EXTERNAL PUBLIC SCHOOL

#2

Charter Petition for Five-Year Term (2013-2018)

Submitted to the Los Angeles Unified School District

October 10, 2012
**TABLE OF CONTENTS**

LETTER OF INTENT

INITIAL SCREENING CHECKLIST

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABLE OF CONTENTS</td>
<td>i</td>
</tr>
<tr>
<td>CHARTER BRIEFING PAGES</td>
<td>v</td>
</tr>
<tr>
<td>AFFIRMATIONS AND ASSURANCES</td>
<td>viii</td>
</tr>
<tr>
<td>ELEMENT 1: THE EDUCATIONAL PROGRAM</td>
<td>9</td>
</tr>
<tr>
<td>A. STUDENTS EXTERA PUBLIC SCHOOL WILL SERVE</td>
<td>2</td>
</tr>
<tr>
<td>1. Target Student Population</td>
<td>2</td>
</tr>
<tr>
<td>a. Projected Exteran Public School Enrollment</td>
<td>2</td>
</tr>
<tr>
<td>b. Surrounding Community: Boyle Heights</td>
<td>2</td>
</tr>
<tr>
<td>2. Demographic Data of Comparator Public Schools</td>
<td>7</td>
</tr>
<tr>
<td>3. Academic Achievement Data of Comparator Public Schools</td>
<td>10</td>
</tr>
<tr>
<td>4. Other Relevant Characteristics of the Target Population</td>
<td>11</td>
</tr>
<tr>
<td>B. MISSION, VISION AND EDUCATIONAL PHILOSOPHY</td>
<td>12</td>
</tr>
<tr>
<td>1. Exteran Public School’s Mission and Vision</td>
<td>12</td>
</tr>
<tr>
<td>2. Exteran Will Prepare Students to Be Educated Citizens in the 21st Century</td>
<td>16</td>
</tr>
<tr>
<td>3. How Learning Best Occurs</td>
<td>18</td>
</tr>
<tr>
<td>4. Exteran Will Enable Students To Become Self-Motivated, Competent and Lifelong Learners</td>
<td>21</td>
</tr>
<tr>
<td>C. INSTRUCTIONAL TIME AT EXTERA</td>
<td>22</td>
</tr>
<tr>
<td>1. A “Typical Day” and Sample Daily Schedule</td>
<td>22</td>
</tr>
<tr>
<td>a. A Day in the Life of Exteran Students</td>
<td>22</td>
</tr>
<tr>
<td>b. Sample Daily Schedules</td>
<td>25</td>
</tr>
<tr>
<td>2. Academic Calendar</td>
<td>34</td>
</tr>
<tr>
<td>3. Exteran Will Greatly Exceed The Minimum Instructional Minutes</td>
<td>36</td>
</tr>
<tr>
<td>D. EXTERa’s fraMEWORK FOR INSTRUCTIONAL DESIGN IS ALIGNED WITH OUR TARGET POPULATION</td>
<td>37</td>
</tr>
<tr>
<td>1. Framework for Instructional Design</td>
<td>37</td>
</tr>
<tr>
<td>a. Core Subjects</td>
<td>37</td>
</tr>
<tr>
<td>b. Teaching Methodologies</td>
<td>38</td>
</tr>
<tr>
<td>2. Scope and Sequence of Skills to be Taught</td>
<td>60</td>
</tr>
</tbody>
</table>
a. Science ................................................................. 61
b. Social Studies ....................................................... 68
c. English Language Arts ........................................... 73
d. Mathematics ........................................................ 80
3. Alignment with State Content Standards ............................. 89
E. RESEARCH-BASED EVIDENCE THAT INSTRUCTIONAL PROGRAM HAS SUCCEEDED WITH SIMILAR POPULATIONS .................................................. 89
F. TEXTBOOKS AND OTHER INSTRUCTIONAL RESOURCES ..................... 91
G. TEACHER RECRUITMENT ........................................... 93
H. PROFESSIONAL DEVELOPMENT .................................... 96
I. EXTERA WILL BE A SITE-BASED LEARNING ENVIRONMENT ................ 101
J. SPECIAL EDUCATION: EXTERA WILL ADDRESS THE NEEDS OF ALL SUB-GROUPS, INCLUDING AT-RISK STUDENTS ..................................................... 101
   1. English Learners ................................................. 104
   2. Socio-Economically Disadvantaged Students .................. 113
   3. Gifted and High-Achieving Students ............................ 114
   4. Low Achievement .................................................. 115
   5. Special Education Program (LAUSD-SPECIFIC LANGUAGE) .......... 120
   6. Other Special Populations ........................................ 122
K. TIMELINE FOR IMPLEMENTATION ...................................... 122

ELEMENT 2: MEASURABLE STUDENT OUTCOMES .................................. 125
A. PUPIL OUTCOMES .................................................. 126
B. SCHOOL API, AYP AND CST GOALS ............................. 142
C. ADDITIONAL OUTCOMES ........................................... 143

ELEMENT 3: METHODS FOR MEASURING STUDENT OUTCOMES .................. 145
A. VARIED AND AUTHENTIC ASSESSMENT ............................ 145
B. STANDARDIZED TESTING AND USE OF RESULTS ............... 149
C. DATA MANAGEMENT AND ANALYSIS ................................ 152
D. USE OF DATA TO INFORM INSTRUCTION .......................... 153
E. LONGITUDINAL ANALYSIS OF PROGRESS .......................... 153

ELEMENT 4: GOVERNANCE STRUCTURES ............................................. 154
A. NON-PROFIT PUBLIC BENEFIT CORPORATION ...................... 154
B. BOARD OF DIRECTORS ............................................ 154
C. BOARD MEETINGS AND DUTIES .................................... 158
D. THE CHIEF EXECUTIVE OFFICER (CEO) .......................... 160
THE PRINCIPAL .................................................................................................................. 160
SCHOOL ADVISORY COUNCIL (SAC) .............................................................................. 161
PARENT ENGAGEMENT COMMITTEE (PEC) ................................................................... 161
PARENT INVOLVEMENT AS VOLUNTEERS ................................................................. 162
ORGANIZATIONAL STRUCTURE ....................................................................................... 162
TEACHER, STAFF AND PARENT SURVEYS .................................................................... 164

ELEMENT 5: EMPLOYEE QUALIFICATIONS ................................................................……. 165
A. QUALIFICATIONS OF EMPLOYEES ............................................................................ 165
   1. Necessary Job Descriptions and Qualifications ....................................................... 165
   2. Ensuring Student, Faculty And Staff Health And Safety ......................................... 175
B. ADDITIONAL QUALIFICATIONS OF KEY EMPLOYEES ........................................... 175
C. ASSURANCES REGARDING APPLICABLE LAW ......................................................... 175
   1. Non-Discrimination ............................................................................................... 175
   2. Credentialing ......................................................................................................... 176
   3. Employee Records ............................................................................................... 176
   4. No Child Left Behind ......................................................................................... 176

ELEMENT 6: HEALTH AND SAFETY PROCEDURES ........................................................ 178
ELEMENT 7: RACIAL AND ETHNIC BALANCE ................................................................. 185
ELEMENT 8: ADMISSION REQUIREMENTS ................................................................. 188
ELEMENT 9: FINANCIAL AUDITS ..................................................................................... 192
ELEMENT 10: STUDENT SUSPENSION AND EXPULSION PROCEDURES ...................... 196

ELEMENT 11: RETIREMENT PROGRAMS ........................................................................... 206
D. RETIREMENT BENEFITS ........................................................................................... 206
E. OVERSIGHT OF BENEFITS ....................................................................................... 206
F. EMPLOYEE POLICIES ............................................................................................... 206

ELEMENT 12: ATTENDANCE ALTERNATIVES .................................................................. 207
ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES .......................................................... 208
ELEMENT 14: DISPUTE RESOLUTION ............................................................................. 209
ELEMENT 15: EMPLOYER STATUS AND COLLECTIVE BARGAINING ............................. 211
ELEMENT 16: CHARTER SCHOOL CLOSURE .................................................................... 212

APPENDIX A: CURRICULUM SAMPLES/STANDARDS ALIGNMENT
APPENDIX B: ARTICLES OF INCORPORATION, BYLAWS, CONFLICTS CODE
APPENDIX C: FIVE YEAR BUDGET
APPENDIX D: TEACHER SIGNATURES IN SUPPORT OF PETITION

Exera Public School
APPENDIX E: PARENT SIGNATURES
APPENDIX F: APPLICATION FORM AND ENROLLMENT PACKET
APPENDIX G: TEACHER RESUMES AND CREDENTIALS
APPENDIX H: DUE DILIGENCE FORMS AND RESUMES
APPENDIX I: BOARD QUESTIONNAIRES AND RESUMES
APPENDIX J: EXTERA EMPLOYEE HANDBOOK
APPENDIX K: EXTERA FAMILY HANDBOOK
APPENDIX L: BOARD RESOLUTION AUTHORIZING SUBMISSION OF PETITION
NAME OF ORGANIZATION APPLYING FOR CHARTER: Extera Public Schools¹ (A California Nonprofit Public Benefit Corporation)

NAME OF THE PROPOSED CHARTER SCHOOL: Extera Public School #2
PROJECTED GRADES SERVED YEAR 1: K - 1
PROJECTED GRADES SERVED YEAR 5: K - 5
PROJECTED ENROLLMENT YEAR 1: 144 / NUMBER OF STUDENTS YEAR 5: 432

FACILITY STATUS/LOCATION: Extera Public School has not yet secured a facility in our target neighborhood of Boyle Heights; we will apply for a Prop 39 facility.

PROP. 39—APPLICATION SUBMITTED? We will submit our Prop 39 application on or before November 1, 2012.

DOES THE LOCATION MEET BOARD POLICY? (LOW API, OVERCROWDED) Our target area in Boyle Heights/East LA meets Board policy for several key reasons:

- Out of 27 traditional public elementary and middle schools serving students in grades K-6 in this area, only two are not in Program Improvement Status. These two – Amanecer and Garza – are the only two that serve just grades K-2 with a small school population of 246 and 157 students, respectively; both schools are the only two of this group of 27 schools that had a 2011 API score higher than 800. Of the 25 schools that are in PI status, eleven of the elementary schools and all three middle schools are in PI Year 5; another five of the elementary schools are in PI Year 4. Fourteen of these schools have a 2011 API statewide ranking of “1” or “2.”

- None of these schools offers the type of curriculum and program we will offer with an engaging, hands-on, minds-on curriculum that includes real world thematic connections for students across disciplines, and differentiated instruction to ensure that each student is, in fact, engaged and learning;

- Five of the 23 elementary schools in the area serve approximately 1,000 students each (Belvedere, Eastman, Euclid, Rowan and Sheridan); all three middle schools serve more between 1,500 and 2,000 students each;

- Our small school (ultimately 504 students in K-6) with its culture of excellence, equity and engagement, will be a dramatic boost to a neighborhood that has been severely impacted by poverty, gangs, inadequate supports and low expectations for public education. As with our first school, Extera Public School, located in the same neighborhood, we will create a school community where all participants – students, teachers, administrators, staff, parents and

¹ Extera Public School #2 is the second charter school that will be opened by a corporate entity known officially as Extera Public Schools (plural). For purposes of this petition, we refer in the singular to Extera Public School, except in those instances where the official corporate entity name is required.
community partners – collaborate to design and meet high expectations for all stakeholders and create opportunities for each and every student to succeed.

**BOARD OF DIRECTORS:**
The leadership at Extera Public Schools, originally founded in 2010, consists of a highly accomplished team of experienced and committed education and business professionals:

- **Thomas S. Strickler, Chairman of the Board**
  Co-Founder, Endeavor Talent Agency
- **Dr. Eugene Tucker, Vice President**
  Adjunct Professor, Graduate School of Education & Information Studies, UCLA; Retired Superintendent, Santa Monica – Malibu Unified School District
- **Robert M. Smiland, Treasurer**
  Business Owner and Former Chief Sales and Marketing Officer, Monrovia Growers
- **Maribeth Annaguey, Esq., Secretary**
  Partner, Liner Grode Stein Yankelevitz Sunshine Regenstreif & Taylor LLP
- **Isabel Birrueta, Esq.**
  Associate Attorney, Law Offices of William D. Ross
- **Cristal de la Rocha**
  Accounting Manager, DDT Surveillance
- **Justin Q. Jefferies**
  Managing Director, CB Richard Ellis, Inc.
- **Alexandra Seros**
  Screenwriter

Full biographies for all Board Members are included in Element 4: Governance; Resumes and Board Questionnaires for each are included in Appendix N.

**EXTERA PUBLIC SCHOOL MISSION**
The mission of Extera Public School #2, also referred to herein as “Extera” and “Charter School” is to ensure the success of children in Boyle Heights 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 will engage in hands-on, minds-on project-based learning that offers real world relevance, impact and self-empowerment.

**EXTERA PUBLIC SCHOOL VISION**
Our vision consists of realizing what has to date been an unattainable dream for the community we are seeking to serve, where excellence, equity and engagement intersect in the advancement of public education.
SOURCE/CORE OF MONEY
Extera Public School #2 already has raised $168,000 in committed private donor support for its first year of operations, along with funds allocated by the Extera Public Schools Board of Directors to support the start-up. We are confident that the expertise and contacts of our Board members and Founder will result in significant additional donations from private donors. Our first school raised $219,828 in private donations during its first year, a success we expect to fully replicate. We will employ a diversified fundraising strategy that includes foundation grants, corporate contributions, special events and individual donations.

Extera Public School #2 will apply for the Walton Family Foundation start-up grant ($250,000) and the CDE PCSGP start-up grant ($575,000), both grants we secured for the founding of our first school. While we are optimistic about the fundraising potential from private sources, the Board of Directors and CEO will continuously review all budgets and financial plans to ensure sufficient reserves for cash flow and contingencies, making expenditure cuts as necessary.

3-5 TOP LEADERS/CHARTER DEVELOPMENT TEAM
Dr. Jim Kennedy, Founder, Nonprofit President and Chief Executive Officer (not a member of the Board)
Dr. Kennedy is a highly experienced educational leader with more than 20 years of experience in Los Angeles schools, including serving as Principal of the acclaimed UCLA Lab School (formerly known as UES or Corinne A. Seeds), and a Principal and lead administrator in LAUSD. Board Chairman Tom Strickler and former Superintendent of Schools Dr. Eugene Tucker, along with the other members of the Extera Public Schools Board of Directors, are other lead members of our charter development team (see Element 4: Governance, for their biographies).

OTHER JURISDICTION: Extera Public School #2 has not applied to any other jurisdiction.

SISTER CHARTERS: Extera Public School (“Extera #1”) opened with 257 students in grades K-3 in September 2011 and currently serves 330 students in grades K-4. There are no other sister charters.

WHAT INNOVATIVE ELEMENTS OF YOUR CHARTER COULD BE CONSIDERED “BEST PRACTICES” AND REPLICAED BY OTHER SCHOOLS?
Extera #2 will provide access to outstanding public education to students living in Boyle Heights, among the most under-served communities in Los Angeles. In addition to employing a compelling curriculum and “best practices” methodologies supported by education research and proven successful with similar student populations; offering a small school environment; and instilling a culture of excellence, Extera’s distinctive thematic approach enriches the curriculum by integrating meaningful connections to nature across subject content areas, including language arts, social studies, science and mathematics, as well as the arts and technology. The thematic design of the program is especially powerful because it adds substantial opportunity for student engagement, interest, inquiry, and personal development.
AFFIRMATIONS AND ASSURANCES

**LAUSD-REQUIRED LANGUAGE:**

Extera Public School shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, 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.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the Charter School nor any employee to work at the charter school.
- In accordance with Education Code Section 47605(d)(3), if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
EXTERA PUBLIC SCHOOL

ELEMENT 1: THE EDUCATIONAL PROGRAM
A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in the program shall include the objective of enabling students to become self-motivated, competent, and life-long learners. CA Ed. Code § 47605(b)(5)(A)

“Let nature be your teacher.”
– William Wordsworth

INTRODUCTION
The address of the Charter School is: TBD; the temporary mailing address for the school is: 2226 E. 3rd Street, Los Angeles, CA 90033
The phone number of the Charter School is: (323) 780-8300 or (323) 454-2430.
The contact person for the Charter School is Dr. Jim Kennedy, Chief Executive Officer, Extera Public Schools.

The term of this charter shall be from 2013 to 2018.

The grade configuration is K-6.
The number of students in the first year will be 144.
The grade level(s) of the students in the first year will be K-1.
The scheduled opening date of the Charter School is August 2013.
The admission requirements include: Extera Public School #2 shall admit all pupils who wish to attend the school (Education Code Section 47605 (d)(2)(A)). If the number of students applying for enrollment exceeds the openings available, entrance shall be determined by random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements. Enrollment to the school shall be open to any resident of the State of California. Enrollment will be on a first come, first served basis. Extera affirms that the school shall be nonsectarian in all aspects of its programs and operations, including admissions and employment. Extera shall not charge tuition. Extera shall not discriminate against any student 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. (See Element 8: Admissions)

The enrollment capacity is 504 students, pending changes in class sizes. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student’s residency).

The instructional calendar will be 200 days.
The bell schedule for the Charter School will be: 8:00a.m. – 3:00p.m.
If space is available, traveling students will have the option to attend.
A. STUDENTS EXTERA PUBLIC SCHOOL WILL SERVE

1. Target Student Population

a. Projected Extera Public School Enrollment

Extera Public School intends to open in August 2013 with 144 students in kindergarten and Grade 1 (three classes of 24 students per grade). Each subsequent year, Extera will enroll a new class of 72 kindergarteners and fill spaces available through attrition. The enrollment plan is represented in the following chart:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>Grade 1</td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>Grade 2</td>
<td></td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>Grade 3</td>
<td></td>
<td></td>
<td>72</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>Grade 4</td>
<td></td>
<td></td>
<td></td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>Grade 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>72</td>
</tr>
<tr>
<td>Grade 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>144</strong></td>
<td><strong>216</strong></td>
<td><strong>288</strong></td>
<td><strong>360</strong></td>
<td><strong>432</strong></td>
</tr>
</tbody>
</table>

Extera Public School will reach operational capacity enrollment of 504 students during its sixth year of operation (2018-19). For a description of our student recruitment plan and details regarding how we will achieve a racial and ethnic balance that is reflective of the District’s population, please see Element 7: Racial and Ethnic Balance.

b. Surrounding Community: Boyle Heights:

As with our first school, Extera Public School #2 will serve inner city elementary school students who historically have had limited access to high quality public education options within their local neighborhoods. Specifically, Extera will seek a location within the Boyle Heights / East Los Angeles community of the city of Los Angeles, located east of downtown and the Los Angeles River. Our target area includes zip codes 90023, 90033 and 90063, illustrated by the blue boundaries below.
While we have not yet identified and secured a specific facility for our school, given the level of poverty within this community, we anticipate that the overwhelming majority of the students who attend Extera Public School #2 will live in the neighborhood immediately surrounding the school. Our first school is located on two separate campuses provide by LAUSD through Proposition 39. While these two campuses are less than a mile from one another, they are separated by the 5 freeway, making passage between the two campuses unsafe for small children. Either route would take students under the freeway, past on and off ramps. Given the that the overwhelming majority of our families walk their children to school it was necessary to offer a full grade span on each campus (rather than splitting the school by grade levels) to ensure that families could send siblings to the same campus. This been proven to be a tremendous benefit for families, has addressed safety concerns, and has reinforce our existence as a true neighborhood, community school. As demand for Extera has grown through word of mouth – even though we have conducted very little proactive outreach since prior to our first year opening – we recognize the strong desire by families in this community.

This community has a rich multicultural history, and from the 1920s to 1950s it was home to large concentrations of Jewish, Japanese, Russian and Mexican immigrants, with smaller populations representing several other ethnic minorities. Now a predominantly Latino neighborhood, the community faces significant economic and educational struggles, including a particularly strong gang presence that led to its designation as one of Mayor Villaraigosa’s first of twelve citywide Gang Reduction Youth Development (GRYD) Zones. (See http://www.ci.la.ca.us/mayor/villaraigosa/plan/PublicSafety/GangReductionStrategy/index.htm)
Today, 88% of residents living in the Boyle Heights/East Los Angeles community speak Spanish as their primary language at home, and less than 10% speak English. (healthycity.org) At Extera Public School all written and oral communications between school and home will be conducted in both English and Spanish so that information is easily accessible to parents and guardians and to help families and the broader community build a meaningful connection to our school.

**Home Language in Zip Codes 90023, 90063, 90033**

Source: Census.gov/ACS2010

Notably, across these three zip codes, with a total population of more than 150,513 residents, 31.6% have not earned a high school diploma and less than 6% have a college degree.

**Educational Attainment in Zip Codes 90023, 90063, 90033**

Source: Census.gov/ACS2010
Not surprisingly, this significant lack of educational attainment translates into economic outcomes for the community as well, with 10% of residents earning less than $15,000 a year and almost 48% earning less than $50,000, including families with multiple members residing in the same home.

**Family Income in Zip Codes 90023, 90063, 90033**

<table>
<thead>
<tr>
<th>Income Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $15,000</td>
<td>9.8%</td>
</tr>
<tr>
<td>$15,000-$24,999</td>
<td>25.1%</td>
</tr>
<tr>
<td>$25,000-$49,999</td>
<td>23.0%</td>
</tr>
<tr>
<td>$50,000-$74,999</td>
<td>26.4%</td>
</tr>
<tr>
<td>$75,000-$99,999</td>
<td>5.5%</td>
</tr>
<tr>
<td>$100,000-$199,999</td>
<td>0.4%</td>
</tr>
<tr>
<td>$200,000+</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

*Source: Census.gov/ACS2010*

The lack of educational success and attainment contributes to a continuing pattern of school failure in subsequent generations and places children at increased risk for a number of other negative social consequences, including drug and alcohol abuse, gang affiliation and criminal activity. According to the *Los Angeles Times*, during the six-month period between March and September 2010, there were 285 violent crimes in the Boyle Heights specifically (not including the broader boundaries we are including here), including 7 homicides, and 844 property crimes. (http://projects.latimes.com/mapping-la/neighborhoods/neighborhood/boyle-heights/crime/#six-months) In neighboring East LA (which includes a larger area than that included in our specific target zone), during the same period there were 401 violent crimes, including 8 homicides, and 865 property crimes. *(Ibid.)*

Notably, in 2003, the Boyle Heights/East LA Gang Reduction Youth Development Zone was the first such zone designated here in Los Angeles as part of a national pilot project and received a major federal grant aimed at curbing gang influence and impact in the community. This then led to the development of 11 additional zones in Los Angeles -- each approximately 3.5 square miles -- and further remedial efforts provided for these communities.
In the case of Boyle Heights/East LA, the Mayor’s Office, through the comprehensive study of contracted outside agencies such as the esteemed Advancement Project, has conducted comprehensive needs assessment and analysis of the community. Five different gangs with more than 1,600 known members – and many more assumed – contribute to an unusually high level of violent crime in this area. *(Ibid.)* Parents, students and residents alike report significant safety concerns, including the lack of free mobility across their own neighborhoods. The need for safe schools with safe after-school programs was cited as a major concern of residents. *(Ibid.)*

Clearly, educational opportunities are a priority for this community. Although police, community-based organizations, schools and residents have made limited inroads to partially address these issues, substantial work remains to ensure that sufficient, viable educational models are readily available to support the long-term academic and social success of all children who reside within the Boyle Heights/East Los Angeles community. Extera Public School will provide a much-needed vibrant, high quality educational option to parents seeking increased access to outstanding education programs for their children. In turn, Extera will contribute not only to their success but also to the success of children and families in future generations for this entire area.
2. **Demographic Data of Comparator Public Schools**

As demonstrated in the following chart, the public elementary schools in Boyle Heights serve an almost exclusively low-income Latino population, with a total of 14,724 students enrolled in 23 different traditional public elementary schools, 4,826 students enrolled in three traditional public middle schools (grades 6-8) and one K-8 school serving 439 students. (Middle schools have been included because Extera Public School will also serve 6th grade; thus the comparisons are illustrative.) Just two charter schools exist so far in these communities: the acclaimed KIPP LA College Preparatory School, with 442 students in grades 5-8, and Puente Charter School which serves just 113 children in a Kindergarten-only program.

- On average, 99% of the students at the 27 traditional public schools qualify for free or reduced price lunch;
- 99% of the students are Latino/Hispanic, with 11 schools also serving 1-2% African American, Asian and American Indian students;
- 39% of the elementary school students are English Learners with an additional 24%, on average, reported as Recently Reclassified Fluent-Proficient in 2010-11;
- 28% of the middle school students are English Learners with an additional 48% of these older students, on average, reported as Recently Reclassified Fluent-Proficient in 2010-11;
- On average, 11% of the elementary school students are identified as Special Education students, though Sunrise Elementary reports 17% SpEd, Sunrise Elementary 19% SpEd and Bridge Street Elementary reports 20% SpEd;
- Three of the 23 elementary schools serve more than 1,000 students each (Eastman, Euclid, and Sheridan);
- All three middle schools serve more than 1,000 students each.

As with many of the 857 schools in LAUSD, these schools face significant challenges. Students arrive with academic and social needs that commonly exceed the capacity of schools to respond effectively. School readiness among students varies dramatically, and socioeconomic and language barriers clearly play a role in the stresses on these children, not to mention the naturally occurring diversity in learning styles and abilities that is found within any student group.
# 2010-11 Academic Performance Index (API) Data

Public Schools Serving Grades K-6 in Zip Codes 90023, 90033 and 90063

Ethnic Group Key:  
H/L=Hispanic/Latino; AA=African American;  
AS=Asian; AI=American Indian; WH=White

<table>
<thead>
<tr>
<th>Program Improvement (PI) Year 1, 2 or 3</th>
<th>Program Improvement (PI) Year 4 or 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LAUSD Schools in zip codes 90023, 90033 and 90063</strong></td>
<td><strong>LAUSD Schools in zip codes 90023, 90033 and 90063</strong></td>
</tr>
<tr>
<td># of Students</td>
<td>Multi-Track?</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Elementary</strong></td>
<td></td>
</tr>
<tr>
<td>1st Street (K-6)</td>
<td>822</td>
</tr>
<tr>
<td>2nd Street (K-6)</td>
<td>522</td>
</tr>
<tr>
<td>Amanecer (K-2)</td>
<td>246</td>
</tr>
<tr>
<td>Anton (K-6)</td>
<td>954</td>
</tr>
<tr>
<td>Belvedere (K-5)</td>
<td>969</td>
</tr>
<tr>
<td>Breed St. (K-6)</td>
<td>553</td>
</tr>
<tr>
<td>Bridge St. (K-6)</td>
<td>316</td>
</tr>
<tr>
<td>City Terrace (K-5)</td>
<td>350</td>
</tr>
<tr>
<td>Dena (K-6)</td>
<td>518</td>
</tr>
<tr>
<td>Eastman (K-5)</td>
<td>1,237</td>
</tr>
<tr>
<td>Euclid (K-5)</td>
<td>1,082</td>
</tr>
<tr>
<td>Evergreen (K-6)</td>
<td>932</td>
</tr>
<tr>
<td>Garza PC (K-2)</td>
<td>157</td>
</tr>
<tr>
<td>Harrison (K-6)</td>
<td>577</td>
</tr>
<tr>
<td>Kennedy (K-6)</td>
<td>500</td>
</tr>
<tr>
<td>Lorena (K-5)</td>
<td>757</td>
</tr>
<tr>
<td>Malabar (K-5)</td>
<td>792</td>
</tr>
<tr>
<td>Marianna (K-6)</td>
<td>448</td>
</tr>
<tr>
<td>Murchison (K-6)</td>
<td>571</td>
</tr>
<tr>
<td>Rowan (K-5)</td>
<td>968</td>
</tr>
<tr>
<td>Sheridan (K-6)</td>
<td>1,166</td>
</tr>
<tr>
<td>Soto (K-6)</td>
<td>300</td>
</tr>
<tr>
<td>Sunrise (K-6)</td>
<td>519</td>
</tr>
<tr>
<td></td>
<td>TOTALS/AVE.</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>LAUSD Schools in zip codes 90023, 90033 and 90063</strong></td>
<td></td>
</tr>
<tr>
<td>Middle Schools</td>
<td></td>
</tr>
<tr>
<td>Belvedere MS (6-8)</td>
<td>1,645</td>
</tr>
<tr>
<td>Hollenbeck (6-8)</td>
<td>1,504</td>
</tr>
<tr>
<td>Stevenson (6-8)</td>
<td>2,040</td>
</tr>
<tr>
<td><strong>TOTALS/AVE.,</strong></td>
<td>5,189</td>
</tr>
<tr>
<td><strong>K-8 span schools</strong></td>
<td></td>
</tr>
<tr>
<td>Utah St. (K-8)</td>
<td>419</td>
</tr>
<tr>
<td><strong>Charter schools</strong></td>
<td></td>
</tr>
<tr>
<td>Puente (K only)</td>
<td>105</td>
</tr>
<tr>
<td>KIPP (5-8)</td>
<td>400</td>
</tr>
</tbody>
</table>

* API is calculated for a small school. APIS based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.
3. **Academic Achievement Data of Comparator Public Schools**

As illustrated in the foregoing charts, school failure continues to be a persistent trend for the public schools in this area. Remarkably, **out of 27 traditional public schools in this area, only two are not in Program Improvement Status.** These two – Amanecer and Garza – are the only two that serve just grades K-2 with a small school population of 246 and 157 students, respectively. Of the 25 schools that are in PI status, eleven of the elementary schools and all three middle schools are in PI Year 5; another five of the elementary schools are in PI Year 4 – eight of these PI Year 4 and 5 schools did not meet their 2010-11 schoolwide growth targets and their Subgroup targets. Seven of these schools have a 2011 API statewide ranking of “1” – the lowest rank – another seven are ranked “2.”

Students have been dramatically underperforming at these schools for years, and these schools have consistently failed to successfully address their learning needs. Unfortunately, the academic trajectory for a majority of students in this community goes from bad to worse as they progress through the system. Several of the elementary schools listed above and two of the middle schools (Hollenbeck and Stevenson) feed into the notorious Roosevelt High School complex, where for years, only 45% of students who have entered 9th grade at this large school (total enrollment between 4,600 and 5,200 over the past 10 years) graduate within four years. While Roosevelt recently completed its transition to several smaller learning communities under the Partnership for L.A. Schools, it continues to face significant challenges in academic proficiency and high school completion.

As the 2011 STAR test results for the elementary and middle schools demonstrates, at most of these schools, as illustrated by the following chart, half or even two-thirds of the students are failing to meet state standards:

**2011 STAR Test Results**

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th>% Proficient or Advanced: English Language Arts</th>
<th>% Proficient or Advanced: Mathematics</th>
<th>% Proficient or Advanced: Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amanecer</td>
<td>71</td>
<td>65</td>
<td>n/a</td>
</tr>
<tr>
<td>Anton</td>
<td>84</td>
<td>52</td>
<td>45</td>
</tr>
<tr>
<td>1st Street</td>
<td>46</td>
<td>55</td>
<td>37</td>
</tr>
<tr>
<td>2nd Street</td>
<td>42</td>
<td>53</td>
<td>35</td>
</tr>
<tr>
<td>Belvedere</td>
<td>31</td>
<td>45</td>
<td>42</td>
</tr>
<tr>
<td>Breed St.</td>
<td>40</td>
<td>58</td>
<td>37</td>
</tr>
<tr>
<td>Bridge St.</td>
<td>37</td>
<td>42</td>
<td>45</td>
</tr>
<tr>
<td>City Terrace</td>
<td>47</td>
<td>58</td>
<td>31</td>
</tr>
<tr>
<td>Dena</td>
<td>36</td>
<td>42</td>
<td>28</td>
</tr>
<tr>
<td>Eastman</td>
<td>29</td>
<td>50</td>
<td>44</td>
</tr>
<tr>
<td>Euclid</td>
<td>42</td>
<td>53</td>
<td>42</td>
</tr>
</tbody>
</table>
indicating that the likelihood of a substantial wait list for children at Extera Public School #2 in 2013 was unfavorable, especially effective educ

Parent interest is high.

Conversely KIPP, the only charter school to date in this community for which data is available, is demonstrating success with a 2011 API score of 917, a statewide ranking of 9 and proficiency levels in each content area that more than doubles the achievement outcomes of the comparator middle schools. As featured in documentary, Waiting for Superman, KIPP had 135 applicants for just 10 spots in a recent year, and 95 applicants for just one spot in 6th grade.

Overall however, in the Boyle Heights/East LA community, 22,148 students in 2009-10 attended public elementary and middle schools that by the State’s definition, are failing. It is not surprising that many students drop out of school before high school graduation. Extera Public School seeks to change that trend, not only for the students that we will serve directly, but also for the larger community as we work collaboratively to help improve outcomes for all residents in Boyle Heights/East Los Angeles community.

### LAUSD Schools

<table>
<thead>
<tr>
<th>Evergreen</th>
<th>% Proficient or Advanced: English Language Arts</th>
<th>% Proficient or Advanced: Mathematics</th>
<th>% Proficient or Advanced: Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garza PC</td>
<td>61</td>
<td>51</td>
<td>n/a</td>
</tr>
<tr>
<td>Harrison</td>
<td>82</td>
<td>52</td>
<td>88</td>
</tr>
<tr>
<td>Kennedy</td>
<td>84</td>
<td>44</td>
<td>46</td>
</tr>
<tr>
<td>Lorena</td>
<td>87</td>
<td>64</td>
<td>88</td>
</tr>
<tr>
<td>Malabar</td>
<td>37</td>
<td>64</td>
<td>65</td>
</tr>
<tr>
<td>Marianna</td>
<td>39</td>
<td>61</td>
<td>43</td>
</tr>
<tr>
<td>Murchison</td>
<td>39</td>
<td>50</td>
<td>29</td>
</tr>
<tr>
<td>Rowan</td>
<td>47</td>
<td>69</td>
<td>56</td>
</tr>
<tr>
<td>Sheridan</td>
<td>40</td>
<td>51</td>
<td>41</td>
</tr>
<tr>
<td>Soto</td>
<td>36</td>
<td>52</td>
<td>77</td>
</tr>
<tr>
<td>Sunrise</td>
<td>40</td>
<td>49</td>
<td>46</td>
</tr>
</tbody>
</table>

### Middle Schools

<table>
<thead>
<tr>
<th>Belvedere MS</th>
<th>% Proficient or Advanced: English Language Arts</th>
<th>% Proficient or Advanced: Mathematics</th>
<th>% Proficient or Advanced: Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hollenbeck</td>
<td>80</td>
<td>22</td>
<td>52</td>
</tr>
<tr>
<td>KIPP</td>
<td>64</td>
<td>70</td>
<td>96</td>
</tr>
<tr>
<td>Stevenson</td>
<td>26</td>
<td>22</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### K-8 School

<table>
<thead>
<tr>
<th>Utah St.</th>
<th>% Proficient or Advanced: English Language Arts</th>
<th>% Proficient or Advanced: Mathematics</th>
<th>% Proficient or Advanced: Science</th>
</tr>
</thead>
</table>

Conversely KIPP, the only charter school to date in this community for which data is available, is demonstrating success with a 2011 API score of 917, a statewide ranking of 9 and proficiency levels in each content area that more than doubles the achievement outcomes of the comparator middle schools. As featured in documentary, Waiting for Superman, KIPP had 135 applicants for just 10 spots in a recent year, and 95 applicants for just one spot in 6th grade.

Overall however, in the Boyle Heights/East LA community, 22,148 students in 2009-10 attended public elementary and middle schools that by the State’s definition, are failing. It is not surprising that many students drop out of school before high school graduation. Extera Public School seeks to change that trend, not only for the students that we will serve directly, but also for the larger community as we work collaboratively to help improve outcomes for all residents in Boyle Heights/East Los Angeles community.

### 4. Other Relevant Characteristics of the Target Population

While the need for high-performing public school options in this community is clear, an increasing demand for such options is also clear, as evidenced by the high level of parent support expressed in favor of our charter petition and throughout our student recruitment process. Parent interest is especially high given the positive reputation of the first Extera Public School and the desire for alternative, effective educational programs. Nearly a year in advance of the school’s opening, we have already secured nearly enough “Intent to Enroll” forms from parents seeking to enroll their children at Extera Public School #2 in 2013-14 to reach capacity enrollment. In fact, the number of kindergarten “Intent to Enroll” forms far exceeds the number of available spots the first year, indicating that the likelihood of a substantial wait list. While other communities throughout Los
Angeles enjoy numerous private and parochial school options for their children, there are far fewer options in this impoverished community, limited to fewer than a dozen small parochial schools, each enrolling approximately 200 students or less in grades K-8. (cdca.ca.gov.)

Community empowerment and collaboration are vital components of the Extera Public School model and a key overarching goal for the school. As a result, extensive attention will be given to outreach efforts that inform and attract families of children who live in the immediate vicinity where the school will likely be located. Extera Public School #2 will be an integral part of the community it serves.

B. MISSION, VISION AND EDUCATIONAL PHILOSOPHY

*If you are a parent who feels he has little nature lore at his disposal there is still much you can do for your child. Wherever you are and whatever your resources, you can still look up at the sky – its dawn and twilight beauties, its moving clouds, its stars by night. You can listen to the wind, whether it blows with majestic voice through a forest or sings a many-voiced chorus around the eaves of your house or the corners of your apartment building, and in the listening, you can gain magical release of your thoughts. You can still feel the rain on your face and think of its long journey, its many transmutations, from sea to air to earth. Even if you are a city dweller, you can find some place where you can observe the mysterious migrations of the birds and the changing seasons. And with your child you can ponder the mystery of a growing seed, even if it be only one planted in a pot of earth in the kitchen window.*

--- Rachel Carson, *The Sense of Wonder*

1. **Extera Public School’s Mission and Vision**

The mission of Extera Public School is to ensure the success of children in Boyle Heights/East Los Angeles by providing a rigorous and effective standards-based education built on the pillars of *excellence, equity* and *engagement*. Through a school theme focused on the natural world and the inter-connectedness of all living things – human communities, plant and animal life, our living planet and beyond – children at Extera Public School will 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 content standards for California public schools 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 will ensure **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 will focus on the different ways in which children learn and the skills and talents they each bring to our school community to stimulate student **engagement** in their own learning processes and skills mastery, thereby creating true life-long learners.

As the following diagram illustrates, the Extera Public School model is at all times centered on the child, solidly grounded in the California academic content standards. Our goal is to ensure that every child achieves and enjoys excellence, equity and engagement that includes rich interaction with the school’s nature theme and support from the broader community.
The Extera Public School Model

Seven Principal Elements of the Extera Program:
- Child-Centered
- State Content Standards
- Excellence, Equity and Engagement
- Nature and Community

Excellence
High expectations for learning the State standards that are supported by quality teaching, meaningful assessments, and schoolwide accountability create a culture of excellence at Extera.

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.

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

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

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 Exera 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.
Systems Thinking at Extera

*When we try to pick out anything by itself, we find it hitched to everything else in the Universe.*

– John Muir

Our vision consists of expanding the work of Extera Public School to create what had previously been an unattainable dream for the community we are seeking to serve:

Imagine a school where comprehensive learning objectives, grounded in the State’s rigorous standards, are consistently set for all students at every age. Imagine a school where highly qualified, dedicated teachers and school leaders hold themselves and each other accountable for reaching those goals in a school culture of excellence. Imagine an educational program that utilizes research-based, best instructional practices to fully develop the potential of each and every child and fosters a love of learning in students who become self-motivated, competent, life-long learners.

Imagine 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 high academic outcomes so that they are able to participate fully in our dynamic 21st Century global society. Imagine a child-centered approach to learning in which a personalized instructional approach builds on the background knowledge and strengths of students in classrooms that stimulate interest and are nurturing to young learners.

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

Imagine a school where children are deeply engaged in the learning process, digging into concepts by ‘rolling up their academic sleeves’ in order to investigate, formulate, and create marvelous products as examples of their developing skills and understanding. Imagine a school where children in a blighted, 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.

Imagine 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.

Imagine 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.

If you open your mind to a school community where excellence, equity and engagement intersect, then you can imagine Extera Public School #2, a compelling school that is a vital partner in the advancement of public education.
2. **Extera Will Prepare Students to Be Educated Citizens in the 21st Century**

*The sky is not falling today, but it might be in fifteen or twenty years if we don’t change our ways, and all signs are that we are not changing, especially in our public schools.*

--- *Thomas L. Friedman, *The World is Flat* (2005)*

*The current and future health of America’s 21st Century Economy depends directly on how broadly and deeply Americans reach a new level of literacy—21st Century Literacy’—that includes strong academic skills, thinking, reasoning, teamwork skills, and proficiency in using technology.*


As clearly highlighted in our mission statement, a principal intent of Extera Public School #2 is to prepare children both academically and socially to be productive citizens in the 21st century, a complex task. Until now, schools and school leaders have faced a frustrating dilemma of wanting to adequately prepare students to thrive in the 21st Century digital age without having a clear understanding of what future jobs will require, and without a sufficiently defined set of skills required for success in the workplace of the future. At the same time, the skills currently targeted in many state mandated tests and other local assessments do not necessarily reflect the complex nature of the skills and abilities that are likely to be most valuable in students’ later lives.

As highlighted in a compelling report by the Metiri Group (2003), an organization dedicated to developing high performance education systems which conducted an extensive compilation of findings from current literature and research regarding essential skills and abilities required for success in the 21st century:

The current era of high-stakes testing will have a positive impact on students only if we get the metrics right. Without 21st century skills, students are being prepared to succeed in yesterday’s world—not tomorrow’s. Schools must do more to keep pace with rapid technology, research, and societal changes. To ensure that students will be ready to thrive in today’s knowledge-based, global society, three significant things need to occur:

1) The public must acknowledge 21st century skills as essential to the education of today’s learner.

2) Schools must embrace new designs for learning based on emerging research about: how people learn, effective uses of technology, and 21st century skills in the context of rigorous academic content.

3) Policymakers must base school accountability on assessments that measure both academic achievement and 21st century skills.

Embracing the findings of this study, Extera has adopted a comprehensive set of 21st Century Competency Standards Utilizing the findings of this study alongside the skills and outcomes described in the California content standards, combined with the work of leading educational theorists such as Audrey Friedman and Nel Noddings. Following is a description of the overarching competencies; a detailed description of the specific learning standards that are associated with each competency are included in Appendix A. Given the tremendous importance
that possessing 21st century skills will play 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.

**Extera’s 21st Century Competency Standards**

1. *Students possess the skills and abilities associated with basic academic literacy.*
2. *Students possess the skills and abilities associated with scientific literacy.*
3. *Students possess the skills and abilities associated with information literacy.*
4. *Technology Literacy*
5. *Higher Order Thinking and Reasoning*
6. *Creating Relevant, High-Quality Products*
7. *Multicultural Literacy*
8. *Global Awareness*
9. *Adaptability and Ability to Manage Complexity*
10. *Self-Direction*
11. *Curiosity*
12. *Creativity*
13. *Risk-Taking*
14. *Teaming and Collaboration*
15. *Interpersonal Skills*
16. *Personal Responsibility*

---

2 The use of technology during the process of information-gathering places a greater burden on higher-level skills. (Information and Communication Technologies Literacy Panel, 2002.)

3 Distilled by the Metiri Group from International Society for Technology in Education National Education Technology Standards. (ISTE NETS, 1998.)
17. Social and Civic Responsibility

18. Interactive Communication

19. Prioritizing and Planning

20. Using Real World Tools Effectively

3. How Learning Best Occurs

With this detailed definition of our objectives for graduating students who are truly 21st Century Citizens (see Appendix A), the Extera Public School Model is grounded in a set of Core Beliefs aligned to exemplary educational practices that have been carefully studied and developed by leading researchers in the field of elementary education. At the center of Extera’s belief system about how learning best occurs is a wholehearted belief that all children possess a tremendous capacity to learn and to be productive citizens, and that they simply need access and engaging opportunities to excel. Our philosophy 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 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 have selected those strategies that already are proven to have exceptionally positive learning outcomes, particularly with populations similar to the students we will serve. Although the overall approach to ensuring that students meet and exceed state 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.

Extera’s core beliefs – our definition of how learning best occurs -- will be displayed throughout the school campus and will in time become an integral part of the school’s professional culture. Each member of the school community will bear responsibility for ensuring that Extera’s core beliefs result in achievement of our optimal learning outcomes, and teacher professional development will introduce and reinforce 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 when a “culture of excellence” is established 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. Through the achievement and evaluation measures described in Elements 2 and 3 of this petition, all members of the school community will be held accountable to Extera’s performance goals and outcomes. To create a culture of excellence at our school:
• We hold all students accountable for their effort, attitude, actions, and results.
• We hold all teachers, staff, and the Board accountable for their effort, attitude, actions, and results.
• We also encourage all parents to participate in Extera’s culture of excellence by holding themselves accountable for their participation, attitude, actions, and support.
• We hold the school accountable for providing a safe, nurturing, academically challenging, and supportive environment where all students have the opportunity to experience success.

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

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

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

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

**COMMUNITY:** We believe that building community within the school contributes to the development of students as competent learners. Parent support and community involvement are crucial to student success. Because we believe that communities create powerful cultures for learning:
- We build a community of caring learners guided by safe school norms.
- We develop a learning community based on an appreciation of similarities and differences.
- We foster collaborative relationships among all members of the school community, including teachers, students, staff, parents, and local community members.
- We work in partnership with and support parents so that they can best support their children’s educational progress.

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

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

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

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

Although there is an unmistakable emphasis on facilitating depth of understanding in the minds of students through hands-on learning, it is important to note that within Extera’s instructional program, direct instruction pertaining to to the skills and concepts outlined in State standards documents utilizing standards-based instructional resources, along with the presentation of factual information and intensive intervention for struggling learners, occupy important roles. Drawing from the recent recommendations provided by the National Research Council (NRC) and others regarding how children learn best, we believe that a deep foundation of standards- based factual knowledge is necessary to develop accurate understanding of complex concepts. Consequently, the explicit teaching of facts, information, and skills plays an important role in the school’s instructional approach and supports student comprehension of the conceptual framework that lies at the heart of each academic discipline.

We firmly believe that an understanding of how learning best occurs is fundamental to the success of the school and our student’s achievement of rigorous goals, including and beyond state standards, and this interactive structural understanding will form a critical basis for all instruction at Extera Public School.
4. **Extera Will Enable Students To Become Self-Motivated, Competent and Lifelong Learners**

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

Extera 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 the State’s academic content standards. As we implement our school model and work to ensure that each student achieves our objectives for 21st Century Learners, all members of the Extera community will be continuously challenged to achieve the following five overarching school-wide goals:

*Increased Academic Achievement:* All children – including students who are English learners, socioeconomically disadvantaged, under achieving, and students with special needs – will reach rigorous academic benchmarks that are aligned to the content standards for California public schools as well as Common Core and National standards. Students within each significant subgroup will demonstrate year over year academic progress according to Annual Yearly Progress (AYP) and Academic Performance Index (API) targets, based on California’s Standardized Testing and Reporting (STAR) results. (See *Element 2: Measurable Student Outcomes* for schoolwide academic goals.)

*Heightened Appreciation and Understanding of the Natural World:* Extera students will 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 will allow students to construct a meaningful understanding of the interdependency of nature, systems and organizations to better comprehend their place in the world.

*21st Century Citizens:* Extera Public School will prepare 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.

*Family Empowerment:* Extera Public School will collaborate with families throughout the educational process and will build home-to-school relationships and community partnerships that support children and empower families.

*Education Innovation and Organizational Accountability:* Extera Public School will make its practice public and will collaborate with educators, researchers, and education policymakers in order to be a vital partner in the advancement of public education. The Board of Directors will carry 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 will 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.
C. INSTRUCTIONAL TIME AT EXTERA

1. A “Typical Day” and Sample Daily Schedule

a. A Day in the Life of Extera Students

The students at Extera Public School #2 will arrive to school on time each day, rested and ready for a full day of learning. Dressed in forest-green Extera polo shirts and khaki pants and skirts, students will be warmly greeted by the principal, community liaison, and parent volunteers as they enter the campus. Parents will be informed at drop off about special events and activities happening at the school and will be reminded that their participation is invaluable to their child’s success in school. Parents will also be encouraged to volunteer in classrooms, on field trips, during recess and lunch, and to assist with special projects planned by the community liaison to increase parent involvement at the school. In every way, school staff will work to motivate parents to take an active role in their child’s education, and every effort will be made to make them feel welcome at the school.

Upon arrival, students who have been identified by their teachers as needing additional academic support (according to benchmark and standardized assessments) will attend a before-school intervention program at Extera’s Academic Support Center. From 7:10-7:50, students struggling with reading or math will receive strategic assistance from credentialed Assistant Teachers who have planned lessons that target each student’s specific learning needs. Students will rotate between two or three fun, skill-based activities (such as phonics bingo, guess my number, or a rhyming game) while they have breakfast in the room. Based on their achievement data, an individual plan of support will be developed, lessons addressing focus skills and concepts will be provided, progress will be monitored, and students will be reassessed for possible further assistance in subsequent intervention sessions.

All students at Extera will have daily access to nutritious meals at school. A healthy breakfast, lunch and snack – made of quality natural and organic ingredients – will be available to every student. Because Extera recognizes the importance of healthy bodies as well as healthy minds, nutrition will be a vital component of the school’s curriculum. For example, students will learn about the importance of eating from all of the colors of fruits and vegetables, how to make healthy snack choices at home, and the lifelong benefits of a balanced diet.

After breakfast, students will make their way to the line-up area for a brief “Soaring High” assembly. During the assembly, students selected randomly will receive a small prize, typically a fun eraser or pencil, to recognize success at following one or more of the school’s five rules: Be Safe, Be Respectful, Be Responsible, Be Helpful, and Give Your Best Effort. Students ‘caught’ following the rules will be spontaneously given a gold-colored “Soaring High” slip (appropriately named in honor of the school’s mascot, the red-tailed hawk); each slip will represent an entry in a drawing for prizes from the school’s treasure chest. At the conclusion of the brief assembly, the principal will motivate students with positive words and reminders about the day or week ahead.

Teachers will escort students into classrooms to begin the instructional day promptly at 8:00, wanting to take full advantage of the school’s longer instructional day (8:00-3:00) and longer
school year (200 days) to maximize learning. Students will be welcomed by their teacher as they enter their classrooms, returning folders that contain daily homework assignments, a reading log, parent communication log, and a variety of resources for working at home, such as a high frequency word list, sound/spelling pictures, a writing checklist, and math vocabulary. A classroom newsletter in English and Spanish will be provided to parents weekly, outlining the skills and concepts currently being studied, homework for the week, important dates and reminders, and other information from the grade level team. Detailed explanations about special projects (such as an animal report, hundred day project, clock report, cereal box autobiography, science research project, habitat diorama, and others) will also be included, along with comprehensive scoring rubrics that will allow family members to participate alongside students in the development of certain projects.

Students will notice their work displayed throughout their classroom, covering nearly every available wall space, bulletin board, and cabinet. Their work will be impressive examples of the high expectations that teachers set for their students and the emphasis teachers place on both quality and effort. State standards will clearly identify the skills and concepts associated with the work displays, and scoring rubrics will commonly accompany assignments so that academic expectations are clearly understood by all. Daily objectives, aligned to the standards, will be written in kid-friendly language at the front of the room and reviewed with students at the start of each day. Classrooms will be organized yet replete with materials that support young learners, such as leveled readers, children’s literature, high interest books by author and subject, math manipulatives, and countless other items that make learning accessible to students. Classroom environments will be cleverly created to include a variety of nurturing elements, such as lamps, couches, pillows, plants, and other attractive items that personalize the space for young students and make them feel comfortable and safe. Effective classroom management will support the smooth functioning of routines so that students are not distracted from learning.

Because Extera teachers recognize the value of establishing supportive classroom communities, students will begin the day in Community Circle where goals for the day will be discussed and feeling and ideas will be shared. Students will return to their desks to engage in a rigorous writing assignment. Students at all grade levels, even kindergarten, will continuously hone their writing ability. All students will participate regularly in the writing process – brainstorming and organizing ideas using various Thinking Maps; drafting, editing, and revising their work with the teacher and their peers; and publishing their work in a variety of formats, including the frequent use of laptops.

Assistant Teachers, many of whom are themselves fully credentialed teachers, will work with students requiring individual or small group attention. The ATs will understand that they are vital members of the instructional team, and teachers will ensure that their time is spent working directly with the students. The resource specialist teacher will work in close collaboration with general education teachers and provide special education services within the regular classroom to students with IEPs. In the event that the regular teacher is absent or out of the classroom for a school-sponsored professional development activity (such as a Learning Walk or extended instructional planning session), the AT will substitute for the absent teacher, able to provide a seamless transition due to his or her familiarity with the students and the instructional program.
Throughout the day, students will participate in a well-planned instructional program that is standards-based and represents a thoughtful balance between direct instruction and creativity. Teachers will utilize state-adopted textbook programs in core content areas, such as English language arts and math, but possess the expertise and flexibility to enhance the programs with other quality resources, such as non-fiction trade books and instructional materials that support deep understanding of content area concepts. Students will develop their identities as readers and writers, and they will also acquire the specific skills to be successful readers (such as phonemic awareness, fluency, reading comprehension, and a diverse vocabulary). Students will learn to reason and explain in math and will approach problem-solving using a variety of strategies, just like true mathematicians, and they will also learn to perform math tasks with speed, automaticity and accuracy so that that their work is not inhibited by a lack of essential skills. They will be scientists and social scientists who grapple with important concepts across content areas, and they will have the opportunity to test their understandings through investigations and to create projects that demonstrate what they have learned in the process. They will utilize technology frequently to advance their learning and to create projects. Working together in pairs and smaller learning groups, students at every age will experience sharing knowledge, taking on an active leadership role in learning. An instructional balance will be maintained by the teachers between explicit instruction and inquiry, between skill practice and creation. It will be a hands-on, minds-on approach that incorporates the building blocks for successful engagement.

Before, during and after school, teachers will participate in a broad range of professional activities and will constantly strive to improve their own practice and to advance school’s overall program. On Monday and Friday afternoons, teachers will meet from 3:30-4:30 to lesson plan collaboratively, to review student assessment data, and to share ideas. As a grade level, they will submit detailed weekly lesson plans to the principal. On Tuesdays and Thursdays from 3:15-4:15, teachers will provide after-school intervention to students they have targeted for additional support based on assessment data. And on Early Dismissal Wednesdays, teachers will meet together with the principal for professional development around the school’s objectives and priorities.

In every aspect of the school’s program, Extera’s vision of excellence, equity, and student engagement will be evident. Expert, caring and committed professionals will provide an outstanding and engaging educational program to every student, welcoming parents as vital partners in the pursuit of academic success for their children. Each day, students at Extera Public School enjoy being members of a school community that challenges them, nurtures them, and excites them about learning.
b. Sample Daily Schedules

Kindergarten: Monday, Tuesday, Thursday, and Friday

<table>
<thead>
<tr>
<th>Time</th>
<th>Instructional Focus / Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:10-7:50</td>
<td>“Academic Support Center” (ASC) for Struggling Students*</td>
</tr>
<tr>
<td>7:50-8:00</td>
<td>All-school “Soaring High” Assembly at Student Line Up Area*</td>
</tr>
<tr>
<td>8:00</td>
<td>Regular Instructional Day Begins</td>
</tr>
<tr>
<td>8:00-8:20</td>
<td>Community Circle / Morning Business</td>
</tr>
<tr>
<td>8:20-8:45</td>
<td>ELA: Calendar Activities (various kinder concepts &amp; skills)</td>
</tr>
<tr>
<td>8:45-9:20</td>
<td>ELA: Guided Writing; High Frequency Words Review</td>
</tr>
<tr>
<td>9:20-9:40</td>
<td>English Language Arts (including: Phonics and Word Analysis; Fluency; Systematic Vocabulary Development; Shared/Guided/Independent Reading)</td>
</tr>
<tr>
<td>9:40-10:00</td>
<td>Morning Recess*</td>
</tr>
<tr>
<td>10:00-10:45</td>
<td>English Language Arts continued (including: Phonics and Word Analysis; Fluency; Systematic Vocabulary Development; Shared/Guided/Independent Reading)</td>
</tr>
<tr>
<td>10:45-11:45</td>
<td>Mathematics</td>
</tr>
<tr>
<td>11:45-12:30</td>
<td>Lunch Recess*</td>
</tr>
<tr>
<td>12:30-1:10</td>
<td>English Language Development (ELD) (including listening comprehension, oral language development, and interactive read alouds)</td>
</tr>
<tr>
<td>1:10-1:30</td>
<td>Health / Nutrition / Character Education &amp; Service Learning</td>
</tr>
<tr>
<td>1:30-2:00</td>
<td>Science / Social Science (on an alternating schedule by unit of study)</td>
</tr>
<tr>
<td>2:00-2:10</td>
<td>Snack</td>
</tr>
<tr>
<td>2:10-2:40</td>
<td>Workshop Activities / Independent Practice / Student Assessment</td>
</tr>
<tr>
<td>2:40-3:00</td>
<td>Review / Preview; Homework</td>
</tr>
<tr>
<td>3:00</td>
<td>Regular Dismissal</td>
</tr>
<tr>
<td>3:15-4:15</td>
<td>After School Intervention (Tuesdays &amp; Thursdays; see Calendar)*</td>
</tr>
<tr>
<td>3:00-6:00</td>
<td>After School Program*</td>
</tr>
</tbody>
</table>

*Activities not included within the daily instructional minutes.

Kindergarten: Early Dismissal Wednesdays

<table>
<thead>
<tr>
<th>Time</th>
<th>Instructional Focus / Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:10-7:50</td>
<td>“Academic Support Center” (ASC) for Struggling Students*</td>
</tr>
<tr>
<td>7:50-8:00</td>
<td>All-school “Soaring High” Assembly at Student Line Up Area*</td>
</tr>
<tr>
<td>8:00</td>
<td>Regular Instructional Day Begins</td>
</tr>
<tr>
<td>8:00-8:20</td>
<td>Community Circle / Morning Business</td>
</tr>
<tr>
<td>8:20-8:45</td>
<td>ELA: Calendar Activities (various kinder concepts &amp; skills)</td>
</tr>
</tbody>
</table>

*Pending funding and appropriate resources to staff this program; see detailed description of ASC immediately following the Sample Daily Schedules.

*During the first year, a comprehensive after-school program will be offered as funding permits; after the first year Extera will apply for ASES funding for after-school.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45-9:20</td>
<td>ELA: Guided Writing; High Frequency Words Review</td>
</tr>
<tr>
<td>9:20-9:40</td>
<td>English Language Arts (including Phonics and Word Analysis, Fluency, and Systematic Vocabulary Development)</td>
</tr>
<tr>
<td>9:40-10:00</td>
<td>Morning Recess*</td>
</tr>
<tr>
<td>10:00-10:45</td>
<td>English Language Arts continued (including Word Analysis, Fluency, and Systematic Vocabulary Development)</td>
</tr>
<tr>
<td>10:45-11:45</td>
<td>Mathematics</td>
</tr>
<tr>
<td>11:45-12:30</td>
<td>Lunch Recess*</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>English Language Development (ELD) (including listening comprehension, oral language development, and interactive read alouds)</td>
</tr>
<tr>
<td>1:00-1:45</td>
<td>Physical Education</td>
</tr>
<tr>
<td>1:45-2:00</td>
<td>Snack / Homework</td>
</tr>
<tr>
<td>2:00</td>
<td>Early Dismissal</td>
</tr>
<tr>
<td>2:00-6:00</td>
<td>After School Program*</td>
</tr>
</tbody>
</table>

*Activities not included within the daily instructional minutes.

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:10-7:50</td>
<td>“Academic Support Center” (ASC) for Struggling Students (Daily)*</td>
</tr>
<tr>
<td>7:50-8:00</td>
<td>All-school “Soaring High” Assembly at Student Line Up Area*</td>
</tr>
<tr>
<td>8:00</td>
<td>Regular Instructional Day Begins</td>
</tr>
<tr>
<td>8:00-8:20</td>
<td>Community Circle / Morning Business</td>
</tr>
<tr>
<td>8:20-9:40</td>
<td>English Language Arts (including: Phonics and Word Analysis; Fluency; Systematic Vocabulary Development; Shared/Guided/Independent Reading; Guided and Independent Writing)</td>
</tr>
<tr>
<td>9:40-10:00</td>
<td>Morning Recess*</td>
</tr>
<tr>
<td>10:00-10:45</td>
<td>English Language Arts continued (including: Phonics and Word Analysis; Fluency; Systematic Vocabulary Development; Shared/Guided/Independent Reading; Guided and Independent Writing)</td>
</tr>
<tr>
<td>10:45-11:45</td>
<td>Mathematics</td>
</tr>
<tr>
<td>11:45-12:30</td>
<td>Lunch Recess*</td>
</tr>
<tr>
<td>12:30-1:10</td>
<td>English Language Development (ELD) (including listening comprehension, oral language development, and interactive read alouds)</td>
</tr>
<tr>
<td>1:10-1:30</td>
<td>Health / Nutrition / Character Education &amp; Service Learning</td>
</tr>
<tr>
<td>1:30-2:00</td>
<td>Science / Social Science (on an alternating schedule by unit of study)</td>
</tr>
<tr>
<td>2:00-2:25</td>
<td>Physical Education**</td>
</tr>
<tr>
<td>2:10-2:40</td>
<td>Workshop Activities / Visual &amp; Performing Arts</td>
</tr>
<tr>
<td>2:40-3:00</td>
<td>Review / Preview; Homework</td>
</tr>
<tr>
<td>3:00</td>
<td>Regular Dismissal</td>
</tr>
<tr>
<td>3:15-4:15</td>
<td>After School Intervention (Tuesdays &amp; Thursdays; see Calendar)*</td>
</tr>
<tr>
<td>3:00-6:00</td>
<td>After School Program*</td>
</tr>
</tbody>
</table>

*Activities not included within the daily instructional minutes.

**Students in grades 1-3 will receive at least 200 minutes of physical education instruction every 10 days, meeting or exceeding the minimum requirement stated in § 51210(g) of the Ed Code.
### Daily Schedule, Grades 1–3: Early Dismissal Wednesdays

<table>
<thead>
<tr>
<th>Time</th>
<th>Instructional Focus / Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:10-7:50</td>
<td>“Academic Support Center” (ASC) for Struggling Students (Daily)*</td>
</tr>
<tr>
<td>7:50-8:00</td>
<td>All-school “Soaring High” Assembly at Student Line Up Area*</td>
</tr>
<tr>
<td>8:00</td>
<td>Regular Instructional Day Begins</td>
</tr>
<tr>
<td>8:00-8:20</td>
<td>Community Circle / Morning Business</td>
</tr>
<tr>
<td>8:20-9:40</td>
<td>English Language Arts (including: Phonics and Word Analysis; Fluency; Systematic Vocabulary Development; Shared/Guided/Independent Reading; Guided and Independent Writing)</td>
</tr>
<tr>
<td>9:40-10:00</td>
<td>Morning Recess*</td>
</tr>
<tr>
<td>10:00-10:45</td>
<td>English Language Arts continued (including: Phonics and Word Analysis; Fluency; Systematic Vocabulary Development; Shared/Guided/Independent Reading; Guided and Independent Writing)</td>
</tr>
<tr>
<td>10:45-11:45</td>
<td>Mathematics</td>
</tr>
<tr>
<td>11:45-12:30</td>
<td>Lunch Recess*</td>
</tr>
<tr>
<td>12:30-1:10</td>
<td>English Language Development (ELD) (including listening comprehension, oral language development, and interactive read alouds)</td>
</tr>
<tr>
<td>1:10-1:40</td>
<td>Science / Social Science (on an alternating schedule by unit of study)</td>
</tr>
<tr>
<td>1:40-2:00</td>
<td>Review / Preview; Homework</td>
</tr>
<tr>
<td>2:00</td>
<td>Early Dismissal</td>
</tr>
<tr>
<td>2:00-6:00</td>
<td>After School Program*</td>
</tr>
</tbody>
</table>

*Activities not included within the daily instructional minutes.

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Instructional Focus / Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:10-7:50</td>
<td>“Academic Support Center” (ASC) for Struggling Students (Daily)*</td>
</tr>
<tr>
<td>7:50-8:00</td>
<td>All-school “Soaring High” Assembly at Student Line Up Area*</td>
</tr>
<tr>
<td>8:00</td>
<td>Regular Instructional Day Begins</td>
</tr>
<tr>
<td>8:00-8:20</td>
<td>Community Circle / Morning Business</td>
</tr>
<tr>
<td>8:20-8:40</td>
<td>ELA: Guided and Independent Journal Writing</td>
</tr>
<tr>
<td>8:40-9:40</td>
<td>English Language Arts (including: Word Study and Analysis; Fluency; Systematic Vocabulary Development; Reader’s and Writer’s Workshop)</td>
</tr>
<tr>
<td>9:40-10:00</td>
<td>Morning Recess*</td>
</tr>
<tr>
<td>10:00-10:45</td>
<td>English Language Arts continued (including: Word Study and Analysis; Fluency; Systematic Vocabulary Development; Reader’s and Writer’s Workshop)</td>
</tr>
<tr>
<td>10:45-11:45</td>
<td>Mathematics</td>
</tr>
<tr>
<td>11:45-12:30</td>
<td>Lunch Recess*</td>
</tr>
<tr>
<td>12:30-1:10</td>
<td>English Language Development (ELD) (including Listening Comprehension; Oral Language Development; Grammar; and Interactive Read Alouds)</td>
</tr>
<tr>
<td>1:10-1:30</td>
<td>Health / Nutrition / Character Education &amp; Service Learning</td>
</tr>
</tbody>
</table>

Extera Public School #2
1:30-1:50  Physical Education**
1:50-2:25  Science / Social Science (on an alternating schedule by unit of study)
2:25-2:45  Visual & Performing Arts
2:45-3:00  Closing Circle; Homework
3:00      Regular Dismissal
3:15-4:15  After School Intervention (Tuesdays & Thursdays; see Calendar)*
3:00-6:00  After School Program*

*Activities not included within the daily instructional minutes.

**Students in grades 4-6 will receive at least 200 minutes of physical education instruction every 10 days, meeting or exceeding the minimum requirement stated in § 51210(g) of the Ed Code.

**Daily Schedule, Grades 4–6: Early Dismissal Wednesdays**

7:10-7:50  “Academic Support Center” (ASC) for Struggling Students (Daily)*
7:50-8:00  All-school “Soaring High” Assembly at Student Line Up Area*
8:00      Regular Instructional Day Begins
8:00-8:20  Community Circle / Morning Business
8:20-8:40  ELA: Guided and Independent Journal Writing
8:40-9:40  English Language Arts (including: Word Study and Analysis; Fluency; Systematic Vocabulary Development; Reader’s and Writer’s Workshop)
9:40-10:00 Morning Recess*
10:00-10:45 English Language Arts continued (including: Word Study and Analysis; Fluency; Systematic Vocabulary Development; Reader’s and Writer’s Workshop)
10:45-11:45 Mathematics
11:45-12:30 Lunch Recess*
12:30-1:10  English Language Development (ELD) (including Listening Comprehension; Oral Language Development; Grammar; and Interactive Read Alouds)
1:10-1:30  Health / Nutrition / Character Education & Service Learning
1:30-1:50  Physical Education**
1:50-2:00  Homework
2:00      Early Dismissal
2:00-6:00  After School Program*

*Activities not included within the daily instructional minutes.

**Students in grades 4-6 will receive at least 200 minutes of physical education instruction every 10 days, meeting or exceeding the minimum requirement stated in § 51210(g) of the Ed Code.

Additional notes about some of the unique aspects of the daily schedule at Extera Public School:

**Morning “Soaring High” Assemblies (2-3 times weekly)**
Several mornings each week between 7:50 a.m. and 8:00 a.m., students, teachers and the principal will meet at the line up area for a brief morning assembly prior to the start of school. The “Soaring High” assemblies will be used to recognize and reward students who have demonstrated one or more
of the five traits highlighted in Extera’s schoolwide discipline plan: 1) Be Safe, 2) Be Responsible, 3) Be Respectful, 4) Be Helpful, and 5) Give Your Best Effort. Students who are ‘caught’ fulfilling one of the above behavior expectations will be spontaneously given a “Soaring High” slip (appropriately named in honor of Extera’s mascot, the red-tailed hawk). Slips will be placed into boxes within the classrooms, providing another opportunity for reinforcement by the teacher. “Soaring High” slips will be collected prior to the start of the assembly, and then names will be drawn by the Principal or a teacher. When students are selected, their positive behaviors will again be restated and reinforced, and students will have the opportunity to select a prize (i.e. animal pencil or eraser) from the school’s treasure chest. Student recognition will be followed by brief announcements about upcoming school events, a few words of encouragement, and students will be ready for a positive start to the day.

**After School Intervention Program (Tuesdays & Thursdays)**
Extera teachers at all grade levels will regularly assess student progress in English Language Arts and mathematics. Initial and ongoing formative assessment data will include benchmark assessments that are part of the LinkIt! (or similar) assessment program. Benchmark assessments and other assessment data will be used to identify for intensive intervention those students are struggling to achieve grade level standards. After school intervention will be conducted from 3:15-4:15 on Tuesdays and Thursdays by the identified student’s regular classroom teacher, the teacher best able to develop strategic intervention that meets the student’s unique needs. Intervention groups of 3-6 students will be formed three times each year for a total of 66 sessions (see Academic Calendar). At the conclusion of each intervention period, students will be reassessed, and a determination will be made as to whether or not the student will continue in the subsequent intervention group. A teacher assigned with the adjunct duty of “Intervention Coordinator” will assist with the implementation and ongoing monitoring of the After School Intervention Program. Records will be kept for each participating student to identify goals, intervention strategies, and assessment outcomes so that teachers and school administration are able to evaluate the impact of intervention and to communicate progress to parents.

Extensive research supports the model of providing intervention during the elementary school years in order to eliminate future gaps in academic achievement. The negative outcomes of failing to identify and adequately support struggling readers early on are profound. According to the National Institutes of Health (NIH), ninety-five percent of poor readers can be brought up to grade level if they receive effective early intervention. The longer intervention is delayed, however, the more difficult it is for students to catch up. [http://mindsodyssey.com/expert_hall.pdf](http://mindsodyssey.com/expert_hall.pdf) Extera’s After School Intervention model addresses this important issue by identifying difficulties in reading and math and providing expert support to young learners.

**Academic Support Center (Daily according to Targeted Student Needs)**
In addition to the After School Intervention Program, students who are struggling academically will have access to before-school support at Extera’s Academic Support Center (ASC). Students with questions about the work they are doing in class will be encouraged to “ASC.” Primary

---

6 Grant funds from the PCSGP start-up grant and Walton Family Foundation will provide crucial start-up funds that will enable us to allocate resources towards programs like this. In the event these grants are not secured, Extera will attempt to raise private funding support and will at the very least launch this program as the school grows and has additional funding through increased enrollment.
students achieving below and far below grade level expectations on benchmark assessments, and older student achieving at Far Below Basic or Below Basic on the California Standards Test (CST), will be targeted to attend the program. Assistant Teachers will be available before school to assist students by implementing lessons and activities specifically designed to address the difficulties that students are having in their regular classrooms. By carefully analyzing student achievement data in English language arts and mathematics, Assistant Teachers will be able to focus their attention on the areas where targeted students are having the greatest difficulties. As with the After School Intervention Program, records will be kept of student attendance, objectives, strategic lessons, and outcomes so that the school is able to evaluate the overall effectiveness of the program and to modify instruction when appropriate.

**School Mascot**
The red-tailed hawk was selected by the students attending Extera Public School #1 as the “official mascot” of Extera Public Schools. Voted to represent an image of “soaring high,” the red-tailed hawk was selected for its grace, strength, and beauty, and because it is native to the Los Angeles environment. Red-tailed hawks are commonly seen within the community by students, bringing lots of excitement to the campus and connecting students first-hand to the unique nature theme of the school. Extera Public School #2 will also enjoy having the red-tailed hawk as its mascot. The characteristics of the red-tailed hawk will be used to motivate students to do their best, to gain perspective of the bigger picture, and to soar in their academic pursuits.

**Student Awards Assemblies (Monthly)**
At the end of each month, a Student Awards Assembly will be held 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, medals, and trophies will be distributed to students recommended by their teachers for a variety of student recognition awards, such as Outstanding Effort and Achievement, Perfect Attendance, Exemplifying Character Education Traits, and other significant accomplishments.

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

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

A growing body of research-based literature supports the use of youth gardens as a beneficial teaching tool. Research has found that participation in youth gardening programs can have the following impacts on students:

- Improve self-esteem and attitudes toward school
- Improve social skills and behavior
- Improve environmental attitudes, especially in younger students
- Increase group cohesion
- Improve interpersonal relationships
- Increase interest in eating fruits and vegetables and improve attitude toward fruits and vegetables
- Significantly increase science achievement scores
- Develop a sense of ownership and responsibility
- Help foster family relationships and increase parental involvement
- Improve life skills, including working with groups and self-understanding

The edible garden at Extera Public School will not only be an important teaching tool, it will no doubt be a source of pride within the school community.

**Early Dismissal Wednesdays**

Every Wednesday students will be dismissed one hour early from class so that teachers can participate in professional development and collaboration, considered cornerstones of a successful educational program at Extera. All teachers will be expected to share, analyze and discuss their instructional practice, both to hone their own skills and for the benefit of others. Early Dismissal Wednesdays will provide an opportunity for teachers, the principal, and other instructional support staff to meet weekly for these critical activities, and the time will be maximized to increase teacher capacity and to advance program and practice on a schoolwide level at Extera.

**Service Learning**

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

---

Seasonal School Beautification: Students will create displays of flowers, rock gardens, leaves, and twigs, and the natural displays that fit with seasonal celebrations of the solstices and equinoxes.

1 Flower Garden Maintenance: Students will weed the gardens, start seedlings, distribute potted plants to the community, and install new plantings.

2 “Edible Schoolyard” Vegetable Garden Maintenance: Students will amend the soil, plan and plant the garden, harvest vegetables, assist with the distribution of vegetables, and participate in a harvest festival.

3 Maintaining the Schoolyard: Students will help to keep the nature areas and schoolyard clean and will participate in programs devised to prevent vandalism.

4 Running the Recycling Program: Students will design and run a recycling program. Students will collect recyclable materials and monitor classroom and school use to discourage waste.

5 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.

6 Climate Care Team: Students will help reduce the carbon dioxide output of the school by monitoring electricity usage and water consumption at the school. Students will suggest changes in behaviors to reduce consumption.

Character Education
All students in grades K-6 will receive regular instruction in a character education program designed to instill and reinforce positive character traits that will serve them well at school and throughout their lives. The character education program at Extera Public School will be developed to foster positive social interactions, academic success, and to establish a nurturing community of learners across all grades. Designed to meet the age-appropriate needs of elementary students and aligned to Extera’s schoolwide discipline plan, Extera’s character education curriculum will encompass the eleven principles identified by the Character Education Partnership (CEP) as necessary components of an effective character education program. (www.character.org)

According to the CEP, effectual programs:

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 important members of the learning and moral community who share responsibility for character education and attempt 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).

Extera’s character education curriculum will encompass award-winning practices that have been highlighted by the Character Education Partnership in its National Schools of Character program. Schools with similar character education programs have demonstrated positive results in student behavior, citizenship, school climate, and academic performance. Although specifics vary among schools with respect to implementation, like Extera school with effective character education programs exemplify the eleven principles of effective character education that define the CEP framework for powerful practice.

Following are examples of types of themes that will be incorporated into the character education curriculum at Extera in the early grades. Each month, students will focus on a particular theme to deepen their understanding of complex concepts, such as:

<table>
<thead>
<tr>
<th>Month</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>August/September</td>
<td>Respect</td>
</tr>
<tr>
<td>October</td>
<td>Responsibility</td>
</tr>
<tr>
<td>November</td>
<td>Thankfulness</td>
</tr>
<tr>
<td>December</td>
<td>Giving</td>
</tr>
<tr>
<td>January</td>
<td>Compassion</td>
</tr>
<tr>
<td>February</td>
<td>Courage</td>
</tr>
<tr>
<td>March</td>
<td>Contentment</td>
</tr>
<tr>
<td>April</td>
<td>Emotional Management</td>
</tr>
<tr>
<td>May</td>
<td>Filial Piety</td>
</tr>
<tr>
<td>June</td>
<td>Tolerance</td>
</tr>
</tbody>
</table>

Primary grade units will likely be 4 weeks long and include hands-on activities (i.e. role play), visualization of the character trait, reading, discussing, and writing about the trait.

Upper grade students at Extera Public School #2 will develop character education traits that will help them become well-rounded students who are able to communicate, interact positively, and understand themselves, their community, and the world around them. These traits will be similar to the “Trailblazer” traits (adopted from the International Baccalaureate Learner Profile Program) that
serve as a way to motivate students to become high achievers and environmentally conscience individuals. Below are examples of the types of character education traits that students at Extera will embrace:

**Extera Trailblazer Traits**

**Thinker:** I am thoughtful. I can solve problems and make good decisions. I can do things independently.

**Caring:** I have a caring attitude towards people and the environment. I want the people around me to be happy, and I am sensitive to their needs.

**Balanced:** I am balanced. I am healthy and eat food that is good for me. I exercise, and I understand the importance of taking care of my body.

**Inquirer:** I am naturally curious and enjoy learning. I am inquisitive about the world. I can conduct research by myself. I love learning and discovering new things.

**Principled:** I am principled. I am fair, honest and I take care of others. I follow the rules.

**Knowledgeable:** I am knowledgeable. I can remember what I learn. I can use this information in my life.

**Open-Minded:** I know that people are different and may do different things. I know that not everyone will think like me, and I try to understand others.

**Communicator:** I am a communicator. I talk about my ideas and can express myself in writing and with pictures.

**Risk-Taker:** I am a risk taker. I have the courage to try new things. I try many different solutions to solve problems, and I tell people what I think is right.

**Reflective:** I am reflective. I know what I am good at and what I need to work on to improve. I try to think about these things and make changes when I can.

2. **Academie Calendar**

Extera Public School’s calendar includes 200 instructional days, in addition to 10 professional development and planning days for teachers. See next page.
**Extera Public School #2 Academic & Operational Calendar, 2013/2014**

| JULY ’13 | AUGUST ’13 | 8/1 – 8/9: Planning and Staff Development
|----------|------------|--------------------------------------------------|
| S M T W Th F S | | 8/6 & 8/8: Orientation Meetings (6:00p.m.)
| 1 2 3 4 5 6 | 1 2 | 8/9: “Open Classrooms” (8:00a.m. – 10:00a.m.)
| 7 8 9 10 11 12 13 | 3 | 8/12: Instruction Begins
| 14 15 16 17 18 19 20 | 4 5 6 7 8 9 10 | 8/22: Intervention, Group 1 begins (24 sessions)
| 21 22 23 24 25 26 27 | 11 12 |
| 28 29 30 31 | 13 14 15 16 17 |

| SEPTEMBER ’13 | OCTOBER ’13 | 8/30: Intervention, Group 2 begins (22 sessions)
|----------|------------|--------------------------------------------------|
| S M T W Th F S | | 12/23 – 12/31: Winter Recess
| 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 8 9 10 11 12 13 14 | 8 9 10 11 12 13 14 |
| 15 16 17 18 19 20 21 | 15 16 17 18 19 20 21 |
| 22 23 24 25 26 27 28 | 22 23 24 25 26 27 28 |
| 29 30 | 29 30 31 |

| NOVEMBER ’13 | DECEMBER ’13 | 12/17: Intervention, Group 2 ends
|----------|------------|----------------------------------|
| S M T W Th F S | | 12/28: End of 2nd Reporting Period (61 days)
| 1 2 | 1 2 |
| 3 4 5 6 7 8 9 | 3 |
| 10 11 12 13 14 15 16 | 4 5 6 7 8 |
| 17 18 19 20 21 22 23 | 9 10 11 12 13 14 15 |
| 24 25 26 27 28 29 30 | 16 17 18 19 20 21 22 |

| JANUARY ’14 | FEBRUARY ’14 | 2/17: Presidents Day Holiday
|----------|------------|----------------------------------|
| S M T W Th F S | | 2/24: Intervention #2 ends
| 1 2 3 | 1 |
| 4 5 6 7 8 9 10 | 2 3 4 5 6 7 8 | 2/28: End of 2nd Reporting Period (61 days)
| 11 12 13 14 15 16 17 | 9 10 11 12 13 14 15 |
| 18 19 20 21 22 23 24 | 16 17 18 19 20 21 22 |
| 25 26 27 28 29 30 | 23 24 25 26 27 28 |

| MARCH ’14 | APRIL ’14 | 4/14 – 4/18: Spring Break Recess
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>S M T W Th F S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>2 3 4 5 6 7 8</td>
<td>6 7 8 9 10 11 12</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>13 14 15</td>
<td>13 14 15 16 17 18 19</td>
</tr>
<tr>
<td>16 17 18 19 20 21 22</td>
<td>20 21 22 23 24 25 26</td>
<td></td>
</tr>
<tr>
<td>23 24 25 26 27 28 29</td>
<td>27 28 29 30</td>
<td></td>
</tr>
</tbody>
</table>

| MAY ’14 | JUNE ’14 | 6/6 – 6/13: End-of-Year Parent Conferences
|----------|------------|----------------------------------|
| S M T W Th F S | | 6/18: Last Day of School & End of 3rd Reporting Period (71 days)
| 1 2 3 | 1 2 3 4 5 6 7 | 6/20 – 6/21: Staff Development and Planning Days
| 4 5 6 7 8 9 10 | 8 9 10 11 12 13 14 | 6/23 – 6/30: Summer Recess
| 11 12 13 14 15 16 17 | 15 16 17 18 19 20 21 |
| 18 19 20 21 22 23 24 | 22 23 24 25 26 27 28 |
| 25 26 27 28 30 31 | 29 30 |
3. **Extera Will Greatly Exceed The Minimum Instructional Minutes**

The annual calendar at Extera Public School #2 will include 200 days of regular instruction. Students at all grade levels will receive 355 daily instructional minutes four days each week and 295 instructional minutes one day a week (Early Out Wednesdays) for a total of 68,480 annual instructional minutes.

As a result of having an extended instructional day, students will receive instructional minutes that substantially exceed the minimum number required for traditional and charter public schools according to California Education Code § 47612.5. The difference between the minimum number of instructional minutes required by the state and the instructional minutes provided within the Extera program is represented in the following chart:

<table>
<thead>
<tr>
<th>Grade</th>
<th>CA Required Minutes</th>
<th>Extera Instructional Minutes</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>36,000 annually</td>
<td>68,480 annually</td>
<td>+32,480</td>
</tr>
<tr>
<td>Grades 1-3</td>
<td>50,400 annually</td>
<td>68,480 annually</td>
<td>+18,080</td>
</tr>
<tr>
<td>Grades 4-6</td>
<td>54,000 annually</td>
<td>68,480 annually</td>
<td>+14,480</td>
</tr>
<tr>
<td>Total Difference K-6 (over 7 year period)</td>
<td>349,200 (over 7 years)</td>
<td>479,360 (over 7 years)</td>
<td>+130,160 (over 7 years)</td>
</tr>
</tbody>
</table>

As noted, the instructional day for all students attending Extera Public School has been extended beyond the minimums required by the state in order to provide increased opportunities for learning to students who attend the school. Given that a majority of the students enrolled are likely to be English learners, have limited school readiness, be at-risk of underachievement, and/or come from homes of poverty where books and other resources are scarce, the extended regular school day will provide a tremendous benefit to Extera students.

Over time, students who attend Extera Public School from kindergarten through grade 6 will add **130,160 instructional minutes** above and beyond the minutes required by the state. Viewed differently, **Extera students will add nearly three years (2.8) of instruction** to their elementary school years beyond the state’s requirements, simply by attending the regular school program.

Extera Public School recognizes that 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 of school failure. Acknowledging that every day counts and that a day missed represents a learning opportunity that is lost, Extera Public School has made excellent attendance a high priority and will set a schoolwide average daily attendance target of 96% or higher. In order to encourage students to attend school every day and arrive on time, a variety of incentives will be introduced throughout the school year. Morning "Soaring High" Assemblies that take place prior to the start of the school day will recognize students who are present and on time. Monthly Student Awards Assemblies will include individual as well as classroom awards for excellent and perfect
attendance. At the end of each school year, certificates and trophies will be 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 will be 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.

**Emphasis on Excellent Attendance**

In addition to promoting excellent attendance at morning and monthly assemblies, teachers and school staff will remind students and their parents about the importance of consistent school attendance at assemblies, during classroom discussions, at Parent Orientation meetings and Back-to-School events, and during parent conferences. When a concern regarding attendance or tardiness arises, teachers will 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 will bring the student to the attention of the school administration. School administration will determine 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 will also inform parents of positive as well as negative attendance patterns. Every effort will be 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.

D. EXTERA’S FRAMEWORK FOR INSTRUCTIONAL DESIGN IS ALIGNED WITH OUR TARGET POPULATION

1. **Framework for Instructional Design**

   a. **Core Subjects**

   The design of the instructional program at Extera has been influenced by some of the most important educational thinkers of our time. John Dewey, Howard Gardner, John Goodlad, Linda Darling-Hammond, Catherine Fosnot, Jean Piaget, and Lauren Resnick are just a few of the experts in the field of education whose work has helped shape our approach.

   Our overarching goal 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 will also develop each individual student's confidence and potential, and values that demonstrate an understanding and appreciation of the natural world and the interconnectedness of all living things. Extera 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.

   Locally, other charter schools such as Camino Nuevo, Celerity and Gabriella Charter Schools have shown that typically under-performing students residing in low income, inner city neighborhoods can reach rigorous academic benchmarks when high expectations are connected to
quality teaching, access and engagement. For example,

- Camino Nuevo’s K-8 campuses (Harvard and Burlington) achieved an impressive 2011 API of 838, with a student population that is 99% Latino, 56% English Learner (EL) plus an additional 37% recently reclassified RFEP (formerly classified as EL), and 98% of the students qualifying for FRPL.
- Celerity’s three K-8 span schools achieved impressive results: Celerity Dyad had an API of 884 (100% FRPL, 92% Latino, 54% EL), Celerity Troika 970 (74% FRPL, 69% Latino, 6% EL), and Celerity Nascent 866 (96% FRPL, 58% African American, 42% Latino and 10% EL).
- Gabriella Charter School (K-8) had an 875 API (71% FRPL, 86% Latino, 39% EL). And KIPP LA College Prep had a 917 API (97% FRPL, 94% Latino, 30% EL).

These schools have shown striking academic improvements when a similar, unrelenting focus on student achievement of the state’s academic standards is embedded in their daily work.

b. Teaching Methodologies

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

Instruction at Extera starts first with the state standards, which drive the creation of lesson plans and the assessment of both student and teacher achievement. Detailed charts listing state content standards, specific curricular materials and assessment measures are included by grade level and subject matter in Element Two and Appendix A. The following describes in more detail the methods by which students at Extera will master the content standards.

Extera’s instructional methodologies – constructivism, project-based learning, multiple intelligence theory are supported by the work of leading educational thinkers and validated by practitioners. The teaching practices included within the instructional framework practices have demonstrated success in schools serving students with similar backgrounds and academic needs.

The specific instructional methodologies Extera will use have also had proven success locally. Schools such as Open Magnet Charter School in Los Angeles (API 892), Larchmont Charter School (API 908) and its sister school, Larchmont Charter West Hollywood (API 913 in its second year of operation, with a focus on eco-literacy) are all quite similar in curriculum to our model and focus on constructivism and project-based learning. Two award-winning schools in the
Chino Hills district, Country Springs Elementary (API 941) and Edwin Rhodes Elementary (938 API) are both founded on MI theory. These are just a few examples of high-performing public elementary schools employing these methodologies, which have long been in favor in acclaimed private schools such as the UCLA Lab School, The Center for Early Education and many more throughout Los Angeles and beyond.

The commitment to constructivism and project-based learning at Extera Public School resides in our belief that learning best occurs when instruction is child-centered and presented in a meaningful context that is relevant to students’ lives. Extera recognizes that for far too long schooling has been premised on the notion that there exists a fixed world that the learner must come to know and that the construction of new knowledge has not been as highly valued as the ability to demonstrate mastery of conventionally accepted understandings. (Brooks and Brooks, 1999.) The image of students as “empty vessels to fill” with knowledge imparted by teachers is inconsistent with what we now know about the principles of effective teaching and learning.

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 will be greatly valued at Extera, and teachers will seek every opportunity to engage students in an exchange of ideas. Students will be given frequent opportunities to think through the complex issues that surround the skills and concepts outlined in grade level learning standards. Rather than learning by rote memorization and seeking to discover whether or not students know the ‘right’ answers – an approach which can cause students to learn quickly not to raise their hands in response to questions unless they are confident they already know the sought-after response – student thinking and reasoning will be engaged. By creating classroom environments where meaningful discussion is encouraged, teachers will embrace the proposition that we learn by constructing new understandings of relationships and phenomena in our world. Teachers at Extera will 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)

**Instructional Balance**

The instructional approach at Extera will infuse constructivist strategies described here as the means by which the state content standards are mastered. Constructivist, project-based methodologies that are responsive to multiple intelligences will allow students to grapple in challenging and meaningful ways with the standards-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, will be provided regularly at
all grade levels as well. Skill-specific academic needs will be 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 her or she needs to complete more complex projects successfully and to ensure that all students become fully proficient in all academic strands.

With the goal of a balanced approach to teaching and learning in mind, the Extera program is grounded in the following key principles of learning that have emerged from extensive research on effective teaching:

Effective teachers create ambitious and meaningful tasks that reflect how knowledge is used in the field. At Extera, teachers will design tasks that address 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, student background knowledge will be engaged and discussed as an important means leading to new learning. Teachers will leverage student understandings as well as address gaps and misconceptions that might otherwise interfere with mastery of the skills and concepts outlined within the standards.

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

Effective teachers assess student learning continuously and adapt teaching to student needs. At Extera Public School, teachers will 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.

Effective teachers provide clear standards and constant feedback. Teachers at Extera Public School will make lesson objectives and learning outcomes explicit to students. Clear expectations, a principal of effective learning that has been supported by the substantial work of Lauren Resnick, will be established for student tasks and projects. Meaningful feedback will be provided to students using rubrics and checklists that incorporate state standards so that students understand clearly their progress 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.)
Standards-Based Lesson Design

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

The following sections describe in more detail the methods and strategies by which our students will master the content standards:

- Constructivism, including an emphasis at Extera on Place-Based Education
- Multiple Intelligence Theory
- Project-Based Learning

i. Constructivism and Experiential/Place-Based Education

As described earlier, Extera’s faculty will implement constructivist learning experiences as the means by which students achieve grade level content standards. In our model, the ultimate content of what ultimately is being taught is no different than any other public school in California, rather the means by which that teaching occurs may differ. Constructivism provides the guiding principles for lessons whether they are in the format of direct instruction or problem-based learning. Constructivism calls for the learning experience to be differentiated, beginning with each learner’s level of understanding and guiding students in building upon prior knowledge in a hands-on way. In simplest terms, differentiated instruction involves creating multiple paths to learning for diverse learners. (Tomlinson, 1999.) This differentiated, student-centered approach to instruction enables teachers to focus on the specific needs, skills, challenges and learning styles of each individual student to ensure that each and every student meets our high expectations for standards mastery.

Teachers at Extera will be expected to adhere to the following five overarching principles and essential elements evident in constructivist classrooms (Brooks and Brooks):

(a) Teachers at Extera will seek and value their students’ points of view. Rather than presenting the same material to all students simultaneously without regard to students’ individual perspectives on the material, in constructivist classrooms, students’ perspectives are teachers’ cues for ensuing lessons. At Extera:

- Teachers will inquire about students’ understanding of concepts before sharing their own
understandings of those concepts in order to identify misconceptions, assess understanding relative to the grade level standards for the topic at hand, and to challenge students’ thinking.

- Teachers will allow student responses to drive lessons, shift instructional strategies, and alter content so that students are active participants in the direction that learning takes within the classroom. This does not mean that the pre-determined, standards-based objectives for the lesson will be abandoned – rather, the teachers have the flexibility to create and adapt new and different strategies and activities, based on students’ needs and interests, to insure that those objectives are achieved. The core concept is that by providing different means of learning material, diverse students are each able to achieve a meaningful mastery of the content standards.

- Teachers will nurture students’ natural curiosity through frequent use of a learning cycle model that includes engagement, exploration, explanation, elaboration, and evaluation to fully engage students in the learning process.

(b) Teachers at Extera will design standards-based activities that challenge students” suppositions. All students, irrespective of age, enter the classroom with life experiences that have led them to presume certain truths about how the world works. Meaningful classroom experiences at Extera will either support or contravene students’ suppositions by validating or transforming these truths as they master subject content. At Exera:

- Teachers will encourage and accept student autonomy and initiative so that they become self-motivated and develop ownership over their learning.
- Teachers will engage students in experiences that might engender contradictions to their initial hypotheses and then encourage discussion to push students to examine their beliefs.

(c) Teachers at Extera will pose complex problems of emerging relevance that encompass the skills and concepts described in the content standards. Relevance, meaning, and interest are not automatically embedded within subject areas or topics. A specific state standard in social science relating to the role of Native Americans in the developing history of California may hold significantly different meanings for different students in California – one may at first glance find the topic uninteresting and irrelevant to her own life, while another may find it a fascinating and deeply personal topic. In other words, relevance emerges from the learner. So while all students in California seek to master the same content, constructivist teachers, acknowledging the central role of the learner, structure classroom experiences that both honor the initial curiosities and passions of students, and foster the creation of personal meaning among all students as they learn the designated facts and skills. At Exera:

- Teachers will use raw data and primary sources so that students have opportunities to experience and examine real objects. A student who seemingly has little interest in or connection to a particular lesson can be inspired to learn when that topic is connected in a meaningful way to his own real world existence.
• When framing tasks, teachers will use cognitive terminology such as classify, analyze, predict, and create to challenge thinking and reasoning from a student’s perspective, prompting students to seek out for themselves the knowledge they need to master the state content standards.

(d) Teachers at Extera will build units of study around the primary concepts and “big” ideas that are addressed in the standards. Lessons will focus on key understandings, sometimes referred to as „power standards” because of their importance to future learning, and make clear connections to overarching concepts across curricular areas. Often curriculum is presented in small, disconnected parts (e.g., specific objectives within a state content standard) and never woven into whole cloth by the learner (e.g., the real world and how that knowledge has relevance to other discrete standards in other subjects, or more broadly in student’s life). Students memorize the material needed to pass tests. But many students, even those with passing scores, are unable to apply the small parts in other contexts or demonstrate understandings of how the parts relate to their wholes.

At Extera, we seek not only to ensure that students learn enough to pass the test, but that they go further and come to have a meaningful understanding of how the specific parts relate to the whole. As proponents of constructivist learning, Extera teachers will offer academic problems that challenge students to grapple first with the big ideas and to discern for themselves, with mediations and structure from the teacher, the parts that require more investigation. At Extera:

• Teachers will encourage inquiry by asking thoughtful, open-ended questions and encouraging students to ask questions of each other.
• Teachers will provide time for students to construct relationships and create metaphors to deepen their understanding of concepts.
• Teachers will seek elaboration of students’ initial responses to deepen thinking and reasoning skills.

(e) Teachers at Exterra will assess student learning in the context of daily teaching. Assessment of student learning and each individual’s mastery of content standards will typically be conducted as an integral, connected component of the classroom’s normal activities. At Extera, in addition to pre- and post-unit assessments and standardized test measures, teachers will embed assessment directly into activities. Ongoing, meaningful interactions with students to assess understanding leading to mastery of the standards will inform daily instructional decisions. At Extera:

• Teachers will encourage students to engage in dialogue, both with the teacher and with one another, to facilitate the effective communication of ideas.
• Teachers will allow wait time after posing questions so that all students, not just the quick thinkers, have sufficient opportunity to ponder what has been asked and to develop a response.

Numerous independent researchers have documented the success of the constructivist model of education with historically under-served populations, including at such schools as the Larchmont
Charter Schools, University of Houston Charter School in Texas, Discovery Charter School in Newark, NJ and Enota Multiple Intelligences Academy in Georgia. These schools and countless others have long demonstrated that when children from disadvantaged neighborhoods, including recent immigrants and ELL, are given the opportunity to attend a school like Extera, their test scores and more importantly their self-confidence and whole development excel. (Amaral, 2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O'Neil & Drillings, 1997; Freire, 1995.)

The active learning strategies inherent in the constructivist approach are validated by the findings of *How People Learn: Brain, Mind, Experience, and School* (1999), an authoritative synthesis of research on learning that was jointly commissioned by the U.S. Department of Education and the National Science Foundation. The full text of *How People Learn* is freely available at the website of the National Academies Press (nap.edu). *How People Learn* includes the following two findings concerning children’s development and learning:

1. **Children are problem solvers and, through curiosity, generate questions and problems:**
   Children attempt to solve problems presented to them, and seek novel challenges. They persist because success and understanding are motivating in their own right.

2. **Children's natural capabilities require assistance for learning:** Children's early capacities are dependent on catalysts and mediation. Adults play a critical role in promoting children's curiosity and persistence by directing children's attention, structuring their experiences, supporting their learning attempts, and regulating the complexity and difficulty of levels of information for them.

While it is obvious that learning is not helpful if students do not remember what they have learned, schools today continue to rely on textbook-focused, passive learning in spite of research that students retain:

- 10 percent of what they read
- 20 percent of what they hear
- 30 percent of what they see
- 50 percent of what they see and hear
- 70 percent of what they say
- **90 percent** of what they say and do. (Rieff, 1993.)

This research not only supports Extera’s utilization of constructivist methodologies, but also supports our thematic focus on the natural world as basis for student inquiry across disciplines. As revealed in the *Extera Public School Model*, the teaching methodology and instructional strategies that support our program will reflect a thoughtful balance between the school’s constructivist approach and its standards-based curriculum. The ladder to student success will be constructed with hands-on, minds-on student engagement paired with rigorous standards.

As an important element of our constructivist approach, experiential learning, also called Place-Based Education will also play a major role in the educational program at Extera as it
relates to our school theme in the natural world. Place-Based Education (PBE) is experiential teaching and learning that engages students in their own local environment. John Dewey urged schools to adopt this powerful approach to learning nearly a century ago. In recent years PBE has become increasingly supported, especially by educators such as David Sobel, Director of the Antioch New England Institute’s Center for Place-Based Education. Place-Based Education is, according to Sobel, a simple proposition, really: Bring education back into the neighborhood. Get teachers into the community, into the woods, and on the streets – closer to beauty and true grit. (Sobel, 2004.) In essence, PBE facilitates Extera’s theme of exploration into our natural, living world with a constructivist approach.

The Promise of Place, a project of the Center for Place-Based Learning and Community Engagement, identifies ten principles for successful place-based education, all of which tie directly to Extera’s thematic emphasis on the natural world and the inter-connectedness of all living things:

- 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)

As detailed extensively throughout this petition, at Extera, students will not sit passively in a classroom as they look at pictures or read about the world around them, rather, they will go out and investigate, see, hear, touch and experience the very things they are studying. Extera places emphasis on the value of our living world, the inter-connectedness and inter-dependence of our human community, plant/animal life, our living plant and more, and actively engaging in this living world is an integral component of learning at Extera.

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, local landmarks in the community, or to engage in service-learning activities to contribute to the betterment of their community).

Students at all grade levels will experience dynamic Learning Adventures through its Learning Beyond the Classroom approach. Field trips will enliven Extera’s unique thematic connection to the natural world and provide students access to experiences they are not likely to have otherwise.
These Learning Adventures will further bring science and social studies standards to life and in order to deepen students’ understanding of the concepts and vocabulary discussed in the classroom. Following are just a few examples of the types of Learning Adventures awaiting Extera students:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Learning Adventure (Aligned to grade-level Science standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Children’s Nature Institute: Children take a nature walk and open their minds to the living world via the WonderMobile</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Underwood Farms’ Sustainable Agriculture: Children pick their own produce at a fully operational farm</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Living Desert: Children visit the desert to learn about desert wildlife and conservation through education and appreciation</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Whale Watching: Children take to the high seas in search of the largest animal on earth!</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Extera’s young “Trailblazers” will take to the hills as they explore local environments on frequent hikes throughout Los Angeles.</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Sea World Ocean Adventure Overnight Camp: Children will hang out with dolphins, penguins, polar bears, sharks and more</td>
</tr>
<tr>
<td>Grade 6</td>
<td>Catalina Environmental Leadership Program: Children study ecosystems and sustainable living and explore the ecological wisdom of the Native Americans who once lived on the island</td>
</tr>
</tbody>
</table>

The Extera model is centered on the child, as an individual, and the experiences, talents and interests each child brings to the school, and an understanding of the child’s real world experience within and beyond school walls. Thus at Extera, while our instructional strategies are modeled after some of the top public and private schools in the nation, it will at all times be solidly grounded in a meaningful understanding of life for our students living in the communities of Boyle Heights and East Los Angeles. As documented in Section A.3., students in this community drop-out of school in alarming numbers. At Extera, we believe that when learning is engaging, content-rich and relevant to students lives student motivation to learn greatly increases. Learning Beyond the Classroom will advance Extera Public School as a true community hub for the surrounding neighborhood – students, families, businesses and more – strengthening connections between the school and the surrounding communities of Los Angeles.

A growing body of research highlights the positive impact that PBE, as with the broader concepts of constructivism, has on students, teachers, and the school and community. 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:

---

8 The school’s five-year financial plan includes funding for the Learning Adventures described within this petition. Funding is increased year to year during the first several years of operation as new grade levels are added to the school and 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.
- 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 student
- 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.

i. Teaching to Multiple Intelligences

Howard Gardner’s theory of multiple intelligences provides an excellent, overarching instructional context for teaching and learning at Extera. According to Gardner (1999), 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:

<table>
<thead>
<tr>
<th>Intelligence</th>
<th>Definition</th>
<th>Capacities/Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bodily-Kinesthetic</td>
<td>This person has the ability to move through space effectively, learns well with movement, and can imitate movements easily.</td>
<td>Has improved body function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Has miming abilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Has a keen mind-body connection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can expand awareness through the body</td>
</tr>
<tr>
<td>Intrapersonal</td>
<td>This person understands his or her own ways of knowing and learning and is in tune with his or her own needs.</td>
<td>Has keen mind concentration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Has awareness and can express different feelings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Has higher order thinking and reasoning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intelligence</th>
<th>Definition</th>
<th>Capacities/Strengths</th>
</tr>
</thead>
</table>
| Interpersonal        | This person reads others well, works well in groups, and interacts effectively with other people. | • Can create and maintain synergy  
• Can discern underlying intentions, behavior, and perceptions  
• Is tuned into others’ perspectives  
• Knows how to work cooperatively  
• Is sensitive to others’ moods, motives, and feelings  
• Can communicate verbally and nonverbally |
| Verbal-Linguistic    | This person manipulates words and language easily, understands what he or she reads, and enjoys verbal interactions. | • Understands the order and meaning of words  
• Can convince someone of a course of action  
• Can explain, teach, and learn from others  
• Has a sense of humor  
• Has a keen memory and recall |
| Logical-Mathematical | This person manipulates numbers and logic easily and understands the logical connections among concepts. | • Recognizes abstract patterns  
• Has the ability to reason inductively and deductively  
• Can discern relationships and connections  
• Can perform complex calculations  
• Has the ability to reason scientifically |
| Musical-Rhythmic     | This person expresses him- or herself easily in rhythm and melody and sees patterns and music in all endeavors. | • Understands the structure of music  
• Understands schemas for hearing music  
• Is sensitive to sounds  
• Can create melodies and rhythms  
• Can sense qualities of a tone |
| Visual-Spatial       | This person can see pleasing visual-spatial arrangements and has the ability to learn and express him- or herself with visual arrangements, art, and beauty. | • Has accurate perceptions from different angles  
• Can recognize relationships between objects in space  
• Can create graphic representations  
• Can manipulate images  
• Can find his or her way through space  
• Forms mental images  
• Has an active imagination |
| Naturalist           | This person values and cares for nature and living things and has the ability to classify species and grow natural things. | • Communes with nature.  
• Cares for, tames, and interacts with living creatures  
• Is sensitive to nature’s flora  
• Can recognize and classify species  
• Can grow things naturally |

Teachers will incorporate instructional strategies within the program at Extera Public School that access the full spectrum of intelligences identified by Gardner. Project-based learning, frequent Collaboration and communication with peers, and an emphasis on the expression of ideas are strategies that target intelligences that will be fully utilized in classrooms at Extera.

The naturalist intelligence is an especially dynamic fit for Extera. Given Extera’s thematic focus on the natural world, students will be provided ongoing opportunities to explore and expand this worthy intelligence. It is clear that with so many pressing societal and global issues connected to humankind’s relationship with nature, this intelligence will have particular impact and value in the 21st century.
Gardner’s *Theory of Multiple Intelligences* provides a solid rationale for designing instruction that is responsive to a wide variety of learning modalities because it addresses the diversity of learning styles and strengths present within a classroom. Extera 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.

**ii. Project-Based Learning**

Project-based learning, or PBL, is an instructional approach organized around projects as a means to achieve state standards mastery. At Extera, complex tasks complex 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 standards. Students will 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. According to Thomas and other researchers, 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.

In his extensive review of the literature on PBL, Thomas identified the five criteria that a project must have in order to be considered an instance of PBL. All five criteria are reflected in the Extera program:

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

- **PBL projects are focused on questions or problems that drive students to encounter (and struggle with) the central concepts and principles of a discipline:** Projects at Extera will 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 will be driven by investigation and discovery.

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

- **Projects are student-driven, in that students are responsible for making choices and for designing and managing their work:** When embarking on a project, students at Extera will
often 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 the state content standards. Research solidly supports the value of integrating instruction across content areas rather than teaching subjects in isolation. Daily classroom schedules at every level have been designed to include instructional blocks of time called Integrated Content Engagement, or ICE. One daily ICE period will focus on social studies and the other on science, though all ICE activities will include significant incorporation of English language arts standards, along with relevant activities and lessons in math, the arts and more. Consistent with Extera’s unique nature theme and the school’s underlying constructivist approach, many of the language arts standards will be integrated into the content areas of science and social studies that form the base of the Extera program. Thus, instead of teaching science in a vacuum, separate and apart from reading, writing, mathematics or other areas, the engaging and dynamic ICE science periods will include students reading, writing, discussing and presenting science in grade-level appropriate ways tied to the state standards, as well incorporating other curricular aspects such as music (e.g. a scientific study of sound waves), visual art (e.g., color mixing), social science (e.g. tying lessons in the history of California’s agricultural development to scientific lessons on plant growth), and so on. Students will benefit from a broad variety of instructional techniques and participate in a range of learning activities designed to ensure that each and every student achieves meaningful mastery of all of the core content area standards.

Integrated Content Engagement will provide teachers at Extera Public School with the flexibility and opportunity for creativity that is necessary to create a truly outstanding program, one that engages all students as individuals and meets their unique learning needs. Although the program is adaptable in these important respects, teachers will consistently reference the State’s standards documents and Instructional Frameworks during instructional planning in order ensure that all of the standards are taught in all of the core content areas. Utilizing standards-based content materials, teachers will ensure that students have sufficient opportunity to learn all of the content standards in each of the core subjects.

This integrated approach will create *active* readers and writers by engaging students in authentic literacy tasks that emerge naturally from interesting and worthwhile topics and ideas. (Vogt, 2010.) Consistent with the recommendations of research, students will engage in a variety of reading and writing opportunities tied not only to ELA standards, but with concrete subject-matter ties to the social science and science standards, thereby promoting discussion and collaboration, building upon students’ interests and abilities, connecting their background experiences, and supporting language development. (Heibert, 1994.) Research indicates that students who have frequent opportunities to read interesting texts experience improved reading comprehension and enhanced reading enjoyment. (Fielding and Pearson, 1994.) To increase
understanding, students benefit from experience reading a variety of texts, including narrative and expository literature, as well as "real world" materials such as brochures, magazine articles, maps, and informational signs. These varied experiences enable young readers to build a foundation that prepares them for future "real life" reading and writing tasks. Life experience requires people to integrate what they have learned in an interdisciplinary manner, so teaching children through merged disciplines better prepares them for applying new knowledge and understandings. (Vogt, 2010.) Additionally, when students view their learning as having personal relevance, they put more effort into their schoolwork and achievement. (Willis, 1995.) The program at Extera will provide 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, discrete standards in each of the content areas will consistently form the foundation for all instruction and assessment across the curriculum. This balanced approach between content integration and the direct teaching subject-specific standards is consistent with one of the key recommendations included in the *Science Framework for California Public Schools* that states:

> Effective science programs use standards-based connections with other core subjects to reinforce science teaching and learning. Reading, writing, mathematics, and speaking skills are all needed to learn and do science. In self-contained classrooms, teachers incorporate science content in reading, writing, and mathematics. (CA Science Framework, p. 13.)

A similar recommendation is found within the goals outlined in the *History – Social Science Framework for California Public Schools*. The framework proposes an integrated approach to the teaching of social science. (CA History/Social Science Framework, p. 4.)

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

*Acquire, communicate, and investigate worthwhile knowledge in depth.* Because teachers at Extera will 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 will 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 will 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.

Sample Themes and Projects at Extera
Our faculty will collaborate to develop specific themes and projects for our students, but the following examples illustrate the types of thematic, project-based learning that will occur at Extera. Important skills concepts addressed in grade level standards are also targeted within these sample units of study.

A Child and His or Her Environment (Kindergarten) This theme will begin with the kindergarteners’ favorite topic: his or her self! We will explore the similarities and differences among our students, learning about individual identity, behavioral norms and expectations for good citizens, what our bodies and minds need to be healthy and grow, and more, all via inter-disciplinary learning in
language arts, mathematics, science, social studies, health, PE and the arts. The curriculum will expand from a focus on the child to the exploration of other living things – plants and animals – and how all living things co-inhabit our earth.

**Sample Lesson: Look At Those Leaves!**
During these lessons, students will observe, measure, and sort tree leaves from the trees in their local environment. Students begin by taking a group "Leaf Walk" to gather leaves and then examine the leaves individually, in groups, and in relationship to the entire tree. Students observe the leaves and group the leaves according to their attributes, paying attention any patterns they notice. The teacher will facilitate their observations and help them focus their learning about leaves by asking them questions about what they see. Students record their observations in their science journals. Students will also perform a crayon leaf rubbing activity as an interesting way of highlighting features. Students measure their leaves with familiar units. (Since it is not developmentally appropriate for many children of this age to use rulers that incorporate conventional units of measurement, students will have opportunities to measure with alternative units.) As a follow up lesson, students become more familiar with the seasonal changing of leaves. They come to realize that these and other changes repeat themselves, and that these patterns of change are called cycles and are part of our environment. Teachers conclude by discussing what everyone can do to help take care of trees and encourage them to be active in caring for the environment.

**Habitats (1st Grade)** This theme will expand on the studies from Kindergarten, as students begin to think beyond themselves and now consider their own families and communities, and the natural and man-made systems and structures that form our environment and support us. Students will study animal habitats and the ways they are similar and different, habitats of humans across the world and their similarities and differences, and the ways in which environments have changed or stayed the same over time. Students will use their developing exploration skills to create questions, research, compare and contrast, reflect, and communicate.

**Sample Project: Our Neighborhood**
Students will study their own neighborhood as it exists today, as it has existed in the past, and what they hope to see for their neighborhood in the future. Students will go on a walking tour of their neighborhood and identify structures that have existed since the earliest immigrants settled in Boyle Heights/East LA, or tour the area with a local naturalist who can explain the local flora and fauna to them and how the local environment impacts plant life in the community. Students will research photographs of how a particular block or structure looked years ago, and compare it to photographs they take of the block or structure in present-day, recording their observations and creating a presentation that could be displayed in a local community center or library. Students will build three-dimensional models of a section of their neighborhood, and then create an ideal vision via a model of what they’d like to see in their neighborhood in the future. Students will interview local residents who have seen the changes in the neighborhood over decades, and conduct a survey of their families and neighbors to determine what changes they would most like to see in the future. Students can study maps of the
historical development of their neighborhood, and create their own maps of how the neighborhood looks today.

Through this project, students can investigate and come to understand how different, diverse people choose a particular neighborhood and help shape and determine neighborhood life; how neighbors must cooperate and work together; how neighbors can learn from, and care for, one another; how neighborhoods change over time; and how a neighborhood’s physical environment affects the way people live (weather, location, physical environment and their impact on food, shelter, clothing, transportation and recreation).

Building on their knowledge, children work as independent researchers and in collaborative groups to identify existing and potential problems in the neighborhood and become problem-solvers. As part of their service-learning, students might work to identify the park spaces in the community and the role parks can play in a community, and then participate in a the greening of the neighborhood by helping create or improve much-need park or garden space in their community.

Throughout all of this activity, students rely on their emerging language arts skills, reading together and individually (as they are able) to conduct research, read historical accounts of the history of their neighborhood, and write their own analyses and perceptions.

*Life Cycles (2nd Grade)* Students in 2nd grade will continue their exploration of the broader world and study life cycles – human, plant, animal, and more. They will compare and contrast conditions from long ago to today and the ways that change occurs in all living things. Students will develop their critical thinking, observation and analysis skills.

*Sample Project: How do we, and other living things, change and grow over time?* Second graders can master science standards in life sciences, earth sciences, and investigation and exploration, working in groups to study such things as how they have grown since birth, changes in their family, how a plant grows, or perhaps how a class pet grows and develops over time. Each project will incorporate research, analysis and reflection, and incorporate skills development in reading, writing, math, science, arts and more. Students studying their own development will gather information from their families and records and photos at home; students studying plants or animals will grow plants or keep a class pet and track their observations over time.

The children’s learning about growth and change will also emphasize the caring involved in nurturing growth and positive change. As part of their service-learning, the children will design projects to help effect positive growth and change in their community, perhaps planting a container garden for the school to enjoy, or collecting donations for a local food pantry, to help others grow.
As a culminating project, students might be asked to participate in helping create a museum that represents their knowledge about growth and change. Each installation will represent the study of each interest group and will be presented to the school and outside community.

*Adaptation and Survival (3rd Grade)* Community will be a central component of learning in 3rd grade as students investigate the cooperation and inter-connectedness of living things, including humans. Students will explore how changes and compromise are sometimes required for a community to thrive, or even survive, and how each living thing can impact others, and the role governance plays in our modern societies. Students will engage in meaningful service-learning projects in their community to experience first hand the impact they each can make individually in their own community.

**Sample Project: Local Landscapes and Local People** During this project, students will study local landscapes and explore the lives and culture of local American Indians and different waves of explorers and settlers in Los Angeles. Tools, shelter, clothing, food, transportation, economy, systems of government, culture, and influences of the American Indians will be studied and compared to today’s methods. Students will read *How California was Made* from the Gabrielino Legend to spin off a study of research (through literature, parents and grandparents) of myths/legends about how something came to be (rain, earthquakes etc.) Student will study the Los Angeles River and how it has influenced the lives of settlers over time. Graphic organizers will be used to organize life in our region, as it is today, and compare with the lives of local Indians. Students will create cultural replica and local landscapes after designing their driving questions and seeking to answer them through observations, discussions, and research. The class will present their findings and then collaborate to design and paint a mural depicting their perspective on the Los Angeles landscape over time.

*Ecosystems and Environments (4th Grade)* Students will continue to explore in depth the inter-connectedness of living things by studying ecosystems and environments, including changes and impacts on environments over time. Students will investigate how machines and technology have impacted our world, including the movement of people, and how humans have learned to harness natural resources from our planet to aid in our survival and the impact this has had on the earth. Students will study California’s diverse climates and agricultural regions, and the rich natural resources our state offers in comparison to others. Students will engage in experiments in which they make predictions and create solutions to real world problems.

**Sample Project: California and Beyond** Working in small groups, students will each research and study a specific region in California. Activities will include: creating a class mural using magazine pictures that represent the different regions of California, drawing a large map of California in a designated area on the school grounds such as a patio, drawing the physical features of the state. Students can create diorama scenes of each California region. The dioramas can include animals, plants and people of each region with descriptions written on the back of each scene. Students will develop a before and
after drawing of one of the regions of California showing what the natural environment was like and what that region looks like today. How did time change the region? What efforts have been made to preserve the natural environment? Students will make a list of the natural resources and the chief industrial and farm products of California, and will show on a map where the industries are located, crops are grown, and where you would find the state’s most important natural resources.

**Living Systems (5th Grade)** Through in-depth exploration into historical developments, students will gain understanding of systems-thinking and how structures and organization boost the survival and success of communities and societies. Students will study how geography, climates, water sources, and other environmental factors have influenced settlers in nations over time.

**Sample Project: Global Breakfast**
During this lesson, students look for evidence of global interdependence in the foods that they eat. Using an interdisciplinary lesson design, students explore the concept of global interdependence by investigating the origins of the foods they eat. Students will recognize the fact that many of the foods they eat, and the ingredients that go into making them, are produced in other countries. They will speculate about why certain foods are produced in different regions of the world, and what might happen if the production and/or distribution of these goods were to stop. Students are divided into groups and are either assigned a country or allowed to choose one. As part of their investigation, students go online and research foods that are eaten and produced in that country and the climate of the country. The concept of global interdependence is introduced to describe the idea that we must rely on other countries to provide some of the goods that we need, just as they must rely on us. If a group of students selects a product that is supplied primarily by a single country, the students learn to recognize that the price will increase and there will be shortages. If students select a product that is produced or grown by many countries, their project response should consider whether scarcity of that product would have a major or only a minor global impact.

**Our Living Planet Earth (6th Grade)** Using JASON Foundation thematic curriculum resources ([www.jasonproject.org](http://www.jasonproject.org)), students will engage in rigorous study of the earth, including the impact of oceans, sun, wind, and other elements.

**Sample Project: Expedition to Catalina Island** Students will transform the classroom into an Expedition site of Catalina Island, using geography, science, language arts, math, art and more to research and explore Catalina Island and its present and past inhabitants and development. Stations around the room would allow students to engage in in-depth learning in various disciplines. Students could go on websites to chat with real scientists and researchers, enter field data in their research journals, test hypotheses and explore. This project will culminate in a two night field trip to Catalina Island with the Catalina Island Marine Institute where students will engage in a variety of hands-on science experiments and activities.
iii. **Family Engagement**

While the bulk of our instructional framework of course centers around our teachers and instructional leadership, Extera recognizes that the successful, long-term development of children and their 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 will work to establish consistent communication with families and 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 vital cornerstone of the Extera model, and strengthening the supports available to students at home and in the community is a top priority to meet that goal.

Extera will implement multiple methods of communication and conduct 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 will occur in both Spanish and English.

*Parent Communication* will be 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 will occur:

Extera’s teachers will conduct **home visits** during the course of the year when appropriate to facilitate strong partnerships between the home and school. Follow up home visits by teachers or school staff may occur as necessary to continue these important connections.

**School newsletters and flyers**, 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 will 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:**

- Following enrollment from the lottery and during the first month of attendance at the charter school, teachers will schedule “intake” conferences with parents and guardians in
order to get to know their students from the family’s perspective. Attendance at parent conferences will in no way impact enrollment at the charter school.

- A minimum of three (3) follow up, formal conferences will be scheduled during the months of November, March, and June to discuss academic progress, motivation, social behaviors, strengths and concerns, home support, and goals for learning (see Academic Calendar).
- Informal conferences will be conducted as requested by parents/guardians or teachers.

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

**Regularly scheduled “Coffee and Conversation with the Principal”** meetings, conducted in English and Spanish, will provide informal opportunities for parents to dialogue with the school principal about important issues on an ongoing basis.

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

**Workshops** will be held on a regular basis in English and Spanish, led by school leaders, teachers and community partners, on a wide variety of topics 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 State Mandated Testing
- Interpreting Standardized Test Results
- Tutoring
- Counseling services for students, siblings, and family members
- Drop-in counseling for older siblings; dropout prevention
- Presentations by local service providers regarding legal, employment, health and human services available in the community
- Nutrition
- Emergency preparedness
- Emergency aid
- Gang prevention
- Drug & Alcohol Awareness
**Family Events, Activities and Support** at Extera will similarly be comprehensive and multi-pronged, designed to benefit both our school and the families we serve.

**Before and after-school supervised programs** will be 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 after-care will be provided until 6:00 p.m. every day that school is in session. Before and after school activities such as homework support, tutoring, games, enrichment, 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 supervised programs. Extera will apply for an After School Education & Safety Program grant during its first year of operation in order to enhance its after school program over time.

Extera’s ‘Family Partners” school **volunteer program** will include numerous, diverse opportunities for families to volunteer in support of our school, including activities such as providing classroom support, assisting with meal service, participating as playground monitors, office help, field trip chaperones, working alongside the parent liaison planning family events, and much more. Logs will be kept of each family’s participation so that volunteers can be recognized at special end-of-year events (i.e. a volunteer luncheon) where certificates and other awards will be presented in honor of their support.

School-sponsored, bilingual **Family Events**, such as:

- **Open Classrooms:** prior to the start of each school year, parents and family members will be invited to visit their child’s classroom to meet their child’s teacher. Students and family members will have a chance to orient themselves to the campus in order to facilitate a successful start to the year.

- **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 will 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 will focus on literacy, with shared story reading and small group activities in a fun, non-threatening environment that encourage community and engagement in reading.

- **Annual Family Science Night:** similar to the Math and Literacy Nights, science games and activities will be featured (e.g., making ice cream).

- **Nature Walks:** this community-building event will include students and parents in an enjoyable day outdoors.

- **All School Community Picnic:** during the school year, a schoolwide community building event will be planned to engage families informally with the school and each other. Teachers and school staff will participate alongside parents and students in fun activities
designed to establish a nurturing community at Extera.

Classroom Learning Celebrations: at the end of significant projects and units, students will have the opportunity to show off work products and to demonstrate learning in celebrations with their family members at school.

Student Performances: twice each year, we will feature student performances in song, movement, poetry, stories, visual arts and more for the entire school community. In addition to the regular program, Extera will offer an after-school Glee Club to older students, providing additional opportunities to engage families and build the self-esteem of participating students.

Extended Access to the School Campus is also an ultimate goal of Extera, with the school serving as a much-needed hub for safe, engaging community activity after-hours as school facilities allow. Pending acquisition of a facility owned or leased by Extera Public School and our success in raising supplemental funds via grants, community partnerships and other donor support, we envision a school with a variety of services for families, including:

- A library with books and technology available for check out
- A technology lab to provide access and learning
- A tutoring center that provides homework assistance to students and siblings
- A counseling center that targets drop out prevention for older siblings, parenting skills, nutrition, and crisis management
- A family support center that links families to a variety of local services
- A health and dental center in collaboration with a community partner
- Other services that address social and academic needs of students and families.

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, parents will have opportunities to participate in school advisory and governance structures (see Element 4: Governance Structure). Parents will also be asked to support our extensive outreach efforts in the community to recruit new families to the school. (See Element 7: Achieving Racial and Ethnic Balance.)

2. Scope and Sequence of Skills to be Taught

A subject-specific, commercially-produced curricular program that is standards-aligned (including adoption of the new Common Core) provides the foundation of Extera’s educational program. At all times, Extera will ensure that lesson planning, instruction and assessments reflect the full scope of the California content standards/Common Core by grade level. Purchased curricular materials will be used as a basis upon which teachers will build. Our project-based curriculum will include thematic units that integrate language arts, science, math, social studies and the arts for each grade. Interdisciplinary project work will be supplemented with subject-specific lessons, as detailed herein.
During the blocks of time when subject-specific lessons occur, teachers will 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 will receive professional development experiences and administrative guidance in designing artful assessment, making objective observations and adjusting instruction and curriculum to best serve student needs.

Appendix A contains detailed curriculum samples for our standards-based programs for each grade, by primary subject area (Language Arts, Math, Science, History/Social Science; see also Element 2: Assessment).

a. Science

The Science Content Standards for California Public Schools will 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 will also utilize the Science Framework for California Public Schools, aligned with the standards, as a tool for instructional guidance and planning. Students will 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 will 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 (grade 6)
- Solving scientific problems that are connected to grade level standards
- Project-based learning that incorporates investigations and experiments using the scientific process, including the use of FOSS kits in grades K-5

The Investigation and Experimentation standards will support teaching and learning within all of the science content areas.
Scope and Sequence of Key Science Standards

Kindergarten

**Physical Sciences:** Properties of materials can be observed, measured, and predicted.

**Life Sciences:** Different types of plants and animals inhabit the earth.

**Earth Sciences:** Earth is composed of land, air, and water.

**Investigation and Experimentation**

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations; they will:

a. Observe common objects by using the five senses.
b. Describe the properties of common objects.
c. Describe the relative position of objects by using one reference (e.g., above or below).
d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).
e. Communicate observations orally and through drawings.

Grade One

**Physical Sciences** Materials come in different forms (states), including solids, liquids, and gases.

**Life Sciences** Plants and animals meet their needs in different ways.

**Earth Sciences** Weather can be observed, measured, and described.

**Investigation and Experimentation**

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

a. Draw pictures that portray some features of the thing being described.
b. Record observations and data with pictures, numbers, or written statements.
c. Record observations on a bar graph.
d. Describe the relative position of objects by using two references (e.g., above and next to, below and left of).
e. Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.

Grade Two

**Physical Sciences:** The motion of objects can be observed and measured.

**Life Sciences:** Plants and animals have predictable life cycles.

**Earth Sciences:** Earth is made of materials that have distinct properties and provide resources for

---

10 A complete list of the science standards, including supporting standards, for all grade levels can be found at: [http://www.cde.ca.gov/be/st/ss/documents/sciencestand.pdf](http://www.cde.ca.gov/be/st/ss/documents/sciencestand.pdf).
human activities.

**Investigation and Experimentation**
Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

Students will:

a. Make predictions based on observed patterns and not random guessing.
b. Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.
c. Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).
d. Write or draw descriptions of a sequence of steps, events, and observations.
e. Construct bar graphs to record data, using appropriately labeled axes.
f. Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects.
g. Follow oral instructions for a scientific investigation.

Grade Three
**Physical Sciences:** Energy and matter have multiple forms and can be changed from one form to another; Light has a source and travels in a direction.

**Life Sciences:** Adaptations in physical structure or behavior may improve an organism’s chance for survival.

**Earth Sciences:** Objects in the sky move in regular and predictable patterns.

**Investigation and Experimentation**
Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

Students will:

a. Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.
b. Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.
c. Use numerical data in describing and comparing objects, events, and measurements.
d. Predict the outcome of a simple investigation and compare the result with the prediction.
e. Collect data in an investigation and analyze those data to develop a logical conclusion.

Grade Four
**Physical Sciences:** Electricity and magnetism are related effects that have many useful applications in everyday life.
**Life Sciences:** All organisms need energy and matter to live and grow; Living organisms depend on one another and on their environment for survival.

**Earth Sciences:** The properties of rocks and minerals reflect the processes that formed them; Waves, wind, water, and ice shape and reshape Earth's land surface.

**Investigation and Experimentation**
Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

Students will:

a. Differentiate observation from inference (interpretation) and know scientists’ explanations come partly from what they observe and partly from how they interpret their observations.
b. Measure and estimate the weight, length, or volume of objects.
c. Formulate and justify predictions based on cause-and-effect relationships.
d. Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.
e. Construct and interpret graphs from measurements.
f. Follow a set of written instructions for a scientific investigation.

**Grade Five**

**Physical Sciences:** Elements and their combinations account for all the varied types of matter in the world.

**Life Sciences:** Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.

**Earth Sciences:** Water on Earth moves between the oceans and land through the processes of evaporation and condensation; Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns; The solar system consists of planets and other bodies that orbit the Sun in predictable paths.

**Investigation and Experimentation**
Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

Students will:

a. Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.
b. Develop a testable question.
c. Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.
d. Identify the dependent and controlled variables in an investigation.
e. Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.
f. Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated
cylinders) and make quantitative observations.
g. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.
h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.
i. Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.

Grade Six

Focus on Earth Science

Plate Tectonics and Earth's Structure: Plate tectonics accounts for important features of Earth's surface and major geologic events.

Shaping Earth's Surface: Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment.

Heat (Thermal Energy) (Physical Sciences): Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature.

Energy in the Earth System: Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents.

Ecology (Life Sciences): Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.

Resources: Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation.

Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

Students will:

a. Develop a hypothesis.
b. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
c. Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.
d. Communicate the steps and results from an investigation in written reports and oral presentations.
e. Recognize whether evidence is consistent with a proposed explanation.
f. Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.
g. Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions).
h. Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hill slope).
Instructional Resources

Extera Public School #2 will utilize California Department of Education-approved science curriculum materials, such as the Full Option Science System (FOSS) CA, in grades K-5, and for 6th grade, Science Education for Public Understanding Program (SEPUP). Both programs have been developed at Lawrence Hall of Science, UC Berkeley, are aligned with California state standards and National Science Foundation education standards, and provide hands-on investigations, student resources, laboratory experiences, and projects. SEPUP also lends itself to traditional, quantitative assessments that are appropriate for middle grade students. Teachers will, therefore, be able to utilize a variety of pedagogical methods and a variety of assessments in order to best develop conceptual understanding in all students.

The FOSS and SEPUP programs are fully aligned to California standards (new alignments to Common Core are pending release this year), and research has demonstrated that a constructivist approach to teaching and learning is the best way for students to learn important scientific concepts and develop the ability to think critically. The constructivist approach in this case is defined as the active construction of knowledge through students’ own inquiries, investigations, and analyses. These programs are created to engage students in these processes as they explore the natural world. The curriculum provides students with science experiences that are appropriate to their stages of cognitive development. The experiences serve as a foundation for more advanced ideas that prepare students for life in an increasingly complex scientific and technological world.

Research on populations of students with similar demographics to the students Extera will serve 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, both FOSS CA and SEPUP reinforce many mathematics, language arts and social studies standards. At Extera, these lessons will be integrated through interdisciplinary projects. For example, when studying life and earth sciences, students will also study man’s relationship with flora, fauna and the natural environment, throughout time and in different locations. In this way, life and earth sciences will be connected to economics and history. When studying the physical sciences, students will explore man’s inventions and discoveries in the realm of physics and engineering and the greater ramifications of industrialization, warfare and technology. In this way, students will see connections between the physical sciences and their present reality, history and economics. In addition, teachers will integrate multiple intelligences into projects wherever appropriate.
The following chart indicates the scope and sequence of the FOSS units that will be used to facilitate student engagement and understanding of the standards for physical, life and earth sciences in grades K-5:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Physical Science</th>
<th>Life Science</th>
<th>Earth Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Wood and Paper</td>
<td>Animals Two by Two; Trees</td>
<td>Wood and Paper; Trees</td>
</tr>
<tr>
<td>1</td>
<td>Solids and Liquids; Air and Weather</td>
<td>Plants and Animals</td>
<td>Air and Weather</td>
</tr>
<tr>
<td>2</td>
<td>Balance and Motion</td>
<td>Insects and Plants</td>
<td>Pebbles, Sand, and Silt</td>
</tr>
<tr>
<td>3</td>
<td>Matter and Energy</td>
<td>Structures of Life</td>
<td>Sun, Moon, and Stars</td>
</tr>
<tr>
<td>4</td>
<td>Magnetism and Electricity</td>
<td>Environments</td>
<td>Solid Earth</td>
</tr>
<tr>
<td>5</td>
<td>Mixtures and Solutions</td>
<td>Living Systems</td>
<td>Water Planet</td>
</tr>
<tr>
<td>6</td>
<td>Erosion and Deposition and Plate Tectonics</td>
<td>Energy</td>
<td>Ecology</td>
</tr>
</tbody>
</table>

*High Interest Science Trade Books*
In addition to the FOSS and SEPUP curriculum, content-rich and high interest trade books will be used to support the development of science concepts and associated academic language across all grade levels. Extera recognizes that children tend to have greater interest in the content and photographs that are available in trade books, and they find them less confusing than traditional science textbooks. (Ross, 1994.) The story lines in children’s trade books help them understand and remember concepts better than textbooks that tend to present science as lists of facts to be memorized. (Butzow and Butzow, 2000.) The colorful pictures and graphics are also superior to many texts for explaining abstract ideas (Kralina, 1993) and provide contexts for understanding difficult science concepts. (Dole and Johnson, 1981.) Trade books have been widely accepted as a vital component of effective science instruction and will be carefully selected by the principal and lead teacher(s) and incorporated into the science program at Extera. As part of the process, the Instructional Leadership Team, consisting of the principal and lead teacher(s), will review outstanding trade book recommendations made annually by the National Science Teachers Association (NSTA).

*Guiding Principles*
The Science program at Extera will adhere to the following guiding principles outlined in the *Science Framework for California Public Schools*:

- The Extera science program will be based on standards and use standards-based instructional materials.
- The Extera science program will develop students’ command of the academic language of science used in the content standards.
- The Extera science program will reflect a balanced, comprehensive approach that includes the teaching of investigation and experimentation skills along with direct
instruction and reading.

- The Extera science program will use multiple instructional strategies and provide students with multiple opportunities to master the content standards.
- The Extera science program will include continual assessment of students’ knowledge and understanding of the skills and concepts outline in the science content standards, with appropriate adjustments made in instructional design, delivery and intervention as needed during the academic year.
- The Extera science program will continually engage all students in learning and prepare and motivate students for further instruction in science.
- The Extera science program will use technology to teach students, assess their knowledge, develop information resources, and enhance computer literacy.
- The Extera science program will have adequate instructional resources as well as library-media and administrative support.
- The Extera science program uses standards-based connections with other core subjects to reinforce science teaching and learning.

See Appendix A for detailed science curriculum modules from FOSS and SEPUP, aligned to state standards and including references to assessments that will be used.

b. Social Studies

The History-Social Studies Content Standards for California Public Schools (and later, Common Core) will serve as the basis of the social studies curriculum, guide the evaluation and selection of instructional materials, and inform student assessments. Because the standards 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

Extera’s social studies curriculum will include the Houghton Mifflin Social Studies program, or other state-adopted textbook series based on California state standards, as a primary instructional resource. 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 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 will be chosen from lists of books that have been evaluated by a Book Review Committee appointed by the National Council for the Social Studies (NCSS) and that have been assembled in cooperation with the Children’s Book Council (CBC). Thoughtfully selected core literature books that present the themes being studied will also be included to add depth and perspective to social studies content and will serve as rich resources within Extera’s social studies program.

The Instructional Leadership Team at the school will carefully select non-fiction trade books and core literature books prior to the start of the school year. Selection of instructional materials will be determined according to the topics studied at each grade level and will reinforce the History–Social Studies Standards for California Public Schools.

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

Scope and Sequence of Social Studies Themes

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Theme for the Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Learning and Working Now and Long Ago</td>
</tr>
<tr>
<td>Grade 1</td>
<td>A Child’s Place in Time and Space</td>
</tr>
<tr>
<td>Grade 2</td>
<td>People Who Make a Difference</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Continuity and Change</td>
</tr>
</tbody>
</table>

11 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/resources/notable.
<table>
<thead>
<tr>
<th>Grade 4</th>
<th>California: A Changing State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5</td>
<td>United States History and Geography: Making a New Nation</td>
</tr>
<tr>
<td>Grade 6</td>
<td>World History and Geography: Ancient Civilizations</td>
</tr>
</tbody>
</table>

**Scope and Sequence of Key Social Studies Standards**

**Kindergarten**
K.1 Students understand that being a good citizen involves acting in certain ways.
K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.
K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.
K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.
K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.
K.6 Students understand that history relates to events, people, and places of other times.

**Grade One**
1.1 Students describe the rights and individual responsibilities of citizenship.
1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.
1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.
1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.
1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.
1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.

**Grade Two**
2.1 Students differentiate between things that happened long ago and things that happened yesterday.
2.2 Students demonstrate map skills by describing the absolute and relative locations of

---

12 A complete list of the social studies standards, including supporting standards, for all grade levels can be found at: [http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf](http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf).
people, places, and environments.

2.3 Students explain governmental institutions and practices in the United States and other countries.

2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others’ lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

Grade Three

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

3.2 Students describe the American Indian nations in their local region long ago and in the recent past.

3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

Grade Four

The Physical Setting: California and Beyond Pre-Columbian Settlements and People
Exploration and Colonial History
Missions, Ranchos, and the Mexican War for Independence
Gold Rush, Statehood, and the Westward Movement
The Period of Rapid Population Growth, Large-Scale Agriculture, and Linkage to the Rest of the United States
Modern California: Immigration, Technology, and Cities

Key Social Studies Standards

4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.
4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

**Grade Five**
The Land and People Before Columbus
Age of Exploration
Settling the Colonies: The Virginia Settlement, Life in New England, The Middle Colonies
Settling the Trans-Appalachian West
The War for Independence
Life in the Young Republic
The New Nation’s Westward Expansion
Linking Past to Present: The American People, Then and Now

**Key Social Studies Standards**
5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.
5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.
5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.
5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
5.5 Students explain the causes of the American Revolution.
5.6 Students understand the course and consequences of the American Revolution.
5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution’s significance as the foundation of the American republic.
5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.
5.9 Students know the location of the current 50 states and the names of their capitals.

**Grade Six**
Early Humankind and the Development of Human Societies
The Beginnings of Civilization in the Near East and Africa: Mesopotamia, Egypt, and Kush
The Foundation of Western Ideas: The Ancient Hebrews and Greeks
West Meets East: The Early Civilizations of India and China
East Meets West: Rome

**Key Social Studies Standards**
6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
6.2 Students analyze the geographic, political, economic, religious, and social structures of the
early civilizations of Mesopotamia, Egypt, and Kush.
6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.
6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.
6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.
6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.
6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

c. English Language Arts

The English Language Arts (ELA) standards (and upcoming Common Core) for public schools in California establish high expectations for all students. Extera shares the intentions and expectations of the educators who developed the ELA standards that they will support all students to become effective language users so that they can succeed academically, pursue higher education, find challenging and rewarding work, participate in our democracy as informed citizens, appreciate and contribute to our culture, and pursue their own goals and interests throughout their lives. (Introductory Message by Jack O’Connell, Former State Superintendent of Public Instruction, regarding the ELA Standards.) The California standards document highlights 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 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. To support teaching the standards, teachers will use the Reading / Language Arts Framework for planning and guidance. The framework will also be used as a reference guide during the selection of instructional materials and for professional development activities.

Extera’s approach to instruction will provide 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 content standards in English Language Arts. Teachers will provide opportunities across all content areas for students to participate in 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 and analysis), fluency (automaticity or reading fluidity), and comprehension (understanding). Teachers will model the literacy behaviors to be learned through read alouds (fluency), writing, and other observable behaviors and activities. Students will be given many daily opportunities to read a myriad of texts for enjoyment and to build their identities as readers.
**Instructional Resources**

Because of the integrated, thematic design of the Extera curriculum, teachers will utilize extensive resources to teach the reading and English language arts standards, including: Macmillan/McGraw-Hill’s *Treasures* (a state-adopted textbook series), Pearson’s *Good Habits, Great Readers Program* (K-5), Pearson’s *Reader’s Journey* (grade 6), Pearson’s *iOpeners, Words Their Way* and/or other high-quality, standards-based curriculum resources. Macmillan/McGraw-Hill’s *Treasures* program is a comprehensive, standards-based language arts program that has been approved by the California State Board of Education and will serve as the primary resource for teaching English language arts at Extera. Extera will ensure that newly adopted Common Core and appropriately updated texts will form the basis of instruction. In addition to the resources just described, high quality leveled reader selections, notable trade books, magazines, encyclopedias, online resources, maps, and other materials will be used across all grade levels 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 trade books will be chosen from lists of books that have been evaluated by a Book Review Committee appointed by the National Council for the Social Studies (NCSS) and that have been assembled in cooperation with the Children’s Book Council (CBC). Thoughtfully selected core literature books will support focus themes and promote mastery of the ELA standards.

The Instructional Leadership Team at the school, consisting of the principal and lead teachers, will carefully select trade books, core literature books, and other materials prior to the start of the school year. Selection of instructional materials will be determined according to the topics studied at each grade level and will reinforce the standards for California public schools.

In addition to using a wide variety of instructional materials, students will participate in activities that engage them in active learning strategies such as reenactment, inquiry, problem solving, critical thinking, cooperative learning and decision-making. Teachers will introduce realia related to cross-curricular themes, and they will 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 will enable students to become active participants in learning and will place the standards within a meaningful and engaging context.

**QuickReads**

In addition to the instructional materials previously mentioned, QuickReads (published by Pearson’s TextProject) will be used in grades 2-6 to support reading fluency and vocabulary development. QuickReads is a published program consisting of six levels of short texts that were created to be read quickly. Each level contains three books, and each book contains 30 texts for a total of 90 texts per level. The texts support automaticity with high-frequency words and the phonics/syllabic patterns that are required for reading success. In the content areas of social studies and science, QuickReads texts facilitate meaning and comprehension. Book 1 includes texts on civics and life science; book 2 includes texts on economics, geography, and earth science; and book 3 includes texts on history and physical science.
QuickReads texts are written at the independent level for each grade. Texts are at a length that a grade-level reader should be able to read—when reading fluently—in one minute.

<table>
<thead>
<tr>
<th>QuickReads Level</th>
<th>Grade-level curriculum</th>
<th>Target number of words per minute</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Book 1</td>
</tr>
<tr>
<td>Level A</td>
<td>Early Grade 2</td>
<td>80 words</td>
</tr>
<tr>
<td>Level B</td>
<td>Grade 2</td>
<td>90 words</td>
</tr>
<tr>
<td>Level C</td>
<td>Grade 3</td>
<td>100 words</td>
</tr>
<tr>
<td>Level D</td>
<td>Grade 4</td>
<td>110 words</td>
</tr>
<tr>
<td>Level E</td>
<td>Grade 5</td>
<td>120 words</td>
</tr>
<tr>
<td>Level F</td>
<td>Grade 6</td>
<td>130 words</td>
</tr>
</tbody>
</table>

**Scope and Sequence of Key English Language Arts Standards**

**Kindergarten**

**Reading**
**Word Analysis, Fluency, and Systematic Vocabulary Development:** Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

**Reading Comprehension:** Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known).

**Literary Response and Analysis:** Students listen and respond to stories based on well-known characters, themes, plots, and settings.

**Writing**
**Writing Strategies:** Students write words and brief sentences that are legible.

**Written and Oral English Language Convention:** Students write and speak with a command of standard English conventions.

**Listening and Speaking**
**Listening and Speaking Strategies:** Students listen and respond to oral communication. They speak in clear and coherent sentences.

**Speaking Applications (Genres and Their Characteristics):** Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

---

13 A complete list of the English-Language Arts standards, including supporting standards, for all grade levels can be found at: [http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf](http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf), and the newly issued Core Common Standards for ELA can be found at [http://www.scoe.net/caststandards/agenda/2010/ela_ccs_recommendations.pdf](http://www.scoe.net/caststandards/agenda/2010/ela_ccs_recommendations.pdf).
Grade One

Reading

Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.

Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

Writing

Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Writing Applications (Genres and Their Characteristics): Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.

Listening and Speaking

Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Speaking Applications (Genres and Their Characteristics): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Grade Two

Reading

Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level- appropriate narrative and expository text (e.g.,
classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.

**Literary Response and Analysis:** Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

**Writing**

**Writing Strategies:** Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

**Writing Applications (Genres and Their Characteristics):** Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

**Written and Oral English Language Conventions:** Students write and speak with a command of standard English conventions appropriate to this grade level.

**Listening and Speaking**

**Listening and Speaking Strategies:** Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

**Speaking Applications (Genres and Their Characteristics):** Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

**Grade Three**

**Reading**

**Word Analysis, Fluency, and Systematic Vocabulary Development:** Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

**Reading Comprehension:** Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level- appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.

**Literary Response and Analysis:** Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).

**Writing**

**Writing Strategies:** Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive
versions).

**Writing Applications (Genres and Their Characteristics):** Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

**Written and Oral English Language Conventions:** Students write and speak with a command of standard English conventions appropriate to this grade level.

**Listening and Speaking**

**Listening and Speaking Strategies:** Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

**Speaking Applications (Genres and Their Characteristics):** Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

**Grade Four**

**Reading**

**Word Analysis, Fluency, and Systematic Vocabulary Development:** Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

**Reading Comprehension:** Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

**Literary Response and Analysis:** Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

**Writing**

**Writing Strategies:** Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

**Writing Applications (Genres and Their Characteristics):** Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

**Written and Oral English Language Conventions:** Students write and speak with a command of standard English conventions appropriate to this grade level.

**Listening and Speaking**

**Listening and Speaking Strategies:** Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
Speaking Applications (Genres and Their Characteristics): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Grade Five

Reading

Word Analysis, Fluency, and Systematic Vocabulary Development: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Reading Comprehension (Focus on Informational Materials): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.

Literary Response and Analysis: Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.

Writing

Writing Strategies: Students write clear, coherent, and focused essays. The writing exhibits the students’ awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Writing Applications (Genres and Their Characteristics): Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Written and Oral English

Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.

Listening and Speaking

Listening and Speaking Strategies: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Speaking Applications (Genres and Their Characteristics): Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Grade Six

Reading

Word Analysis, Fluency, and Systematic Vocabulary Development: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues,
to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

**Reading Comprehension (Focus on Informational Materials):** Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.

**Literary Response and Analysis:** Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.

**Writing**

**Writing Strategies:** Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

**Writing Applications (Genres and Their Characteristics):** Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

**Written and Oral English Language Conventions:** Students write and speak with a command of standard English conventions appropriate to this grade level.

**Listening and Speaking**

**Listening and Speaking Strategies:** Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

**Speaking Applications (Genres and Their Characteristics):** Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

d. **Mathematics**

Extera will provide 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 will be aligned to California’s rigorous mathematics standards. As stated in the *Mathematics Framework for California Public Schools*, to compete successfully in the worldwide economy, today’s students must have a high degree of comprehension in mathematics. Extera does not believe that success in mathematics is reserved for a talented few. Instead, Extera expects all students to attain California's mathematics academic content standards, and many will be inspired to achieve far beyond the minimum standards.

Extera will provide a balanced mathematics program so that students become proficient in three critical areas: 1) basic computational and procedural skills, 2) conceptual understanding, and
3) problem solving. Students at Extera will be required to grapple with abstract thinking, problem solving, and analytical thinking in their daily math instruction. In addition, students will acquire the full range of skills and abilities targeted in the *Mathematics Framework*, such as:

- 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*

Teachers in kindergarten through grade 6 will use Pearson’s *enVisionMATH California* textbook series as a core instructional resource for teaching a comprehensive, standards-based mathematics curriculum (Pearson is currently rolling out Common Core transitions for the program). The *enVisionMATH* program was authored by recognized math experts, is supported by a strong research base, and utilizes interactive and visual learning strategies so that all students are able to access the curriculum and are appropriately challenged. Based on the program’s success with similar student populations, Extera expects that *enVisionMATH* will adequately address the needs of its students. However, the school reserves the right to select a different mathematics program in subsequent years according to student performance outcomes on standardized tests and other assessment measures, feedback from teachers, and to best meet the academic needs of students. To that end the school principal, in consultation with the Instructional Leadership Team, will evaluate the efficiency and effectiveness of the state adopted mathematics textbook series *enVision MATH* at the end of each year during the renewal process. At that time, a decision will be made as to whether or not the school will continue with the same textbook series the following year or a change will be made. In the event that the school seeks to adopt a different textbook series to support the mathematics program, the alternate program will also reflect a standards-based curriculum and will be proposed by the school principal for approval by the CEO of Extera.

*Additional Instructional Resources*

As with the other core content areas, mathematics will not be taught solely as a textbook-based program. Teachers will 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 will participate in the selection of additional instructional resources that enhance the mathematics instruction available using the *enVision MATH* textbook series. The selection of supplemental materials will be done according to the following guidelines described in the *Mathematics Framework* regarding high quality instructional resources:
Resources will focus on the **grade level standards** or beyond. Resources will emphasize **depth of coverage**. Resources will be **organized and coordinated** from level to level. Resources will provide instructional **options for teachers**. Resources will provide **balance** between computational and procedural skills, conceptual understanding, and problem solving, and stress the interdependency of all three. Resources will provide ample opportunities for students to **explain their thinking** verbally and in writing, formally and informally. Resources will supply ideas or tools for **accommodating diverse student performance** within any given classroom.

During the two weeks prior to the start of the school year and throughout the year during grade level meetings, teachers will 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 will allow 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 will strengthen the school’s mathematics program by providing coherence and a common understanding of the mathematics K-6 program.

Teachers will begin the task of planning instruction by reviewing the math content standards for their grade level. At that time, teachers will determine in what order the standards should be taught and in which cases it is appropriate to teach beyond the standards. Those determinations will allow teachers to create units of study and an instructional pacing plan for the year. Once teachers have clearly defined the skills and concepts students will learn and in what order, they will determine what the formative and summative assessments will look like. Together, the standards and accompanying assessments will 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 will be 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 will be 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 will provide teachers with a rich array of resources for teaching math. Teachers will utilize instructional books and materials by some of the most powerful thinkers in elementary mathematics education, such as Marilyn Burn, Brad Fulton & Bill Lombard, Catherine Fosnot, Liping Ma, Kathy Richardson, Dale Seymour, John A. Van de Walle and many others!

The above resources support an engaged and interactive approach to teaching and learning mathematics, one that benefits from a range of teaching strategies. Explicit instruction that is
combined with visual representations and that makes use of multiple representations for conveying mathematical concepts is supported by research and has demonstrated significant positive effects among similar populations of students, particularly among low achieving students. (Nat’l Mathematics Advisory Panel Report, 2008, www.ed.gov; Goldin, 2000.)

**Scope and Sequence of Key Mathematics Standards**

Kindergarten

By the end of kindergarten, students understand small numbers, quantities, and simple shapes in their everyday environment. They count, compare, describe and sort objects, and develop a sense of properties and patterns.

**Number Sense**
- Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement).
- Students understand and describe simple additions and subtractions.
- Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places.

**Algebra and Functions**
- Students sort and classify objects.

**Measurement and Geometry**
- Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties.
- Students identify common objects in their environment and describe the geometric features.

**Statistics, Data Analysis, and Probability**
- Students collect information about objects and events in their environment.

**Mathematical Reasoning**
- Students make decisions about how to set up a problem.
- Students solve problems in reasonable ways and justify their reasoning.

---

14 A complete list of the mathematics standards, including supporting standards, for all grade levels can be found at: [http://www.cde.ca.gov/be/st/ss/documents/mathstandard.pdf](http://www.cde.ca.gov/be/st/ss/documents/mathstandard.pdf), and the newly issued Core Common Standards for Math can be found at [http://www.scoe.net/castandards/agenda/2010/math_ccs_recommendations.pdf](http://www.scoe.net/castandards/agenda/2010/math_ccs_recommendations.pdf).
Grade One
By the end of grade one, students understand and use the concept of ones and tens in the place value number system. Students add and subtract small numbers with ease. They measure with simple units and locate objects in space. They describe data and analyze and solve simple problems.

Number Sense
- Students understand and use numbers up to 100.
- Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.
- Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places.

Algebra and Functions
- Students use number sentences with operational symbols and expressions to solve problems.

Measurement and Geometry
- Students use direct comparison and nonstandard units to describe the measurements of objects.
- Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space.

Statistics, Data Analysis, and Probability
- Students organize, represent, and compare data by category on simple graphs and charts.
- Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors.

Mathematical Reasoning
- Students make decisions about how to set up a problem.
- Students solve problems and justify their reasoning.
- Students note connections between one problem and another.

Grade Two
By the end of grade two, students understand place value and number relationships in addition and subtraction, and they use simple concepts of multiplication. They measure quantities with appropriate units. They classify shapes and see relationships among them by paying attention to their geometric attributes. They collect and analyze data and verify the answers.

Number Sense
- Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000.
• Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers.
• Students model and solve simple problems involving multiplication and division.
• Students understand that fractions and decimals may refer to parts of a set and parts of a whole.
• Students model and solve problems by representing, adding, and subtracting amounts of money.
• Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places.

Algebra and Functions
• Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.

Measurement and Geometry
• Students understand that measurement is accomplished by identifying a unit of measure, iterating that unit, and comparing it to the item to be measured.
• Students identify and describe the attributes of common figures in the plane and of common objects in space.

Statistics, Data Analysis, and Probability
• Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations.
• Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways.

Mathematical Reasoning
• Students make decisions about how to set up a problem.
• Students solve problems and justify their reasoning.
• Students note connections between one problem and another.

Grade Three
By the end of grade three, students deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students estimate, measure, and describe objects in space. They use patterns to help solve problems. They represent number relationships and conduct simple probability experiments.

Number Sense
• Students understand the place value of whole numbers.
• Students calculate and solve problems involving addition, subtraction, multiplication, and division.
• Students understand the relationship between whole numbers, simple fractions, and decimals.
Algebra and Functions
- Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships.
- Students represent simple functional relationships.

Measurement and Geometry
- Students choose and use appropriate units and measurement tools to quantify the properties of objects.
- Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems.

Statistics, Data Analysis, and Probability
- Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions.

Mathematical Reasoning
- Students make decisions about how to approach problems.
- Students use strategies, skills, and concepts in finding solutions.
- Students move beyond a particular problem by generalizing to other situations.

Grade Four
By the end of grade four, students understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They understand the properties of, and the relationships between, plane geometric figures. They collect, represent, and analyze data to answer questions.

Number Sense
- Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions.
- Students use the concepts of negative numbers.
- Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals.
- Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations.
- Students know how to factor small whole numbers.

Algebra and Functions
- Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences.
- Students know how to manipulate equations.

Measurement and Geometry
- Students understand perimeter and area.
- Students use two-dimensional coordinate grids to represent points and graph lines and simple
figures.
- Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.

**Statistics, Data Analysis, and Probability**
- Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings.
- Students make predictions for simple probability situations.

**Mathematical Reasoning**
- Students make decisions about how to approach problems.
- Students use strategies, skills, and concepts in finding solutions.
- Students move beyond a particular problem by generalizing to other situations.

**Grade Five**
By the end of grade five, students increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. They know and use common measuring units to determine length and area and know and use formulas to determine the volume of simple geometric figures. Students know the concept of angle measurement and use a protractor and compass to solve problems. They use grids, tables, graphs, and charts to record and analyze data.

**Number Sense**
- Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers.
- Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals.

**Algebra and Functions**
- Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results.

**Measurement and Geometry**
- Students understand and compute the volumes and areas of simple objects.
- Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures.

**Statistics, Data Analysis, and Probability**
- Students display, analyze, compare, and interpret different data sets, including data sets of different sizes.

**Mathematical Reasoning**
- Students make decisions about how to approach problems.
• Students use strategies, skills, and concepts in finding solutions.
• Students move beyond a particular problem by generalizing to other situations.

Grade Six
By the end of grade six, students have mastered the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers; they accurately compute and solve problems. They apply their knowledge to statistics and probability. Students understand the concepts of mean, median, and mode of data sets and how to calculate the range. They analyze data and sampling processes for possible bias and misleading conclusions; they use addition and multiplication of fractions routinely to calculate the probabilities for compound events. Students conceptually understand and work with ratios and proportions; they compute percentages (e.g., tax, tips, interest). Students know about pi and the formulas for the circumference and area of a circle. They use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. They solve one-step linear equations.

Number Sense
• Students compare and order positive and negative fractions, decimals, and mixed numbers.
• Students solve problems involving fractions, ratios, proportions, and percentages.
• Students calculate and solve problems involving addition, subtraction, multiplication, and division.

Algebra and Functions
• Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results.
• Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions.
• Students investigate geometric patterns and describe them algebraically.

Measurement and Geometry
• Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems.
• Students identify and describe the properties of two-dimensional figures.

Statistics, Data Analysis, and Probability
• Students compute and analyze statistical measurements for data sets.
• Students use data samples of a population and describe the characteristics and limitations of the samples.
• Students determine theoretical and experimental probabilities and use these to make predictions about events.

Mathematical Reasoning
- Students make decisions about how to approach problems.
- Students use strategies, skills, and concepts in finding solutions.
- Students move beyond a particular problem by generalizing to other situations.

Appendix A contains details about our curriculum for each grade, by primary subject area (Language Arts, Math, Science, History/Social Science and the arts), including alignment to the state standards and specific curricular materials that will be used. (See also Element 2: Assessment.)

3. **Alignment with State Content Standards**

As represented in the *Extera Public School Model* (see Section B.1. above) and described in the preceding sections, the Content Standards for California Public Schools and new Common Core form the foundation of the curriculum at Extera. Although all of the content areas described in the California Education Code for the elementary level will be taught to all students, special emphasis will be given to the four core curricular areas of language arts, mathematics, science, and social studies. Together the California standards represent the essential skills and knowledge that students will need to be highly literate and productive citizens in the twenty-first century. Extera will adhere to the new Common Core State Standards as they are introduced to public schools in California and will immediately put in place a plan that includes teacher development on the CCSS in order to ensure a successful transition for students to the expectations contained within the new standards. Extera #2 affirms its commitment to provide a world-class education for all Extera students.

The remaining components of the Extera model work together collectively to ensure that all students attending Extera acquire the skills and concepts addressed within the State’s standards and that the overall mission of the school is accomplished. The principal and teachers will closely examine State and Common Core standards across core content areas for inclusion within Extera’s curricular goals in order to provide a program that is comprehensive and rigorous. Consistent with the adoption of the nation’s new Common Core Standards in California, Extera #2 will review and include them within the curricular program at all grade levels as appropriate and/or required by the state. The Exera program will take advantage of the combined objectives and outcomes of state and national standards in order to provide a challenging program that is structured for high academic achievement and long-term success. The scope and sequence of academic standards may be modified to reflect changes to state and national standards.

**E. RESEARCH-BASED EVIDENCE THAT INSTRUCTIONAL PROGRAM HAS SUCCEEDED WITH SIMILAR POPULATIONS**

As described throughout this petition, our curriculum is designed and based on extensive research supporting our choices as best practices. All aspects of our curriculum are carefully designed by leading publishers to meet California content standards and the new Common Core. Most importantly, we believe that all children can meet and exceed state standards when they are given
an individualized, supportive environment in which to excel. While the content of what we teach
will be no different than at any other public school in Los Angeles, and our primary curriculum
sources are no different than what hundreds of public schools throughout California utilize, our methods
of instruction aim to recognize and support the individual talents and challenges of each student in
ways that will help each individual student succeed.

As noted above, our instructional methodologies are research-based, proven models of high-
quality education for diverse populations. Schools such as Gabriella Charter School (API 875, 86%
Latino, 71% FRPL, 39% ELL) and Camino Nuevo Charter Academies (API 838, 99% Latino, 98%
FRPL, 56% ELL) utilize much of the same instructional materials and philosophies that we will
utilize, with a very similar student population. Celerity’s seven schools (2011 API scores for their
then-existing four campuses ranged from 884 to 970; FRPL ranged from 74% to 100% and non-
white was virtually 100%) utilize a constructivist, project-based learning approach.

Most importantly, the key to our instructional methodologies is a focus on individualized
instruction, tailored to meet the needs of students. We believe that all children at Extera can and
will achieve state standards mastery, regardless of their background or circumstances. For English
Learners and economically disadvantaged students, constructivist and project-based learning takes
on additional importance. (See Section J, above, for further details about strategies and programs
used with EL students, including Project GLAD and SDAIE.) The collaborative activities
inherent to a hands-on, project-based learning environment provide English Learners with
systematic opportunities to improve their English proficiency in the context of authentic peer
communication. Group interactions which focus on the task rather than the language provides a
nonthreatening opportunity for the second language learner to listen to other children’s discourse
and, once confident, to contribute to the conversation (Amaral et al., 2002; Echevarria et al.,
2004). "Students achieve (second language acquisition) significantly better in programs that teach
language through cognitively complex content, taught through problem solving, discovery
learning in highly interactive classroom content.....In the long term, students do less well in
programs that focus on discrete units of language taught in a structured, sequenced curriculum
with the learner treated as a passive recipient of knowledge." (Collier.) Research also indicates
that the use of engaging, hands-on activities and projects for the education of children living in
poverty (1) increases their motivation for learning academic skills and the opportunity to
meaningfully practice these skills, (2) helps children see themselves “as learners and problem
solvers” and develops their self-esteem, (3) strengthens positive relationships between teachers
and families, and (4) helps families become aware of resources available in their communities
(Helm and Lang, 2003).

The challenge as educators is to discover the means with which to help each individual child
achieve his or her full potential. By using these active learning strategies, and with a strong focus
on data and ongoing multi-faceted assessments to inform instruction, we are confident that all sub-
groups and individual students will succeed at Extera.
F. TEXTBOOKS AND OTHER INSTRUCTIONAL RESOURCES

As detailed above, subject-specific, commercially-produced curricular programs that are aligned to state standards provide the foundational resources of Extera’s educational program, with teachers constantly revising and refining lessons to incorporate assessment information and tailor learning to suit the individual needs of specific students (See also, Element 2: Assessment.)

We have chosen the following California standards-based curricular programs to form the core basis of our instruction:

**Literacy:** Houghton Macmillan/McGraw-Hill’s *Treasures* English Language Arts program, Pearson’s *Good Habits, Great Readers* program; and an assortment of fiction and non-fiction books including leveled readers will for the basis of our literacy instruction. *Treasures* will constitute the primary resource for teaching English language arts at Extera and is a comprehensive, state-adopted program that addresses all of the ELA content standards. We believe a strong foundation in skills such as phonics and decoding skills, grammar, fluency, reading comprehension, and a broad vocabulary are essential components of becoming effective writers and readers. We will offer explicit instruction around these critical skills and provide examples created by teachers, as well as other valuable resources. There will be explicit approaches to learning vocabulary words utilizing rich texts and worksheets that target specific skills, such as word analysis, parts of speech, and multiple meanings. In addition to these skills-based approaches, we will emphasize a holistic approach to learning that puts these skills to meaningful use as students learn to convey their ideas, information, and efforts to persuade in written form. To truly become good writers and readers, students will read and write on a daily basis throughout the instructional day and across content areas. To these ends, the language arts program at Extera will include a rich and varied selection of high-quality literature with varied appeal to all students by author, subject, and genre.

**Math:** *EnVision MATH* by Pearson and Scott Foresman-Addison Wesley will be the foundation for our math curriculum. *EnVision MATH* emphasizes the deep conceptual understanding, combined with math skills, that Extera demands of its young mathematicians. Daily problem-based interactive math and visual learning strategies support student learning, and ongoing student assessment and diagnosis of difficulties will ensure that all students succeed in math.

**Science:** Full implementation of the FOSS learning program created for California will form the basis of the interdisciplinary projects for K-5, and the SEP-UP modules for 6th grade. These resources are aligned with California’s science standards and many social studies, language arts and mathematics standards and will ensure that students receive an effective, hands-on education in the sciences that addresses all of the science content standards.

**Social Studies:** The *Houghton Mifflin Social Science* curriculum will form the core of our program. The HM *Social Science* program addresses all of the state standards for social studies and has been adopted by the State Board of Education.
Visual and Performing Arts: Initially, Extera will likely contract with outside providers for arts instruction, and we expect that these individuals/companies will provide necessary equipment and materials as well (e.g., musical instruments). Of course we will facilitate visual arts instruction through available materials and supplies (paper, paints, pencils, scissors, etc.) for our younger grades, and intend to develop a comprehensive art studio with appropriate resources tied to state grade-level standards as our school grows and space permits.

Service Learning: As Extera’s faculty identify specific state standards across disciplines that the service-learning projects are designed to achieve, they also will identify the appropriate curricular materials and resources from the core content areas that students will utilize. Numerous websites contain detailed lesson plans, including references to California content standards for service-learning projects. (See, e.g., www.servicelearning.org, www.cde.ca.gov/ci/er/sl/ (CDE’s Cal-Serve K-12 Service-Learning Initiative), www.learnandserve.gov and many others.) 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 also will inherently rely on both current and local resources, 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 California state standards/Common Core as well as the stated goals and measurable student outcomes of Extera. Additional materials will be made available based on the API and AYP of the school and the needs of English Learners. 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 Extera.

In future years, grade level teachers will meet and advise the principal as to areas of need and recommended books and materials for the following year. The curricular purchases will be implemented 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 will also be analyzed in perspective of the whole educational program and in relation to lessons and assessments that would follow from curricular programs. Decisions will be made in light of the following questions:

1. Are the curricular materials aligned to the California standards?
2. Is interactive learning promoted and is the child’s construction of knowledge encouraged?
3. Does it help achieve social, emotional, physical, and cognitive goals?
4. Does it encourage development of positive feelings and dispositions toward learning while leading to acquisition of knowledge and skills?
5. Is it meaningful for these children? Is it relevant to the children’s lives? Can it be made more relevant by relating it to a personal experience children have had or can they easily gain direct experience with it?
6. Are the expectations realistic and attainable at this time or could the children more easily and efficiently acquire the knowledge or skills later on?
7. Is it of interest to children and to the teacher?
8. Is it sensitive to and respectful of cultural and linguistic diversity? Does it expect, allow, and appreciate individual differences? Does it promote positive relationships with families?
9. Does it build on and elaborate children's current knowledge and abilities?
10. Does it lead to conceptual understanding by helping children construct their own understanding in meaningful contexts?
11. Does it facilitate integration of content across traditional subject matter areas?
12. Is the information presented accurate and credible according to the recognized standards of the relevant discipline?
13. Is this content worth knowing? Can it be learned by these children efficiently and effectively now?
14. Does it foster children's exploration and inquiry, rather than focusing on "right" answers or "right" ways to complete a task?
15. Does it promote the development of higher order abilities such as thinking, reasoning, problem solving, and decision making?
16. Does it respect children's physiological needs for activity, sensory stimulation, fresh air, rest, and nourishment/elimination?

Curriculum, materials, and instructional activities will be selected by grade-level teachers, our Principal, 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. Secondary/enrichment resources may be chosen at the discretion of the teacher and used in a manner that is compatible with the school’s educational philosophy. All instructional activities will be developed in alignment with the stated goals and measurable student outcomes of Extera Public School, as detailed further in Element 2: Assessment.

G. TEACHER RECRUITMENT

The evidence suggests that teacher quality matters and should be a major focus of efforts to upgrade the quality of schooling. Skilled teachers are the most critical of all schooling inputs.

– Ronald Ferguson, Harvard University.

Extera recognizes that capable teachers and quality teaching play an extraordinarily significant role in the academic achievement of children. Consequently, substantial attention will be 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 and will certainly be at Extera Public School #2. 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. One university research study found that:

- Differences in student achievement of 50 percentile points were observed as a result of teacher sequence after only three years.
- The effects of teachers on student achievement are both additive and cumulative with little evidence of compensatory effects. As teacher effectiveness increases, lower achieving students are the first to benefit. The top quintile of teachers facilitate appropriate to excellent gains for students of all achievement levels.
- Students of different ethnicities respond equivalently within the same quintile of teacher effectiveness. (Saunder and Rivers, 1996.)

Regardless of whether or not educators, policymakers, or the public believe that standardized tests have been overemphasized, there is no doubt that teacher quality directly impacts student performance and that the effects are both lasting and profound. For those reasons, recruiting exceptionally talented, hardworking, and dedicated teachers will be a top priority at Extera. Future teachers at Extera will be recruited from some of the nation’s top education programs at universities such as USC, UCLA, Loyola Marymount and Pepperdine. Teacher candidates who possess the professional preparation to meet our students’ needs. Extera will seek to build a diverse teaching corps, one that reflects the cultural, linguistic and ethnic diversity represented within the school community. Extera will also strive to balance newer teachers on the faculty with teachers who have demonstrated successful teaching experience and who can provide support by example to novice teachers.
Extera Public School #2 will make every effort to recruit teachers who are committed to the vision and mission of the school. Job postings for teachers will clearly state the education philosophy and teaching pedagogy that are supported by the school so that teachers who are ultimately selected for employment possess the desire, capacity and dedication to work successfully at the school. To attract and retain outstanding teachers, Extera will provide: 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, professional collaboration, and research within a model school program. See Element 5: Employee Qualifications for detailed information about the recruitment and hiring of teachers at Extera.

Teachers at Extera will have a daily on-site commitment from 7:30 a.m. to 4:30 p.m. each day. As salaried professionals, it will be clearly communicated that teachers have job-related responsibilities, such as instructional planning, communication with students and families, collaborative planning and analysis of instruction conducted with colleagues, and special school events that continue beyond their on-site workday and occasionally take place on weekends. In addition to the daily instructional program they provide in their classrooms, teacher duties during their time on campus will include the following activities:

**Teachers, Grades K-6**

<table>
<thead>
<tr>
<th>Time</th>
<th>Professional Activity Outside of Classroom Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-7:50</td>
<td>Classroom planning; available for parent conferences</td>
</tr>
<tr>
<td>7:50-8:00</td>
<td>Present at Line Up for Morning “Soaring High” Assemblies</td>
</tr>
<tr>
<td>3:30-4:30, Mondays</td>
<td>Collaborative Planning (Grade Level or Cross-Level)</td>
</tr>
<tr>
<td>3:15-4:15, Tuesdays</td>
<td>After School Intervention for targeted struggling students</td>
</tr>
<tr>
<td>2:30-4:30, Wednesdays</td>
<td>Professional Development, Teacher Meetings and Planning</td>
</tr>
<tr>
<td>3:15-4:15, Thursdays</td>
<td>After School Intervention for targeted struggling students</td>
</tr>
<tr>
<td>3:30-4:30, Fridays</td>
<td>Collaborative Planning (Grade Level or Cross-Level)</td>
</tr>
</tbody>
</table>

Attracting highly effective teachers will be a paramount goal at Extera Public School #2. Due to the profound impact that teachers have on students, only the most effective teachers will be retained at the school. A comprehensive teacher evaluation system will be used to communicate schoolwide objectives for teacher performance, to outline expectations for best instructional practice, to evaluate teacher impact on student learning, to recognize superior performance, to provide targeted assistance in instances when performance is less than satisfactory, to determine the appropriateness of salary increases and pay incentives, and to make informed decisions regarding continued employment at the school. For a detailed description of the teacher evaluation process, see Element 5: Employee Qualifications.

In addition to ensuring highly qualified classroom teachers for every child at Extera, the school will seek, where possible, to hire highly qualified, credentialed teachers who are entering the field of teaching to support the work of regular classroom teachers as Assistant Teachers. This model
has been extremely successful at Extera Public School #1, where the school currently employs seven credentialed teachers as Assistant Teachers. The Assistant Teachers are able to provide expert support to students and gain valuable classroom experience, as well as first-hand experience with the Extera program, at the same time. On occasions when the regular classroom teacher is absent, the Assistant Teacher normally assigned to the group is able to take over as a fully credentialed substitute teacher, making the impact of the absent teacher nearly invisible. Extera Public School #2 will start with several teachers who have served for one or two years as Assistant Teachers at our first school, each possessing invaluable on-the-job training in our curriculum, policies, and instructional methodologies.

H. PROFESSIONAL DEVELOPMENT

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

Consider the following reflection taken from the journal of a pre-service teacher who had recently completed tasks 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 an intensive teacher recruitment process at Extera will eliminate the likelihood of hiring teachers who are similarly 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 the goals for student achievement targeted in No Child Left Behind, 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.

Implementing professional development well has been a challenge for decades. Typically, professional development has been delivered as a one shot workshop or conference, with insufficient teacher engagement or follow up. Consequently, many teachers have resisted professional development because they are not able to clearly identify the value it has within their day-to-day classroom practice. In simplest terms, teachers often view traditional professional development as boring or time wasted.
Extera’s plan for professional development builds on the recommendations of recent research and incorporates the identified characteristics that are most likely to be effective and have the greatest impact on student achievement. Specifically, professional development will involve 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 will be surveyed annually by the principal to determine whether or not the practices of high quality professional development are in place at the school. And, the most effective and talented teachers at Extera Public School #1 will serve as mentors to the teachers at Extera Public School #2 as they hone their capacity to implement Extera’s program with success. A strong partnership will be developed between the two Extera schools in order to optimize the sharing of teaching expertise and to advance the program’s overall effectiveness. In some cases, mentor teachers at Extera Public School #1 will be assigned to work at Extera Public School #2 so that the background knowledge of experienced Extera teachers benefits teachers and students at the new school.

The design features of professional development at Extera will embrace 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 principal 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 will serve as guideposts for the professional development program at Extera. Frequent observations of classroom practice conducted by the school principal, as well as periodic classroom visits conducted by teachers, will provide data regarding the level of implementation of the practices promoted during professional development meetings. Data collected through classroom observations will also assist with the identification of next steps for follow up professional development. Faculty will be asked to complete a professional development survey annually so that the school is able to respond to teacher needs. To achieve high quality, effective professional development, Extera will design 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’ goal

Initially, the CEO will serve as the Principal of Extera #2 (as he did with Extera #1 – Extera #1 will hire a new Principal for 2013-14 with the CEO continuing to supervise as he also serves as Extera #2’s founding principal). In Year 2, a new Principal will be hired for Extera #2, with the CEO overseeing both schools. Through shared resources between schools and growing administrative capacity, the principal will be able to dedicate a majority of his or her time to supervision of instruction and teacher support and evaluation. Many of the administrative duties
and responsibilities typically associated with managing a school that have burdened school site
principals will be completed by the CEO, ExED, or other qualified contracted provider, allowing
the school principal to focus his or her attention on teacher support and evaluation and to assume
the role of instructional leader at the school site. The principal will conduct formal and informal
classroom observations, set goals for performance, and provide regular feedback to teachers.
General observations that have schoolwide implications will inform plans for professional
development. (See Element 5: Employee Qualifications for detailed job descriptions of the CEO
and the Principal.)

As indicated, significant time and opportunity will be dedicated to providing teachers at Extera
Public School #2 with the necessary support to grow as professionals, and teachers will have
ongoing and varied opportunities to participate in collaborative professional learning. Following a
successful professional development model that has already been put into practice at Extera
Public School #1, teachers at Extera #2 will be expected to embrace a highly engaging and
demanding school culture where classroom practice is openly shared, student work is
collaboratively analyzed, and assessment outcomes are publicly discussed for the purpose of
identified students’ strengths and areas of academic need.

Among the instructional advancement strategies implemented at Extera #1 that will be also
adopted at Extera #2 is the highly collaborative Learning Walk. Crafted after a model of
schoolwide classroom visitations that is based on the extensive research of Lauren Resnick,
teachers will visit all of the classrooms at their school on multiple occasions throughout the school
year. The purpose of each visit will be planned according to the school’s priorities and discussed
in advance by way of focus questions. As they visit classrooms, teachers will record evidence of
teaching behaviors, student engagement, and other artifacts that support a comprehensive
response to these critical questions. For example, focus questions that formed the basis of a recent
Learning Walk at Extera Public School #1 included: “What evidence do you see that the program
is standards-based? Do students produce standards-based, grade level work? How do teachers
differentiate the delivery of instruction to support the learning needs of all students, including
English learners and students who are underperforming?” Such a powerful, collaborative
approach to program improvement has facilitated sharing of expertise and the overall
advancement of the program at Extera #1 and will no doubt have a similar impact at Extera #2.

Other school structures that are currently implemented at Extera Public School #1 and will
support meaningful and effective professional development at Extera Public School #2 will
include:

- A multi-day, mandatory institute for all Extera teachers prior to the start of each school
  year to review the school’s philosophy, goals, and teaching methodology; to discuss
  professional readings and research; to participate in professional development activities
  that support effective teaching practice, particularly in the core content areas; to analyze
  and discuss student outcomes; and to engage in collaborative planning for the year ahead
- Twice-weekly grade level planning meetings; periodic planning time across grade levels
- Weekly staff development meetings facilitated by the principal and lead teachers
- Annual staff development retreats involving all teachers at the school
• Long-term lesson study projects within and across grade levels
• Clearly articulated expectations with respect to professional development outcomes
• Analysis of practice and outcomes at 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 principal
• Available stipend to cover membership fees to join professional organizations

Professional Development on Early Dismissal Wednesdays

Professional development, teacher meetings, and other in-service activities will take place weekly on Early Dismissal Wednesdays from 2:30 p.m. – 4:30 p.m. to develop teacher effectiveness.

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 (who will initially serve as the school’s Principal) and lead teachers will all have a voice in determining the specific scope and sequence of professional development at Extera. Professional development will be delivered by the CEO, Principal, lead teachers, the teacher assigned to be the testing coordinator, and educational consultants as indicated. Again, Extera #2 will draw upon the successful experience and expertise of the teachers and staff at Extera #1, benefiting from the professional development that has already been implemented on the following topics. With that in mind, topics for professional development during the first years of operation will include but are not limited to:

• Mission and vision; charter petition document; components of the Extera model (CEO/Principal)
• Teaching an integrated curriculum; developing the nature theme across the curriculum; (Principal; lead teachers)
• The IEP process, legal timelines, SST process, strategies for working with SpEd students, etc. (Principal; special education teacher)
• Strategies for working with difficult students (Principal; lead teachers; special education teacher; educational consultants)
• Differentiating instruction for all learners; Universal Design for Learning; (Principal; lead teachers; educational consultants)
• Meeting the need of English learners; Sheltered English instruction/SDAIE, Guided Language Acquisition Design (GLAD) strategies (Principal; lead teachers)
• Multicultural education (Principal; lead teachers)
Balanced literacy, components of a comprehensive reading program, effective phonics instruction, writing across subject content areas (Principal; lead teachers; educational consultants)

Teaching mathematics for understanding; Inquiry and investigation in science; Three-dimensional social studies (not textbook-based) (Principal; lead teachers; educational consultants)

Teaching in a constructivist classroom; Project-based Learning (PBL) (Principal; lead teachers)

(Principal; lead teachers; educational consultants)

Diagnostic Reading Assessment, 2nd Edition (DRA2); STAR testing process and results; Student achievement data and using assessment to inform instruction; (Testing coordinator; publisher representative)

Maximizing time on task through effective classroom management (Principal; lead teachers)

Best instructional practices (i.e. Principles of Learning) (Principal; lead teachers)

Lesson Study (Principal; lead teachers; educational consultants)

The Learning Walk process (Principal; lead teachers; educational consultants)

Teacher performance expectations and evaluation (CEO/Principal)

Faculty and staff handbook policies and information (CEO/Principal)

School Operations (CEO/Principal)

I. EXTERA WILL BE A SITE-BASED LEARNING ENVIRONMENT

Extera Public School will be a site-based matriculation school.

J. SPECIAL EDUCATION: EXTERA WILL ADDRESS THE NEEDS OF ALL SUB-GROUPS, INCLUDING AT-RISK STUDENTS

Schools in California and especially in Los Angeles are incredibly diverse. Students who are English learners, socioeconomically disadvantaged, gifted and talented, learning disabled, and students who are culturally and ethnically diverse fill our classrooms. Such diversity provides tremendous opportunities for learning – academically, socially, culturally, and linguistically. Extera Public School #2 has designed a program that is responsive to the needs of all students so that teachers are able to access the wealth of human resources found within the classroom community and add richness to the curriculum. Extera has identified effective teaching methods and resources and will provide adequate professional development and support to teachers in order to ensure that students’ needs are successfully addressed. Like Extera Public School #1,
where 9% of the students who currently attend have existing IEPs, Extera Public School #2 will also welcome and support students with special needs and who a wide variety of special education services to thrive at school. Extera #2 will share the same public school philosophy – serving the educational needs of all students – that is known and appreciated by the parents and school community at Extera Public School #1. In a relatively short time, Extera has already established a reputation within the community as a charter school that opens its classroom doors to every child and works relentlessly to meet their needs.

Apart from the nearly limitless possibilities for learning, diverse classrooms also present significant challenges to teachers. Many teachers are insufficiently prepared to address the broad array of needs represented in public school classrooms today. According to the U.S. Department of Education (2007), approximately half of the students who have an identified disability spend 80 percent of their school day in general education classrooms. Adding to this diversity is the fact that approximately 12 percent of students in public schools are labeled as gifted and talented. (Friend, 2007.) Like their peers with disabilities, gifted and talented students are integrated into general education classrooms. All of these differences make teaching more interesting and exciting as well as more complex. (Voltz, 2010.)

All students who attend Extera will be expected to meet or exceed grade-level mastery of the Content Standards for California Public Schools in language arts, mathematics, social studies and science. As described in this charter petition, national and Common Core standards will also be addressed in the Extera curriculum as they are adopted by the state. To accommodate the diverse learning styles of students, the presentation and delivery of content across curricular areas will be differentiated so that all students – including students who are English learners, socioeconomically disadvantaged, gifted, achieving below grade level, and students with disabilities – are able to access Extera’s rigorous curriculum and are provided instruction that optimizes learning opportunities and outcomes. Participation in a standards-based curriculum is common practice at public schools throughout the state. However, without effective pedagogy that addresses the needs of all types of learners, inclusion in standards-based classrooms is typically not successful. (Voltz, 2010.) The pedagogy at Extera supports successful engagement and learning outcomes for all students despite learning differences.

Teachers will communicate throughout the school year with parents and guardians during formal and informal conferences regarding the social and academic progress of students. If a teacher has an urgent or persistent concern, the parent or guardian will be contacted and invited to the school to discuss the issue. Teachers will strive to maintain an open line of communication between the school and the home and will make every effort to ensure that parents and guardians feel welcome at the school and comfortable enough to express their own questions and concerns. To facilitate a positive exchange between the teacher and the home, teachers will accommodate parents’ schedules when planning conferences. Teachers will also make phone calls, write notes, and conduct home visits to establish a strong, supportive link from school to home.

As evident throughout this petition, teachers at Extera will be keenly focused on meeting the needs of all the children in their classrooms. Teachers will become experts on the behaviors, attitudes and performance of their students. When challenging behaviors and low performance
indicators such as those included on the list above are evident, teachers will implement classroom intervention strategies to address the concern(s). Teachers will analyze formative student achievement data on a regular basis (i.e. unit assessments, class projects, daily work) and summative achievement data annually (i.e. CST test results) to identify students’ strengths and areas of concern. When concerns persist despite classroom interventions, teachers may determine that a referral to the school’s Student Success Team is the appropriate next step.

**Student Success Team (SST)**
Despite the many strengths of the school’s programs, methods, and organizational design, additional support may be necessary in instances when students are not making satisfactory academic progress or when their behaviors are impeding their own progress or the progress of others. On those occasions, after classroom interventions have been tried and documented over time with limited success, a referral to the SST will open a new pathway of support to students. The purpose of the SST is to ensure that the school and community are doing everything possible to make students successful at school. The SST mobilizes and coordinates the school’s resources, and a request for assistance from the SST can be made by a teacher, administrator, parent or guardian. The SST – comprised of at least two teachers, a member of the administration (principal or director), consultants and other support staff as appropriate, will meet with the parents/guardians and student in an organized, systematic, problem-solving manner to analyze concerns and develop specific action steps to address them. In accordance with California Department of Education guidelines, the SST is a positive school-wide early identification and early intervention process. Working as a team, the student, parent, teachers and school administrator identify the student's strengths and assets upon which an improvement plan can be designed. (cde.ca.gov.)

The SST process begins by clarifying the student’s strengths and other known background information and continues with a discussion of the concerns and the modifications and/or interventions that have been tried. The meeting concludes after team members prepare and commit to an action plan and timeline for successful intervention.

A designated, qualified lead faculty member at Extera with experience and training in Special Education, ELL and other support services will organize the SST process by managing the necessary paperwork, scheduling meetings, and inviting members (including parents or guardians) to SST meetings. All teachers will receive professional development regarding identification of student needs, modifications and interventions, and the SST process. Following is an outline of the SST process:

**Prior to the SST Meeting**
- Teacher, parent or other staff member completes a referral form
- The teacher receives and completes a preparation checklist for the SST meeting
- Parents or guardians receive notice from the school that a meeting has been scheduled

**During the SST Meeting**
- All necessary team members are present, including parents or guardians
• A translator is provided if needed or requested by the parent
• The SST facilitator introduces all members of the team
• The purpose of the meeting is clearly stated
• A timekeeper is appointed
• Team members, including the parents or guardians, share their knowledge of the student, beginning with the student’s strengths and other known background information
• Members have access to student achievement data and work samples at the meeting
• Concerns are presented and synthesized to focus on the primary concerns
• The team brainstorms a broad range of strategies for intervention or modifications to address the identified concerns
• The team selects the best strategies and an action plan for next steps is developed collaboratively
• Responsibilities and timelines are assigned
• A follow up meeting is scheduled to discuss progress and outcomes

Post SST Meeting
• Meeting notes are copied and distributed to team members
• Action items are monitored for follow through
• SST members and parents or guardians are reminded of scheduled follow up meeting(s)

Following the implementation of an SST plan and follow up, if concerns continue a second follow up meeting may be set where revisions to the original SST plan are discussed. Upon enrollment at the school, parents will receive the required information about what to do when they know or suspect their child may need additional supports or when parents are puzzled about their child’s development.

1. **English Learners**

**English Learner Instruction (LAUSD-Required Language)**

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

On an annual basis (on or about October 1), Extera shall submit a certification to the District that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan or implement the Charter School’s own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

• How ELs’ needs will be identified;
• What services will be offered;
• How, where and by whom the services will be provided;
• How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments).

Extera shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

Extera shall administer the CELDT annually. Extera shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

**Extera’s Strategies for English Learners**

A majority of the students who attend Extera in the community of Boyle Heights/East Los Angeles will be English learners. To address the significant academic needs of EL students, all of the major components of Extera's instructional program have been carefully designed to promote the academic and social success of EL students. Several key features of effective programs for English learners were identified during a study of 75 exemplary schools that successfully provide academic programs to English learners in California. (www.sharingsuccess.org.) Many of those features have been incorporated within the program at Extera, such as:

**Inclusion** - The program for English learners will be an integral part of the school, neither conceptually nor physically separated from the rest of the school.

**Enrichment** – English learners will be provided with a rich intellectual diet, not a remedial curriculum. The instructional approach for all students will emphasize critical thinking, hands-on learning, relevance, and connection across the disciplines.

**Coordination** - A premium will be placed on coordination and collaboration both horizontally and vertically across grade levels. Weekly schedules have been designed to provide common planning time for teachers.

**Internal Impetus** – Extera teachers and the principal will be the driving force and key players in designing and implementing innovative curricular and instructional approaches.

**Identification of English Learners**

Extera will adhere 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 will be required to complete a *Home Language Survey* upon enrollment at the school. Students whose primary language is a language other than English will be assessed using the California English Language Development Test (CELDT) 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 test results. CELDT testing will take place within 60 days prior to the start of the school year or within 30 calendar days after the date of first enrollment at the school. The English language proficiency of all currently enrolled English learners will be assessed in accordance with the test contractor’s directions and California Education Code guidelines. Extera staff will notify parents of the school’s responsibility to conduct CELDT testing and will inform parents of CELDT testing results within 30 calendar days following receipt of test results from the test contractor.
Extera will maintain a record of all students who participate in each administration of the CELDT test as specified in Education Code § 11512. CELDT testing will be used to fulfill the requirements for annual English proficiency testing and will comply with the accountability requirements under Title III of the No Child Left Behind Act. Extera will adhere to all legal requirements regarding oversight and administration of the CELDT test. Students who are English learners (ELs) will participate in the annual administration of the CELDT 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 will utilize multiple criteria and is consistent with guidelines approved by the State Board of Education. Reclassification will be 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 will utilize CELDT as the primary criterion for assessing English language proficiency. Teachers and the Principal will consider for reclassification those students whose overall performance level is Early Advanced or higher and:

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

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

**Teacher Evaluation**

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

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

**Comparison of Performance in Basic Skills**

Performance in basic skills means the score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English, such as the California English–language arts Standards Test (CST for ELA) and the California Modified Assessment for ELA (CMA for ELA). 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 (e.g., the CST for ELA or the CMA for ELA) 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 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 (e.g., the CST for ELA or the CMA for ELA) and whether it is reasonable to reclassify the student. For students in grade one, Extera will base a decision to reclassify on CELDT results, 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).

Students designated as English learners will receive daily classroom instruction in English Language Development (ELD). In addition to annual implementation of the CELDT, classroom teachers will monitor the progress of English learners utilizing monthly portfolio-based assessments that reflect the California ELD standards. Students will be given an English Language Level from 1–5 that is aligned with ELD standards and reflects their progress in English according to the following:

- [1] Beginner
- [2] Early Intermediate
- [3] Intermediate
- [4] Early Advanced, and

Extera has set a demanding reclassification target for annual student progress (see Element 2: *Measurable Student Outcomes*). Students at Extera will be expected to progress 1-2 English language levels each year through targeted instruction and assessment. It is anticipated that
students who are enrolled at Extera beginning in kindergarten will be re-designated as fluent-English proficient (RFEP) prior to middle school. Students who enroll at the school in subsequent years whose language development is still in the beginning or early intermediate stage will be receive added intervention from the teacher through small group instruction targeted to meet their individual needs with a goal that they will stay on target to advance 1-2 levels or more per year such that they can be reclassified during their K-8 career.

A teacher will be assigned annually by the Principal to serve as the testing coordinator. The testing coordinator will meet periodically with teachers throughout the school year during grade level planning to discuss the progress of English learners toward mastery of the ELD standards. The testing coordinator will continue 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 testing will not be required during the monitoring period.

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

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

- Students will sufficient opportunities through prior activities in phonemic awareness to hear, distinguish, and produce sounds being introduced. Phonological differences between English and the students’ primary language will be identified, and students will be provided additional exposure to and practice with the difficult sounds.
- Students will be provided with additional systematic guidance and practice if they are unable to match all consonant and short-vowel sounds to appropriate letters.
- Teachers will provide brief practice sessions for English learners who are having difficulty in learning letter-sound correspondences. Students will participate in additional review and practice of particularly difficult letter sounds.
- Teachers will ensure that students have had previous instruction or experiences (or both) with the words included in the instruction and that they understand their meaning.
- Teachers will encourage English learners to take home age-appropriate materials (e.g., flash cards, decodable text, handouts) related to the teaching objective.

Students in first grade who are having continuing difficulties with learning to read will have the opportunity to receive direct, individual or small group instruction from a visiting kindergarten teacher during Intensive Reading Intervention which occurs daily during the first 60 minutes of Integrated Content Instruction (see Element 1, Section C).
Additional Instructional Strategies to Support English Learners
In addition to the major program design features at Extera that support students who are English learners, teachers at Extera will employ the following specific strategies in their classrooms:

Six Key Strategies for Teachers of English-Language Learners
(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).

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.
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) and Project GLAD**

Given the prevalence of English learners within the community we will serve, Extera will utilize two instructional approaches that have proven highly successful with students who are English learners: Specially Designed Academic Instruction in English (SDAIE) and Guided Language Acquisition Design (Project GLAD). Teachers will be receive training in both SDAIE and GLAD strategies from the Principal, lead teachers, and educational consultants during professional development that occurs during the year.

Project GLAD has over ten years of experience and has received the following awards: the United States Department of Education, OBEMLA, Project of Academic Excellence; a California Department of Education Exemplary Program; a model reform program for the California School Reform Design; and training model for five Achieving Schools Award Winners. It is the recommended K-8 project for the California State Superintendent's Task Force on successful implementation of Proposition 227. In 1991, Project GLAD was declared Exemplary by the California Department of Education. The growth of standardized test scores far exceeded the norm. In 1991, Project GLAD was declared a Project of Academic Excellence by the US Department of Education, OBEMLA. At a national level, the growth in scores also far exceeded the norm. Project GLAD was chosen as a national dissemination model of effective training for teachers in multilingual settings.

SDAIE strategies (often referred to as "sheltered instruction") will also constitute a critical component of the instructional program at Extera because they provide context and support in a cognitively demanding environment, allowing students to develop skills and access content in subject areas while learning English. SDAIE strategies allow students to move forward with core academics such as mathematics, social studies and science while at the same time learning English through the contextual clues provided within instructional delivery. This pedagogy is based upon linguistic theories supported by a number of researchers including Dr. Steven Krashen and Dr. James Cummins.

At the heart of the SDAIE theory are two major components that impact teaching and learning: comprehensible second language input and a supportive affective environment.
Lessons implemented using SDAIE strategies provide equal access to the curriculum of study for all students and are consistent with multiple intelligence strategies, project-based learning theories, and special education best practices. SDAIE focuses on content comprehension, and language is acquired because of the context in which it is contained. Teachers build vocabulary with their students and have high expectations for success of language acquisition and the understanding of the concepts addressed within state standards.

*Professional Development for Teachers Working with English Learners*

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

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

  * **Modified speech**
    - slower speech rate
    - clear enunciation
    - controlled vocabulary
    - use of cognates
    - limited use of idiomatic speech
    - words with double meaning defined *Contextual clues*
  - gestures and facial expressions
  - meaning acted out
- color-coded materials/ graphic organizers

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

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

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

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

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

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

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

As mentioned, students who are English learners will be served within the classroom through daily English language development (ELD) lessons. ELD lesson content will often be connected to current topics of study in science and social studies. Key academic vocabulary and concepts will be introduced utilizing the strategies described above and a Specially Designed Academic Instruction in English (SDAIE) approach. To ensure that the teaching faculty is able to work successfully with EL students, classroom teachers at Extera will be required to possess a Cross-cultural Language and Academic Development (CLAD) certificate or equivalent as a condition of employment.

2. Socio-Economically Disadvantaged Students

We recognize that our target population and neighborhood face many challenges as a community, and that some of the children within the community may lack supports that many families and communities take for granted. Extera’s teachers and staff will all 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. Our SST will be responsible for identifying students and families who might need 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 disadvantaged students are entirely capable of academic excellence. Our emphasis on a school community and the responsibility we have to one another within that community will extend to the parents and families of our students as well.

Extera will offer a whole day program from kindergarten on, and a before- and after-care program for all grades to ensure full-day coverage from 7:30 a.m. to 6:00 p.m. for all grades, in order to accommodate working families. The core curriculum in art, music and physical education, as well as school field trips and other enriching activities, expose disadvantaged students to learning and enrichment opportunities they might otherwise not have had.\(^\text{15}\)

\(^{15}\) Once our charter is approved, Extera will explore potential third-party after school program providers who are experienced in servicing our target population. We are firmly committed to ensuring full-day coverage for our students, both for reasons of student safety and security as well as the opportunities to provide enhanced learning to students during these hours. We will apply for
As demonstrated by the success of schools like Camino Nuevo, Gabriella Charter, Celerity, KIPP and others whose student populations are predominantly low-income, economic disadvantage is not a determinate factor in a students’ ability to succeed academically. If students who are socioeconomically disadvantaged are low achieving or struggle with learning differences or are identified as English Learners, Extera will utilize strategies described in other sections of this petition.

3. **Gifted and High-Achieving Students**

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

*Identification of Gifted Students*

Teachers will use a variety of assessment measures, including standardized assessment data and other classroom performance data, to identify students who are gifted. Students who achieve significantly above grade level and/or demonstrate behaviors consistent with gifted ability may be appropriately identified. In certain instances, services such as psychological testing might be used to test students for gifted ability, depending on the availability of such services. Parents and guardians will be 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.

*Strategies to Support Gifted Students*

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

- Providing alternative and/or extension activities for students who have already mastered the content being taught
- Allowing gifted and high achieving students to work at an accelerated pace

appropriate after school grants from the California Department of Education for this program as soon as we are eligible.
• Providing opportunities for students to work in flexible groups with other intellectual peers
• Creating graduated task rubrics and product criteria negotiated jointly by the student and teacher
• Asking open-ended questions, both in the classroom and on homework assignments, that stimulate critical thinking
• Incorporating a variety of the levels of thinking described in Bloom’s taxonomy – including the higher levels of analysis, evaluation, and synthesis – into lesson content and student work products

As a result of program differentiation using the strategies just described, the unique learning needs of advanced learners will met within the regular classroom program.

4. **Low Achievement**

Students who are identified as under-performing and demonstrate low achievement toward mastery of state standards will be reviewed by the Student Success Team (SST) following referrals from teachers or parents. The multiple intelligences emphasis in our program has been shown to be effective at engaging and developing low achievers, but we will not rely on our standard program alone to reach these children. The goal at Extera will be to provide a large variety of pedagogical practices as early as possible to determine methods that best fit the individual student and to implement appropriate intervention. One powerful example within the Extera program model is Intensive Reading Intervention that will be provided to struggling readers in kindergarten and grade one (see Section C). This early and intensive intervention will target low achievement in its initial stages when intervention is likely to have the greatest and quickest effect. 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 have been designed to provide opportunities for them to tutor students after school for one hour, twice weekly (see Section C). In addition, the daily schedules of teaching assistants will be staggered in order to facilitate supervision of an effective after-school program that will provide additional, individualized support for students in need of targeted assistance beyond school hours.

*Identification of Students who are Achieving Below Grade Level*

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

- Their classroom performance is considered to be one or more years below grade level based on class assignments and/or assessments
They receive a Below Basic or Far Below Basic score in language arts or mathematics on the California Standards Test (CST)
They fail to demonstrate a minimum of one year of academic growth in reading, writing, and/or mathematics during each year
They have an existing IEP.

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

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

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

- Early intervention in reading during Intensive Reading Intervention (see Daily Schedules in Section C.1.a.)
- After school tutoring on Tuesdays and/or Thursdays
- An individualized support plan developed in consultation with the student, his or her parent or guardian, and/or the Student Success Team (see Section J, above).
- Individual contract with the student
- Other program modifications and supports as determined by the classroom teacher
Through professional development and collaborative support, teachers will receive training on effective intervention strategies targeted to address the areas of greatest need. In order to reach the greatest number of students included within this category, teachers will be trained to utilize the following best practices:

**High Expectations:** By believing in and identifying each student’s potential, teachers will then be able to utilize the student’s strengths to help him or her reach his/her potential.

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

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

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

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

**Peer Tutoring and Cross Age Tutoring:** Tutoring students in one’s own classroom and at other grade levels is an effective strategy for enhanced learning in literacy as well as in other academic areas. Both the tutor and the student benefit from this strategy. A variety of both cross-age and peer tutoring models can be used successfully.

**Metacognition:** Teachers who make their thinking public about how they approach and complete a task or arrive at a conclusion help students become aware of their own thinking.
which is called metacognition. Successful students are able to understand and are aware of the most effective strategies they need to employ in order to study and learn. Teachers help less successful students by modeling effective learning strategies for them, showing them how and when to use these strategies and teaching them why they are important for their success.

**Varied Assessment:** As all students possess and utilize different strengths for their learning, a teacher who allows for a variety of assessments is more apt to find out what students have truly learned, not just how they take a test. Portfolios, oral presentations, open-book tests, group projects and graphic maps are only some of the many avenues available for teachers to tap into their student’s knowledge. The wider the variety of assessment the teacher uses and the more authentic and on-going it is, the truer the picture the teacher can get of their student’s understandings. (See Element 2: Assessment, for explicit details about our assessment methodologies.)

**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 will 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 will be 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 will acquire and maintain the DataDirector student achievement data management system, or a similar data collection tool, that allows the school to effectively track academic progress over time. Using the data tracking system, students identified as achieving below grade level expectations will be 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 (see Section J, above).

5. Special Education Program (LAUSD-SPECIFIC LANGUAGE)

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

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

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

Compliance with Child Find Activities for Conversion Schools

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

Modified Consent Decree Requirements

All charter schools chartered by 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 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 Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

# The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
# Paper SESAC Report and Welligen Student Listing Verification, due monthly throughout the school year.
# CBEDS, which is due at the end of October of Each School Year.
# All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
# Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

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

6. **Other Special Populations**

As noted throughout this charter petition and in particular this section, Extera will utilize a child-centered approach in all aspects of instruction, thus we are confident we will meet the needs of every child and help them to succeed. All members of our faculty and our instructional leaders will assist each family to ensure the educational success of their child, including making appropriate referrals to community organizations.

K. **TIMELINE FOR IMPLEMENTATION**

The implementation plan for Extera is rigorous and comprehensive. Extera will be ready to be fully operational when it opens its doors in September 2013. Having already launched and successfully opened one school, our CEO, Board and other staff are fully equipped for this expansion.

Following is a list of the principle task categories and key tasks within each that will be accomplished in the months ahead to prepare for the first day of school:

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 2012</th>
<th>Winter 2012-13</th>
<th>Spring 2013</th>
<th>Summer 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter Petition Process &amp; Authorizer Relations</td>
<td>Submit petition; make revisions if necessary; attend capacity</td>
<td>Attend public hearing; receive anticipated charter approval</td>
<td>Continue ongoing communication with LAUSD</td>
<td>Continue ongoing communication with LAUSD</td>
</tr>
<tr>
<td>Category</td>
<td>Fall 2012</td>
<td>Winter 2012-13</td>
<td>Spring 2013</td>
<td>Summer 2013</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Community Outreach &amp; Family Recruitment</td>
<td>Continue to host informational meetings; distribute flyers; meet with parents and community groups</td>
<td>Continue to host informational meetings; distribute flyers; meet with parents and community groups; begin family recruitment</td>
<td>Anticipated open enrollment period; collect applications; continue student recruitment; finalize logistics for public lottery</td>
<td>Mail acceptance letters and waitlist letters; collect signed letters and enrollment paperwork; host new family orientation</td>
</tr>
<tr>
<td>Financial Planning &amp; Fundraising</td>
<td>Work with ExED to develop a five year financial plan; fundraise from private donors; identify other potential funding sources and grants; initiate 501(c)(3); prepare and submit PCSGP and Walton grant Applications</td>
<td>Submit application for Walton Family Foundation grant if not yet submitted; continue to fundraise from private donors and to identify other potential funding sources and grants</td>
<td>Apply for other grants as appropriate; continue foundation and private fundraising</td>
<td>Continue aggressive efforts to fundraise; review and implement financial plan</td>
</tr>
<tr>
<td>Staffing</td>
<td>Identify on-site financial manager if not yet known</td>
<td>Identify on-site financial manager if not yet known</td>
<td>Post teacher and staff positions for 2013-14</td>
<td>Implement hiring practices described in the charter petition</td>
</tr>
<tr>
<td>Facilities</td>
<td>Explore facilities options in Boyle Heights community; engage real estate broker to assist Board; begin Prop 39 process</td>
<td>Continue facilities search in Boyle Heights with realtor and Board assistance; continue Prop 39 process</td>
<td>Identify suitable facility in Boyle Heights and begin process of renovations or continue Prop 39 process</td>
<td>Identify suitable facility in Boyle Heights and renovate; obtain Certificate of Occupancy, or finalize Prop 39 process</td>
</tr>
</tbody>
</table>

Extera Public School #2

123
<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 2012</th>
<th>Winter 2012-13</th>
<th>Spring 2013</th>
<th>Summer 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start Up</strong></td>
<td>Engage financial planning services from ExED</td>
<td>Continue work with ExED; screen potential providers for food and janitorial services and special ed</td>
<td>Work with ExED; identify other service providers; prepare orders for instructional and start up materials</td>
<td>Work with ExED; contract other service providers; order instructional and other start up materials (i.e. desks, chairs)</td>
</tr>
<tr>
<td><strong>Curriculum &amp; Assessment</strong></td>
<td></td>
<td>Working with Extera #1 leaders and faculty, finalize curriculum resources and assessment</td>
<td>Secure curriculum and assessment materials; publish curriculum and assessment timeline</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>Train Board and CEO on Brown Act compliance; review charter petition and financial plan with Board; visit high performing school models</td>
<td>Finalize review of all elements related to charter petition for capacity review; other legal and financial topics</td>
<td>Begin detailed staff development planning for newly hired teachers and staff; attend CCSA Annual Conference</td>
<td>Begin to implement staff development for newly hired teachers and staff on relevant topics (see charter petition)</td>
</tr>
</tbody>
</table>
As a California charter school, Extera Public School #2 will assume an increased level of accountability for all aspects of its programs and for achieving the goals described within the vision and mission of the school. Extera will hold itself to high standards for student and staff performance, fiscal responsibility, integrity among school leadership and the Board of Directors, and the achievement of school goals. During the term of renewal, Extera will utilize a wide variety of measures to assess the school’s accomplishments and to gauge the overall effectiveness of its educational program (see Element 3: Methods for Measuring Student Outcomes).

To address the issue of increased accountability, prior to the start of the first school year and each year thereafter the school will develop a School Accountability Plan (SAP). The SAP will describe in detail how accountability for student performance will be achieved. The School Accountability Plan will be developed by the CEO/Principal and will be approved by the school’s Board of Directors. The CEO/Principal will be held accountable to the Board for meeting the school’s goals for academic growth and achievement. The CEO/Principal and teachers will be accountable to the school principal for meeting classroom and individual student goals for academic growth and achievement. Once approved by the Board, the SAP will be shared with teachers, staff and parents so that the entire school community is aware of the school’s academic performance goals, the process for measuring student academic progress, and how achievement data will be analyzed and shared with the school community. The School Accountability Plan will incorporate the accountability goals and process described herein, and this charter petition shall serve as the School Accountability Plan until such time as the SAP is developed and adopted.

The measurable school and pupil outcomes for Extera are designed to reflect our dedication to educate children so that they can flexibly apply the skills and information they have learned in school to a variety of settings. Student outcomes are derived from the California State Standards, our definition of an educated person in the 21st century, and the multiple intelligences. Students will demonstrate progress toward meeting and exceeding these learning goals through their completion of interdisciplinary, subject-specific and service-learning projects, as well as through their performances on embedded assessments in our mathematics and literacy programs.

The CEO, Principal and faculty will be accountable for the academic achievement and psychological well-being of Extera’s students. The CEO is ultimately responsible for meeting target goals, and will be held accountable by the Board of Directors. The CEO will also be accountable for meeting Adequate Yearly Progress as required by NCLB.
A. PUPIL OUTCOMES

Extera has adopted a comprehensive set of benchmarks for student and school outcomes that support the achievement of the school’s vision and mission, based on the state and national standards and our definition of an educated person in the 21st Century. As detailed more in Section B, below, based on the successful test results of students learning in similar environments, we expect student achievement outcomes that more closely replicate the results of our model schools (see Element 1) and exceed – likely by significant margins – the proficiency levels of students in the neighboring traditional public schools. Full implementation of the educational program and frequent monitoring of student and school outcomes will ensure that the school is an academic success and is achieving all of its overarching goals. To make certain that the school’s primary goal of increased academic achievement for all students is met, student achievement data obtained from standardized assessments will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g. by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).

Additional internal assessments, such as teacher-developed unit assessments, publisher assessments, as well as pre- and post-assessments (such as LinkIt!), will be analyzed individually by teachers and in collaborative groups during weekly grade level planning in order to target student needs, identify program strengths and gaps, and to plan subsequent instruction. On a quarterly basis, student achievement data will be analyzed among the school faculty at professional development meetings to occur on Early Dismissal Wednesdays.

Extera’s faculty will use a variety of assessments to measure individual students’ attainment of state content standards and the objectives of our curriculum. Students will participate in various other formal assessments, including pre- and post-tests such as the DRA2 and/or the LinkIt! Assessment Program in English Language Arts and math, Key Math 3 diagnostic assessments. Official checklists and rubrics from the published curriculum programs will play a major role in teachers’ determination of student achievement of standards mastery. Yet more informal assessment techniques will also play a major role. In kindergarten, for example, frequent writing assessments and high-frequency words assessments, and teacher-created assessments in math. (replace the other text here) Teachers will also observe students as they are engaged in classroom and record their progress. These observations, along with student work samples over a period of time gathered in a portfolio, guide the instruction.

As students become increasingly able to produce independent work samples such as math worksheets, journal entries, short reports, written stories, and responses to literature, these products will also be evaluated by teachers. Similarly, beginning in second grade, students will participate in self-reflection and self-selection of work to be included in their work portfolios. By second grade, formative assessments will occur on a daily basis and include collected homework assignments, in-class student work, and investigations observed by teachers.

By the end of the third grade, we expect that most students will perform at or above the
proficient level in reaching, writing, speaking, and mathematics according to the school’s identified assessment measures. The complete writing process will be taught, and students will complete weekly writing assignments for a variety of purposes. Ongoing assessment of daily work and formal evaluation using scoring rubrics, grading checklists, and tests will provide teachers, parents, and students with specific feedback regarding student achievement and progress and will provide teachers with concrete data to use as a basis for modifying instruction to meet the needs of all students.

By fourth grade and continuing through grade 6, student evaluation will become more formal, including the assessments described above as well as student-produced book projects, final draft writing, science experiments and presentations of research. Portfolios will be used to assess student growth and to assist both the student and the teacher in identifying the next steps for growth. Homework assignments will gain increasing importance as formative assessments and windows into a student’s conceptual understanding of the topics at hand. Students will be assessed in a summative manner on a weekly basis in the form of a quiz, test, essay, research paper, presentation or project.

In addition to the measurable student and school outcomes described in Element 2, Extera will pursue for all students the supplemental academic and social outcomes summarized in the following table. Included alongside the supplemental outcomes are the focus content areas, methods and frequency for measuring academic progress, and specific benchmarks for student performance. (Note that detailed descriptions of the content standards have not been included here. For a complete list of the content standards that will be addressed at each grade level, see Element 1: Curriculum Scope and Sequence and/or Appendix A.)

Extera will pursue specifically defined, measurable outcomes included in Appendix A as performance goals for student academic achievement and the school as a whole. The outcomes are aligned with the overarching goals described within the educational program (see Element 1: Section C). Taken together, the scope and sequence tables and narratives in Element One and Appendix A describe the measurable student outcomes, the frequency and form of objective assessments (both formative and summative) and the resources and curricular materials. Extera will utilize a comprehensive and sophisticated student information system to ensure that all faculty and their supervisors have access to real-time data on individual students’ performance and achievement of goals and objectives. Teachers will be held accountable for ensuring that all of their students are meeting appropriate objectives.

When students do not meet the learning goals, as measured by objective assessments, a variety of intervention strategies will be used to work with the students and, in some cases, the families, to support student achievement. These instructional strategies are described in detail in Element One. Additional strategies or curricular materials may be necessary and school leaders will investigate appropriate resources and professional development activities as needed.

Through high academic expectations, an optimal learning environment, and the use of assessments to drive instruction, students will acquire the skills needed to matriculate to the next level of instruction, including ultimately higher education, and will acquire the skills to be
thoughtful members of society in the 21st century.

Extera will pursue the following measurable outcomes as performance goals for student academic achievement and the school as a whole. The outcomes are aligned with the overarching goals described within the educational program (see *Element 1: Section C*).
<table>
<thead>
<tr>
<th>Skills, Knowledge, Attitudes – K</th>
<th>Skills, Knowledge, Attitudes – 1</th>
<th>In House Assessment Tools</th>
<th>Frequency of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading:</strong></td>
<td><strong>Reading:</strong></td>
<td>• classroom observations and anecdotal notes (qualitative documentation)</td>
<td>• Monthly</td>
</tr>
</tbody>
</table>
| 1. Uses appropriate reading behaviors when looking at books. Recognizes that print and/or pictures convey messages by retelling or rereading. Demonstrates one-to-one correspondence when working with text.  
2. Self-motivated: Views self as a reader and chooses to read independently.  
3. Develops phonemic awareness (sound structure) as demonstrated by stating sounds heard at beginning or end of limited number of words.  
4. Recognizes and identifies letters of the alphabet.  
3. Increases phonemic awareness by identifying sounds heard in beginning, middle and end of short words.  
4. Identifies logos and signs from print environment. Recognizes and identify a minimum of 50 high frequency words (sight words, anchor words). Recognizes vocabulary words in context.  
5. Recognizes the basic elements of a story. | • book choices: recorded in student’s portfolio  
• children interviews: one-on-one by teacher during project time and Writers Journey time (filling in any qualitative and quantitative blanks  
• portfolios including a great variety of children’s work - portfolios analyzed using teacher-created rubric that incorporates state standards, and additional learning goals  
• teacher comments sent home  
• Full Report card (standards-based)  
• photographs/video taping  
• Observation by additional faculty  
• Abecedarian Reading Assessment | • ongoing on daily basis  
• Monthly |
| **Writing:**                    | **Writing:**                    | • classroom observations and anecdotal notes (qualitative documentation) | • Monthly |
| 1. Recognizes that writing is used for various purposes and audiences.  
2. Recognizes that text contains a message and distinguish it as separate from the illustration. Will be aware of the connection between picture and print in his/her own writing.  
3. Writes (squiggles, letters and/or words) to | 1. Writes for a variety of purposes, audiences and formats. Selects pieces for portfolio.  
2. Completed by end of K  
3. Forms upper and lower case letters.  
4. Writes first and last name and a few other names or words either accurately or with approximate invented spelling. | • Performance on teacher-generated quiz/test that prompts students to write specified words and/or ideas  
• Writing assignments evaluated against a checklist and/or rubric that incorporates | • Monthly  
• Monthly |

Exera Public School #2
<table>
<thead>
<tr>
<th>Skills, Knowledge, Attitudes – K</th>
<th>Skills, Knowledge, Attitudes – 1</th>
<th>In House Assessment Tools</th>
<th>Frequency of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>represent meaning. Approximates appropriate letter formation of upper and lower case letters. 4. Writes name with appropriate upper and lower case letter formation. 5. Moving toward 1st grade standards by asking questions to facilitate learning 6. Experiences different stages of the writing process throughout the year to create original stories or reports either in whole or small group activities, as collaborator AND as leader. 7. Writes/illuminates a timed first draft connected to original thought.</td>
<td>5. Writes to express an idea using close approximations to conventions of language (spelling, usage, mechanics). 6. Experiences different stages of the writing process to create original stories or reports either in whole or small group activities, as collaborator AND as leader. 7. Writes a timed first draft in response to a prompt. 8. Analyzes writing samples with the teacher and re-writes in response to constructive criticism.</td>
<td>state standards, and additional learning goals  • teacher comments sent home  • Full Report card (standards-based)  • photographs/video taping  • Observation by additional faculty  • Abecedarian Reading Assessment</td>
<td>• Quarterly  • Quarterly  • ongoing  • As needed  • Ongoing, and formally at the end of each year</td>
</tr>
</tbody>
</table>

**Speaking & Listening:**
Expresses ideas, by contributing regularly in small group, partner and classroom discussions.

Connects prior knowledge and recognize similarities and differences in stories, literature, language, scientific concepts, mathematical concepts, and social studies trends.

Demonstrate polite and respectful quiet while classmates ask questions and share thoughts.

Demonstrate consistently honest and respectful communication among peers in all settings during the school day

Demonstrate positive feedback to students who are presenting their knowledge/skills either by being a good audience member (clapping, for example) or by responding with appropriate praise.

When working in a group or during a group lesson, students attempt to help other students learn by answering questions and sharing their own understanding of concepts

• classroom observations and anecdotal notes (qualitative documentation)  • classroom observations applied to checklists and rubrics generated by faculty to document student behavior and interactions (quantitative documentation)  • Observation by additional faculty and staff (both qualitative and quantitative as described above)  • teacher comments sent home  • Full Report card (standards-based)  • photographs/video taping  • Systematic, ongoing, updated every two weeks.  • Documentation added to portfolios each month, shared with parents at conferences and at parents’ request  • As needed  • Twice a year  • Twice a year  • Ongoing, analyzed every 2 months to measure student progress both qualitatively and quantitatively
<table>
<thead>
<tr>
<th>Skills, Knowledge, Attitudes – K</th>
<th>Skills, Knowledge, Attitudes – 1</th>
<th>In House Assessment Tools</th>
<th>Frequency of Assessment</th>
</tr>
</thead>
</table>
| **Mathematics:**  
1. Counts with understanding (up to 30), recognizes "how many" in sets of objects and whether sets are equal, greater, less than other sets  
2. Emerging understanding of U.S. money values  
3. Manipulate concrete objects (plastic pie chart pieces, different length blocks, etc.) to represent different fractions  
4. Use concrete objects and estimate to solve basic addition and subtraction  
5. Sort, classify, and order objects by size, number, and other properties. Compare length, weight, and capacity of objects.  
| **Mathematics:**  
1. Counts with understanding (up to 100), uses multiple models to demonstrate understandings of place value and the base-ten number system, represents numbers by composing/decomposing  
2. Understanding of U.S. coin values as added up to a dollar  
3. Recognize, compare and show flexibility of applications for common fractions  
4. Use a variety of methods to add and subtract one and two-digit numbers  
5. Identify, describe, compare, and classify geometric shapes, plane and solid objects. Recognize, describe, extend, and utilize patterns such as sequences of sounds, shapes and numeric patterns  
6. Tell time to nearest half an hour. Describe location and directions.  
| • Quiz/Test formative and summative assessments derived from curriculum: chosen for portfolio inclusion  
• In-class written examples of student’s mathematics communication: chosen for portfolio inclusion  
• Classroom observation documented against rubrics and checklists (quantitative): all documentation in student portfolio  
• Classroom observation documented in anecdotal, narrative form (qualitative): summarized in student portfolio  
• teacher comments sent home  
• Full Report card (standards-based)  
• photographs/video taping  
• Observation by additional faculty  | • Monthly  
• Daily review of written work: choose weekly sample for portfolio  
• Monthly  
• Every 3 weeks, on staggered schedule  
• Quarterly  
• Quarterly  
• ongoing  
• As needed  |
<table>
<thead>
<tr>
<th>Skills, Knowledge, Attitudes – K</th>
<th>Skills, Knowledge, Attitudes – 1</th>
<th>In House Assessment Tools</th>
<th>Frequency of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>History/Social Science: 1. Understands that being a good citizen involves acting in certain ways. 2. Recognizes national and state symbols and icons. 3. Matches simple descriptions of work that people do and the names of related jobs at the school and in the community. 4. Compares and contrasts the locations of people, places and environments. 5. Puts events in order using a calendar placing days, weeks and months in proper order. 6. Understands that history relates to events, people and places of other times. 7. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks.</td>
<td>History/ Social Science: 1. Begins to understand the concepts of rights and responsibilities in the contemporary world. 2. Uses the classroom as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. 3. Explores the varied backgrounds of citizens in America and other places in the world. 4. Learns about the significant traditions, historical figures, and icons of different cultures. 5. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks.</td>
<td>• classroom observations and anecdotal notes (qualitative documentation)  • classroom observations applied to checklists and rubrics generated by faculty to document student understanding of social studies content and concepts (quantitative documentation)  • Completed projects that communicate understanding of social studies content and concepts measured by rubrics and checklists: communication may take the form of oral, written, artistic, musical, physical, and/or technological expression  • one-on-one child interviews in which teacher elicits demonstrations of student’s understanding of social studies content and concepts, measured against a rubric or checklist</td>
<td>• Monthly, on staggered schedule  • Every two weeks  • Every five to eight weeks  • every 3–5 weeks, to coincide with mid-point and close of units</td>
</tr>
<tr>
<td>Skills, Knowledge, Attitudes – K</td>
<td>Skills, Knowledge, Attitudes – 1</td>
<td>In House Assessment Tools</td>
<td>Frequency of Assessment</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------------------------</td>
<td>----------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td><strong>Science:</strong></td>
<td><strong>Science:</strong></td>
<td>• classroom observations and anecdotal notes (qualitative documentation)</td>
<td>• Monthly per student, on staggered schedule</td>
</tr>
<tr>
<td>1. Explores basic concepts of physical, life and earth sciences.</td>
<td>1. Explores basic concepts of Physical, Life, and Earth Sciences.</td>
<td>• classroom observations applied to checklists and rubrics generated by faculty to document student understanding of science content and concepts (quantitative documentation)</td>
<td>• Every two weeks</td>
</tr>
<tr>
<td>2. In the Physical Sciences, learns about change and properties of solids, liquids and gases.</td>
<td>2. In the Physical Sciences, learns about change and properties of solids, liquids and gases.</td>
<td>• Completed projects that communicate understanding of science content and concepts measured by rubrics and checklists: communication may take the form of oral, written, artistic, musical, physical, and/or technological expression</td>
<td>• Every five to eight weeks</td>
</tr>
<tr>
<td>3. In Life Science, focuses on plant and animal behaviors and structures.</td>
<td>3. In Life Science, learns concepts such as habitat, life cycles, adaptation, classification, and change.</td>
<td>• one-on-one child interviews in which teacher elicits demonstrations of student’s understanding of science content and concepts, measured against a rubric or checklist</td>
<td>• every 3 – 5 weeks, to coincide with mid-point and close of units</td>
</tr>
<tr>
<td>4. In Earth Science, identifies characteristics of landforms and identifies resources from Earth that are used in everyday life.</td>
<td>4. In Earth Sciences, focuses on weather, including water cycle, temperature change, and seasons.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. In Earth Science, understands that many of Earth’s resources can be conserved.</td>
<td>5. In Environmental Science, learns about conservation, responsible trail use, and environmental ethics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. In addressing these three strands of the science curriculum, performs investigations and experiments.</td>
<td>6. In addressing these three strands of the Science curriculum, performs investigations and experiments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Develops science skills such as predicting, observing, recording observations and synthesizing data.</td>
<td>7. Develops science skills such as predicting, observing, recording observations, and synthesizing data.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks.</td>
<td>8. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## SECOND AND THIRD GRADE

<table>
<thead>
<tr>
<th>Skills, Knowledge, Attitudes – 2nd Grade</th>
<th>Skills, Knowledge, Attitudes – 3rd Grade</th>
<th>In House Assessment Tools</th>
<th>Frequency of Assessment</th>
</tr>
</thead>
</table>
| **Language Arts:** 1. Demonstrates fluency in recognition of 150 high frequency words and will recognize vocabulary words in context. Uses reading strategies to make meaning of text. Will apply cueing systems: semantic, syntactic, graphophonic, to make meaning. 2. Recognizes the basic elements of a story and will make personal connections to literature. 3. Writes to express an idea or feeling, with some elaboration. Will write for a variety of purposes, audiences and formats. Will re-write after receiving constructive criticism. Demonstrates a developing understanding of the conventions of language, including spelling and handwriting. 4. Will write a timed first draft in response to a prompt. 5. Will reflect on his/her writing by self selecting pieces for his/her portfolio and giving evidence for selection. | **Language Arts:** 1. Will use a variety of reading strategies which demonstrate comprehension. 2. Makes personal connections to literature, thinking critically about the story when reading. Will recognize use of literary elements and story structure. Will read often from a variety of genre. 3. Learns and applies the conventions of language, including spelling and handwriting. Will write to express an idea, opinion or feeling with supporting reasons. Will write for a variety of purposes, audiences and formats to demonstrate knowledge and critical thinking. Will re-write after receiving constructive criticism in order to better communicate their ideas. 4. Will write a timed first draft connected to a piece of literature and/or prior experience in response to a prompt. 5. Reflects on his/her writing by selecting piece to share. | • classroom observations and anecdotal notes (qualitative)  • book choices: recorded in student’s portfolio  • checklists (quantitative documentation)  • portfolios including a great variety of children’s work - portfolios analyzed using teacher-created rubric that incorporates Seeds’ checklists, state standards, and additional learning goals  • teacher comments sent home  • Full Report card (standards-based)  • photographs/video taping  • Observation by additional faculty | • Monthly  
• ongoing on daily basis  
• Every two weeks  
• At the close of each unit of study (every 5 – 8 weeks). Updated in ongoing manner. Progress is reported quarterly  
• Quarterly  
• Quarterly  
• ongoing  
• As needed |
| Skills, Knowledge, Attitudes  
2nd Grade | Skills, Knowledge, Attitudes  
3rd Grade | In House Assessment Tools | Frequency of Assessment |
|----------------|----------------|------------------------|------------------------|
| **Speaking & Listening:**  
Asks questions to facilitate learning, asking both faculty and classmates.  
Expresses ideas with supporting reasons regularly in small group, partner and classroom discussions.  
Connects prior knowledge and recognize similarities and differences in stories, literature, language, scientific concepts, mathematical concepts, and social studies trends.  
Demonstrate polite and respectful quiet while classmates ask questions and share thoughts.  
Demonstrate consistently honest and respectful communication among peers in all settings during the school day.  
Demonstrate positive feedback to students who are presenting their knowledge/skills either by being a good audience member (clapping, for example) or by responding with appropriate praise.  
Demonstrates changes in opinion or ideas when faced with reasonable alternative opinions and ideas. When working in a group or during a group lesson, students attempt to help other students learn by answering questions and sharing their own understanding of concepts | • classroom observations and anecdotal notes  
(qualitative documentation)  
• classroom observations applied to checklists and rubrics generated by faculty to document student behavior and interactions (quantitative documentation)  
• Observation by additional faculty and staff (both qualitative and quantitative as described above)  
• teacher comments sent home  
• Full Report card (standards-based)  
• photographs/video taping | • Systematic, ongoing, updated every two weeks.  
• Documentation added to portfolios each month, shared with parents at conferences and at parents’ request  
• Monthly by non-core teachers & by others as needed  
• Twice a year  
• Twice a year  
• Ongoing, analyzed every 2 months to measure student progress both qualitatively and quantitatively |
<table>
<thead>
<tr>
<th>Skills, Knowledge, Attitudes – 2nd Grade</th>
<th>Skills, Knowledge, Attitudes – 3rd Grade</th>
<th>In House Assessment Tools</th>
<th>Frequency of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong></td>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Understand the relationship</td>
<td>1. Understand the relationship</td>
<td>• Quiz/Test formative and</td>
<td>• Monthly</td>
</tr>
<tr>
<td>between numbers, quantities, and place</td>
<td>between numbers, quantities, and place</td>
<td>summative assessments</td>
<td></td>
</tr>
<tr>
<td>value in whole numbers up to 1,000</td>
<td>value in whole numbers up to 10,000</td>
<td>derived from Investigations</td>
<td></td>
</tr>
<tr>
<td>2. Estimate, calculate, and solve</td>
<td>2. Understand the relationship</td>
<td>in Numbers and Space</td>
<td></td>
</tr>
<tr>
<td>problems involving addition and</td>
<td>between whole numbers, simple fractions,</td>
<td>curriculum: chosen for</td>
<td></td>
</tr>
<tr>
<td>subtraction of two-and three-digit</td>
<td>and decimals</td>
<td>portfolio inclusion</td>
<td></td>
</tr>
<tr>
<td>numbers and solve simple problems</td>
<td>3. Calculate and solve problems</td>
<td>• In-class written examples</td>
<td></td>
</tr>
<tr>
<td>involving multiplication and division</td>
<td>involving addition, subtraction,</td>
<td>of student’s mathematics</td>
<td></td>
</tr>
<tr>
<td>3. Solve problems</td>
<td>multiplication, and division</td>
<td>communication: chosen for</td>
<td></td>
</tr>
<tr>
<td>involving operations with money</td>
<td>4. Represent and analyze</td>
<td>portfolio inclusion</td>
<td></td>
</tr>
<tr>
<td>4. Tell time to the nearest</td>
<td>mathematical situations and</td>
<td>• Classroom observation</td>
<td></td>
</tr>
<tr>
<td>quarter hour and know</td>
<td>structures using algebraic</td>
<td>documented against</td>
<td></td>
</tr>
<tr>
<td>relationships of time</td>
<td>symbols</td>
<td>rubrics and checklists</td>
<td></td>
</tr>
<tr>
<td>5. Identify and describe the</td>
<td>5. Understand measurable</td>
<td>(quantitative): all</td>
<td></td>
</tr>
<tr>
<td>attributes of common figures in the</td>
<td>attributes of objects and the</td>
<td>documentation in student</td>
<td></td>
</tr>
<tr>
<td>plane and of common objects in space</td>
<td>units, systems, and processes</td>
<td>portfolio</td>
<td></td>
</tr>
<tr>
<td>6. Formulate questions that can</td>
<td>of measurement</td>
<td>• teacher comments sent</td>
<td></td>
</tr>
<tr>
<td>be addressed with data, and collect,</td>
<td>6. Describe and compare the</td>
<td>home</td>
<td></td>
</tr>
<tr>
<td>organize, and display relevant data</td>
<td>attributes of plane and solid</td>
<td>• Full Report card</td>
<td></td>
</tr>
<tr>
<td>to answer them</td>
<td>geometric figures and use their</td>
<td>(standards-based)</td>
<td></td>
</tr>
<tr>
<td>7. Understand measurable</td>
<td>understanding to show</td>
<td>• photographs/video taping</td>
<td></td>
</tr>
<tr>
<td>attributes of objects and the</td>
<td>relationships and solve</td>
<td>• Observation by additional</td>
<td></td>
</tr>
<tr>
<td>units, systems, and processes</td>
<td>problems</td>
<td>faculty</td>
<td></td>
</tr>
<tr>
<td>of measurement</td>
<td>7. Understand and apply basic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Understand how patterns</td>
<td>concepts of probability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>grow and describe them in general ways</td>
<td>8. Apply and adapt a variety of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Communicate their</td>
<td>appropriate strategies to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mathematical thinking</td>
<td>solve problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>coherently and clearly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>History/ Social Science:</strong></td>
<td><strong>History/ Social Science:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Develops a deepening</td>
<td>1. Describes the physical and human</td>
<td>• classroom observations</td>
<td>• Monthly</td>
</tr>
<tr>
<td>understanding of the world and</td>
<td>geography and use maps, tables,</td>
<td>and anecdotal notes</td>
<td></td>
</tr>
<tr>
<td>community.</td>
<td>graphs, photographs, and charts.</td>
<td>(qualitative documentation)</td>
<td></td>
</tr>
<tr>
<td>2. Develops a concept of fair</td>
<td>2. Identifies geographical</td>
<td>• classroom observations</td>
<td></td>
</tr>
<tr>
<td>play and good sportsmanship,</td>
<td>features in their local region</td>
<td>applied to checklists and</td>
<td></td>
</tr>
<tr>
<td>including the meaning of the Golden</td>
<td>3. Traces the ways in which</td>
<td>rubrics generated by</td>
<td></td>
</tr>
<tr>
<td>Rule.</td>
<td></td>
<td>faculty to document</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Extera Public School #2 136
<table>
<thead>
<tr>
<th>Skills, Knowledge, Attitudes – 2nd Grade</th>
<th>Skills, Knowledge, Attitudes – 3rd Grade</th>
<th>In House Assessment Tools</th>
<th>Frequency of Assessment</th>
</tr>
</thead>
</table>
| 3. Learns about their world through locating continents on the map. Geography skills include being able to locate cardinal directions, identifying major features on the globe, and understanding basic map symbols.  
4. Describe how different climate, weather, and location affect the way people live, including food, clothing and shelter.  
5. Learns about people now and historically who have made a difference.  
6. Differentiates stages of history, noticing differences between long ago and yesterday.  
7. Explores early stages of government structure and economy.  
8. Recognizes how actions lead to reactions. Understand how one person can affect change as well as recognize their own role and responsibility in a changing and growing world.  
9. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks. | people have used the resources of the local region and modified the physical environment.  
4. Describes the American Indian nations in their local region long ago, their national identities, religious beliefs, customs, and various folklore traditions.  
5. Draws from historical and community resources to organize the sequence of events in local history.  
6. Understand the rules and laws in our lives and the basic structure of the United States Government.  
7. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks. | student understanding of social studies content and concepts (quantitative documentation)  
• Completed projects that communicate understanding of social studies content and concepts measured by rubrics and checklists: communication may take the form of oral, written, artistic, musical, physical, and/or technological expression  
• one-on-one child interviews in which teacher elicits demonstrations of student’s understanding of social studies content and concepts, measured against a rubric or checklist | • Every five to eight weeks  
• every 3 – 5 weeks, to coincide with midpoint and close of units |

| Science:  
1. Explores early concepts of motion.  
2. Explores properties of light and color.  
3. Understands the life cycles, unique adaptations and interdependent nature of plants and animals.  
4. Understands humans have large role in the future of both plant and animal species.  
5. Recognizes that the Earth is made from a variety of materials that have distinct properties. And know that these resources are not | Science:  
1. In Physical Science, understands energy and matter and their changing forms.  
2. For Life Science, knows examples of diverse life forms in different environments.  
3. In Earth Science, knows the position of the Sun in the sky changes during the course of the day and from season to season.  
4. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges | classroom observations and anecdotal notes (qualitative documentation)  
• classroom observations applied to checklists and rubrics generated by faculty to document student understanding of science content and concepts (quantitative documentation)  
• Completed projects that communicate understanding of science content and concepts measured by rubrics and | • Monthly  
• Every two weeks  
• Every five to eight weeks |

Extera Public School #2
<table>
<thead>
<tr>
<th>Skills, Knowledge, Attitudes – 2nd Grade</th>
<th>Skills, Knowledge, Attitudes – 3rd Grade</th>
<th>In House Assessment Tools</th>
<th>Frequency of Assessment</th>
</tr>
</thead>
</table>
| necessarily renewable.  
6. Recognizes science as a process of experiments, including questioning, observation and recording data.  
7. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks. | and setbacks. | checklists: communication may take the form of oral, written, artistic, musical, physical, and/or technological expression  
- one-on-one child interviews in which teacher elicits demonstrations of student’s understanding of science content and concepts, measured against a rubric or checklist | every 3 – 5 weeks, to coincide with mid-point and close of units |

**FOURTH AND FIFTH GRADE**

<table>
<thead>
<tr>
<th>Skills, Knowledge, Attitudes – 4th Grade</th>
<th>Skills, Knowledge, Attitudes – 5th Grade</th>
<th>In House Assessment Tools</th>
<th>Frequency of Assessment</th>
</tr>
</thead>
</table>
| **Language Arts:**  
1. Will make personal connections to literature.  
2. Will read often and from a variety of genre.  
3. Recognizes literary elements that support the meaning of selections.  
4. Monitors and adjusts reading in content areas.  
5. Uses a variety of reading strategies to demonstrate comprehension.  
6. Learns and applies study skills when reading grade level texts.  
7. Utilizes all stages of the writing process.  
8. Writes a research report that demonstrates good organization and supporting details. | **Language Arts:**  
1. Makes personal connections to literature.  
2. Reads often from a variety of materials and genres.  
3. Recognizes the literary elements used by an author and understand how they contribute to the development of the literature.  
4. Adjusts reading rates to meet specific purposes.  
5. Demonstrates comprehension and make meaning from core literature and grade level content materials.  
6. Produces a final draft addressing audience, purpose and task as given in a prompt.  
7. Reflects on his/her writing by recognizing strengths and weaknesses.  
8. Begins to develop voice and style.  
9. Organizes information and ideas in a formal presentation. |  
- classroom observations and anecdotal notes (qualitative documentation)  
- book choices: recorded in student’s portfolio  
- checklists (quantitative documentation)  
- portfolios including a great variety of children’s work - portfolios analyzed using teacher-created rubric that incorporates Seeds’ checklists, state standards, and additional learning goals  
- teacher comments sent home  
- Full Report card (standards-based)  
- photographs/video taping  
- Observation by additional faculty | · Monthly  
· ongoing on daily basis  
· Every two weeks  
· At the close of each unit of study (every 5 – 8 weeks). Updated in ongoing manner. Progress is reported quarterly  
· Quarterly  
· Quarterly  
· ongoing  
· As needed |

**Speaking & Listening:**  
Seeks answers to questions in order to facilitate learning. |  
- classroom observations and anecdotal notes | · Systematic, ongoing, updated every two |

Extera Public School #2
<table>
<thead>
<tr>
<th>Skills, Knowledge, Attitudes – 4</th>
<th>Skills, Knowledge, Attitudes – 5</th>
<th>In House Assessment Tools</th>
<th>Frequency of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>utilizing faculty, classmates, written resources, a variety of media. Regularly expresses ideas with supporting reasons and welcomes conflicting information which requires an adjustment to one’s ideas. Connects prior knowledge and recognize similarities and differences in stories, literature, language, scientific concepts, mathematical concepts, and social studies trends. Demonstrates polite and respectful quiet while classmates ask questions and share thoughts. Demonstrates consistently honest and respectful communication among peers in all settings during the school day. Demonstrate positive feedback to students who are presenting their knowledge/skills either by being a good audience member (clapping, for example) or by responding with appropriate praise. Demonstrates different forms of communication depending on the reason for the communication. Clearly differentiates expressing ideas as intellectual discourse from expressing ideas in order to help others learn. Adjusts communication depending on one’s role as a leader or a collaborator. When working in a group, self-selects the role of leader and collaborator, depending on one’s own strengths and the strengths of others in the group.</td>
<td>(qualitative documentation) • classroom observations applied to checklists and rubrics generated by faculty to document student behavior and interactions (quantitative documentation) • Observation by additional faculty and staff (both qualitative and quantitative as described above) • teacher comments sent home • Full Report card (standards-based) • photographs/video taping</td>
<td>weeks. • Documentation added to portfolios each month, shared with parents at conferences and at parents’ request • Monthly by non-core teachers &amp; by others as needed • Twice a year • Twice a year • Ongoing, analyzed every 2 months to measure student progress both qualitatively and quantitatively</td>
<td></td>
</tr>
</tbody>
</table>

**Mathematics**

1. Understand the place value of whole numbers to the millions and decimals to two decimal places and how whole numbers and decimals relate to simple fractions; use the concepts of negative numbers.  
2. Estimate and compute the sum or difference of whole numbers and positive decimals to two places. Solve problems involving addition, subtraction, multiplication, and division of whole numbers.  
3. Use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences.  
4. Understand perimeter and area.

**Mathematics**

1. Compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents; understand the relative magnitudes of numbers.  
2. Perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals.  
3. Use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the

**Mathematics**

1. Quiz/Test formative and summative assessments derived from Investigations in Numbers and Space curriculum: chosen for portfolio inclusion  
2. In-class written examples of student’s mathematics communication: chosen for portfolio inclusion  
3. Classroom observation documented against rubrics and checklists (quantitative): all documentation in student portfolio  
4. Classroom observation documented in anecdotal, narrative form (qualitative): summarized in student portfolio

**Mathematics**

1. Monthly  
2. Daily review of written work: choose weekly sample for portfolio  
3. Monthly  
4. Every month
<table>
<thead>
<tr>
<th>Skills, Knowledge, Attitudes – 4</th>
<th>Skills, Knowledge, Attitudes – 5</th>
<th>In House Assessment Tools</th>
<th>Frequency of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships 6. Organize, represent, and interpret numerical and categorical data and clearly communicate their findings 7. Monitor and reflect on the process of mathematical problem solving</td>
<td>results 4. Understand and compute the volumes and areas of simple objects 5. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships 6. Display, analyze, compare, and interpret different data sets, including data sets of different sizes 7. Monitor and reflect on the process of mathematical problem solving</td>
<td>• teacher comments sent home • Full Report card (standards-based) • photographs/video taping • Observation by additional faculty</td>
<td>• Quarterly • Quarterly • ongoing • As needed</td>
</tr>
</tbody>
</table>

**History/Social Science:**
1. Demonstrates an understanding of physical and human geographic features that define places and regions in California.
2. Describes the social, political, cultural and economic life among people of California from the pre-Columbian societies to the Spanish mission and Mexico rancho periods.
3. Explains economic, social, and political life of California throughout its history.
4. Explains how California became an agricultural and industrial power.

**History/Social Studies:**
2. In Ancient Studies, understands the literal and mythical geography of Classical Greece. Understands the Prehistoric and Heroic background of Greek Culture. Examines all aspects of Classical Greece.
3. In Ancient Studies, understands the literal and mythical geography of Classical India. Recognizes the pre-classical background of Indian History. Examines all aspects of Classical India.

**In House Assessment Tools:**
- classroom observations and anecdotal notes (qualitative documentation)
- classroom observations applied to checklists and rubrics generated by faculty to document student understanding of social studies content and concepts (quantitative documentation)
- Completed projects that communicate understanding of social studies content and concepts measured by rubrics and checklists: communication may take the form of oral, written, artistic, musical, physical, and/or technological expression
- one-on-one child interviews in which teacher elicits demonstrations of student’s understanding of social studies content and concepts, measured against a rubric or checklist

**Frequency of Assessment:**
- Monthly
- Every two weeks
- Every five to eight weeks
- every 3 – 5 weeks, to coincide with midpoint and close of units
<table>
<thead>
<tr>
<th>Skills, Knowledge, Attitudes – 4</th>
<th>Skills, Knowledge, Attitudes – 5</th>
<th>In House Assessment Tools</th>
<th>Frequency of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science:</td>
<td>Science:</td>
<td>• classroom observations</td>
<td>• Monthly per student, on</td>
</tr>
<tr>
<td>1. In Physical Science,</td>
<td>1. In Physical Science,</td>
<td>and anecdotal notes</td>
<td>staggered</td>
</tr>
<tr>
<td>understands electricity and</td>
<td>explores the basics of</td>
<td>(qualitative</td>
<td>schedule</td>
</tr>
<tr>
<td>magnetism and their many</td>
<td>chemistry. Recognizing atoms,</td>
<td>documentation)</td>
<td></td>
</tr>
<tr>
<td>useful applications in</td>
<td>molecules. Through the study</td>
<td>• classroom observations</td>
<td>• Every two weeks</td>
</tr>
<tr>
<td>everyday life.</td>
<td>of Astronomy, Hydrology and</td>
<td>applied to checklists and</td>
<td></td>
</tr>
<tr>
<td>2. In Life Science, knows all</td>
<td>Botany, understands nature of</td>
<td>rubrics generated by</td>
<td>• Every five to</td>
</tr>
<tr>
<td>organisms need energy and</td>
<td>atomic structure, chemical</td>
<td>faculty to document</td>
<td>eight weeks</td>
</tr>
<tr>
<td>matter to live and grow.</td>
<td>reactions, states of matter,</td>
<td>student understanding of</td>
<td></td>
</tr>
<tr>
<td>3. For Earth Science, knows the</td>
<td>elements common to our</td>
<td>science content and</td>
<td></td>
</tr>
<tr>
<td>ecology of the regions of</td>
<td>Earth and properties of some</td>
<td>concepts (quantitative</td>
<td></td>
</tr>
<tr>
<td>California is made up of its</td>
<td>common compounds.</td>
<td>documentation)</td>
<td></td>
</tr>
<tr>
<td>habitats, life cycles and</td>
<td>2. In Earth Science, identifies</td>
<td>• Completed projects that</td>
<td></td>
</tr>
<tr>
<td>ecosystems.</td>
<td>features of the celestial</td>
<td>communicate</td>
<td></td>
</tr>
<tr>
<td>4. Understands the scientific</td>
<td>sphere, properties of the</td>
<td>understanding of science</td>
<td></td>
</tr>
<tr>
<td>process asking meaningful</td>
<td>bodies of the solar system, and</td>
<td>content and concepts</td>
<td></td>
</tr>
<tr>
<td>questions and conducting</td>
<td>composition of the universe.</td>
<td>measured by rubrics and</td>
<td></td>
</tr>
<tr>
<td>careful investigations.</td>
<td>Recognizes that water</td>
<td>checklists: communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>circulates through the Earth.</td>
<td>may take the form of oral,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discovers the basic properties</td>
<td>written, artistic, musical,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of water and relate this to the</td>
<td>physical, and/or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>water cycle and water</td>
<td>technological expression</td>
<td></td>
</tr>
<tr>
<td></td>
<td>conservation.</td>
<td>• one-on-one child</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. In Life Science, identifies</td>
<td>interviews in which</td>
<td></td>
</tr>
<tr>
<td></td>
<td>structures of plants, and</td>
<td>teacher elicits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>relates these to parallel</td>
<td>demonstrations of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>structures in birds. Classifies</td>
<td>student’s understanding of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>native species of wildflowers,</td>
<td>science content and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>shrubs and trees.</td>
<td>concepts, measured</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. In Environmental Science,</td>
<td>against a rubric or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>understands components of</td>
<td>checklist</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ecosystems and how species are</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>able to find new niches</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>with changing conditions or go</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>extinct. Discusses issues of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>conservation and use relating</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to native flora and forests.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Taken together, the scope and sequence tables and narratives in Element One, Appendix A and the tables above describe the measurable student outcomes, the frequency and form of objective assessments (both formative and summative) and the resources and curricular materials. Extera will utilize a comprehensive and sophisticated student information system to ensure that all faculty and their supervisors have access to real-time data on individual students’ performance and achievement of goals and objectives. Teachers will be held accountable for ensuring that all of their students are meeting appropriate objectives.

When students do not meet the learning goals, as measured by objective assessments, a variety of intervention strategies will be used to work with the students and, in some cases, the families, to support student achievement. These instructional strategies are described in detail in Element One.
Additional strategies or curricular materials may be necessary and school leaders will investigate appropriate resources and professional development activities as needed.

Through high academic expectations, an optimal learning environment, and the use of assessments to drive instruction, students will acquire the skills needed to matriculate to the next level of instruction, including ultimately higher education, and will acquire the skills to be thoughtful members of society in the 21st century.

B. SCHOOL API, AYP AND CST GOALS

Extera will meet or exceed both government benchmarks for achievement and our own high organizational standards. As detailed in Element 1, the traditional public schools in our target area are under-performing, some by a large margin. Based on the successful test results of students learning in similar environments, we expect Extera’s student test results will exceed API test scores and proficiency levels in math and language arts compared to the neighboring traditional public schools and more closely replicate the scores of our model schools (see Element 1.) We also expect that all of our sub-groups will exceed the performance of sub-groups at similar schools. Extera will meet the following API growth indicators:

- Annual API will meet or exceed the established growth target, reaching 800 within the five-year term of this charter
- All subgroups will make at least 80% of the school target
- The CST/CAT-6 participation rate will be at least 95%
- By the end of the charter term, at least 80% of the students will score proficient/advanced on the CST in English Language Arts and Mathematics.
- Extera students scoring proficient or above in Math and Language Arts will exceed the average proficiency of the Comparison Resident Schools (see Element 1). Extera's goal is to exceed the average percentage of students testing proficient or above in the Comparison Resident Schools by at least 5% in year 1 and to exceed them by at least 5% each progressive year, ultimately exceeding the local comparator schools by at least 25% in Year 5.
- Extera students will score 75% on summative assessments in state-approved textbooks for science by the end of the charter term and exceed the Comparison Resident Schools' average for science proficiency by at least 5% in year 1 and to exceed them by at least 5% each progressive year, ultimately exceeding the local comparator schools by at least 25% in Year 5.
- Extera Public School students will score 75% on summative assessments in state-approved textbooks for Social Studies by the end of the charter term.

Extera will meet or exceed Adequate Yearly Progress goals for our school, as required by NCLB. In addition:

- **English Learners**: English Learners will progress at least one grade levels on the CELDT each year.
- **Special Education Students**: Special education students will demonstrate appropriate progress toward goals in their IEPs each year.
• **Student Attendance:** Extera will maintain at least 96% Average Daily Attendance.

• **Teacher Retention and Satisfaction:** Extera will realize a higher teacher retention rate and higher teacher attendance rate than the average LAUSD elementary school, and demonstrate high levels of teacher job satisfaction as evidenced by end-of-year conferences and surveys.

• **Parent Satisfaction:** Extera will demonstrate a high level of parent satisfaction --

• 85% or higher -- based on surveys.

These goals and Extera’s progress toward goals will be communicated regularly with our entire school community.

C. ADDITIONAL OUTCOMES

Our Board, CEO and Principal will work diligently to assess overall school operations and progress towards achieving our mission and vision. In addition to the specific academic achievement goals detailed above, additional goals include:

**Heightened Appreciation and Understanding of the Natural World**

1. At least 80% of students will experience increased personal interaction with nature as verified by the school’s curriculum and annual off-campus learning experiences.

2. At least 80% of students will demonstrate a proficient and meaningful understanding of nature and their place in the world as reflected in ongoing class work and student projects, particularly in the content areas of science and social studies.

3. At least 80% of students will exhibit a positive attitude toward the natural world as reflected in annual student surveys that will be developed during the first year of operation.

**21st Century Citizens**

1. At least 80% of students will acquire 21st Century Competencies (see Element 1) as indicated on student progress reports in accordance with teacher observation of classroom behaviors and academic performance on internal and external assessments.

2. At least 80% of students will become self-motivated learners who recognize the necessity of life-long learning as observed by teachers in the classroom and based on feedback received from annual student surveys that will be developed during the first year of operation.

**Family Empowerment**

1. At least 85% of parents and guardians will report an above average or strong sense of satisfaction with the school’s academic program as reflected in feedback from parents during conferences, school forums, and on annual parent surveys that will be developed during the first year of operation.

2. At least 85% of parents and guardians will report an above average or strong sense of support and partnership with the school as reflected in feedback from parents during
conferences, school forums, and on annual parent surveys that will be developed during the first year of operation.

3. Extera will maintain a consistently high student attendance rate, averaging at least 96% each year, with a school year of 200 days.

**Education Innovation and Organizational Accountability**

1. Extera will pursue opportunities to collaborate with educators, researchers, and policymakers as reflected in the school’s annual report.

2. The Board of Directors will carry 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.

3. Financial planning and annual budgets will 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.
A. VARIED AND AUTHENTIC ASSESSMENT

As described in Element 1, Extera Public School’s rigorous and highly engaging educational program is balanced between student-centered, constructivist approaches to learning and organized, explicit presentation of content material. All students at the school will be meaningfully supported and appropriately challenged in order to ensure short and long term academic success. High quality teaching will sustain high expectations and, as represented in the Extera Public School Model (Element 1: Section L), at the center of the program’s design are the content standards for California public schools. The California standards, combined with national Common Core standards and other suitable and/or required national content standards, constitute the foundation of the academic skills and concepts within the Extera curriculum.

The educational program in Element 1 describes in detail how the content standards will be taught (i.e. the methodology, organizational structures, and resources). Assessing whether or not the school has achieved its goals is critical to determining the overall effectiveness of the program’s design. Frequent and varied assessments, including pre- and post-assessments of student achievement, will provide valuable information to teachers when planning instruction and will serve as relevant data for use by school leadership when making decisions leading to program evaluation and improvement. Regular assessment and reporting of student outcomes will also allow interested parties outside of the school to evaluate the academic success of Extera Public School. The process of assessment, planning, implementation, assessment and evaluation will create a cycle of continuous program improvement, depicted as follows:
Extera Public School will administer a variety of meaningful assessments to document and analyze student academic progress over time. Student achievement data gathered through internal and external assessments will provide teachers the opportunity to modify classroom instruction in response to student outcomes and allow the school to modify its program to best address student needs. The school principal will conference individually with teachers at least twice each year to discuss the progress of individual and groups of students in every classroom in order to ensure that all students are making satisfactory progress toward mastery of grade level standards. The principal will also lead discussions focused on student achievement data at least three times each year (fall, winter, spring) with the faculty as a whole. In depth discussions around student progress will occur during professional development meetings on Early Out Wednesdays. Extera Public School will regularly measure student progress against the clearly established, standards-based learning outcomes articulated within the Extera curriculum (see *Element 1, Section V: Curriculum Scope and Sequence*) in order to make data-driven decisions regarding how to design and implement an instructional program that appropriately challenges and supports all groups of students and individuals across the learning continuum.

**Formal Assessments:** In addition to the state-mandated tests, Extera Public School will administer a variety of published pre- and post-assessments. Assessment data will be used to plan instruction, organize instructional groups within the classroom, design program elements, and to identify students for intervention support or advanced challenge.

**DIBELS**

**DIBELS Oral Reading Fluency (ORF)** is a standardized, individually administered test of accuracy and fluency with connected text. ORF is a standardized set of passages and administration procedures designed to (a) identify children who may need additional instructional support, and (b) monitor progress toward instructional goals. The passages are calibrated for the goal level of reading for each grade level. Student performance is measured by having students read a passage aloud for one minute. Words omitted, substituted, and hesitations of more than three seconds are scored as errors. Words self-corrected within three seconds are scored as accurate. The number of correct words per minute from the passage is the oral reading fluency score. DIBELS ORF includes both benchmark passages to be used as screening assessments across the school year as well as 20 alternate forms for monitoring progress.

Retell Fluency (RTF) is intended to provide a comprehension check for the ORF assessment. In general, oral reading fluency provides one of the best measures of reading competence, including comprehension, for children in first through third grades. The purpose of the RTF measure is to (a) prevent inadvertently learning or practicing a misrule, (b) identify children whose comprehension is not consistent with their fluency, and (c) increase the face validity of the ORF.

The DIBELS measures map explicitly the first three core components of early reading (i.e., Phonemic Awareness, Alphabetic Principle, and Accuracy and Fluency with connected text). Retell Fluency is included to provide a brief measure with an explicit score that corresponds directly to the comprehension core component. Incorporation of an explicit comprehension check will assist teachers when assessing oral reading fluency as an indicator of overall reading proficiency.
Using DIBELS assessment data, teachers and the principal will be able to monitor student growth over time and will be able to share assessment results with parents and others. DIBELS assessments will also allow the principal, CEO and Board of Directors to review student performance data in reading by classroom, enabling the principal to include value-added assessment information about reading to be included in the design of professional development, support and assistance, and within the teacher evaluation.

**LinkIt! Benchmark Assessments**
LinkIt! Benchmark assessments are tests administered to students throughout the school year as a means of gauging where students stand in relation to their grasp of the content standards being taught in English language arts and mathematics. The assessments are available in three different parallel forms that enable three test administrations per year. With both paper and online administration options, the assessments can be adapted to meet a wide variety of needs and to capture relevant data in real-time.

The Test Design Module allows teachers and school administration to create assessments tailored to the specific needs at each grade level. Both online testing test taking with instant grading and offline testing with plain paper scanner-graded bubble sheets are options. Either way, entire classrooms of assessments can be graded in minutes or seconds.

The LinkIt! Dashboard Reporting Platform is a comprehensive program that includes more than ten integrated modules, each designed and optimized for specific data analysis tasks. With the ability to provide access to each module separately by user-role, our program offers incredible flexibility and depth. Reporting can include local interim and formative assessment data, publisher assessment data, and state mandated test results within a single unified platform, improving teacher efficiency and providing a 360-degree presentation of student performance. Reports will be used to monitor student mastery of California State and Common Core Standards, to identify students for intervention, and to guide delivery of instruction.

**Full Option Science System (FOSS) Assessments**
The integrated assessment component that is contained within the Full Option Science System (FOSS) will be used to monitor and assess student progress in science. FOSS assessments will measure content knowledge, scientific investigations, and the ability to generate scientific explanations. FOSS assessments vary across grade levels and include informal teacher observation and questioning, formative assessments and response sheets, and performance assessment tasks. End-of-module assessments and portfolios of accumulated work serve as summative assessments.

**Other Internal Assessments**
In addition to standardized and publisher assessments, teachers at Extera Public School will implement a variety of formative and summative assessments to measure student academic progress. Teacher-designed assessments will include the following:

- Writing Assessments (at least three formal assessments each year in grades 1-6)
- Project-Based Performance Rubrics and Task Criteria Checklists (ongoing)
- Teacher Observation and Daily Anecdotal Notes
- Teacher Created Assessments (ongoing, aligned with units of study)
- Student Self-Assessment Checklists (aligned to projects)
- Student Portfolios of Student Work (ongoing over the course of the year)

As mentioned, teachers will use data from formative and summative assessments to gather information about students’ academic strengths and weaknesses. The assessments will serve as instructional guides for teachers, and teachers will use the data to:

- make instructional decisions, such as reading group formations;
- determine which students need intervention or enrichment;
- identify students who share specific instructional needs; and
- select instructional materials that will meet the needs of individual students, groups of students, or the entire class.

Grading and Reporting Student Progress
Teachers will formally report student progress toward mastery of grade level standards to parents at least three times each year using progress reports (see Academic Calendar). Teachers will 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. Student achievement will be evaluated against state standards and the school’s stated outcomes and will reflect student progress on a continuum toward mastery of the concepts and skills at each grade level.

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

Ongoing Assessment
In addition to the many assessments described in the previous section and in addition to California’s Standardized Testing and Reporting (STAR), teachers will collect data in the areas of mathematics, writing and reading skills using formal assessments three times per year to track individual student success and to provide a profile of the overall success and development of achievement at the school. Published assessments that are a component of enVisionMATH (or similar program) will be used in mathematics; schoolwide writing assessments developed by teachers prior to the start of the school year will be used to assess writing; and, in addition to LinkIt! reading and math assessments, published assessments that are a component of the Treasures language arts program will be used to assess reading. Additional assessments may take the form of teacher-created tests, essays or multi-step projects. Data from these assessments will be uploaded using a data management system such as PowerSchool and/or LinkIt! and will be disaggregated by grade, classroom, sub-groups, etc. to enable teachers, the Principal, the CEO and the Board of Directors to identify trends and to address specific instructional needs.

Reports on Student Progress
The following evaluation system will be used to report student progress:

1) Below Grade Level Expectations/Area of Concern

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

3) Meets Grade Level Expectations
   • Student demonstrates skill/concept development toward mastery of the content
     standards that is appropriate for the grade level
   • Student applies learning to other subject areas with guidance

4) Exceeds Grade Level Expectations
   • Student demonstrates exceptional skill/concept development toward mastery of the
     content standards
   • Student applies learning to other subject areas independently

NA/Not Assessed
   • Not assessed during this reporting period.

Student progress in all subject matter content areas will be reported to parents during each
reporting period, and copies of each student’s progress reports will be maintained in the main
office. In addition to providing scaled scores using the above evaluation continuum, teachers
will 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 will also be included.

B. STANDARDIZED TESTING AND USE OF RESULTS

Extera Public School will designate a testing coordinator to coordinate all aspects of STAR and
CELDT testing. The testing coordinator will be a member of the certificated staff who will be
trained in policies pertaining to test scheduling and administration as well as test security. The
testing coordinator will in turn provide in-service training to test examiners regarding test
administration policies during a professional development meeting each spring. The testing
coordinator at the school site will oversee the distribution and collection of standardized tests and
will ensure that the testing process proceeds according to testing guidelines. The testing
coordinator will also document and monitor administration of the various standardized tests to
make certain that all of the required student assessments are conducted within the appropriate
timelines. Extera intends to demonstrate progress on the aggregate results of a standards-based
report for each grade level. This report and standardized test data will be disaggregated to show
how sub-groups; e.g. LEP, non-LEP, mobility, gender, etc., perform.

Testing (LAUSD-Specific Language)
The Charter School agrees to comply with and adhere to the State requirements for participation
and administration of all state mandated tests. If the Charter School does not test (i.e., STAR,
CELDT, CAHSEE) with the District, the 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 the Charter School.

**California Standards Test**
Students in grades 2 and above will participate in the California Standards Test as required under the California Standardized Testing and Reporting (STAR) program. (Per the California Department of Education, the CAT/6 survey is no longer being administered due to budget cuts.) In accordance with Ed Code § 60602.5, test results will be reported in terms describing a pupil’s academic performance in relation to the statewide academically rigorous content and performance standards adopted by the State Board of Education. The California Standards Test (CST) in English Language Arts and Mathematics will be administered to students in grades two and above in the spring of each year to demonstrate students’ mastery of grade-level content standards in each of the tested areas and to measure progress in meeting Annual Yearly Progress (AYP) goals. Students in grade five will also participate in the science component of the CST.

**California Modified Assessment (CMA)**
Extera Public School will administer the California Modified Assessment (CMA) to assess students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations, thereby providing greater access so students can better demonstrate their knowledge of the California content standards. The CMA complies with the flexibility offered through the provisions of the No Child Left Behind Act (NCLB).

**California Alternate Performance Assessment (CAPA)**
Extera Public School will implement an alternate assessment for children with severe cognitive disabilities in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA). The school’s Individualized Education Program (IEP) team will utilize the CAPA participation criteria to determine how students should participate in the Standardized Testing & Reporting (STAR) Program. The testing coordinator at Extera Public School will be responsible for reviewing students’ Individualized Education Plans (IEPs) to determine whether or not students will take the California Standards Test (CST) with no accommodations or modifications, take the CST with accommodations and/or modifications, take the California Modified Assessment (CMA), or take the CAPA. The CAPA is designed to assess those students with significant cognitive disabilities who cannot participate in the CST or the CMA even with accommodations and/or modifications. The CAPA is aligned to the California academic content standards at each grade level and accurately reflects the portions of the content standards from kindergarten through high school that are accessible to students with significant cognitive disabilities. CAPA is given in grade spans (Levels I – V).

Since examiners are able to adapt the CAPA based on students’ instruction mode, accommodations and modifications do not apply. The school’s IEP teams will determine how students with disabilities will participate in the STAR Program. If the IEP team decides that a student should be assessed with the CAPA, the IEP team will be responsible for determining whether the student should take the grade-assigned CAPA level or CAPA Level I.

**California English Language Development Test (CELDT)**
Extera Public School will administer the California English Language Development Test
(CELDT) in accordance with state and federal laws requiring California public schools to give a state test each year to every student who has been identified as an English learner. In order to identify students who are English learners, all parents will be required to complete a *Home Language Survey* upon enrollment at the school. Students whose primary language is a language other than English will be assessed using the California English Language Development Test (CELDT) 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 test results. CELDT testing will take place within 60 days prior to the start of the school year or within 30 calendar days after the date of first enrollment at the school. (See *Element 1, Section P: Meeting the Needs of All Students* for additional details regarding CELDT testing.)

Based on their performance on the CELDT test, students may receive special assistance with English language development in order to become more proficient in English and to succeed in the school’s academic program. Students identified as English Learners (EL) will receive daily instruction in English Language Development (ELD). Students who are redesignated as fluent English proficient (RFEP) will be monitored for a period of two years to ensure that they are able to compete with their grade level peers and that they continue to make satisfactory academic progress.

The results from this test will be examined alongside other assessments by Extera teachers, since the school will be focused on providing quality English Language Development instruction to all English Learners at the school at their proficiency level. The CELDT is one of the measures used to determine whether students redesignate from English Learners to Fluent English Proficient students. Redesignation will be one of the school’s primary goals and measures of success.

*Standards-based Tests in Spanish (STS)*

The Standards-based Tests in Spanish are multiple-choice tests that are required for Spanish-speaking English learners in grades two through eleven. Students who take the STS are required to also take the CSTs and/or CMA appropriate to their grade level. Items on these tests are developed by bilingual, bi-literate California educators and test developers and are written specifically to assess students’ achievement of California's content standards for English–language arts and mathematics.

The STS consists of multiple-choice tests for Spanish-speaking English learners in grades two through eleven who:

- Will have been enrolled in a school in the United States less than 12 cumulative (not consecutive) months on the first day of testing; or
- Are receiving instruction in Spanish regardless of the length of time they have been enrolled in school in the United States.

Extera Public School may also test Spanish-speaking English learners who will have been in school in the United States 12 cumulative (not consecutive) months or more who are not receiving instruction in Spanish.

English learners will not take the STS if they are:

- Designated EO (English-only)
- Designated initially fluent English proficient (IFEP)
- Reclassified fluent English proficient (RFEP)
• English learners whose primary language is not Spanish

STS will provide additional valid and reliable data for teachers, the principal, and parents regarding student progress and will provide teachers with the necessary information to plan instruction and to make effective program alterations when necessary.

**Physical Fitness Testing (PFT)**

Fifth grade students at Extera Public School will be assessed annually using Fitnessgram®, the physical fitness test designated for use in California public schools. Fitnessgram® is a comprehensive, health-related physical fitness battery and is intended to assist students in establishing lifetime habits of regular physical activity. Students who are physically unable to take the entire test battery will be given as much of the test as conditions permit. (Ed Code § 60800 and CA Code of Regulations, Title 5, §1041).

As indicated on the CDE website, the PFT provides information that can be used by (1) students to assess and plan personal fitness programs; (2) teachers to design the curriculum for physical education programs; and (3) parents and guardians to understand their children’s fitness levels.

Extera will meet all statewide standards and conduct pupil assessments required pursuant to Education Code Section 60602.5 and any other statewide standards authorized in statute.

If Extera does not test (i.e., STAR, CELDT, CAHSEE) with the District, Extera hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as Extera.

**C. DATA MANAGEMENT AND ANALYSIS**

Extera Public School will incorporate the use of a sophisticated online data management/student information system (SIS) such as PowerSchool and LinkIt! to make possible longitudinal tracking and reporting of student assessment data. Once the database system has been obtained, state and local assessment data will be entered by school staff and stored within the system so that teachers and the principal are able to make data-driven decisions when planning professional development, designing instruction, and identifying student needs. The type of information reporting that will be available using the system will allow teachers and the principal to ascertain trends within achievement outcomes for individuals and groups of students in order to provide timely and appropriate interventions, academic challenge, and to make other suitable program adjustments. Identifying trends in student outcomes will also allow the school to target focus areas for additional professional growth.

The range and flexibility of data that will be available using LinkIt or a similar student achievement database will give teachers the essential information to effectively meet the needs of all students. The student achievement database will also make it possible for the school to track student demographic information and grades. Teacher data will be included in the system and will provide a means by which the school is able to examine the impact of teaching on student outcomes by considering the unique value-added information that will be available via longitudinal assessment data.
D. USE OF DATA TO INFORM INSTRUCTION

Both internal assessments and standardized test results will be utilized to inform teaching and learning. By disaggregating the standardized test data and looking at individual students’ results, teachers and staff will utilize test results along with other assessments to determine student’s academic needs and will create individualized learning plans to address these needs. Conversely, individual performance data from each classroom will be aggregated to enable school leaders to identify trends and address specific needs.

School leaders will analyze assessment data at least quarterly. Gaps in student knowledge will become the focus of teacher development in the classroom and will help determine appropriate professional development experiences. Extera teachers will participate in professional-development activities relating to assessment and data analysis so that they are able to deepen their understanding of student performance in light of data and modify their instructional designs accordingly. Teachers will be trained on how to interpret standardized test data and will engage in critical analysis of all assessment data in real-time – including data derived from classroom activities – in order to determine how best to address performance deficiencies or negative data trends, both for entire groups of students as well as individuals. Data analysis is a critical part of our strategy to ensure differentiated and meaningful instruction for all of our students, based on their individual needs.

E. LONGITUDINAL ANALYSIS OF PROGRESS

Results from these myriad assessment activities will be collected and analyzed continuously in order to drive program improvement across all facets of the school. The CEO and/or Principal will regularly report on and distribute information about school progress to the school community and interested members of the community, including, but not limited to:

- Summary data showing student progress toward the school’s goals and outcomes from assessment instruments and techniques as described in this section
- A summary of major decisions and policies established or changed by the Board during the year
- Summary data from an annual parent satisfaction survey
- A summary of major accomplishments by the school community, including fundraising efforts, facility developments, service-learning activities, community partnerships and more
- Other information regarding the educational program and the administrative, legal and governance operations of the School relative to compliance with the terms of the charter generally.
A. NON-PROFIT PUBLIC BENEFIT CORPORATION

Extera Public School #2 will be a directly funded independent charter school and will be operated by Extera Public Schools, a California Nonprofit Public Benefit Corporation.

Members of the Extera Public Schools’ executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, non-profit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest. (LAUSD-Specific Language)

Extera Public School #2 will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of Extera Public School #2, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Extera Public School #2 as long as the District has complied with all oversight responsibilities required by law. Extera Public School #2 and/or its non-profit corporation will be solely responsible for the debts and obligations of the School.

Extera will comply with the Brown Act.

Members of the Extera’s executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

Attached, as Appendix C, please find the Extera Public Schools Articles of Incorporation, Corporate Bylaws, and Conflicts of Interest Code.

B. BOARD OF DIRECTORS

Extera will be governed by a corporate Board of Directors who will 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.

Originally formed in 2010 prior to the founding of the first Extera Public School, the Board shall at all times have a minimum of five (5) and no more than fifteen (15) directors. The existing Board of Directors shall designate all directors, with the exception of one director who will be a parent representative elected by the parent community at all existing Extera schools. Any member of the community may refer a potential candidate to the Board’s nominating committee for
consideration. The nominating committee utilizes criteria to select new members and meets with all prospective candidates to determine whether or not they should be recommended as candidates to the Board and fit the stated needs of the Board recruitment strategy. If the candidate meets the needs of the Board at that time, the nominating 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 nominating committee facilitates such a meeting. If support exists, the nominating committee brings the nomination for a vote at the next Board meeting. Although the Board strives for unanimous support for new Board Members, per the by-laws a simple majority is all that is needed.

The Board of Directors has formed the following sub-committees to accomplish the objectives and responsibilities of the Board and ensure the school meets achieves its mission and goals:

I. Public Relations & Communications Committee
II. Finance & Development Committee
III. Strategic Planning Committee
IV. Membership Committee (ad hoc)

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

The terms of the initial Board of Directors were staggered, with three (3) members serving for two (2) years and three (3) members serving for three (3) years. The staggering of the initial directors’ terms of service was be determined by a lot drawing. The current Board is as follows:

**Thomas S. Strickler, Chairman of the Board**

Tom Strickler is the co-founder of Endeavor, a leading talent agency representing writers, directors, producers and actors in the motion picture and television industry. During his 14-year tenure at Endeavor, the company grew from 4 to 300 employees with over 100 million dollars in annual revenue. Mr. Strickler headed up the Motion Picture Writer/Director Department, one of 3 operating divisions of the company. Mr. Strickler served on the Endeavor Management Committee and resigned from his company in the summer of 2009 upon the completion of its merger with the William Morris Agency.

In 2004, Mr. Strickler teamed up with conservationists Doug & Kris Tompkins to purchase the Estancia Valle Chacabuco (173,000 acres) in Southern Chile to create The Patagonia National Park. With additional land purchases and grants, the park will grow to over 1 million acres of protected wilderness.

Mr. Strickler is a graduate of Harvard College where he headed up the two largest student theatrical organizations at the University - The Hasty Pudding Theatricals and The Gilbert & Sullivan Society. Prior to college, Mr. Strickler attended Middlesex School in Concord, Massachusetts and St. Bernard’s School in New York City. He was elected President of the Student Body at both schools.
Dr. Eugene Tucker, Vice President
Dr. Tucker is an accomplished educator with more than 50 years of experience working in K-12 and higher education. He has been Superintendent of four California school districts, including Santa-Monica Malibu Unified School District (1986-1992), ABC Unified School District (1976-1986), Coachella Valley Unified School District (1973-1976), and Sulphur Springs Elementary School District (1969-1973). He was the Executive Director for the Center for Academic Inter-institutional Programs (CAIP) at UCLA from 1991-1995. Since 1995, Dr. Tucker has worked as a professor within the Masters and Doctoral programs in the Educational Leadership Program at UCLA, the institution where he himself earned his Bachelors, Masters and Doctor of Education degrees. Dr. Tucker is an expert in educational leadership, institutional change, educational policy, K-12 curriculum, and sustainable transformation of public schools. He has extensive knowledge about the inter-relationships between local schools and school districts, local school districts and intermediate administrative units, school districts and state and federal departments of education. Dr. Tucker is familiar with issues related to accountability, accreditation, governance, school financing, school-university partnerships, public engagement and labor relations.

Robert M. Smiland, Treasurer
A native Angelino born in the heart of downtown, Bob Smiland’s dedication to serve the city’s youth stems from his love for the people of Los Angeles and his ongoing commitment to enhancing education opportunity. He has been involved in supporting public education for over thirty years, serving on the Board of Education in South Pasadena and then later as a trustee at University of California, Berkeley and Piedmont College in Georgia. Mr. Smiland combines his passion for education with vast experience as a CEO and business executive. He was CEO of Smiland Paint Company (1978-2004), Chairman of Earl Sheib, Inc. (2002-2009), and is currently the Chief Sales and Marketing officer for Monrovia Growers, a $150,000,000 corporation. His business background has provided him with extensive experience in managing budgets, cash flow, human resources and public affairs. Over the years Mr. Smiland has fulfilled various roles on corporate and charitable boards, positions that have afforded him the opportunity to lead strategic planning efforts for sizeable enterprises. His service on the Board of Education in South Pasadena provided experience in dealing with public school finance, school administrators, faculty, labor unions and compliance officers. Mr. Smiland’s charitable affiliations include Vice Chairman of the Los Angeles Metropolitan YMCA (1996-2002) and Chairman of the Board of Trustees of the First Congregational Church of Los Angeles (1992-1998). He is a graduate of the University of California, Berkeley.

Maribeth Annaguey, Esq., Secretary
Ms. Annaguey is an attorney with the firm Liner Grode Stein Yankelevitz Sunshine Regenstreif & Taylor LLP where she is an associate in the firm's Entertainment Litigation department. Her practice involves Talent Agencies Act disputes and matters involving breach of contract, copyright infringement, defamation, and rights of publicity. Maribeth has experience in all aspects of litigation in federal and state courts, the including discovery, law and motion, trial, post-trial law and motion, and enforcement of judgments. She has also represented clients before the California Labor Commission, the Equal Employment Opportunity Commission and arbitral tribunals in California and Texas. Maribeth is a member of the State Bar of California and is admitted to practice in the State of California; United States Court of Appeal, Ninth Circuit; and the United States District Court, Central and Eastern Districts of California. In 2007 and 2008, Maribeth was recognized as a "Rising Star" by Law & Politics and the publishers of Los Angeles Magazine. Maribeth was born in San Bernardino. California and speaks Spanish fluently.
Cristal De La Rocha
Ms. De La Rocha is an accounting manager for DTT Surveillance, where she oversees account receivables and accounts payables, facilitates customer relations and manages day-to-day office duties. Previously, she served as a cashier and clerk for L.A. County Tax Collector and as a data entry clerk for the Department of Public School Services. Ms. De La Rocha grew up in Boyle Heights and attended local public schools, graduating from Roosevelt High School in 2004.

Isabel Birrueta, Esq.
Ms. Birrueta is an attorney who specializes in land use, real estate, municipal, and environmental law and has experience providing a full range of real estate project entitlement and zoning services. She also has significant experience in environmental compliance and regulatory affairs. Ms. Birrueta routinely advises public and private clients regarding project entitlements, compliance with local zoning ordinances, the California Environmental Quality Act (CEQA), California Coastal Act, Clean Water Act, Subdivision Map Act, Williamson Act, Mills Act, and a variety of other environmental and land use laws. She also has extensive experience working with and on behalf of various local government agencies. Additionally, Ms. Birrueta has experience managing project teams through the entire entitlement process, including overseeing and coordinating the work of technical consultants and negotiating with government staff, elected officials, and presentation at public hearings. Over the last eight years, Ms. Birrueta has worked on a number of projects, including mixed-use, residential, commercial, retail, industrial, institutional, and government projects. She is an appointed member of the City of Alhambra Planning Commission. Ms. Birrueta earned a Bachelor of Arts degree in Communications and Spanish from CSU Fullerton and a Juris Doctorate from USC.

Justin Jeffries
Mr. Jeffries has over 20 years of experience in business development and management. He is currently the managing director of the world’s largest commercial real estate services company, CB Richard Ellis, INC (2004-Present), where he oversees strategy, finance and operations for the Greater Los Angeles and Orange County region, which generates $350 million in annual revenue and consists of 1,000 employees. Prior to my CB Richard Ellis, Mr. Jeffries worked as the Vice President of Business Development for Fieldglass, INC in Chicago (2000-2003). As the fourth employee and member of a four-person executive management team, he was a strategic partner in building Fieldglass and the sale of the company for $225 million. Mr. Jeffries holds an MBA in finance from Columbia Business School and a bachelor’s in political science from the University of Michigan. His expertise is in leadership, management and strategic development. He also is a Commercial Investment Member (CCIM), and has traveled to 100 countries as member of Traveler’s Century Club, he is proficient in Russian and has Australian and U.S. citizenship.

Alexandra Seros
Alexandra Seros is a highly successful writer who has written screenplays for every major studio over the last twenty years. As a writer, Ms. Seros has worked with Jonathan Demme, John Malkovich, Luc Besson, Tim Hunter, Jodie Foster, Don DeLillo, Janusz Kaminsky, and numerous others. She was the sole writer of two major motion pictures, The Specialist featuring Sylvester Stallone and Sharon Stone and Point Of No Return with Bridget Fonda. Apart from a long and illustrious writing career, Ms. Seros retains a Lifetime Secondary Teaching Credential she earned while attending UCSB. She also earned an MFA in Acting and Directing from UCLA. Ms. Seros
currently serves on the Board of Visitors at the Graduate School of Education and Information Studies, UCLA. She is married to Walter Ulloa and is the proud mother of their son Bruno who is currently studying at Cornell.

Each member of the Board was carefully chosen for his or her dedication to education, area of professional expertise, service to the community, and ability to support the vision and mission of Extera Public School. Although not required, the Board will strive to create an odd number of Directors for voting purposes. Even at times when the Board contains an even number of directors, all decisions will be by majority vote. As consistent with the requirements of the California Corporations Code (Section 5211(a)(8)), an act or decision made by a majority of the directors present at a meeting duly held at which a quorum is present is an act of the board.

Board members shall have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, real estate, or public relations. One member of the permanent Board of Directors will be a representative of the Charter School parents and will be elected by the parent community once the Charter School is operating. Community members will be sought who have strong ties and recognition in the local community through volunteer activities, philanthropy, public employment, or local business.

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

The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b). (LAUSD-Specific Language)

C. BOARD MEETINGS AND DUTIES

The Board of Directors governing Extera Public School #2 will meet 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 will be published in advance and distributed to each member of the Board of Directors and will be posted near the entrances of the school and at the entrance of the school’s main office for public viewing at least 72 hours in advance of scheduled meetings. Notices for regular meetings will be posted on the school’s web site, published in the monthly newsletter to parents, and posted in the main office of the school at least 72 hours in advance of the meetings. The schedule for regular Board meetings will also be included in the school’s monthly calendar that will be distributed to all parents at the school. Agendas for special meetings will be posted at least 24 hours before the meeting. Notices for special meetings will be posted in the main office and at the primary entrance to the school at least 24 hours prior to the meeting. Copies of Board minutes will be available upon request in the main office of the school.

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

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

As previously stated, Extera shall comply with the Brown Act. Extera has adopted a conflicts of interest code that complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations.\textsuperscript{16} As noted above, the Conflicts Code is attached within Appendix C.\textsuperscript{3}

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

\textsuperscript{16} It is the understanding of Petitioners that recent legislation and regulatory action has been considered regarding charter school-specific conflicts of interest. As stated, if the Charter School ceases to be included under the District’s conflict of interest code, the Charter School’s independently adopted conflict of interest code shall be submitted for County Board of Supervisor approval.
performance of those powers or duties so delegated. Such delegation will:

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

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

D. **THE CHIEF EXECUTIVE OFFICER (CEO)**

The CEO shall embody, advocate, and put into operation the mission, vision and strategic direction of Extera. The CEO shall oversee all aspects of the school’s programs, including financial, operational, educational operations, and strategic planning. The CEO shall not be a member of the Board of Directors but shall fulfill the role of President within the corporation and as the corporation’s general manager shall have general supervision, direction and control over the corporation’s business and officers, subject to the control of the Board of Directors. The CEO shall have the general powers and duties of management customarily vested in a corporation’s president, and shall have such other powers and duties as may be prescribed by the Board of Directors or the Bylaws.

The CEO will also assume the role and responsibilities of the Principal of Extera #2 until such time as a Principal is hired (expected in Year 2, pending funding). The CEO will hire, supervise, discipline and dismiss the Principal and may, in collaboration with the Principal, hire, promote, discipline and dismiss teachers at the school after consideration of a recommendation by the Principal. See *Element 5: Employee Qualifications* for a detailed job description of the Chief Executive Officer.

E. **THE PRINCIPAL**

The Principal will be the instructional leader of the school. The Principal will 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, the Principal will not serve on the Board. The Principal will report directly to the Chief Executive Officer and will be responsible for the orderly operation of the school and the supervision of all employees in the school. The Principal will be assigned to perform tasks as directed by the Chief Executive Officer to ensure Extera Public School enacts its mission and achieves its stated goals and objectives. The Principal will hire, supervise, evaluate, and dismiss teachers; will hire, supervise, evaluate, and dismiss staff; and will communicate and report to the Board of Directors as needed. (See *Element 5: Employee Qualifications* for a complete job description of the Principal.)
F. SCHOOL ADVISORY COUNCIL (SAC)

Although teachers and staff will not serve as members of the Board of Directors, all stakeholder groups within the school community will play a vital role in advancing the vision and mission of Extera Public School #2 and its programs. As such, all stakeholder groups will have a voice in matters critical to the school’s success. The School Advisory Council will help ensure that teachers, staff and parents are involved in shared leadership at the school site level. Membership on the School Advisory Council will be balanced between school and parent representatives. The School Advisory Council, led by the Principal, will be comprised of the following members:

- The Principal (CEO/Principal in years 1-3 until a Principal is hired in year 4)
- Three (3) teachers, elected by their peers;
- Two (2) staff members, elected by their peers;
- Six (6) parents, elected by the parent body (one vote per family), including the two co-chairs of the Parent Engagement Committee

The School Advisory Council will meet monthly for a minimum of eight (8) times each year. The SAC will participate in a shared decision making process regarding school activities such as:

Family Math, Literacy, and Science Nights
Annual Nature Walks
All School Picnic School
Site Fundraising
Calendaring Special Events
School Volunteer Programs (i.e. Parent Engagement Committee)
Community Engagement Activities
Community-Building Events
Holiday Celebrations

Other members of the school community will be invited to attend School Advisory Council meetings in a non-voting capacity. The School Advisory Council will strive to create a collaborative and transparent decision making process that includes representatives and participation from all stakeholder groups. Decisions by the SAC will be made by consensus among the elected representatives. Meeting minutes will be posted on the school’s web site, distributed to parents in the parent newsletter, and made available for review upon request in the main office. When the Principal is included on the agenda to address the Board regarding issues at the school, the Principal may reference the activities of the SAC in his or her report.

G. PARENT ENGAGEMENT COMMITTEE (PEC)

As clearly noted throughout our petition, parent engagement will play a critical role in the effectiveness of our programs and activities. The school Principal will assist parents with logistics pertaining to the formation a Parent Engagement Committee by providing support, guidance, access to school communication channels such as the monthly newsletter, and a location for the PEC to meet. The purpose of the PEC will be to encourage parent leadership and participation in organizing responsible and effective volunteer parent involvement at the school. In collaboration with the Principal and School Advisory Council, the Parent Engagement Committee will develop and implement plans pertaining to strengthening and supporting parent involvement at Extera
Public School. Two elected Co-Chairs, who will also be members of the School Advisory Council, will lead the Parent Engagement Committee. The Co-Chairs will communicate the recommendations of the PEC to the SAC with respect to the long- and short-term objectives of the PEC and seek approval by consensus of the SAC prior to the implementation of volunteer programs or activities. The Parent Engagement Committee will meet at least once each month throughout the school year in a space provided by the school. All parents will be notified of Parent Engagement Committee meetings via the school web site and monthly newsletter and will be encouraged to attend and to participate in events and activities. The Parent Engagement Committee will establish sub-committees as needed to support the volunteer programs, activities, and families at the school.

H. PARENT INVOLVEMENT AS VOLUNTEERS

Extera recognizes that parent involvement is essential to student success in school. As such, all parents will be strongly encouraged to contribute a minimum of 40 volunteer hours per family, per academic year to Extera Public School #2. The Principal, in collaboration with the School Advisory and Parent Engagement Committees, shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school; tutoring; attending parent-teacher conferences; attending SAC meetings; attending Extera Board meetings; and participating in the planning of and/or execution of special events and activities. Although parent involvement as volunteers will be strongly encouraged, no child will be excluded from attending Extera or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged 40 hours of participation.

I. ORGANIZATIONAL STRUCTURE

The governance structure and internal organization of participation and leadership at Extera has been designed to ensure that, through ongoing communication and collaboration, the entire school community fully achieves the Extera mission of nurturing the successful development of all children who attend Extera. The organizational structure of Extera Public School was developed based on the recommendations and best practices of other highly successful charter schools and similar organizations and meets all legal and District mandates.

The following illustrates our Organizational Structure:
Organizational Structure

LAUSD Representative

Board of Directors

CEO (serving as Principal in Year 1)

Principal

School Advisory Council (SAC):
- Principal
- Three (3) Elected Teacher Reps
- Two (2) Elected Staff Reps
- Six (6) Elected Parent Reps

Parent Engagement Committee:
- All Parents, with Two (2) Elected Co-Chairs

Instructional Staff: Teachers, Teachers Aides, Resource Specialists, Educational Consultants

Non-Instructional Staff: Office Personnel, Custodial, Food Services
J. TEACHER, STAFF AND PARENT SURVEYS

Teachers and staff at Extera Public School will receive midyear and 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 will receive midyear and end-of-year parent satisfaction surveys designed to elicit their feedback regarding school programs, activities, and overall satisfaction with the school.

LAUSD-REQUIRED LANGUAGE

Extera and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

Extera will comply with the Brown Act.

Members of the Extera board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

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

Grievance Procedure for Parents and Students
Charter School will 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 will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Charter School will implement specific and continuing steps to notify 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 the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

LAUSD Charter Policy
Extera will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.
**ELEMENT 5: EMPLOYEE QUALIFICATIONS**

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

**LAUSD-REQUIRED LANGUAGE**

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

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

For the 2013-14 school year, we anticipate the following primary staff positions:

- Chief Executive Officer/Principal
- Office Manager
- Twelve Core Classroom Teachers (22:1 ratio with 66 students per grade)
- Five Teachers’ Aides

For our PE and enrichment classes, we will either contract with a third party provider or hire part-time staff for our first year, bringing on full-time staff as the school grows and our budget allows. As we add a grade each year, we will hire additional teaching staff, and additional administrative staff as needed.

As the school grows, we will hire additional teaching staff, and add a Principal and additional administrative support.

**A. QUALIFICATIONS OF EMPLOYEES**

1. **Necessary Job Descriptions and Qualifications**

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

**Chief Executive Officer**
The Board of Directors for Extera Public Schools is responsible for selecting the CEO. The CEO provides general oversight of the school’s programs and will report directly to the Board of Directors. As the chief executive, the CEO will be responsible for both schools’ overall performance and success in fulfilling the goals stated within its vision and mission. The CEO will focus on the broader mission of the 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 described below.

Selection of the CEO will be based on proven experience meeting the following qualifications:

- Relevant experience with school and organizational leadership and innovation; a Master’s
- Degree or higher in an appropriate field is desired
- Relevant successful experience as a school administrator 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 will:

- Design the educational model and evaluate the overall effectiveness of the school’s programs and activities
- Develop a strategic facilities plan in consultation with the Board of Directors
- Develop a strategic operational plan in consultation with the Board of Directors
- Develop a strategic development plan in consultation with the Board of Directors
- Hire, supervise, discipline and dismiss the Principal
- Ensure that Extera Public School enacts its vision and mission
- Participate in the recruitment and hiring of teachers and have general oversight of the teachers and staff
- Develop and implement a student recruitment and outreach plan
- Develop a community relations plan
- Cultivate and maintain positive relationships with community-based organizations, foundations, philanthropic organizations, and other potential donors and supporters of the school
- Develop university partnerships with teacher education programs, researchers and other
university programs and resources
- Approve and monitor the implementation of general policies of Extera Public School, including effective human resource policies for career growth and compensation of the staff
- Regularly measure progress of both student and staff performance in collaboration with the Principal
- Regularly consult with the Principal regarding student progress and academic performance
- Regularly consult with the Principal regarding teacher and staff performance
- Involve parents and the community in school related programs
- Approve the school calendar
- Oversee the following efforts by others:
  - Instructional Leadership
  - Finance
  - Facilities
  - Technology
  - Administration/Human Resources
- Review requests for out-of-state or overnight field trips
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Identify, develop, and recommend charter amendments to the Board as necessary and submit requests for material revisions as necessary to the District for consideration
- Participate on an administrative panel or as a member of a hearing body and take action on recommended student expulsions when necessary

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

**Principal**

In the first year, the CEO will serve as the Principal. After that time, the Chief Executive Officer will recruit, interview, and recommend candidates for the position of Principal to the Board of Directors. Selection of the Principal by the CEO and Board of Directors will be 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, entrepreneurial ability, and interest and commitment to educational reform. The Principal will be the instructional leader at the school site and will work closely with the CEO to oversee the successful operations and management of Extera Public School #2.

Selection of the Principal will be 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, the Principal will:
• Report to the Chief Executive Officer and Board of Directors
• Oversee the day-to-day operations of the school
• Actively promote and sustain the school’s vision and mission within the school and community
• Work to ensure the safety and well being of students and staff at the school
• Have shared responsibility with the CEO for recruitment, hiring and professional development of highly qualified teachers
• Interview and recommend employee hiring, promotion, discipline, and/or dismissal to the CEO
• Have shared responsibility with the CEO for hiring and dismissing (with cause) employees of the school according to the mission, philosophy, and obligations of the school as spelled out in the charter
• Oversee school finances to ensure financial stability
• Develop the School Accountability Report Card
• Lead State of the School community meetings annually
• Effectively supervise and evaluate teachers and staff
• Prepare credentialing paperwork and monitor processing
• Organize and lead teacher workshops and professional development
• Organize 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 and monitor IEP meetings (The Principal may designate a certificated teacher with appropriate training and expertise to assume the duties of scheduling and monitoring IEP meetings.)
• Participate in IEP meetings
• Assist with student discipline; participate in suspension and expulsion processes as necessary
• Report to the Board of Directors at regular Board meetings regarding the progress of the school in achieving educational success
• Organize and facilitate the School Advisory Council
• 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
• Assist with grant writing and facilitate fundraising and/or obtaining loans
• Help parents organize parent support center and meetings
• Communicate with parents and recruit new families and students
• Take responsible steps to secure full and regular attendance of all students at school
• Complete and submit required documents as requested or required by the charter and/or Extera Public School Board of Directors and/or the District
• Identify the staffing needs of the school and offer staff development as needed
• Maintain up-to-date financial records
• Hire qualified substitute teachers as needed
• Ensure the security of the school building
• Promote and publish Extera Public School’s program and activities in the community, promote positive public relations, and interact effectively with media
• Attend District Administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.

Teachers
All teachers at Extera will be required to possess and maintain current a Commission on Teacher Credentialing Certificate, permit, or other document that would satisfy school district requirements and meet all legal requirements to teach in California public schools. All core subject teachers will be highly qualified as that term is defined under the No Child Left Behind Act (NCLB). In addition, Extera will only hire teachers who possess a Crosscultural, Language, and Academic Development CLAD certificate (or equivalent California Commission on Teacher Credentialing EL certification) to ensure that they have appropriate academic preparation to address the needs of students who are English learners. Extera will seek teachers who have received Specially Designed Academic Instruction in English (SDAIE) or similar training. Extera will also actively seek to recruit and hire teachers who possess a Bilingual Crosscultural, Language, and Academic Development BCLAD certificate (or equivalent). Only teachers who possess a BCLAD certificate will be permitted to teach the Developmental Bilingual Education program.

Teacher Hiring Process
Teachers will be selected by the CEO and/or Principal on an application and interview basis, in consultation with teachers at the school when appropriate (i.e. grade level representatives). Selection of teachers will be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. In order to secure the most qualified candidates, Extera will institute the following multistep process for the hiring of teachers:

1. A job announcement will be posted on the school’s website and other education websites (i.e. Ed-Join, CCSA, ASCD), in education publications, in university schools of education, and in flyers made available to educators through other contacts.

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

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

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

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

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

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

8. References and credentials will be checked.

9. Fingerprint and background check will be conducted.

10. If the classroom lesson is strong, references are positive, and background is cleared, an offer of employment may be made. (Fingerprinting, background checks, and medical clearance will be completed prior to the start of employment.)

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

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

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

• The use of value-added data, consistent with current trends in teacher evaluation
  • The Principal will conference individually with teachers no less that than twice each year to review and discuss the academic progress of the students in their classroom.
  • The Principal and teacher will participate in an analysis and discussion of impact on student learning over time, across all student groups
  • Differentiated levels of performance
• Teacher performance will be evaluated using a criteria rubric that describes various levels of accomplishment as they pertain to job duties. The criteria rubric will be shared with teachers during the two weeks of professional development prior to the opening of school so that teachers are familiar with the process.
  • Teachers will receive feedback from the Principal regarding their effectiveness in all aspects of the job (i.e. instruction, parent communication, planning, collaboration, support of the school’s mission).
• The Principal will meet individually with teachers at the start of each school year for dialogue and goal setting and later in the year to assess progress toward goals.
• All teachers will be expected to maintain professional portfolios that document the features of their classroom program, including long and short term instructional planning, student assessment, student work, meeting the needs of all students, collaboration with colleagues, and parent communication.
• Teachers will develop a plan for professional growth that will be approved annually by the Principal.

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

**Teaching Assistants**
While teaching assistants are not required to hold credentials, Extera will ensure that all Teaching Assistants possess an AA degree or two years of college with a minimum of 60 semester units. Teaching Assistants will be NCLB compliant. They will be expected to demonstrate subject knowledge and the ability to work well with students, as well as the ability to carry out the roles and responsibilities as stated in their specific job description.

**Other Certificated Staff**
Extera will recruit and maintain a list of qualified teaching substitutes.

**Financial Administration**
Although Extera and its Board will be in charge of all administrative financial functions of the school, Extera has contracted with ExEd to provide support with school management services. The accounting systems Extera plans to adopt will adhere to generally accepted accounting principles, giving Extera strong internal controls within the system. Initially the Board Treasurer will serve as the interim on-site financial manager until the charter petition is approved and we are able to begin the hiring process for an Office Manager. Because of his extensive financial management background and business expertise, Board Treasurer Robert Smiland will participate with the CEO in the process of interviewing and selecting the Office Manager. Prior to the start of the first school year an Office Manager will be hired to serve in the capacity of on-site financial manager and bear primary responsibility for the fiscal administration of the school, overseeing the work of ExEd along with the CEO.

**Office Manager/Administrative Assistant**
Under the direction of the Principal, the Office Manager will organize, coordinate, schedule and perform office activities serve as secretary and administrative assistant to the Principal; coordinate communications between faculty, staff, parents, students and the general public; train and provide work direction to clerical personnel and others as assigned. The Office Manager will also serve in the capacity of on-site financial manager and bear primary responsibility for the fiscal administration of the school.

Job Responsibilities:

• Organize and coordinate a wide variety of clerical and other office functions and activities in the administrative office of a middle school; prioritize and schedule duties and assignments to assure efficiency and effectiveness and meet established time lines.

• Serve as the on-site financial manager and oversee fiscal administration of the school.

• Prioritize and monitor budget expenditures and entries and maintain current and accurate records of monies spent; process petty cash and budget requests.

• Serve as secretary and provide administrative assistance to the Principal; make, schedule and
arrange appointments, meetings and conferences; prepare and type the Master Calendar of school activities and events.

- Communicate with a variety of personnel and administrators regarding school operations and maintenance, payroll and personnel matters, supplies, policies and procedures, student information and budget discrepancies.
- 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 Principal; 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.
- Train and provide work direction to clerical personnel and others as assigned; coordinate work flow and assignments; provide input and recommendations regarding performance evaluations.
- Interview and provide input in the selection of site classified and certificated positions as assigned.
- 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.

**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;
- Spanish language fluency strongly preferred.

**Other Classified Staff**

Classified and other personnel will be selected by the Principal 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
Office Personnel will be selected by the Principal on an application and interview basis in consultation with other staff members and teachers as appropriate. Selection will be based on experience, professional attitude, skills and ability to perform the job duties for the position.

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;
- Spanish language fluency strongly preferred.

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

Classified staff and other school site personnel will be evaluated by the Principal 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 and is approved by the Board prior to operation.

Campus/Supervision Aide
The Campus Aide will assist in maintaining standards of student discipline and ensuring the observance of rules and procedures by students and others on a school campus.

Typical Duties:
- 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.

**Food Services Staff**

Food services staff will assist with the distribution of breakfast and lunch meals to students; assist with student supervision during meal hours; and assist with cleanup after meals. As with all school employees, food services staff will be required to submit FBI/DOJ background clearance prior to employment and submit TB clearance.

2. **Ensuring Student, Faculty And Staff Health And Safety**

Extera’s comprehensive Health and Safety Policy is detailed in Element 6.

Extera will comply with all applicable state and federal laws regarding background checks and clearance of all personnel, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. Extera will require each employee to submit to a criminal background check as required by Education Code Section 44237. Prior to employment each employee must furnish an up-to-date Mantoux Tuberculosis (TB) test result, and documents establishing legal employment status. The CEO will monitor and be responsible for maintaining records of tuberculosis and criminal investigation clearances, according to California and federal law, for all Extera employees. No employee shall commence employment at Extera until he or she has been cleared by the Department of Justice.

B. **ADDITIONAL QUALIFICATIONS OF KEY EMPLOYEES**

See job descriptions above for CEO and Principal.

C. **ASSURANCES REGARDING APPLICABLE LAW**

1. **Non-Discrimination**

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

Extera will not require any employee to work at the Charter School. Extera will adhere to California laws, including fingerprinting, drug testing, and prohibitions regarding the employment of any person who has been convicted of a serious or violent felony. All employees must furnish or be able to provide:
• Medical clearance for communicable diseases and Mantoux tuberculosis (TB).
• Fingerprinting for a criminal record check. Applicants will be required to provide a full disclosure statement regarding prior criminal record. Prior to employment, Extera Public School will process all background checks through the Department of Justice.
• Documents establishing legal status to work in the United States.

2. **Credentialing**

Extera teachers and all para-professionals will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of *No Child Left Behind*. The school shall ensure that all teachers hold a Commission on Teacher Credentialing certificate, permit or other document that a teacher in other public schools would be required to hold.

All teaching staff, including substitutes, must be certified by all legally mandated certifying bodies. Extera will follow the guidelines established in the No Child Left Behind Act of 2001 as it pertains to the highly-qualified requirements of our staff.

Teaching assistants will meet NCLB criteria and other staff/consultants are not required to hold credentials but are expected to demonstrate subject knowledge and the ability to work well with students, as well as the ability to carry out the roles and responsibilities as stated in their specific job description.

3. **Employee Records**

Extera will comply with all State and Federal laws concerning the maintenance and disclosure of employee records.

Copies of each teacher’s credentials will be kept on file in the main office and will be readily available for inspection. The school Principal will review teacher credentials annually. A comprehensive and rigorous hiring process will ensure that all teachers hold appropriate credentials (see Teacher Hiring Process above).

4. **No Child Left Behind**

Extera will comply with all State and federal mandates and legal guidelines relative to NCLB. The opportunities and goals of Extera in fact closely support the objectives of the No Child Left Behind Act of 2001. In its unique role as a California charter school, Extera will be able to more efficiently and effectively address a majority of the objectives of NCLB, such as:

• Provide educational choice for parents and students, particularly for those who would otherwise attend low-performing schools
• Incorporate proven principles and research-based teaching and learning strategies that lead to improved student achievement
• Focus on increased accountability for student achievement
• Provide a challenging academic curriculum that is based on State and national standards
• Participate in annual State assessments and disaggregate student achievement results to ensure that no student group is left behind
• Set achievement goals that meet or exceed AYP objectives and work to close achievement gaps across ethnic groups
• Utilize instructional strategies and professional development drawn from scientifically based reading research to help young children to attain the fundamental knowledge and skills they will need for optimal reading development
• Incorporate practices that are grounded in scientifically based research to develop teachers as professionals
• Recruit high-quality teachers according to State and federal guidelines
• Plan implementation of programs for the benefit all students, including limited English proficient students, students with special education needs, under-achieving students, and students at risk of school failure due to circumstances of poverty
• Maintain a safe and drug-free school environment for all students

As described in detail in this charter petition, the combined elements of Extera Public School wholly address all of the above goals of the No Child Left Behind Act.
ELEMENT 6: HEALTH AND SAFETY PROCEDURES

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

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. A full draft will be provided to the District for review at least 30 days prior to operation.

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insured 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 the Charter School’s insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Worker's 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 the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter

Extera Public School #2
School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

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

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

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

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School’s insurance shall be primary despite any conflicting provisions in the Charter School’s policy.

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

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

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

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

Hold Harmless/Indemnification Provision
To the fullest extent permitted by law, the 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. The 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 the Charter School, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

**Health, Safety and Emergency Plan**

The [Charter School] will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. The [Charter School] will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

**FERPA**

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

**Criminal Background Checks and Fingerprinting**

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

**School Safety Plan**

Extera Public School is committed to providing a safe and nurturing learning environment for all students. As mentioned earlier in the petition, each year a comprehensive School Safety plan will be developed, reviewed and adopted by a school safety committee comprised of the administrator, teachers, staff and parents. Extera Public School will develop and put into place the School Safety Plan prior to the opening of the school. The committee will also seek collaboration and input from local law enforcement during the development and implementation of the School Safety Plan.

The policies will be reviewed on an ongoing basis in the school’s staff development efforts and governing board policies. At a minimum, the School Safety Plan will address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools. Records of student immunizations shall be maintained, and staff shall honor County requirements for periodic Mantoux Tuberculosis (TB) tests.
• Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.

• A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.

• Policies relating to the administration of prescription drugs and other medicines.

• A policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections shall be undertaken, as necessary, to ensure such safety standards are met.

• A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.

• A requirement that each employee of the School to submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.

• A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies.

• Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, and EPA.

• A policy that details pest management at the school that is in compliance with the Healthy Schools Act (Ed Code §17608).

**Auxiliary Services**

School staff will conduct annual reviews to ensure all auxiliary services are safe (food services, transportation, custodial services, hazardous materials) by developing appropriate policies and awareness training.

**Staff Responsibilities**

All employees will be responsible for their own safety, as well as that of others in the workplace. Extera Public School will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on Extera Public School’s premises, or in a product, facility, piece of equipment, process, or business practice for which Extera Public School is responsible, the employee will bring it to the attention of their supervisor or Principal immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Principal.

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

On a periodic basis Extera Public School may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as
strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

**Child Abuse Reporting**

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

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person need only reasonably suspect that abuse or neglect has occurred. The reporting person does not have to prove abuse.

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

All suspected cases of child abuse will be reported to a child protective agency. Employees may inform the Principal. A written report of the situation will be completed by the employee suspecting abuse, and the Department of Children Services will be immediately notified. If necessary, the Los Angeles Police Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or Los Angeles Police Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, Extera Public School staff will obtain the contact information of the agency person removing the child. This information will be placed in the student’s record and be available to the parent/guardian.

**Harassment**

Extera Public School is committed to providing a school that is free from sexual harassment and any other type of harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Extera Public School will develop and implement a harassment policy to prevent sexual and other types of harassment and to immediately resolve any concerns or complaints of a harassment nature, including employee to employee, employee to student, student to student, and student to employee. School staff will be trained on the harassment policy annually.

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

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

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

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

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

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

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

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

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

Based on the information at hand and recommendation of law enforcement, the administrative staff will make a decision as to whether or not an immediate evacuation is warranted. If so, the evacuation code word safe school drill will be given over the intercom and established evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the telephone company, and parents.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students.

All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

**Evacuation Plan**

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

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

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

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

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

Outreach to Achieve Racial and Ethnic Balance

Extera Public School #2 will make 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, though we note, as detailed in Element 1, Section A that the local community we are targeting is disproportionately Hispanic/Latino and low-income in comparison to the District as a whole. Extensive and varied outreach efforts, conducted in English and Spanish, will 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 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.

As a result of its combined outreach efforts, Extera Public School #2 anticipates a student population that closely resembles the communities surrounding the school, and our existing school. It is expected that the students will reflect the local demographics described in Element 1, Section A: Targeted Student Population.

Parent interest is especially high given the positive reputation of the first Extera Public School and the desire for alternative, effective educational programs. In a short time, we have secured more than 200 “Intent to Enroll” forms from parents seeking to enroll their children at Extera Public School #2 for the 2013-14 school year.

We have already begun to conduct outreach efforts in the community and will be doing far more in the coming months. A student recruitment team has been actively engaged within the community, providing information to parents and family members about Extera Public School #2. Information sessions have been conducted at numerous local community centers and businesses to inform parents about the charter school. In addition, parent tours have been scheduled to take place at Extera #1 during the fall and spring so that parents have the opportunity to see Extera’s vibrant program in action. CEO and Principal Dr. Jim Kennedy (a fluent Spanish speaker), accompanied by Mary Nájera, Extera’s Community Liaison, will lead the tours and include pre- and post-question and answer sessions so that parents fully understand the unique benefits and strengths of the program offered to students attending Extera. These information sessions will include in-depth discussion of the school’s mission, vision, programs and goals for student outcomes. In order to provide access to the content of the charter petition to Spanish-speaking families, significant portions of the petition have been translated into Spanish. School staff, the student recruitment team, and parent volunteers are working worked hard to ensure that families who express interest in Extera are truly meaningfully interested in joining our school community, rather than merely enlisting help from paid community organizers to solicit signatures or Intent to Enroll forms door-to-door. Through our information sessions, we have gained invaluable information about the needs and desires of this community, reflected in this petition. (See Element 7: Achieving Racial and Ethnic Balance for further details about our outreach efforts and plans.)
In the coming months, Extera Public School intends to conduct frequent community meetings in English and Spanish and to have a regular presence within the community so that parents are able to receive direct information about the school.

In addition, we plan to conduct outreach sessions at all of the local Head Start, First 5-LA and other preschool/day care centers in the target area, reach out to local church-based organizations and religious leaders, community leaders, and more to help ensure that every parent in this community learns about our school.

**Accountability for Racial and Ethnic Balance**

Extera Public School will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. Extera Public School will also document the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

**Court-ordered Integration (LAUSD-REQUIRED LANGUAGE)**

The Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 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 should list specific dates, locations and recruitment activities to achieve the District’s Racial and Ethnic Balance goal.*

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

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

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

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

Extera will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the Charter School. Extera will make
reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Extera under the NCLB-PSC program increases in subsequent years, Extera agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

**Federal Compliance (LAUSD-REQUIRED LANGUAGE)**

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

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

Extera also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.
Extera Public School #2 will be open to all students residing in California who wish to attend the school, as outlined in Education Code 47605 (d)(2)(A). Extera shall not discriminate against any student 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. Extera shall 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.

Admission Requirements & Preferences

As a charter school, Extera Public School #2 is a school of choice. Extera shall admit all pupils who wish to attend the school (Education Code Section 47605(d)(2)(A)). If the number of students applying for enrollment exceeds the openings available, entrance shall be determined by random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements. Enrollment to the school shall be open to any resident of the State of California. Enrollment will be on a first come, first served basis. Admission to Extera will not be 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, admission will be determined by a public random drawing. Students who are already enrolled in the school will be 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. Residents of the District;
2. Siblings of existing pupils (an existing pupil includes a student who has been accepted for enrollment in the public random drawing);
3. Children of teachers and staff, not to exceed 10% of total enrollment;
4. All other applicants.

Admission Process and Enrollment Timeline

Extera will be 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 an Application for Enrollment during the open enrollment period that includes the student’s name, entering grade level, birthday, and contact information for the family. A copy of the draft Application for Enrollment form may be found in Attachment G. The Extera Public School application process will include:

1. Open Enrollment Period (first business day after January 1st through the last Friday in March)
   a. Recruitment/Informational Meetings
   b. Completion of the Application for Enrollment
2. Random Public Drawing (evening or weekend during the month of May)
   a. Lottery (if necessary)
   b. Notification of selected families
3. Enrollment Packet (within two weeks of lottery)
   a. Acceptance letter signed and mailed to school by parent/guardian
   b. Completion of all necessary enrollment paperwork Enrollment Packet (see Appendix N), and including but not limited to:
      1. Proof of age
      2. Immunization records
      3. Home language survey
      4. Emergency medical information
4. Orientation meetings (May-August)
   a. Parent attendance at school orientation strongly encouraged

**Open Enrollment**

Open enrollment will occur beginning the first business day after January 1 each year and continue through the last Friday of March of the same year. All interested families will be required to submit a completed Application for Enrollment directly to the school before 4:30 p.m. on the date of the annual deadline. Submitted Applications for Enrollment will be date and time stamped and student names will be added to an application roster to track receipt. Families who apply after the open enrollment deadline will be added to the wait list in the order the Application for Enrollment forms are received, and they will be included in the random public drawing (if necessary) if they are submitted prior to the date of the drawing. Application materials will be made available in English and Spanish. In the event that the open enrollment deadline is extended due to available space, the revised deadline to apply will also be announced to the community using similar venues.

Following the open enrollment period, applications will be counted to determine if any grade level has received a number of applications that exceed available seats. In this event, the school will hold a public random drawing to determine enrollment for the impacted grade level. In the event that the school has not received sufficient enrollment forms to fill to capacity, the enrollment period may be extended beyond the March deadline. In the case of an extended deadline for open enrollment, the date for the public random drawing, if required, may also be extended accordingly. All families who have applied for admission will be advised by mail of any changes to the date and time for the public random drawing at least two weeks in advance.

During the first year of operation, Extera seeks to open with 144 students in kindergarten and grade 1. A group of kindergarten classes will be added each subsequent year and continuing students of interested families will remain at the school through grade six. In the event that there exists a greater number of interested families at one grade level or another, the school may decide to enroll accordingly in order to create a school population that fulfills the intended capacity of
the school. In all such cases of enrollment, the school will adhere to the all of the admissions policies that are described within this petition and any Board-adopted admissions policies.

Vacancies that occur during the school year will be filled according to the wait list. When an offer occurs during the school year, families will be contacted in the order of the wait list and will typically be given 24 hours to decide whether or not to accept a space at the school. Acceptance must be perfected in writing to a member of the Charter School’s administrative staff, via either electronic mail, regular 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 interested family 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). Lottery rules, deadlines, and the date and time for the public random drawing will be communicated via the Application for Enrollment and the Extera website. Public notice will be posted on the Extera website and at the Charter School’s physical location regarding the date and time of the public drawing once the open enrollment date has passed.

The Extera Public School #2 Principal and at least one other school employee will conduct the admissions lottery as a public event to ensure that lottery procedures are fairly executed.

The Extera lottery will occur during the month of April of each year following the close of the open enrollment period. The lottery will be conducted at a time that is convenient for most interested parties and will be open to the public. The school will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery via mail at least two weeks prior to the lottery date. The school will choose a date and time for the lottery (either on the weekend or after 6 pm on a weekday) so that most interested parties will be able to attend. The lottery will be held at the school site if the school facility can accommodate all interested parties.

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

Initial rounds of offers are made by mail, while any subsequent offers are made through contacting applicants by phone. When an offer is made, Extera will typically request that applicants notify the school in writing, either via electronic mail, regular mail, or in person within a week 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 for the current school year remains active until Extera Public School’s admissions period commences for the following year. Applications are only valid for the current year. Applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.

Records of applicants, lottery procedures, lottery results and waiting lists will be maintained in the school’s main office for inspection upon request.
**McKinney-Vento Homeless Assistance Act (LAUSD-REQUIRED LANGUAGE)**
The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.
ELEMENT 9: FINANCIAL AUDITS

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

Budgets

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

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

Business Management

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

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

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

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

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

Extera Public School will engage an independent public accountant with education finance experience certified by the State of California and approved by the State Controller on its published list as an educational audit provider, to audit the school's financial statements in accordance with Generally Accepted Auditing standards and the audit guide issued by the Controller of the State of California. The Extera Public School Board of Directors will be responsible for contracting and overseeing the independent audit. The school’s plan for providing information is to gather, prepare, and organize documents, materials, and other information as requested by the independent auditor. Fiscal statements audited by the auditor, who will be a Certified Public Accountant, will be 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 will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District. The independent financial audit of the Charter School is public record to be provided to the public upon request.

Pursuant to AB1137, Extera Public School will provide any necessary financial statements to LAUSD, the Los Angeles County Office of Education (LACOE), and California Department of Education. Additionally, the following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year:

- Provisional Budget – Spring prior to the operating fiscal year
- Final Budget – July of the budget fiscal year
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year
- Unaudited Actuals – July following the end of the fiscal year
- Audited Actuals – November following the end of the fiscal year
- Classification Report – monthly the Monday after close of the last day of the school month
- Statistical Report – monthly the Friday after the last day of the school month
- P1 Report - first week of January
- P2 Report - first week of April
- Calendar and Bell Schedule – annually by November
- Other reports as requested by the District
**District Oversight Costs (LAUSD-REQUIRED LANGUAGE)**

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

**Balance Reserves (LAUSD-REQUIRED LANGUAGE)**

Additionally, it is recommended that the Charter School maintain a funds balance (reserve) of its expenditures as outlined in section 15450, Title 5 of the California Code of Regulations.

**Special Education Revenue Adjustment/Payment for Services (LAUSD-REQUIRED LANGUAGE)**

In the event that the 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 the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records (LAUSD-REQUIRED LANGUAGE)**

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

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

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of the Charter School’s financial information,
- The Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The 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.

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

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

**Discipline Policy**

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

Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there will be school-wide systems for assigning both positive and negative consequences. Students who do not adhere to stated expectations for behavior and who violate the school’s rules may expect consequences for their behavior. Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges
- Individual behavior contract
- Referral to the Principal or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Suspension
- Expulsion

A formal discipline policy will reinforce the strength of the school’s culture and to protect the safety and best interests of the school’s students and staff. The formal discipline policy will be consistent with the discipline policy described here in the charter. This policy will clearly describe progressive disciplinary measures, grounds for suspension and expulsion, minimum and maximum number of consecutive days of suspension, notification process to parents of suspension, reason for suspension, appeal process, length of suspension, provision for student’s education while suspended, and other pertinent details regarding the discipline policy. This policy, and the list of offenses for which students may be suspended or expelled, will be reviewed and modified annually by a Student Discipline Committee comprised of the principal, teachers, parents, students, Board and community members, with additional opportunities for input from staff, families, and students as appropriate.

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

Any student who engages in repeated violations of the school’s behavioral expectations will be required to attend a meeting with the school’s staff and the student’s parents. The school will prepare a specific, written agreement detailing future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

**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 anytime 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 recommended for suspension or expulsion for any of the following reasons:

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, 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, which is concurred in by the School Director or the designee of the School Director
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
Committed or attempted to commit robbery or extortion
Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
Stolen or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a student of his or her own prescription products)
Committed an obscene act or engaged in habitual profanity or vulgarity
Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
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
Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both
Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
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.
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).
• 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.

• Caused, attempted to cause, threaten 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 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.

• Made terrorist threats against school officials and/or school property. For purposes of this section, terrorist 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.

• Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section32261, directed specifically toward a pupil or school personnel

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 Principal 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 principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of the charter school.

• Brandishing a knife at another person.

• Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

• Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
Possession of an explosive

( LAUSD-REQUIRED LANGUAGE )

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

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

Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools will also ensure staff is knowledgeable about and complies with the District’s Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

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

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Charter Schools Division immediately or as soon as practicably possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the Charter School’s policies and procedures were followed
- student’s current educational placement
- copy of parental notice of expulsion
- copy of documentation of expulsion 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; and
- if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the students disability:
B. Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Outcome Data (LAUSD-REQUIRED LANGUAGE)
Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans (LAUSD-REQUIRED LANGUAGE)
Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the 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 reapply to the Charter School for readmission.

Readmission (LAUSD-REQUIRED LANGUAGE)
The 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, the Charter School’s governing board shall readmit the pupil, unless the 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 (LAUSD-REQUIRED LANGUAGE)
The Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

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

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

**Gun Free Schools Act (LAUSD-REQUIRED LANGUAGE)**

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

**Process for Suspension and/or Expulsion**

*Step 1: Informal Conference*

Suspension shall be preceded by an informal conference conducted by the CEO and/or Principal, with the student and the student’s parents. The conference may be omitted if the CEO and/or Principal 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 the student is suspended without a conference, the parents will be notified of the suspension and a conference will be conducted as soon as practicable.

*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, a school employee 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 committed by the student. In addition, the notice may also state the date and time the student may return to school. If the school officials wish to confer with the parents regarding matters pertinent to the suspension, the notice may note that the parents are required to respond without delay, and that violation of school rules can result in expulsion from the school.

*Step 3: Determination of Length of Suspension*

The length of the suspension will be determined by the CEO and/or Principal based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for students may not exceed a period of 5 continuous days unless the suspension is extended pending an expulsion hearing. A student may be suspended from school for not more than 20 school days in any school year; 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.

*Step 4: Recommendations for Expulsion*

If the CEO and/or Principal 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 conducted by an Administrative Panel. This determination will be made by the CEO/Principal upon either of the following findings:

- The student’s presence will likely be disruptive to the educational process
- The student poses a threat or danger to others
Upon this determination, the student’s suspension will be extended pending the results of an expulsion hearing.

**Step 5: 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, the hearing will be held within 30 days after the CEO and/or Principal determines that an act subject to expulsion has occurred.

A student may be expelled following a hearing before an Administrative Panel to be assigned by the Board. The Administrative Panel will consist of three members or 5 members who are certificated administrators from other charter schools and teachers from the school site who are not teachers of the pupil or teachers involved in the incident, and (1-2) Board members of the Charter School’s governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing will be forwarded by the CEO/Principal or designee to the student and the student’s parents at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student’s parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel
- The right to examine and acquire copies of all documents to be used at the hearing
- The opportunity to cross-examine all witnesses that testify at the hearing
- The opportunity to present evidence and witnesses on behalf of the student

**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.

**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 that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible,
no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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 ten (10) 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/Principal 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 CEO or designee shall send a copy of the written notice of the decision to expel to the authorizer. 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 10 calendar days following the decision of the Administrative Panel to expel, file a written appeal, requesting the Board reconsider the expulsion determination.

If appealed, the Board shall hold an appeal’s hearing within twenty (20) schooldays following the filing of a formal request under this section. The Board who hears the appeal will not consist of the 1-2 Board members who participated in the original expulsion hearing. The Board shall render a decision within three (3) schooldays of the hearing. The decision of the Board shall be final.

The period within which an appeal is to be filed shall be determined from the date the Administrative Panel votes to expel even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the original action of the Administrative Panel within the prescribed time may not subsequently appeal a decision of the Administrator Panel and impose the original order of expulsion.

The Board may adopt further rules and regulations establishing procedures for expulsion appeals conducted so long as they are consistent with this section. The adopted rules and regulations shall include, but need not be limited to, the requirements for filing a notice of appeal, the setting
of a hearing date, the furnishing of notice to the pupil regarding the appeal, the furnishing of a copy of the expulsion hearing, procedures for the conduct of the hearing, and the preservation of the record of the appeal.

The pupil shall submit a written request for a copy of the written transcripts and supporting documents from the School simultaneously with the filing of the notice of appeal. The School shall provide the pupil with the transcriptions, supporting documents, and records within 10 schooldays following the pupil's written request, unless impracticable.

**Closed session**

The Board shall hear an appeal of an expulsion order in closed session. During closed session, if the Board admits any representative of the pupil or the School, the Board shall, at the same time, admit representatives from the opposing party.
ELEMENT 11: RETIREMENT PROGRAMS

The manner by which staff members of the charter school will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security. CA Ed. Code § 47605(b)(5)(K)

D. RETIREMENT BENEFITS

Exera’s Board of Directors shall determine which school-sponsored retirement plans will be available to various types of staff (e.g., certificated staff, part-time staff, etc.). Non-certificated employees will participate in the federal Social Security system in accordance with applicable law. Exera plans to have its teachers participate in the State Teachers’ Retirement System (or a similar program) and coordinate such participation, as appropriate, with the social security system or other reciprocal systems. If the school should opt to participate in the STRS, or any other systems, Exera shall work 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 Exera will be forwarded to the STRS Fund as required.

Employees will 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 will contribute the required percentage (currently 8.0% of salary), and Exera will contribute the employer’s portion (currently 8.25%) required by STRS.

E. OVERSIGHT OF BENEFITS

Exera has contracted with ExEd to handle our payroll and accounting services. The CEO is responsible for ensuring appropriate arrangements for coverage have been made.

F. EMPLOYEE POLICIES

Employee Policies relating to the terms and conditions of employment are included in Element 13, and Appendix D: Employee Handbook.
The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. CA Ed. Code § 47605(b)(5)(L)

**LAUSD-REQUIRED LANGUAGE**

Pupils who choose not to attend [Charter School] may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.
ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

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

(LAUSD-REQUIRED LANGUAGE)

Leave and return rights for union-represented employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.
ELE ELEMENT 14: DISPUTE RESOLUTION

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

(LAUSD-REQUIRED LANGUAGE)

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

Any Dispute between the District and [Charter School] shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written 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 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School: [Charter School]
c/o School Director

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

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

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

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

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

**(LAUSD-REQUIRED LANGUAGE)**

Extera is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA).
ELEMENT 16: CHARTER SCHOOL CLOSURE

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. CA Ed. Code § 47605(b)(5)(P)

Revocation (LAUSD-REQUIRED LANGUAGE)

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

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

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

Closure Action (LAUSD-REQUIRED LANGUAGE)

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

Closure Procedures (LAUSD-REQUIRED LANGUAGE)

The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board.
Documentation of Closure Action

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the [Charter School] will be issued by [Charter School] within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity
3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the [Charter School] by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the [Charter School] by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
5. The retirement systems in which the school’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the ICSD.
6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the [Charter School] by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

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

In addition to the four required items above, notification to the CDE must 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 to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child’s cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.

3. Information on student completion of college entrance requirements for all high school students affected by the closure.

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

**School and Student Records Retention and Transfer**

[Charter School] shall observe the following in the transfer and maintenance of school and student records:

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

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

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

4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.

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

6. The Charter School will provide to the ICSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.

7. All records are to be boxed and labeled by classification of documents and the required duration of storage.
Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

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

The financial closeout audit of the Charter School will be paid for by the [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 the [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 the [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. This includes:

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

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

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

Disposition of Liabilities and Assets
The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

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

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

   a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.
   b. A copy of the corporation's bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the [Charter School] Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

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

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school’s employees, and anything else required by applicable law:

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

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end [Charter School’s] right to operate as a Charter School or cause [Charter School] to cease operation. [Charter School] and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation.
undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

**Facilities (LAUSD-REQUIRED LANGUAGE)**

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

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

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

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

- **Use.** Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**

  (i) **Pro Rata Share.** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
(ii) Taxes; Assessments. Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services.** In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.

  (i) **Co-Location.** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

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

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

**Facility Status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

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

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

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