
<td>8:00-8:15</td>
<td>Community Circle / Morning Meeting / Calendar</td>
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<tr>
<td>8:15-9:15</td>
<td>Writing Workshop / Integrated ELD / Designated ELD</td>
<td>95 mins</td>
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<td>English Language Arts</td>
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<tr>
<td>9:15-9:35</td>
<td>Recess</td>
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<tr>
<td>9:35-11:10</td>
<td>English Language Arts: Word Analysis, Fluency,</td>
<td>60 mins</td>
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<td>Systematic Vocabulary Development / Integrated ELD</td>
<td>English Language Arts</td>
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<td>/ Designated ELD</td>
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<td>Designated ELD</td>
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<tr>
<td>11:10-11:50</td>
<td>Lunch and Recess</td>
<td>60 mins</td>
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<tr>
<td>11:50-12:50</td>
<td>Mathematics / Integrated ELD</td>
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<td>Mathematics</td>
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<td>Integrated ELD</td>
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<td>12:50-1:50</td>
<td>Art / Character Education</td>
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<td>Visual and Performing Arts</td>
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### Daily Schedule, Grades 3–5: Monday, Tuesday, Thursday, and Friday

<table>
<thead>
<tr>
<th>Time</th>
<th>Instructional Focus</th>
<th>Daily Instructional Minutes</th>
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<tbody>
<tr>
<td>8:00-8:30</td>
<td>Community Circle / Daily Agenda</td>
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<tr>
<td>8:30-9:30</td>
<td>Mathematics / Integrated ELD</td>
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<td>Integrated ELD</td>
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<tr>
<td>9:30-10:30</td>
<td>English Language Arts: Word Analysis, Fluency, Systematic Vocabulary Development / Integrated ELD / Designated ELD</td>
<td>60 mins</td>
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<td></td>
<td>English Language Arts</td>
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<td>Designated ELD</td>
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<td>10:30-10:50</td>
<td>Recess</td>
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<tr>
<td>10:50-11:30</td>
<td>Writing Workshop / Integrated ELD</td>
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<tr>
<td>11:30-12:10</td>
<td>Lunch and Recess</td>
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<tr>
<td>12:10-12:50</td>
<td>Physical Education / Health / Nutrition</td>
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<tr>
<td>12:50-1:50</td>
<td>Science / Integrated ELD</td>
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<td>1:50-2:50</td>
<td>Social Science / Integrated ELD</td>
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### Daily Schedule, Grades 3-5: "Early Out" Wednesdays

<table>
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<tr>
<th>Time</th>
<th>Instructional Focus</th>
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<tbody>
<tr>
<td>8:00-8:30</td>
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<td>8:30-9:30</td>
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<td>Integrated ELD</td>
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<tr>
<td>9:30-10:30</td>
<td>English Language Arts: Word Analysis, Fluency, Systematic Vocabulary Development / Integrated ELD / Designated ELD</td>
<td>60 mins</td>
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<td></td>
<td>English Language Arts</td>
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<td>10:30-10:50</td>
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<td>Time</td>
<td>Instructional Focus</td>
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<tr>
<td>10:50-11:30</td>
<td>Writing Workshop / Integrated ELD</td>
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<td>English Language Arts</td>
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<td>12:10-12:50</td>
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“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 No. 2 has set a schoolwide average daily attendance target of 96% or higher. Extera Public School No. 2 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 Director. 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 No. 2 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 EPS2 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 5.
Teacher Recruitment

EPS2 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:

“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. (Saunders 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 Exeter Public School No. 2. EPS2 teachers have been recruited from some of the nation’s top education programs at universities. EPS2 has uniquely strong ties with UCLA’s Teacher Education Program. Exeter Public School No. 2 teachers possess the professional preparation, drive, initiative, and dedication to meet our students’ needs. EPS2 has developed a diverse teaching corps, one that reflects the cultural, linguistic and ethnic diversity represented within the school community and Los Angeles. EPS2 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.

Exeter Public School No. 2 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, EPS2 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 No. 2 have a commitment to be on site from 7:30 a.m. to 4:30 p.m. on Mondays and Wednesdays. Mondays are reserved for grade level planning and Wednesdays are professional development days from 2:30-4:30. Tuesdays, Thursdays and Fridays teachers have a commitment to be on-site from 7:30 a.m. -3:15 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**

Professional development will be centered on instruction and implementation of core subjects in all grades. For English Language Arts, teachers will receive training from Growing Educators with a focus on literacy. For mathematics, teachers will receive additional training in grade level groups on Eureka Math. Designated professional development days will prepare teachers to implement a rigorous ELA and mathematics curriculum that supports our identified goals for high academic achievement. The professional development plan may focus on the following areas: TeachBoost, PBIS, MAP, Growing Educators, CCEJ, and CAASPP. Teacher will participate in two full weeks of professional development and planning prior to the first day of instruction; additional professional development will be conducted on a weekly basis during the school year. Teachers are provided with many opportunities to collaborate in a whole group setting and by grade level. Professional development will also be presented in a flip instruction model. Directors and teachers will continue to analyze ELA and Math data to help identify common trends, strengths, and opportunities for improvement in order to make informed decisions and generate an ongoing plan of action to help support all learners. Following is a brief description of new Professional Development opportunities that will be provided to teachers. These are areas that teachers identified, through surveys and focus groups, as needs to support their learning and growth.

Growing Educators Beginning 2017-18, we have established a partnership with Growing Educators to provide professional development on creating a balanced literacy program. Its founders have partnered with Lucy Calkins to research, develop, and implement evidence-based practices that improve students' achievement in reading and writing. We will be utilizing Growing Educators for grade span trainings, grade level observations, and 1:1 teacher coaching. Coaching will take place prior to the start of the year and throughout the year.

Bill Davidson- Eureka Math, we have contracted with Bill Davidson, a local mathematics expert, to provide professional development and 1:1 coaching to teachers using Eureka Math. Prior to the start of the new school year, Mr. Davidson will be providing training to help teachers understand the content and purpose behind Eureka Math, in addition to coaching them on executing individual lessons.
CCEJ (The California Conference for Equality and Justice) Extera recently joined in a 3-year partnership with CCEJ to implement a restorative justice program for all of our schools. Beginning August 2017, CCEJ will be training core staff members in restorative justice practices and then help us build our capacity to implement and maintain restorative justice throughout all of our schools. This partnership will equip all of our teachers to better address conflicts and help support the whole child and to further establish a positive, safe, and respectful school culture that facilitates learning.

New Teacher Institute Extera has developed its own program to provide a space to help new teachers navigate through their 1st and 2nd year of teaching by forming supportive relationships with experienced teachers. Apart from regularly scheduled meetings on campus with their peer mentor, organized monthly social outings are planned to build community and school spirit. Once a month, new teachers will meet with their peer mentors at site-specific locations, where new teachers can voice concerns, challenges, and needs. One monthly social outing will be organized by peer mentors in order to build community and school spirit.

BTSA Mentor program Beginning August 2017, Extera is partnering with UCSD Extension to offer a BTSA induction program for Extera teachers at no cost to the classroom teacher. We are recruiting on-site Mentors (certified credential holders) who will participate in their own training and receive a stipend from Extera for their participation. This is an opportunity for our teachers to receive customized instruction online and collaborate with peers to develop goals for the year with guidance and administrative support.

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 No. 2 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.

EPS2’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 EPS2 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 ‘profession-wide’ 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 No. 2. Frequent observations of classroom practice conducted by the School Director, 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, EPS2 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 No. 2 includes both a Chief Executive Officer and site-based administrators, School Directors 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 Directors with the opportunity to focus on teacher support and evaluation and to assume the role of instructional leader at the school site. School Directors 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 EPS2 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 EPS2 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 Directors, 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 Director
- 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 Directors, and lead teachers all have a voice in determining the specific scope and sequence of professional development at EPS2. Professional development is delivered by the CEO, School Directors, 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 No. 2 (CEO)
- The Extera Public School No. 2 charter petition document (CEO)
- Components of the Extera Public School No. 2 model (CEO; School Directors; lead teachers)
- Common Core State Standards-based Instruction (curriculum specialist; lead teachers)
- Thematic teaching and teaching integrated curriculum (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 (School Directors; special education team)
- The Student Study Team process (School Directors; special education team)
- The goals of the Modified Consent Decree (special education team)
- Maximizing time on task through effective classroom management (School Directors; lead teachers)
- Best instructional practices (CEO; School Directors; curriculum specialist; lead teachers)
- Lesson Study (curriculum specialist; lead teachers; educational consultants)
- Teacher evaluation (CEO; School Directors)
- Using assessment to inform instruction (CEO; School Directors; curriculum specialist; lead teachers)
- Student achievement data (fall, winter, spring) (CEO; School Directors; curriculum specialist)
- School Operations (COO; School Directors)
- Gifted and Talented Education (School Directors; curriculum specialist)

At Extera Public School No. 2 we also value ongoing professional development in order to dig deeper into content and best teaching practices. The following are examples of PD series that teachers 3rd grade and up attend in order to deepen their learning and understanding around the SBAC.
<table>
<thead>
<tr>
<th>Date</th>
<th>Title/Topic</th>
<th>Objective(s)</th>
<th>Format</th>
</tr>
</thead>
</table>
| Oct   | Teaching with Courage                          | Teachers will explore what it means to teach with courage. They will contextualize their work in preparing their students for the SBAC with the achievement gap, state expectations, schools’ needs, and then focus on their own classroom data.  
**Teacher Goal**: Set a courage goal.  
**Student Goal**: Teach 3 growth mindset lessons/activities.                                                                 | 60 mins   |
|       |                                                 |                                                                                                                                                                                                                                                                                                                                              | In-person (Bread) |
| Nov   | Formative Assessments: How to Use the Interim Assessment Blocks to Inform Teaching and Differentiation | Teachers will learn and understand the importance of using formative assessments, specifically the IAB’s to inform their teaching and differentiate for their students.  
**Teacher Goal**: Plan to administer ONE IAB for EACH subject this month.  
**Student Goal**: Complete ONE IAB for EACH subject during November.                                                                 | 60 mins   |
|       |                                                 |                                                                                                                                                                                                                                                                                                                                              | In-person (2nd St.) |
|       | Formative Assessments: Analyzing IAB Data       | Teachers analyze their student data from the IAB and develop a plan to act on that data.  
**Teacher Goal**: Develop a plan for your students based on what you learned from the IAB results.  
**Student Goal**: Understand their IAB results and how they can drive their learning.                                                                 | 60 mins   |
|       |                                                 |                                                                                                                                                                                                                                                                                                                                              | In-person (TBD) |
|       | Are You Smarter Than a 5th Grader?             | Teachers will take a 5th grade practice test to explore task types, questions, and test formatting to better understand the student experience.  
**Teacher Goal**: Take a practice test for each subject and screen shot task-types they want to practice with their students by using them in their teaching/assessing.  
**Student Goal**: Learn SBAC task-types and strategies for tackling them throughout the school year.                                                                 | 60 mins   |
|       |                                                 |                                                                                                                                                                                                                                                                                                                                              | In-person (TBD) |
| Nov   | Exploring Equity through Designated Supports   | Teachers will learn what Designated Supports are and work with the RST team to develop each student’s testing settings. Teachers will learn how to teach their students about the supports.  
**Teacher Goal**: Complete the test setting for each student in the class.  
**Student Goal**: Understand what their unique test settings are and why they have them.                                                                 | 60 mins   |
|       |                                                 |                                                                                                                                                                                                                                                                                                                                              | In-person (TBD) |
|       | Formative Assessments: How to Use the Interim Comprehensive Assessment Effectively | Teachers will learn and understand the importance of using the ICA and how to administer it effectively as a formative assessment. Teachers will also learn strategies for having their students reflect on the test.  
**Teacher Goal**: Administer the full ICA to all students.  
**Student Goal**: Complete all ICA’s and reflect on each test.                                                                 | 60 mins   |
|       |                                                 |                                                                                                                                                                                                                                                                                                                                              | In-person (TBD) |
|       | Reflection on Courage Goal                     | Teachers will revisit their courage goals and connect what they learned today to progressing that goal.  
**Teacher Goal**: Continue to center their work around the idea of courage.                                                                                                                                           | 60 mins   |
<p>|       |                                                 |                                                                                                                                                                                                                                                                                                                                              | In-person (TBD) |
|       | Sharing Strategies / Working Session           | Teachers will share SBAC-prep strategies with each other and use this working session to complete tasks related to supporting their students in SBAC-readiness.                                                                                                                                    | 60 mins   |
|       |                                                 |                                                                                                                                                                                                                                                                                                                                              | In-person (TBD) |</p>
<table>
<thead>
<tr>
<th>Month</th>
<th>Event Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec</td>
<td>Formative Assessments: How to Administer the ICA</td>
<td>Teachers who need it will get a refresher on how to administer the ICA (logging in, monitoring students’ progress, and hand scoring system). <strong>Teacher Goal</strong>: Teachers will feel confident in administering the ICA. 45 mins GHO</td>
</tr>
<tr>
<td>Dec</td>
<td>SBAC Interim Comprehensive Assessment Administration</td>
<td>Teachers will administer the Interim Comprehensive Assessment (ICA) for Math and ELA and the ICA Performance Tasks for Math and ELA. Classrooms</td>
</tr>
<tr>
<td>Jan</td>
<td>Formative Assessments: How to Score the Interim Comprehensive Assessment</td>
<td>Teachers will learn how free response questions are scored on the SBAC and then will apply that knowledge to scoring their own students. <strong>Teacher Goal</strong>: Understand the SBAC rubrics and begin scoring their students’ ICA’s. 60 mins In-person (Lorena) /GHO</td>
</tr>
<tr>
<td>Jan</td>
<td>Hand-Score Working Session</td>
<td>Teachers will continue scoring their students’ ICA. <strong>Teacher Goal</strong>: Have all ICA’s scores and submitted. 120 mins In-person (TBD) /GHO</td>
</tr>
<tr>
<td>Feb</td>
<td>Formative Assessments: Utilizing the ICA Results</td>
<td>Teachers will look at the ICA data, target areas of strength and areas of need, and then create a plan for teaching. <strong>Teacher Goal</strong>: Use the ICA data to inform their teaching and create a plan of implementation. <strong>Student Goal</strong>: Students will receive and understand their ICA results and create their own goals. 60 mins In-person (Breed) /GHO</td>
</tr>
<tr>
<td>Mar</td>
<td>Formative Assessments: How to Use the Interim Assessment Blocks</td>
<td>Teachers who need it will refresh their knowledge of using the IAB’s. <strong>Teacher Goal</strong>: Plan to administer ONE IAB for EACH subject this month. <strong>Student Goal</strong>: Complete ONE IAB for EACH subject during March. 60 mins In-person (2nd St.) /GHO</td>
</tr>
<tr>
<td>Apr</td>
<td>Revisiting Designated Supports</td>
<td>Teachers and RST’s will revisit the Designated Supports for their students to update any needs. <strong>Teacher Goal</strong>: Teachers will update Designated Supports for all of their students. 60 mins In-person (Lorena) /GHO</td>
</tr>
<tr>
<td>Apr</td>
<td>Practice Tests</td>
<td>Teachers will administer at least one practice math test, one practice math performance task, one practice ELA test, and one practice ELA performance task in this month to expose students to the formatting/g rigor of the SBAC. <strong>Teacher Goal</strong>: Administer practice tests. <strong>Teacher Goal</strong>: Take the practice tests to get more experience with the SBAC. Classrooms</td>
</tr>
<tr>
<td>Apr</td>
<td>The Real Thing: Administering the SBAC</td>
<td>Teachers will learn and be familiar with the logging on process, student card management, and technical trouble shooting. Teachers will also brainstorm how to incentivize full participation. RST will work with teachers to schedule testing supports. <strong>Teacher Goal</strong>: Teachers will feel confident in administering the SBAC and walk away with systems/strategies to use. Teachers will schedule testing with their RST’s for students with IEP’s. <strong>Student Goal</strong>: Students will understand the expectations and protocols of SBAC testing. 90 mins In-person (TBD)</td>
</tr>
<tr>
<td>May</td>
<td>SBAC Administration</td>
<td>Teachers will administer the SBAC for ELA and Math, and the performance tasks for ELA and Math to ALL students during the testing window. <strong>Teacher Goal</strong>: Administer all SBAC tests according to testing guidelines. <strong>Student Goal</strong>: Complete all the SBAC tests with their best effort. Classrooms</td>
</tr>
<tr>
<td>May</td>
<td>SBAC Administration Make-up Tests</td>
<td>Teachers, ST’s, AT’s, and RST’s will help students make-up any incomplete tests. Classrooms/Shared-use spaces</td>
</tr>
<tr>
<td>Jun</td>
<td>CAST Administration</td>
<td>5th and 8th teachers will administer the CAST to their students. <strong>Teacher Goal</strong>: Administer the CAST test according to testing guidelines. <strong>Student Goal</strong>: Complete the CAST test with their best effort. Classrooms</td>
</tr>
<tr>
<td>Jun</td>
<td>SBAC Celebration</td>
<td>Students in 3rd-8th grade who were not absent during the testing window will get a free dress day and certificate. <strong>Teacher Goal</strong>: Honor students’ participation and effort. <strong>Student Goal</strong>: Feel appreciated for their participation and effort. School</td>
</tr>
</tbody>
</table>
Meeting the Needs of All Students

English Learners
Approximately half of the students who attend Extera Public School No. 2 are classified as English learners (49% in 2016-17). To address the unique academic and language acquisition needs of EL students, all of the major components of EPS2's instructional program have been carefully designed to promote the academic short- and long-term success in school of EL students.

Identification of English Learners and Reclassification
Extera Public School No. 2 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 have been assessed prior to the start of school using CELDT and will be assessed beginning 2018 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. CELDT/ELPAC testing will take place according to State requirements and within the timelines required by the State.

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. EPS2 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 No. 2 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 No. 2 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.

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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.
Reclassification is based on the four criteria below:

- 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 No. 2 will utilize the CELDT or ELPAC (when available) as the primary criterion for assessing English language proficiency. Teachers and the School Director 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.

**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 No. 2 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 grades one and two, Extera Public School No. 2 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.

English Language Development (ELD)

Students identified as English Learners receive daily instruction in ELD from their classroom teacher and/or support teacher until they are reclassified as fluent-English proficient, at which time they are monitored for continued progress. The curricular program for English language arts, McGraw Hill Wonders with ELD, was specifically selected for the strong ELD components it provides our TK-5 students. Teachers and/or support teachers will utilize both the integrated and designated portions of the program to ensure students make adequate progress in their English language development.

Students designated as English Learners receive daily classroom instruction in English Language Development (ELD) at least 30-40 minutes each day at the elementary. In addition to annual implementation of the CELDT or ELPAC, classroom teachers monitor the progress of English Learners utilizing tri-annual portfolio-based assessments and an ELD Progress Report 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 ELD and Testing 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 that is aligned with the new
California ELD Standards and reflects their progress in English according to the following:

[1] Emerging
[2] Expanding
[3] Bridging

Extera Public School No. 2 has set a demanding reclassification target for annual student progress. In order to reclassify, our students must demonstrate that they are performing at grade level on a standardized assessment, thus we have set growth performance goals for our EL students in our LCAP so that they can meet the standard for reclassification. Students classified as English Learners at Extera Public School No. 2 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 EPS2 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-5 career.

A teacher is assigned annually by the CEO to serve as the ELD and testing coordinator. The ELD and 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 ELD and 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 No. 2 will be planned according to student's’ 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 student's’ 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 EPS2 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 ELD and Testing Coordinator, in collaboration with the Curriculum and Teacher Support Specialist, provides training and professional development to teachers across all grades regarding the reclassification process, strategies for working with English Learners, effective instructional grouping practices, ELD portfolios, utilizing the English Language Arts/English Language Development Framework, 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 EPS2 that support students who are English Learners, teachers at EPS2 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.
   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.

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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).
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 EPS2 serves, Extera Public School No. 2 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 School Director, 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 EPS2 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.
**Tinker Time Pilot Program**

As recommended by the English Language Arts/English Language Development Framework, Extera Public School No. 2 is exploring innovative, engaging, and authentic teaching practices that will support the English language development of our students. The Tinker Time Pilot Program is in its second year and it is currently serving two transitional kindergarten/kindergart classes and one first grade class. The program was created to address the academic demands and expectations of the new California ELD Standards. The program weaves creative play and project-based learning into the direct instruction of ELD standards so that students are highly engaged by the content, while developing their standards-aligned listening, speaking, reading, and writing skills. During Tinker Time students are expected to use collaborative oral skills, interpret visual and textual content, and produce and present their own creations that synthesize their learning. The program began with one transitional kindergarten/kindergarten cohort and it will grow as the cohort progresses through grades in order to track longitudinal results and gains. To evaluate the effectiveness of the program, the student cohort will be compared to a control cohort that did not participate in the pilot in the program. If the results are favorable, Extera Public School No. 2 hopes to expand this model into all of its classrooms.

**Progress Monitoring**

Students identified, as English Learners will be tested annually through CELDT or ELPAC to monitor their progress toward English proficiency. In between annual state assessments, Extera Public School No. 2 will administer internal formative and summative assessments to measure student progress. Progress will be monitored and measured using the McGraw Hill Wonders with ELD weekly, unit, and benchmark assessments, in addition to teacher-created measurements based on the new California ELD Standards. Teachers will track and report on student progress through a locally created ELD Progress Report, which is a standards-based grading system that is shared with families at the end of every grading period. Our vigorous and transparent progress monitoring is to ensure teachers and parents are aware of student’s English development, to identify students At-Risk of Becoming LTELS that will need additional support, and to monitor and evaluate the supports and interventions provided to LTELS.

**Professional Development for Teachers Working with English Learners**

EPS2 teachers will engage in professional development on “Early Out” Wednesday that will further prepare them for working with students who are English Learners. Professional development will support the following practices designed to facilitate universal access of subject matter content for all students:⁹

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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
- 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 EPS2 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 Directors, and ELD and Testing Coordinator 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 EPS2 will use multiple strategies to differentiate instruction for diverse learning styles and ability levels within the school’s curriculum. EPS2's thematic, integrated approach to planning and delivering instruction will be an effective approach for all learners, including gifted students. EPS2'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 No. 2 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.) EPS2 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

Training is provided to teachers during designated professional development meetings dedicated to this topic in order to ensure that teachers have the capacity to deliver appropriate and effective instruction to G.A.T.E. students and accelerated learners. Topics include: identification of gifted and advanced learners; characteristics of gifted and advanced learners; classroom instructional strategies to support gifted and advanced learners; and differentiating the curriculum for gifted and advanced learners.

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. As indicated above, 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 EPS2 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 (TK-5), 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 No. 2 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.

Furthermore, Extera Public School No. 2 has a well-developed intervention program for students in grades TK-5. Our programs address a variety of needs, and are built around our unique resource of support teachers. Support teachers provide small group instruction throughout the day. They work on pre-teaching or re-teaching new topics covered in class each day. In addition, support teachers implement targeted intervention sessions to two to four small groups per classroom, three to four times per week. These intervention programs target foundational math and literacy skills to ensure we are helping to close math and literacy gaps for our students that are below grade level.

Students are screened using a variety of diagnostic tools and resources, and collaboratively selected by teachers and support teachers. These diagnostic tools include NWEA MAP scores in Reading and Math, Reading A-Z levels, curriculum assessments, and other resources as needed. Teachers choose from the three different literacy intervention program options based on which option best fits each student’s needs. Students struggling in math are provided small group support using one of two online programs based upon grade level. Students in kinder-5th grade are provided accounts on DreamBox Learning, a math program that adapts to fit each student’s proximal zone of development and helps build towards grade level standards.

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# Extera Public School No. 2 Intervention Program

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Early Literacy: Making Sense of Phonics and Decodable Readers</th>
<th>Early Literacy: Read Naturally Phonics</th>
<th>Reading Fluency and Comprehension: Read Naturally Sequenced Stories</th>
<th>DreamBox Math Intervention Program</th>
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</thead>
<tbody>
<tr>
<td>When?</td>
<td>This intervention is provided during the school day, in 30 minute mini lessons.</td>
<td>This intervention is provided during the school day, in 30 minute mini lessons.</td>
<td>This intervention is provided during the school day, in 30-45 minute mini lessons.</td>
<td>This program is from 3:05-3:50pm on Mondays, Tuesdays and Wednesdays.</td>
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<tr>
<td>Who provides the intervention?</td>
<td>Support teachers provide intervention several times a week to small groups in the classrooms they support. They also provide small group instruction after direct instruction in class.</td>
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<td></td>
<td>Support teachers and intervention teachers provide intervention in small groups.</td>
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<tr>
<td>Kinder</td>
<td>Practices letter names and sounds, basic phonics and decoding skills, and reading simple sentences with decodable readers.</td>
<td></td>
<td></td>
<td>Students move through individualized lessons targeting their knowledge gaps. Students are also sent lessons by their support teachers to practice the standards covered in class, which are automatically differentiated within the program.</td>
</tr>
<tr>
<td>First</td>
<td>Lessons include mini phonics lessons, and build reading fluency with that phonics pattern. Lessons include repeat readings, word fluency lists, comprehension questions, and short answer questions.</td>
<td>Lessons include pre-teaching new vocabulary, building fluency through repeat readings, answering multiple choice and short answer comprehension questions and making predictions.</td>
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<td>Second</td>
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Literacy Intervention Program Design:

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 EPS2 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 underachieving 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

EPS2 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 EPS2 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 underachieving, they will receive targeted support and assistance above and beyond the regular school program. Targeted support for underachieving 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 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 EPS2 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 No. 2 utilizes the Illuminate Education student information system to capture student information and effectively track academic progress over time. IlluminateEd 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 No. 2 face many challenges within their local community, and some of the children lack supports that many families and communities take for granted. EPS2'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 Directors, 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.

EPS2 provides a whole day program to students in grades TK/K-5, 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.11

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 No. 2 tracks foster youth via the school’s student information system, 11 EPS2 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. EPS2 has successfully applied for and received the ASES from the California Department of Education to support its after school program.
IlluminateED. The assigned Foster Student Liaison supports schools by providing support to foster students. Through that support, Extera Public School No. 2 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, EPS2’s Community Liaison and Parent Engagement Coordinator, teachers, and school administration. As they do 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 No. 2 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 No. 2 with her two children, Miguel and Elena. Miguel is a second grader; his older sister is in the 5th grade. At the door Ms. Salas, the School Director, exchanges greetings with them. Miguel excitedly informs Ms. Salas 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 Ms. Salas might visit her classroom when she gives her presentation on whales that afternoon. She promises to try to stop by but tells her that if she 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 EPS2 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. 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 EPS2 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 EPS2 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!

Later this year, Elena’s class is going to local tide pools and the Aquarium of the Pacific 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. García, 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. García 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.

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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.
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:

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>
<tr>
<td>6</td>
<td></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 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 EPS2 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,

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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.
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:¹⁴

- 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 insect 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 2:00 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?  

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?

Later, with his homework complete, Miguel heads to the game room to challenge a friend to checkers and a few games of Poison, 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.

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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.

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: About Teaching Mathematics (2000) by Marilyn Burns.
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 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date 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. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

**Measurable Goals of the Educational Program**

Extera Public School No. 2 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 No. 2 used internal assessment measure to monitor student academic performance and growth. In the Spring of 2014, EPS2 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 EPS2’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. Wonders, Eureka Math, History Alive, FOSS), 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 No. 2 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 No. 2 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 No. 2. 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. Annually, the Board of Directors sets organizational goals for improved academic achievement based on the outcomes identified during data analysis. 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. Instructional areas of focus are identified and targets for improvement are set based on the Charter School’s analysis of student achievement data. Students and subgroups of students who are failing or struggling to achieve grade level achievement benchmarks are targeted for additional support and enrichment. For example, students who are not meeting grade level standards receive instructional modifications, such as: individual and small group instructional support the teacher; opportunities for review; strategic instructional intervention in ELA and/or mathematics that is provided during and/or after school; an SST meeting when appropriate; 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 IlluminateED, which parents have to 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 Directors 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 Charter 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 EPS2'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 Charter School. Published assessments that are a component of the Charter 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 the Wonders 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 IlluminateED 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, School Directors, 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 Charter 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 a Student Support and Progress Team (SSPT) meeting is scheduled
with the parent. Because parent support of the decision is critical to student success, the Charter
School seeks consensus with all team members, including the parent. During the SSPT meeting,
a determination is made as to whether a bonus (additional) year at the same grade level is an
effective intervention to improve student achievement. The parent has a right to express support
or disagreement with the decision of the SSPT during the meeting. In the event that the parent
disagrees with the decision, whether to provide a bonus year or not, the parent has the right to
appeal the decision to the School Director and, if agreement is still not reached, to the Extera
Public Schools Chief Executive Officer.

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

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- 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

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter 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 policies as it relates to charter schools adopted through Board action.17

17 The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.
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.

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm’s length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

**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 of 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 reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, 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, complete, 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 the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.
Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School’s public funds shall be subject to all necessary and appropriate District charter school oversight.

**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 governmental 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 receipt of a student 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 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions 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.
**FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal 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 ESEA and other applicable federal programs. 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.

**Governance Structure**

The governance structure and internal organization of participation and leadership at Extera Public School No. 2 has been designed to ensure that, through ongoing communication and collaboration, the entire school community fully achieves the EPS2 mission of nurturing the successful development of all children who attend EPS2.
Non-Profit Public Benefit Corporation

Extera Public School No. 2 is a directly funded independent charter school and operates as a California Nonprofit Public Benefit Corporation, pursuant to California law.

Governing Board Composition and Member Selection

Extera Public School No. 2 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 No. 2 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 Charter School and at the entrance of the Charter 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 web site, 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 Charter 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
Attorney, Browne, George, Ross, LLP

Lou Myers
Chief Executive Officer, Archimedes Asset Management

Alexandra Seros
Screenwriter and Educator

The President/Chief Executive Officer of the Extera Public School No. 2’s corporation and the School Directors 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 No. 2 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 No. 2’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 No. 2 in accordance with applicable laws and the
receipt of grants and donations consistent with the mission of Extera Public School No. 2;

- 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 No. 2
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Promote, guard and guide the vision and mission of Extera Public School No. 2;
- 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 No. 2 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 No. 2 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 School No. 2 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 School No. 2s 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 No. 2 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 School No. 2s 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 Directors

School Directors supervise day-to-day operations of the school to which they are assigned and are the instructional leaders of the school site. School Directors support Extera Public School No. 2 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 Directors are not able to serve on the Board. School Directors report directly to the CEO and are responsible for the orderly operation of the school and the supervision of all employees in the school. School Directors are assigned to perform tasks as directed by the Chief Executive Officer to ensure Extera Public School No. 2 enacts its mission and achieves its stated goals and objectives. School Directors 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 Directors communicate with and report to the Board of Directors as needed.
Extera Public School No. 2 places great value on the participation of parents in the programs and activities at the school. EPS2 recognizes the unique and critical role that parents play in the long-term academic success of their children. As a Title I school, EPS2 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 No. 2 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. EPS2 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 EPS2'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 No. 2 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 Director (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
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 Directors 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 Involvement as Volunteers**

Extera Public School No. 2 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 No. 2. 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 No. 2 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, School Directors, 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 No. 2 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 No. 2 receive end-of-year parent satisfaction surveys designed to elicit their feedback regarding school programs, activities, and overall satisfaction with the school.
Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter 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 but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to 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

EPS2 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 No. 2 currently employs the following staff positions:

- Chief Executive Officer
- Chief Operating Officer
- School Directors
- Curriculum and Teacher Support Specialist
- Classroom Teacher
- Apprentice Teacher
- Support Teacher
- Instructional Technology (IT) Manager
- Community Liaison
- Office Manager
- Parent Liaison
- Recruitment and Outreach Coordinator
- 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 No. 2. The CEO recruits, organizes, and supports a talented and high performing team of individuals EPS2 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
➢ 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 Directors, teachers (including apprentice teachers and support teachers), and office managers
- Ensures that Extera Public School No. 2 enacts its vision and mission
- Provides general oversight of the Charter School’s teachers and staff
- 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 No. 2, 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 Directors
- Regularly consults with School Directors regarding student progress and academic performance
- Regularly consults with School Directors regarding teacher and staff performance
- In collaboration with the Community Liaison and Parent Liaisons 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:
  - 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 No. 2 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 EPS2 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 Director
A School Director is assigned to the role of general supervision, safety and instructional leadership at each of Extera Public School No. 2’s campuses. The Chief Executive Officer is responsible for recruiting, interviewing, and selecting candidates for the role of School Director. Selection of the School Director 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 Directors 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 No. 2.

Selection of School Directors 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 Directors:

● 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 No. 2 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 No. 2’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
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 a 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 EPS2 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, EPS2 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 EPS2 possess appropriate EL authorization as well as academic preparation to address the needs of students who are English learners. EPS2 seeks teachers who have received Specially Designed Academic Instruction in English (SDAIE) or similar training who are able to knowledgably and effectively instructional strategies that support students who are English learners. EPS2 also actively seeks to recruit and hire teachers who possess a Bilingual Crosscultural, Language, and Academic Development BCLAD certificate (or equivalent).

**Apprentice Teachers**

All Apprentice Teachers at EPS2 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, EPS2 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 EPS2 possess appropriate EL authorization as well as academic preparation to address the needs of students who are English learners. EPS2 seeks Apprentice Teachers who have received Specially Designed Academic Instruction in English (SDAIE) or similar training who are able to knowledgably and effectively instructional strategies that support students who are English learners. EPS2 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 School No. 2s 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 No. 2 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 EPS2 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, EPS2 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 EPS2 possess appropriate EL authorization as well as academic preparation to address the needs of students who are English learners. EPS2 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. EPS2 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 School No. 2s 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 No. 2 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 School No. 2s. 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 EPS2'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 School No. 2s 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 School No. 2s Board of Directors regarding issues and recommendations pertaining to technology
- Maintain regular, punctual attendance
- Perform related duties as assigned

Minimum Qualifications:

- High School Diploma or equivalent
- 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 EPS2 software, software systems, equipment, customers, and maintenance. This may include but is not limited to the following:
  - Respond to inquiries of teachers and school staff seeking help.
  - Ask questions to determine the nature of problems.
  - Walk teachers and school staff through problem-solving process.
  - Clean and maintain computers and equipment.
  - Deploy and/or install computers, software, and peripherals as needed.
  - Follow up with teachers and school staff to ensure issue resolution.
- Obtain feedback from teachers and school staff and their computer usage.
- Run reports to determine computer system states and malfunctions.
- Train users (which may include students).
- Write best practice process, FAQ's, and training manuals as needed.
- Assist and proctor computer based testing sessions as needed.
- Maintain and repair unhealthy computers and systems.

**Minimum Qualifications:**
- High School diploma or equivalent
- 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 EPS2 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:
- High School diploma or equivalent
- 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 Liaison

The Parent Liaison reports directly to the School Director and has the duties and responsibilities customarily associated with such position, including:

- 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 EPS2 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
- Work with School Administration and teachers in the coordination and implementation of Padres Que Pueden workshops

Minimum Qualifications:
- High School diploma or equivalent
- 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 Coordinator

Recruitment and Outreach Staff report directly to the COO and 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 EPS2'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 EPS2 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 No. 2 and its Board will be in charge of all administrative financial functions of the school, EPS2 has contracted with ExEd to provide support with school management services. The accounting systems EPS2 has adopted adhere to generally accepted accounting principles, giving EPS2 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 No. 2; 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 No. 2.

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.

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

Classified and other office personnel will be selected by the School Director 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 Director 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 Director 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.

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

**Health, Safety and Emergency Preparedness Plan**

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. 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 blood borne 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 Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

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 Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

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

Charter School, including its employees, officers, and representatives, 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 school site 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. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

**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, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), 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.

**SUICIDE PREVENTION POLICY**

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school’s pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.
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:

The health and safety of Extera Public School No. 2 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 No. 2 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.

Extera Public School No. 2 supports the activities and ideals of the Hunger-Free Kids Act of 2010 by ensuring that ever student has access to the nutrition they need to grow into healthy adults. Extera Public School No. 2 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 No. 2 meals provide children with whole grains, fruits and vegetables, lean protein and low-fat dairy, as well as reduced sugar, fat, and sodium.
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 throughout the term of the Charter 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. The District may receive 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.

Outreach to Achieve Racial and Ethnic Balance

Extera Public School No. 2 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 No. 2 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, EPS2 has learned about the most appropriate times and locations for presentations to parents and other interested persons about Extera Public School No. 2. 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 No. 2 has a student population that mirrors the communities surrounding the school. Extera Public School No. 2 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 (September to October). These informational meetings inform families about the programs and opportunities available at Extera Public School No. 2 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 No. 2, in collaboration with school administration and the Community Liaison. Dr. Kennedy presents a detailed description of Extera Public School No. 2’s program components, daily schedule, admissions process, and other relevant information.

EPS2 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
These early education centers have requested presentations by EPS2 staff at their parent meetings. EPS2 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.

In summary, Extera Public School No. 2 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 No. 2 maintains an accurate accounting of the ethnic and racial balance of students enrolled in the school. Extera Public School No. 2 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 federal 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 federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

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, Section 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 No. 2 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 No. 2 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 No. 2 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 EPS2 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. All parents and students are recruited and informed about the EPS2 program including students with disabilities.
**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)(B). Enrollment to the school is open to any resident of the State of California. Enrollment is done on a first come, first served basis. Admission to EPS2 is not determined 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
2. Residents of the District who are not siblings of existing students are given second preference
3. Siblings of existing students who are not residents of the District are given third preference
4. Children of teachers and staff who are residents of the District (not to exceed 10% of total enrollment) are given fourth preference
5. Children of teachers and staff who are not residents of the District (not to exceed 10% of total enrollment) are given fifth preference
6. All other applicants do not receive preference and are admitted according to available space.

**Admission Process and Enrollment Timeline**

Extera Public School No. 2 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 No. 2 application process includes:

1. Open Enrollment Period (first business day after September 1st through the third Friday in October)
   a. Parent Information Meetings and School Tours (various dates September through October)
   b. Completion of the Lottery Form
2. Random Public Drawing (conducted within five business days after the close of the Open Enrollment Period)
a. Notification of selected families following random public drawing (lottery)

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 Extera are invited to attend an orientation meeting to learn more about the logistics of the start of school, 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

Open enrollment occurs September 1st through the third Friday in October 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. Submitted Lottery Forms are date-and time-stamped, and student names are added to an application roster to track receipt. 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 No. 2 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 No. 2 informs parents about enrollment using local Spanish and English newspapers and radio.

Following the open enrollment period, applications are counted to determine if the number of applications 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 a space occurs during the school year, families will be contacted by the Charter School’s 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 Director 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 provisions and procedures 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 Extera Public School No. 2 website. Public notice will be posted on the Extera Public School No. 2 website and at the Charter School’s physical locations regarding the date and time of the public drawing.

The Extera Public School No. 2 School Director 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 No. 2 lottery will occur each year within five (5) business days following the close of the open enrollment period. The lottery will be open to the public and will be conducted during the evening hours on a weekday so that it is convenient for most interested parties. 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 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 by the Office Manager. When an offer is made, Extera Public School No. 2 will 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.

The Extera Public School No. 2 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 – 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)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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 No. 2 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 No. 2 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 Directors will also recommend formal budget revisions as needed to ensure financial stability and adequate cash flow. The Extera Public School No. 2 Board will create formal policies regarding the deposit of funds, investment procedures, and internal financial controls. Extera Public School No. 2’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 School No. 2s 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 No. 2 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 No. 2 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 No. 2 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 No. 2 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 No. 2 Board of Directors is responsible for contracting and overseeing the independent audit. The CEO, COO and Office Manager prepare and organize 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 School No. 2s 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 No. 2 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 No. 2 will develop and maintain internal fiscal control policies governing all financial activities.
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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 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 Section 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 Section 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 Section 504 Plan?

Notwithstanding and apart from 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 it 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 No. 2 creates a safe and nurturing school environment where students are able to focus on learning. The Charter 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 No. 2 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 Public School No. 2. 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 students and staff spend 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.

EPS2 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. EPS2 teachers employ positive and negative consequences as appropriate when students do not adhere to stated expectations for behavior. Students who violate the Charter 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 Director 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**

EPS2 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 to 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.

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 CPS (Collaborative and Proactive Solutions) model is an approach to challenging behaviors that involves collaboration between adults and students and solicits student input and participation in identifying skills to resolve issues. The following table illustrates possible Tier II and Tier III behaviors as well as possible responses and/or consequences.
# Student Behavior Intervention Matrix

This discipline system is designed to create a safe, respectful, and cooperative community. There are three types of violations: Mild, Moderate, and Severe.

<table>
<thead>
<tr>
<th><strong>Tier 1</strong></th>
<th><strong>Mild Behavior Infraction</strong></th>
<th><strong>Teacher Intervention</strong></th>
<th><strong>Mild Infractions are</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>No Referral</em></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Tier 2</strong></th>
<th><strong>Moderate Behavior Infraction</strong></th>
<th><strong>Teacher Intervention</strong></th>
<th><strong>Moderate Infractions involve actions that significantly impact our high achievement culture and community of safety, respect, and cooperation.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Teachers may call the office for assistance and then complete Behavior Referral &amp; Documentation Form</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Tier 3</strong></th>
<th><strong>Severe Behavior Infractions</strong></th>
<th><strong>Teacher Intervention</strong></th>
<th><strong>Severe Infractions involve actions that are serious violations of our Code of Conduct, and/or are criminal violations of California law.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Tier 3 Referrals are to be processed at the administrative level. Teachers will call the office for an escort and then complete the Behavior Referral &amp; Documentation form.</em></td>
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</tr>
</tbody>
</table>

**Teacher follows grade-level determined progressive discipline policy and appropriate classroom management strategies, e.g., lesson design, explicit directions, positive behavior narration, redirections, seat changes, private conversations, time out, parent/guardian calls, reflection form (grade appropriate).**

**Hierarchical Consequences:**
- Restorative Consequences (restorative circles, rapport building, repairing relationships, etc.)
- Letter of apology
- Mediation
- Time out
- Parent Conference
- Parent Shadowing
- Loss of privileges
- Student Agreement/Behavior Contract
- Counseling referral
- In-school suspension (ISS) at administrator's discretion
- Special or additional assignment related to infraction
- Reflection form (grade appropriate)

- Restorative Consequences
- Parent conference
- Parent shadow
- In-school Suspension
- Out of School Suspension
- Discipline Review Board
- Student Agreement/Behavior Contract
- Probation
- Expulsion
- Citation and/or Arrest
- Counseling referral
- Special or additional assignment related to infraction
- Reflection form (grade appropriate)
- Other responses as determined by the School Director
*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 Charter School stakeholders have a vested interest in creating a positive and safe learning environment for all students and staff.

EPS2’s formal discipline policy, which follows, seeks to reinforce the strength of the Charter School’s culture and to protect the safety and best interests of the Charter 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 students’ 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 and Family Handbook that is sent to each student at the beginning of the school year. The School Director 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 Charter School’s behavioral expectations will be required to attend a meeting with the Charter 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 Charter 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. EPS2 will
support students who have engaged in repeated acts of misconduct using the tiered strategies outlined above.

EPS2 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.

EPS2 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 Public School No. 2 will use In-School Suspension for Level III behaviors, and it will be overseen by the School Director. 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 pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this 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, video, 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) An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) 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)(a)-(b).

(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 Director 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 Director 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 Director or the designee of the School Director. 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
- 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, if possible, by an informal conference conducted by the School Director, with the student and the student’s parents.

The conference may be omitted if the CEO and/or School Director 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. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.
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 Director 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 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 Charter School.

Step 3: Determination of Length of Suspension

The length of the suspension will be determined by the CEO and/or School Director 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 shall not exceed a period of 5 continuous school 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 Director, who will convene a Suspension Appeal Committee to hear the appeal. The written request for appeal must submitted within (5) school days following the last day of the student's suspension. The School Director 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 Director 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 Director 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 Director, the pupil’s current teacher or any other administrator involved in recommending suspension.
e) The School Director 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 Charter 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 Director 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 Director recommends expulsion, the student and the student’s parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. 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 Director 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 Director 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 five 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 in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing will be forwarded by the CEO/School Director 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 and/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 Administrative Panel 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 Director 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 Director 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.

Rehabilitation and Readmission

Pupils who are expelled from Extera Public School No. 2 shall be given a rehabilitation plan upon expulsion as developed by Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review, to ensure the student is complying with the rehabilitation plan as well as assessment at the time of review for readmission. The rehabilitation plan includes improved behavior, attendance and academic performance and shall include a date not later than one (1) year from the date of expulsion when the pupil may reapply to Extera Public School No. 2 for readmission.

The readmission process will include a meeting with the School Director, to determine whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil continues to pose a danger to campus safety. The School Director shall make a recommendation to the Extera Public Schools Governing Board for readmission unless there is a finding that the pupil has not met the conditions of the rehabilitation plan and/or continues to pose a danger to campus safety. The Governing Board will make the final determination. These procedures shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is issued. Extera Public School No. 2 is responsible for reinstating the student upon the conclusion of the expulsion period.

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 Charter School, the Board shall, at the same time, admit representatives from the opposing party.
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, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 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, if mandated by applicable legal and retirement plan requirements.

Certificated Staff Members

EPS2 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 No. 2 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 EPS2 contributes the employer’s portion as required by STRS.

Classified Staff Members and Other Staff Members

Non-certificated and other Extera Public School No. 2 employees participate in the federal Social Security system in accordance with applicable law.
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 of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

No student may be required to attend the Charter School. Extera Public School No. 2 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 No. 2 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 No. 2 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

“The rights of an 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).)

General Provisions

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

Proposition 39 Disputes

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), 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 all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, 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

**Dr. Jim Kennedy, CEO**

Extera Public School No. 2

1870 E. 1st Street

Los Angeles, CA 90033

2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable
to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 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.

Unless directed otherwise 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
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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) 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.
Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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)(O).)

**Revocation of the Charter**

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. 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 provisions 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, by the governing board of Charter School 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 and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; 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 (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of 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 these notifications 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 to any such district 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, with any attachments, 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 and other records, including but not limited to 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 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification 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 all 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 copies of student records to receiving schools shall be
in accordance with applicable law and 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,
ext 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, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person
designated to maintain all Charter School personnel records after the closure. Personnel
records to be transferred to and maintained by the designee must include any and all employee
records, including but not limited to, records related to performance and grievance. Charter
School must provide to the CSD and the designee a list of all active and inactive employees and
their periods of service. Both Charter School and the designee, individually and separately, shall
inform the CSD immediately upon the transfer of Charter School’s employee records to the
designee.

8. 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.

9. 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 if it meets all of the requirements of the 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. 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 as or 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. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 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 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 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**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

**District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission 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.

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.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. 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 acknowledges and 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. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. 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 that 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. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves 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 non-District-owned school site and/or facility, Charter School shall ensure that the site and/or 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, and notices issued by any authorized building and safety agency. 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 shall promptly 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] or the equivalent provided through a California Joint Powers Authority self-insurance program 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 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 transportation service. If Charter School provides student transportation 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 $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

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

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 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.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability 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 and alternative methods of coverage as approved by the District. 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 calendar 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.
**Student Body Funds**
Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School’s annual audit as a stand-alone item.

**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.
Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related 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).)
ADDENDUM

Assurances, Affirmations, and Declarations

Extera Public School No. 2 (also referred to herein as “EPS2” 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); Ed. Code § 220.)

- 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 pupils 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).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for
the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. Charter School shall comply with all provisions of the 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.

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances, Affirmations, and Declarations section 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**

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

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

“If the proposed charter 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 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 (2013) (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 local control and accountability plan and annual update to the local control and accountability plan.” (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.

**MATHEMATICS PLACEMENT**

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

**TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

**HIGH SCHOOL EXIT EXAMINATION**

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

**WASC ACCREDITATION**

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

**ENGLISH LEARNERS**

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School’s core academic 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, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan or Charter School’s own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School’s EL program, and shall address the following:

- How Charter School’s EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School’s core academic curriculum
- How English Learners’ specific 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 evaluation of the effectiveness of its EL program. 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 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 School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School’s inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

**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). As a single-District SELPA, the District has created two charter 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 for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section 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 charter 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, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data**

  The standard file including District ID.

- **Norm day**

  District ID, SSIS 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**

- **All Students enrolled as of December 1 of each school year**

  District ID, SSIS 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**

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

- **Monthly SESAC and Suspension data**
Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently 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 directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, 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 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

**Standardized Testing**

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date 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. Upon
request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

**Element 4 – Governance**

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter 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 policies as it relates to charter schools adopted through Board action.¹⁸

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.

¹⁸ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.
Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm’s length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

**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 of 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 reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, 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, complete, 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 the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School’s public funds shall be subject to all necessary and appropriate District charter school oversight.

**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 governmental 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 receipt of a student 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 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions 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.

**FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal 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 ESEA and other applicable federal programs. 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 5 – Employee Qualifications**

“The qualifications to be met by individuals to be employed by the charter 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 but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

**ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to 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 charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F.).)

**HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to training on blood borne 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 Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

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 Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

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

Charter School, including its employees, officers, and representatives, 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 school site 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. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

**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, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), 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

**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.

**SUICIDE PREVENTION POLICY**

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school’s pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

**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 throughout the term of the Charter 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. The District may receive 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.

**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 federal 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 federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

**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, Section 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)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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:

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

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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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 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 Section 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 Section 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 Section 504 Plan?

Notwithstanding and apart from 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, and/or its nonprofit public benefit
corporation, notwithstanding any provision in Element 15 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, if mandated by 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 of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

### Element 13 – Rights of District Employees

*The rights of an 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.).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), 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 all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:
2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.
NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 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.

Unless directed otherwise 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

   Dr. Jim Kennedy, CEO
   Extera Public School No. 2
   1870 E. 1st 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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, 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 from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) 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.

**Element 15 – Charter School Closure Procedures**

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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)(O).)

**REVOCATION OF THE CHARTER**

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. 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 provisions 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, by the governing board of Charter School 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 and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; 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 (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of 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 (SELP), 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 these notifications 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, with any attachments, 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 and other records, including but not limited to 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 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification 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 all 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 copies of student records to receiving schools shall be in accordance with applicable law and 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, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the
designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School’s employee records to the designee.

8. 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.

9. 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 if it meets all of the requirements of the 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. 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 as or 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. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 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 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 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**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

**District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission 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.

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.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. 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 acknowledges and 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. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. 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 that 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. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves 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 non-District-owned school site and/or facility, Charter School shall ensure that the site and/or 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, and notices issued by any authorized building and safety agency. 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 shall promptly 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] or the equivalent provided through a California Joint Powers Authority self-insurance program 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 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 transportation service. If Charter School provides student transportation 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 $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

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

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 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.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability 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 and alternative methods of coverage as approved by the District. 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 calendar 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.

**Student Body Funds**
Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School’s annual audit as a stand-alone item.

**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.

**Fiscal Policies and Procedures**
Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related 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).)