



Original Board Approval: April 14, 2009
First Renewal: April 8, 2014

Endeavor College Preparatory Charter School

Charter Renewal
Respectfully Submitted to the
Los Angeles Unified School District

October 3, 2018

Contact: Edward Morris, Executive Director
emorris@endeavorcollegeprep.org
(323) 800-4125

*Endeavor College Preparatory Charter School prepares our students
with the academic skills, character traits, and intellectual discipline
to excel as leaders in high school, college, and their community.*

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Assurances, Affirmations, and Declarations

Endeavor College Preparatory Charter School (also referred to herein as “Endeavor College Prep” or “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees

for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

ELEMENT 1 – The Educational Program

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

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

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

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum

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

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

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

SELPA Reorganization

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

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

1.1 General Information

<u>GENERAL INFORMATION</u>	
● The contact person for Charter School is:	Edward Morris
● The contact address for Charter School is:	1263 S. Soto St.
● The contact phone number for Charter School is:	(323) 800-4125
● The proposed address or ZIP Code of the target community to be served by Charter School is:	90023
● This location is in LAUSD Board District:	2
● This location is in LAUSD Local District:	East
● The grade configuration of Charter School is:	TK-8
● The number of students in the first year will be:	663
● The grade level(s) of the students in the first year will be:	TK-8
● Charter School's scheduled first day of instruction in 2019-2020 is:	August 20, 2019
● The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	663
● The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	traditional, single-track, extended day
● The bell schedule for Charter School will be:	7:30 a.m. - 3:00 p.m.
● The term of this Charter shall be from:	July 1, 2019 to June 30, 2024

1.2 Community Need for Charter School

Endeavor College Preparatory Charter School was founded in 2009 with the mission to prepare students from eastside neighborhoods with the academic skills, character traits, and intellectual discipline to excel as leaders in high school, college, and their communities.

The school opened with 124 fourth and fifth graders and added one grade level each year until matriculating its first class of alumni to high school in 2013. Then in July of 2013, Endeavor College Prep, a fourth to eighth grade middle school, and Futuro Prep, a transitional kindergarten through third grade elementary school, merged to form one school, spanning grades TK-8, with the purpose of serving the families of our school by providing a continuous education program from kindergarten through the end of middle school.

Currently, Endeavor College Prep has the capacity to serve 663 students in transitional kindergarten through eighth grade. As of September 2018¹, our students are 98% Hispanic, 1% African American and 1% Asian. Additionally, 44% are currently English Learners and 12% receive special education services.

Endeavor College Prep and Futuro Prep were both founded with the desire to provide a high-quality and rigorous college preparatory education for students in some of L.A.'s most underserved communities. We have been recognized for our commitment to do so. Some of our accomplishments include:

- Endeavor College Prep was named a 2012 California Distinguished School. We were one of only four charter schools in the Los Angeles Unified School District to be awarded the honor that year.
- In its first year of participating in state testing, the Futuro Prep students scored 908 API on the California Standards Test, making it the highest-performing elementary school in Boyle Heights.
- In the fall of 2012, Endeavor College Prep was invited to join the Excellent Schools Network (ESN). The ESN is a select group of schools founded through the Building Excellent Schools fellowship that have demonstrated the strongest academic results, sound organizational practices, and the genuine ability to close the achievement gap in their communities.
- The USC Rossier School of Education's School Performance Dashboard was developed to strengthen accountability among California's charter schools.² Each year, they publish a ranking of the state's top charter schools, and in 2013 Endeavor College Prep was ranked #8 among the state's 759 charter elementary and middle schools.
- In 2016, Endeavor College Prep was the beneficiary of the largest single grant to date from Great Public Schools Now, which invested \$2.5 million to help Endeavor College

¹ These data were taken from Endeavor College Prep's student information system on September 27, 2018.

² The report drew on data from 2005 to 2012 to rate charter schools across multiple measures of financial health and academic performance, including state test scores, and classroom spending.

Prep obtain and renovate a private facility and overcome the challenge of being split across three LAUSD co-locations.

Academic Performance vs. Similar Schools and Schools the Pupils Would Otherwise Attend

Endeavor College Prep meets the statutory criteria for renewal per Education Code section 47607(b). To determine renewal eligibility, LAUSD utilizes criterion 4 of this section of the Education Code, which states,

The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

Percentage of Students Meeting or Exceeding Standard on CAASPP³

School	2015-16 ELA	2016-17 ELA	2017-18 ELA	2015-16 Math	2016-17 Math	2017-18 Math
Endeavor College Prep	42	41.71	34.33	32	32.47	22.83
Los Angeles Unified	39	39.55	42.31	28	29.86	31.32
Similar Schools Median	26.5	26.41	29.67	20.5	20.5	23.2
Arlington Heights El.	23	21.08	24.75	14	14.83	19.7
Bushnell Way El.	27	27.59	25.77	23	20.51	19.59
George De La Torre El.	18	18.77	22.99	14	19.65	23.19
Liggett Street El.	34	32.40	33.33	27	27.62	28.19
Logan Academy of Global Ecology	26	28.73	30.48	11	18.48	12.22
Napa Street El.	19	25.23	28.32	16	29.30	25.33

³ Data in this table were taken from the Data Set provided to The School by LAUSD during the 2018 Annual Performance Based Oversight Visit.

School	2015-16 ELA	2016-17 ELA	2017-18 ELA	2015-16 Math	2016-17 Math	2017-18 Math
118 Street El.	26	34.53	37.38	32	34.73	41.16
Pacoima Charter El.	33	27.32	35.72	30	32.31	33.73
Panorama City El.	15	18.60	29.03	14	16.73	25.3
Plummer El.	24	21.96	30.30	17	18.58	26.57
Ricardo Lizarraga El.	27	24.17	23.81	18	17.26	18.79
Saturn Street El.	30	24.57	35.93	28	16.95	23.21
Sunny Brae Avenue El.	32	31.23	26.98	27	21.79	21.2
Trinity Street El.	25	16.12	25.88	30	20.49	18.78
Utah Street El.	34	30.65	34.04	15	21.54	18.62
Victory Boulevard El.	36	36.11	45.26	23	30.62	35.23
Resident Schools Median	24	28.38	33.48	18	22.37	22.34
Malabar Street El.	30	33.6	33.24	22	25.86	31.05
El Sereno Middle	31	29.43	37.59	25	24.05	32.26
Eastman Avenue El.	26	20.05	29.46	20	15.86	22.22
Lorena Street El.	21	27.48	36.94	11	15.65	17.70
Christopher Dena El.	31	33.33	26.26	20	24.75	20.43
William R. Anton El.	18	19.11	28.16	18	21.58	22.61
Belvedere Middle	24	27.75	30.83	15	18.39	21.05

School	2015-16 ELA	2016-17 ELA	2017-18 ELA	2015-16 Math	2016-17 Math	2017-18 Math
Hollenbeck Middle	31	39.13	41.08	22	30.15	31.22
Florence Nightingale Middle	22	32.86	38.07	22	28.99	28.66
Sunrise El.	24	26.46	33.48	20	27.57	29.86
Second Street El.	20	27.14	30.96	18	16.04	22.34
Robert L. Stevenson Middle	26	32.46	34.94	16	18.25	18.98
Sheridan Street El.	18	21.75	28.42	15	18.36	19.62
Breed Street El.	29	30.59	42.79	18	24.77	29.49
Euclid Avenue El.	28	35.22	35.88	24	24.46	30.03
Evergreen Avenue El.	21	28.38	34.44	17	22.37	28.03
Belvedere El.	16	14.73	25.42	18	13.74	23.48

As demonstrated above in the table of academic performance for two of the three the most recent years for which comparison data are available, Endeavor College Prep outperformed every school from the comparison set of public schools our scholars would have otherwise attended and similar schools from throughout the District, with the exception of a single school that outperformed us by just over 2% in math one year. Endeavor College Prep also outperformed the District as a whole.

On the most recent SBAC, Endeavor College Prep had declines in both ELA and Math for the first time since this state exam was introduced. It is also the first time that Endeavor College Prep' overall performance has not been at the top of the list when compared to our resident and demographically similar schools. Before addressing the causes of this decline and the measures we have put in place to increase academic achievement for the 2018-19 school year, we will put last year's scores in perspective as the Charter Schools Division considers Endeavors academic performance in the context of charter renewal.

Endeavor College Prep CAASPP Subgroup Performance

Percentage of Students Meeting or Exceeding Standard	2015-16 ELA	2016-17 ELA	2017-18 ELA	2015-16 Math	2016-17 Math	2017-18 Math
All Students	42	41.71	34.33	32	32.47	22.83
English Learners	15	21.05	13.89	12	13.53	11.08
Latino	42	41.16	34.17	33	32.28	22.81
Socioeconomically Disadvantaged	42	41.26	33.33	33	31.78	21.98
Student with Disabilities	20	23.73	15.79	20	20.34	7.02

Analysis of our CAASPP performance at the subgroup level reveals the following:

- The Latino subgroup and Socioeconomically Disadvantaged subgroup have been performing much better than the other subgroups for the past three years. Most students at Endeavor are members of these subgroups. This past year over 90% of our students were socioeconomically disadvantaged and over 99% were Latino.
- Our EL subgroup has underperformed the school as a whole and other subgroups in both ELA and math over the past 3 years, except the students with disabilities subgroup (SWD) in math in 2017-18.
- Our ELs were the subgroup that declined the least this past year; however they already had a lower percentage of students meeting or exceeding the standards the year before.
- The most precipitous drop in scores this year was in the math scores of the SWD subgroup, which fell by over 13%.

With that context explained, the test score decline is something we are taking very seriously and we have put a number of things in place for the 2018-19 school year to ensure that our students are back on track for a college-preparatory education. There are several factors that we believe contributed to the decline in test scores.

1. We moved into a new building at the beginning of the 2017-18 school year. There were construction delays which prevented us from getting into the facility for our full August professional development and impacted our ability to develop systems to create a strong school culture. This resulted in lost instructional time and undesirable student behaviors, both leading to a decline in the quality of instruction and student learning.

2. Another consequence of the construction delays was that we didn't have high-speed internet for the first couple of months of the 2017-18 school year. This disrupted our internal assessment cycle and prevented us from having baseline academic achievement data. This prevented us from utilizing tools we had set up for pulling small groups, our Response to Intervention program, SSPTs, and creating a culture based around data. It also meant that when we did do this testing later, it wasn't as efficient.
3. Transitioning into one building allowed us to reexamine our former organizational structure which led to changes both mid-year last year and at the beginning of this school year.
4. We realized a few months into the school year last year that the new ELA curriculum we had implemented in TK- 5th grade was not leading to desired student growth. We decided to switch to a different TK5 ELA curriculum mid-year called *Benchmark Advance*. This meant there was a significant learning curve mid-year for our teachers and coaches; students had gaps because they started the curriculum late; and it was a struggle to ensure all standards were adequately taught.

There are other aspects of the 2017/18 school year that went well, that we are continuing to strengthen in order to maximize our gains.

1. Response to Intervention—This program was started last year, but got a late start due to the lack of baseline data from tech issues. With our i-Ready data from the first few weeks of school, instructional assistants have been able to pull intensive intervention groups under the supervision of the RtI coach. These groups are meant to support EL's as well as other students that are behind.
2. ELD— We recognize that English proficiency is necessary for accessing all other content. In January of last year, we hired a new ELD teacher for implementing daily pull-out instruction for designated ELD for 6-8th graders. This pull-out program continues this year and she also pushes in to other classes to offer language support for our ELs. Our ELD support is described in more detail in our response to the next question.
3. Co-Teaching—We have always had two teachers per classroom in our TK-5 classrooms, but this year we have set a focus on maximizing the effectiveness of the co-teaching. We spent the summer learning about four specific co-teaching models that our teachers use throughout different parts of the day. TK-5 teachers co-teach throughout the entire day. Instructional coaches observe the teachers regularly to support the implementation and hold accountable for utilizing the most effective model of co-teaching for the given lesson. This is meant to provide maximum support and differentiation for students. This is how we ensure that students in subgroups that are in need of greater support have more opportunity to master the material.

California Charter Schools Association Academic Accountability Report

In the absence of Academic Performance Index (API) scores and updated renewal criteria from the State, the California Charter Schools Association (CCSA) has created an Academic Accountability Report to provide an objective comparative measure for evaluating charter schools based on publicly available academic indicators.

Like the California Department of Education (CDE), CCSA utilizes “Distance from Level 3” (DF3) also known as “Distance from Standard” (DFS) as a status measure for academic progress. CCSA ranks the DF3 score given to every eligible public school in the state from lowest to highest into percentiles (1-100) and 10 decile ranks. The 1st percentile is equivalent to the lowest 1% of schools statewide, while the 1st decile translates to the bottom 10% of schools (1-10), according to the schools’ average CAASPP results. Conversely, the 10th decile rank is equivalent to a school having an average DF3 in the top 10% of schools statewide (91-100). A school’s percentile and decile rankings are used to evaluate whether the school is meeting minimum academic performance.

CCSA’s accountability framework is in alignment with California Education Code §§47607 in its similar use of State Rank and Similar Schools Ranks as well as prioritizing “pupil academic achievement for all groups of pupils served by the charter school as the most important factor” in determining whether to advocate for the renewal or non-renewal of the school. CCSA uses California Education Code §§52066 in determining what to classify as an indicator of academic achievement.

Per CCSA’s accountability framework, as described below, our school is *above* CCSA’s minimum academic criteria and has met the academic threshold for CCSA’s public advocacy support for renewal.

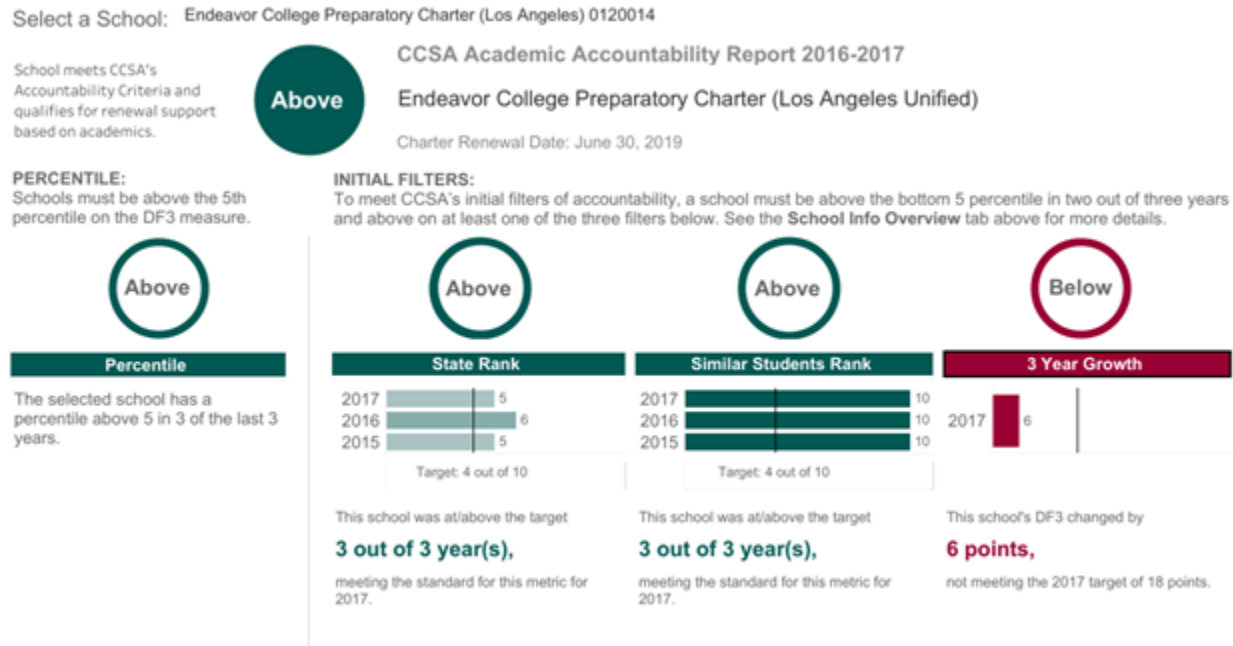
Every school in the Los Angeles Unified School District catchment is evaluated on the following criteria, and is considered “above” if the school is able to demonstrate academic success on at least one of the following metrics:

- **State Rank (Academic Status):** DF3 decile rank of 4 or more in 2 of the past 3 years (DF3 is described below). Academic Status is the school’s DF3 compared to all other eligible public schools in California, using decile rank.
- **Similar Schools Rank (SSR):** SSR of 4 or more in 2 of the past 3 years. The Similar Schools Rank is a 1-10 decile ranking of average student test results, after taking into account the demographics of a school’s tested students.

For Elementary and Middle Schools:

- **Academic Growth:** Above the 75th percentile in DF3 growth over the past 3 years (between 2015 and 2017, this was 18+ points). Academic Growth is the amount of change in a school’s average DF3 over the past three years, and shows that the school is making some progress toward having all students meet ELA and Math proficiency standards.

While Endeavor College Prep did not reach the growth goal of +18 in three years, we did show positive growth over those years. Per CCSA, the growth goal is less relevant for schools that are already scoring “above” in the other three accountability categories.



LAUSD Performance-Based Oversight Visit Report Scores

Finally, for all four years of this term of Endeavor College Prep’s charter, The School received a rating of “Proficient” in the Student Achievement and Educational Performance section of LAUSD’s Annual Performance-Based Oversight Visit Report.

We believe that our early successes cannot be attributed to a single innovative feature of our program. Instead there are a number of components that each played an important part. Each of these components is explained in further detail throughout this charter petition. The components and the section in which they can be found are:

- Firm Belief in Our Mission (section 1.10)
- Culture of High Expectations (section 1.10)
- More Time on Task (section 1.10)
- Co-teaching in Elementary Grades (section 1.13)
- Focus on Literacy (section 1.10)
- Focus on Math (section 1.10)
- Frequent Assessment and Data-Driven Instruction (section 1.14)
- Tiered Academic Support (section 1.14)
- Character Development and PRIDE Values (1.9)
- Parents as Partners (1.10)
- Talented Educators (section 1.24)
- Professional Development (section 1.25)

Of these components, the ones that have had the most significant impact in recent years are listed below. In our reflection of what has defined Endeavor College Prep when we were at our best over the past 9 years, we identified the components below. Accordingly, we have committed to doubling down on these features for the 2018-19 school year, as we are confident that these features will reverse the recent decline in academic performance and elevate the school back to the high achievement we have demonstrated in the past.

Culture of High Expectations – Specifically, when we saw our behavior expectations declining over the course of the 2016-17 and 2017-18 school years, we saw academic achievement slow and decline. We implemented a student culture reset in January of 2018 and have spent time improving the student culture to return to our higher expectations. We have seen academic results begin to improve and now in the beginning of the 2018-19 school year, we see the high expectations leading to more time on task and a higher ratio of student engagement in lessons.

Co-Teaching – The four years of this charter term have been very challenging for hiring talented educators due to the state-wide teacher shortage. The co-teaching model has been helpful as we have had to hire many inexperienced teachers, and the ones who have been paired with strong partner teachers for co-teaching have benefited from their mentorship. We have made co-teaching a focus for this year and have hired an instructional coach whose role is to focus on effective implementation of the model and leaning professional development about co-teaching best practices.

Data Driven Instruction – Leveraging the power of the differentiation we can get from the co-teaching model requires teachers to have a clear picture of exactly what each student needs to be pushed to the next level. When Endeavor College Prep had strong interim assessments that aligned well to the state test (pre-Common Core, when we used Data Director during the California Standards Test) we saw tremendous student growth. In the early years of SBAC while we were searching for a well-aligned interim assessment and then last year when delays in completing the internet infrastructure in our new building disrupted our normal assessment cycles, we were not able to replicate the success of the earlier years. We know this a critical component for student success, and we are earnestly implementing a data driven program this year.

Professional Development – The amount of time we have dedicated to professional development in our annual calendar has also been very impactful. It has been important for the inexperienced teachers who needed classroom management skills. It has been necessary as we rolled out new curricula for math, ELA, and ELD over the past two years. We would not have been as successful with the student culture reset discussed above if we didn't have the two full pupil-free PD days we dedicated to rolling out and practicing new systems with our teachers.

Areas of Challenge

English Learner Reclassification Rates - While Endeavor College Prep had success early in this term of our charter and reclassified over 20% of our English Learners (ELs) in 2015, in recent years, the reclassification rate has not been lower than our comparison schools. We recognize English proficiency as critical for us to achieve our mission of preparing our scholars for college and have put a number of things in place to improve our reclassification rate:

- Hired a full-time English Language Development (ELD) teacher to teach pull-out designated ELD classes to our middle school students during their differentiated reading or differentiated math class. Our unique middle school schedule which includes a daily differentiated math and differentiated reading class in addition to the normal grade-level standards-based math and reading classes allows the opportunity for pull-out ELD instruction to occur without our ELs losing any core content time.
- Invested in new English Language Arts (ELA) curriculum for grades TK-6, *Benchmark Advance*, which has a strong designated ELD component and integrated ELD strategies throughout.
- Invested summer professional development (PD) time for all teachers for topics for maximizing the effectiveness of our co-teaching model so that differentiated grouping during TK-5 small-group work time can be used for designated ELD instruction.
- In restructuring our instructional coaching team, identified one coach as owning middle school humanities and K-8 ELD. In the past ELD was collectively “owned” by everyone, which meant that no one truly felt the pressure of ownership. This year with one personal identified as the owner and accountable for the success of the program, ELD will be taken much more seriously.
- Re-wrote our EL Master Plan, making it a much more robust plan. The level of detail and attention we are paying to our ELD program has expanded the plan from a three-page document to a 20-page plan.

Data Driven Instruction - One of the innovative features in Endeavor College Prep’s academic program is data driven instruction. In our first charter term from 2009-2014, when the state was still using the California Standards Test (CST), Endeavor College Prep was very successful at using formative assessment data from interim exams to drive instructional decisions. In the early years of this term of our charter from 2014-2017 when the CAASPP program was in its infancy, we found ourselves struggling to identify reliable assessments for the skills and knowledge that is being assessed in this new era of Common Core. We tried various interim assessments during the first few years of CAASPP, including NWEA MAP, the CAASPP interims provided by the state, Illuminate’s DnA assessment, iReady Diagnostic, as well as some teacher-created items.

During those years of experimentation, our normal practice of data analysis was disrupted by ineffective data such as data that wouldn’t break down results by standard or by learning curves of teachers and students taking time to learn how to use it. We also faced challenges with technology. Internet bandwidth limitations and sharing laptop carts across multiple classrooms meant that we couldn’t have everyone test at the same time, so the testing windows were very spread out. By the time the last group’s results were ready, the first group’s data were a few weeks outdated, which made a significant difference in the

effectiveness of the action plans that were based on those data. Last year we moved into a new facility, and the high-speed internet was not operational for the first couple months of the school. Without high-speed internet, we were not able to conduct our baseline assessments, which threw off our data analysis system for last year.

For the current (2018-19) school year, we have already undergone our first round of baseline assessments and school-wide data analysis, so we are confident that the teachers will be able to tailor instruction and interventions early to the students' needs. We are committed to reclaiming data driven instruction as a core aspect of Endeavor College Prep's program. Our rallying cry for the year is, "We all use data to analyze, make, and improve our practices and systems to drive student achievement."

Tiered Academic Support and Academic Achievement for Numerically Significant Subgroups – An obvious casualty of our inability to effectively access meaningful interim data to analyze over the past few years is that students in subgroups such as EL and students with disabilities were not being supported sufficiently. Last year we hired an intervention specialist who helped create and launch a Response to Intervention (RtI) program. That program had some encouraging successes last year, and now that the structures are in place, our Instructional Assistants have been trained, and our interim assessments and data analysis systems are running, the program should be able to make significant gains for the students who need tier three supports.

We have also invested research, summer PD time, and on-going coaching focus on effectively leveraging the potential of our co-teaching model. Co-teaching offers a unique and powerful opportunity for differentiating instruction, which is how we will meet the needs of many of our students (including students from subgroups) who need tier two supports.

Facilities – In the first few years of this term of our charter, we were starting to feel the stresses placed on the school by being spread across three Prop 39 campuses for so many years, including one campus that was four miles from the other two. The challenges this created were:

- Leadership had a reduced presence with staff, students, and families
- Staff who should have had instructional coaching roles, were pulled into site-specific administrative roles, so they spent more time "putting out fires" than in classrooms pushing instruction
- Difficulty in establishing a unified student culture and difficulty upholding behavior expectations
- Student attrition due to families who did not have transportation to get to the next campus when their child matriculated to fourth grade. Also recruiting challenges for families who had siblings in grades that were split across the campuses for whom the commuting back and forth to multiple site was too inconvenient

In 2016 we were incredibly fortunate to find a facility in our target neighborhood large enough to house our entire student body and we received a significant grant to purchase and renovate the building. Managing the development project, the complicated purchase, the move, and developing new school systems and procedures for the new site required significant attention

from the school leadership making it difficult to give full attention to the academic program and school culture over the past two years.

Now that we are fully in the new building and we have had some time to analyze our operations there, we are looking forward to increased efficiencies and more effective ways of doing things. For example, we realized that our former instructional coaching structure, which was based on coaching specific grade-spans (since that is how our three campuses were organized) could be more effective if coaches were hired and assigned based on content expertise. We have put that new structure into place for the 2018-19 school year. We also realized that now that we are on a single campus, we could hire a Dean of Students to focus on student behavior issues. That was not a practical position in previous years due to the distance between the campuses (responding to behaviors was limited to only the campus he/she was on at the moment). Now we have hired a Dean who is able to respond to behaviors for any child in any grade, freeing up the instructional leaders to focus on coaching teachers instead of responding to students. When we moved into the new campus, we saw benefits for our student recruiting, too, because families signed up who said they wouldn't consider us before because they didn't want their children split across the multiple campuses.

1.3 Student Population to be Served

The Los Angeles Unified School District (LAUSD) is the largest school district in California and the second largest in the nation, serving, as of 2018, just over 694,000 students (including early education and adult education) in its 1,322 schools.⁴ The District serves a diverse student population, representing dozens of ethnicities and languages, but the majority of LAUSD students, 73.4% in 2018-19, identify themselves as Hispanic/Latino.⁵ About 23% of the District's students are English Language Learners, with over 92% of these students speaking Spanish as their native language.⁶ Like most large urban districts, LAUSD serves many students from families living below the poverty line, with 82% qualifying for free and reduced lunch through the National School Lunch Program.⁷ Over 78% of the District's students come from families identified as Socioeconomically Disadvantaged.⁸

A large percentage of students throughout Los Angeles currently attend under-performing District schools. District-wide performance on the California Assessment of Student Performance and Progress (CAASPP) is below the state average, with 39.6% of students District-wide earning a proficient or advanced score on the English-Language Arts portion of the

⁴[https://achieve.lausd.net/site/handlers/filedownload.ashx?moduleinstanceid=47248&dataid=68431&FileName=Fin gertip%20Facts2018-19_EnglishFinalDS.pdf](https://achieve.lausd.net/site/handlers/filedownload.ashx?moduleinstanceid=47248&dataid=68431&FileName=Fin%20gertip%20Facts2018-19_EnglishFinalDS.pdf)

⁵Ibid.

⁶[https://achieve.lausd.net/site/handlers/filedownload.ashx?moduleinstanceid=47248&dataid=68431&FileName=Fin gertip%20Facts2018-19_EnglishFinalDS.pdf](https://achieve.lausd.net/site/handlers/filedownload.ashx?moduleinstanceid=47248&dataid=68431&FileName=Fin%20gertip%20Facts2018-19_EnglishFinalDS.pdf)

⁷Ibid.

⁸<https://dq.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=1964733&aggllevel=district&year=2017-18>

test and 29.9% scoring proficient or advanced in math. As of 2017, LAUSD high schools average a 76.1% graduation rate, compared with state average of 86.6%.⁹

Among the two-thirds of LAUSD students who do receive a high school diploma, there are clear and persistent differences in college preparation among racial/ethnic groups. Studies such as the ACCORD Indicators Project described below find that students from minority groups or those raised in poverty consistently demonstrate lower levels of achievement on standardized tests and enroll in fewer college preparatory classes. As a result, poor and minority students are not adequately prepared to continue education at the college level.

The University of California ACCORD Indicators Project developed the College Opportunity Ratio (COR), a statistical indicator that reports the effectiveness of a high school in producing college-ready graduates. The COR is a ratio where the first number in the ratio represents ninth grade enrollment, the second number represents the number of graduates four years later, and the third number represents the number of graduates who successfully completed the college preparatory curriculum required for admission to both the University of California and the California State University systems. For example, a high school that had 100 ninth-graders in Fall of 1998, 50 graduates in Spring 2002, and 25 graduates who completed the A-G requirements with a C or better would have a COR of 100:50:25. Figure 1.1 illustrates how LAUSD compares with the rest of California in preparing college-ready students.

Figure 1.1 – College Opportunity Ratio

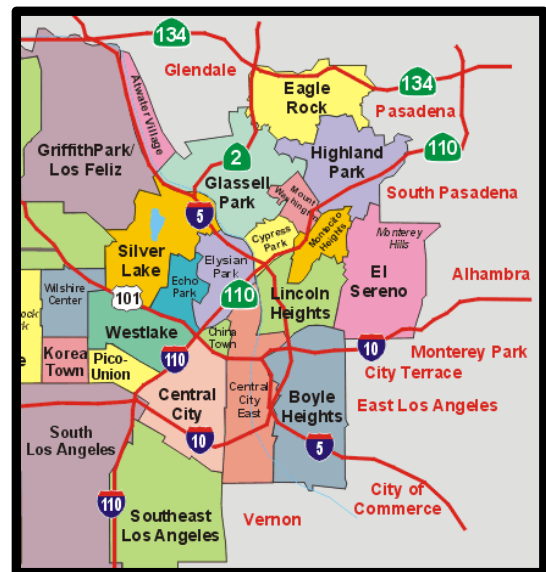
ACCORD Study College Opportunity Ratio for the Class of 2004 ¹⁰	
COR for the State of California	100:69:26
COR for underrepresented students across California	100:58:15
COR for Los Angeles Unified School District	100:49:20
COR for underrepresented students in LAUSD	100:44:15

⁹ <https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?agglevel=district&year=2016-17&cds=1964733>

¹⁰ <https://ucaccord.gseis.ucla.edu/publications/pdf/Indicators2004.pdf>

Endeavor College Prep's current student population is made up mostly of children from the communities of Boyle Heights, Lincoln Heights and East Los Angeles. These neighborhoods are all in LAUSD's Educational Service Center – East. The specific target neighborhood is Boyle Heights. Boyle Heights borders the Los Angeles city limits on the east and south, the LA River on the west, and Mission Road to the north. Lincoln Heights lies to the north of Boyle Heights, Downtown LA lies to the west, Vernon is south, Commerce is southeast, and City Terrace and East LA are to the east.

Figure 1.2 - Map of Boyle Heights and Surrounding Communities



With an estimated population of 99,243 residents in 2008, the Boyle Heights community is predominantly Latino (approximately 94%).¹¹ Of all residents, 53% are immigrants and 60% are citizens. (This is based on legal residents documented in the 2000 Census¹²; actual numbers of immigrants are likely higher.) 82% percent of Boyle Heights households have children, and the average household size is 4.01.¹³

The residents of Boyle Heights are under enormous economic pressures:¹⁴

- 33% of the population live below the poverty line
- 40% of children under 17 live below the poverty line
- Median household income is \$25,188
- Per capita income is \$8,150
- 75% of residents rent their homes

In addition to being an economically impoverished community, and most importantly for this charter petition, Boyle Heights has the lowest level of educational attainment in all of Los Angeles. As outlined in Figure 1.3, nearly 70% of adult residents have not successfully completed high school. Fewer than 15% have attended either a two- or four-year college.¹⁵ Students from families with low levels of parental educational attainment are at a greater statistical risk of dropping out.¹⁶

¹¹ <http://maps.latimes.com/neighborhoods/neighborhood/boyle-heights/>.

¹² Census data in this document are from the 2000 census because that is the last time that Boyle Heights was broken out as census tract. The 2010 census grouped surrounding neighborhoods with Boyle Heights. We acknowledge that either choice would yield imperfect demographic data.

¹³ Census 2000.

¹⁴ Ibid.

¹⁵ Census 2000.

¹⁶ Hammond, C., et al., *Dropout Risk Factors and Exemplary Programs*. National Dropout Prevention Center Network (2007).

These facts, combined with the local schools' pattern of achievement data previously referenced in the table of academic performance above, create an environment where students lack the academic preparation necessary for success in the 21st century and are unlikely to break the cycle of poverty.

Figure 1.3 – Boyle Heights Educational Attainment Data

Census 2000: Boyle Heights Educational Attainment Data (for Adults 25 and older)	
No High School Diploma or Equivalent	69.9%
High School Graduates or Equivalent	15.3%
Some College (no degree)	8.5%
Associate's Degree	2.1%
Bachelor's Degree	3.0%
Master's Degree	0.7%
Doctorate or Professional Degree	0.5%

The surrounding schools data is particularly significant because the vast majority of LAUSD students attend their neighborhood schools, and, while students in Boyle Heights have several private schools from which to choose, there are still limited free public alternatives to the District schools. There are 11 charter schools in Boyle Heights, with 9 of these serving students in grades K-8.¹⁷ Unfortunately, a combination of lack of public awareness about the existence of the charters, the difficulty of traveling the additional distance from home to school, and waiting lists at the more successful charter schools typically prevents most families from transferring their students to these more successful charter school options.¹⁸

We at Endeavor College Prep believe that every child and family in Los Angeles, particularly those residing in Boyle Heights and the surrounding neighborhoods, deserve a choice in the public schools offered to them. Serving a demographic population that represents the local community, as outlined in the data above, we believe that we can continue to succeed in providing an education that ensures academic mastery and preparation for the rigors of high school and college.

1.4 Five-Year Enrollment Plan

During the term of this renewal, Endeavor College Prep plans to maintain its current grade-span of transitional kindergarten through 8th grade, with capacity of 36 students per homeroom. Transitional kindergarten and kindergarten students are together in split-grade classrooms. We have three TK/K classrooms with capacity of 29 students each.

¹⁷ <http://www.ccsa.org/schools/index.html#search-locus=boyle+heights&search-radius=2>

¹⁸ This statement was made by Vanessa Garza, math and science teacher at Stevenson Middle School in Boyle Heights. She worked with dozens of families to educate them about alternatives to the two large middle schools that most Boyle Heights children attend, but she was frequently faced with parents who would prefer to keep their children in the neighborhood, rather than attend higher-performing schools further from home.

Enrollment Roll-Out Plan					
Grade	2019-20	2020-21	2021-22	2022-23	2023-24
TK	15	15	15	15	15
K	72	72	72	72	72
1	72	72	72	72	72
2	72	72	72	72	72
3	72	72	72	72	72
4	72	72	72	72	72
5	72	72	72	72	72
6	72	72	72	72	72
7	72	72	72	72	72
8	72	72	72	72	72
Total	663	663	663	663	663

This enrollment plan may be modified if necessary to keep the school in a sound financial position, without compromising the quality of the education offered to our students. A material revision will be submitted to CSD, as appropriate.

1.5 Goals and Philosophy

Mission

Endeavor College Preparatory Charter School prepares our students with the academic skills, character traits, and intellectual discipline to excel as leaders in high school, college, and their community.

Vision

Endeavor College Prep will create a safe, structured environment that pushes each student to act with integrity and strive for academic excellence. We will do whatever it takes to ensure that we fulfill our mission for each and every child. Endeavor College Prep is modeled after the highest-performing urban schools in the nation. Within these highly successful school models, many school leaders talk about looking for one hundred 1% solutions, rather than expecting any one strategy to meet all the needs of a school.¹⁹ Endeavor College Prep embraces this way of thinking and will work to continually implement a variety of effective solutions to meet the students' needs. Our transitional kindergarten through eighth grade school will prepare students to make a smooth transition from elementary school to the demands of college preparatory high schools on their way to college.

¹⁹ While this sentiment is often repeated by the leaders of high-performing charter schools, it was clearly articulated by Brett Peiser, Managing Director of Uncommon Schools' Collegiate Network, during a site visit to Williamsburg Collegiate by Lead Founder, 10/20/07.

1.6 What it Means to Be an Educated Person in the 21st Century

Our goal is to ensure that all of our students develop the skills and behaviors necessary for academic, personal, and professional success in the 21st century.

The Massachusetts Institute of Technology faculty defines a well-educated person in the 21st century as having the following characteristics:²⁰

- strong knowledge of academic content
- problem solving capability (of both fuzzy and well-structured problems)
- creativity and the ability to work with multiple ways of representation (including technology)
- motivation to learn, intellectual independence, and ability to self-educate
- communications skills (oral, written, teamwork, and interpersonal skills)
- global awareness, vision, a sense of human responsibility and ethics

We embrace the MIT faculty's emphasis that a 21st century learner must have both strong academic skills and specific character traits. While their descriptions were likely based on the characteristics they expect to see in successful college students and graduates, we at Endeavor College Prep believe that these characteristics should be developed at an early age. Our structured environment, high-quality instruction, and focus on character development creates students who are self-motivated, competent, technologically-proficient, lifelong learners prepared for the challenges of earning a college degree. As our mission states, we strive to equip our graduates with the academic skills, character traits, and intellectual habits to be successful in higher education and life. We believe that our rigorous educational program will prepare each of our scholars to graduate from high school fully prepared to succeed at the college of his/her choice as well as qualified to participate in the work force.

1.7 How Learning Best Occurs

Endeavor College Prep implements research-proven best practices to ensure that all students achieve academic mastery and personal success. As explained in Section 1.10, these best practices were based on intensive study of the highest-performing urban charter schools in the country, with particular attention to practices that proved to be consistently effective for student populations demographically similar to the students of the community we planned to serve. We have continued to develop these practices over the span of our first two charter terms based on recent research and new models, the evolving needs of our students, and our own experiences of what has been working or not.

A compelling study of many of the best practices of successful urban schools can be found in Samuel Casey Carter's *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools*.²¹ His book presents 21 schools (traditional public, private, and charter) that serve

²⁰ MIT Presidential Task Force on Student Life and Learning, 1997. A summary of the discussions can be found at <http://web.mit.edu/committees/sll/JrFacWkshp.html>.

²¹ Heritage Foundation (2000).

low-income, minority families and consistently earn test scores that far exceed the national average. Casey states, “Against the perennial claims of the education establishment that poor children are uneducable, these case studies highlight and celebrate the effective practices of low-income schools that work. Only by encouraging, rewarding, and imitating this kind of success will our schools provide the kind of opportunity that all children in a free society deserve.”²²

This sentiment is why the school’s founders, Michelle Jasso and Edward Morris accepted a Fellowship with Building Excellent Schools, a national non-profit organization that trains charter school leaders to design and operate highly effective urban schools.²³ As part of the Fellowship, the founders observed, met with leaders from, and studied the best practices of dozens of the highest performing charter schools in the nation. Mrs. Jasso also completed a leadership residency at Amistad Academy in New Haven, CT, an urban charter school nationally recognized for its dramatic gains in student achievement and the flagship school for the Achievement First network of schools.²⁴ Mr. Morris completed a leadership residency at Leadership Prep in Brooklyn, NY, part of the highly successful Uncommon Schools charter management organization.

During the design of the school, members of the founding team visited and learned from the following high-performing, high-poverty schools:

- Academy of the Pacific Rim Public Charter School—Boston, MA
- Amistad Academy—New Haven, CT
- Boston Collegiate Charter School—Boston, MA
- Boston Preparatory Charter School—Boston, MA
- Bridgeport Academy—Bridgeport, CT
- Crown Heights—Brooklyn, NY
- Democracy Preparatory Charter School—Harlem, NY
- Elm City College Preparatory—New Haven, CT
- Excel Academy Charter School—Boston, MA
- KIPP Academy Bronx—Bronx, NY
- KIPP Academy Fresno—Fresno, CA
- KIPP Academy Lynn—Lynn, MA
- KIPP Academy of Opportunity—Los Angeles, CA
- KIPP Bayview—San Francisco, CA
- KIPP Bridge—Oakland, CA
- KIPP D.C. Key Academy—Washington, DC
- KIPP Gaston College Prep—Gaston, NC
- KIPP Los Angeles Preparatory Charter School—Los Angeles, CA
- KIPP San Francisco Bay—San Francisco, CA
- KIPP Star—Harlem, NY

²² Ibid.

²³ A summary of the Building Excellent Schools training fellowship is included as Attachment B.

²⁴ For more information about Achievement First and Amistad Academy, please visit <http://www.achievementfirst.org>.

- KIPP TEAM—Newark, NJ
- Leadership Preparatory Charter School—Brooklyn, NY
- Newark Collegiate—Newark, NJ
- North Star Academy—Newark, NJ
- Rochester Preparatory Charter School—Rochester, NY
- Roxbury Preparatory Charter School—Boston, MA
- Soulsville Charter School—Memphis, TN
- South Bronx Classical Charter School—Bronx, NY
- Stella Middle Charter Academy—Los Angeles, CA
- Synergy Charter School—Los Angeles, CA
- Williamsburg Collegiate Charter School—Brooklyn, NY

These schools, and others like them, demonstrate that there is a clear set of common practices that allow traditionally “at-risk” students to achieve at the highest academic levels. The majority of their students come from low-income, minority backgrounds yet are achieving at high levels.²⁵ Through intense research, targeted classroom observations, and, as often as possible, conversations with the school leaders, members of the founding team have worked to understand what makes urban schools successful. These schools’ proven instructional practices, structures, and organizations have highly influenced the design of Endeavor College Prep.

Ten Characteristics Shared by Excellent Urban Charter Schools²⁶

Firm belief that all students can learn and achieve at high levels.	Frequent internal assessments with data to drive instruction.
Clear outcome-focused mission, understood by all, and evidenced throughout the school.	Strong discipline code enforced by all.
Leader(s) highly visible ensuring all are focused on mission.	Clear and frequent communications with parents regarding student performance.
Highly structured learning environment and organization.	Strong curriculum focus on skill mastery.
Classroom practices promote continuity (and predictability) from one classroom to another.	Extended school day and school year.

Endeavor College Prep has replicated these successful practices to offer a high-quality college preparatory education to the community of Boyle Heights.

The following components are essential to our students’ best learning and are the foundation for our instructional program. These components are detailed in section 1.10.

²⁵ In addition to dozens of the highest-performing schools in the country, members of the founding team intentionally studied a few schools that are achieving less exemplary results, in order to gain a clear picture of both highly effective and less effective school practices.

²⁶ Compiled by Linda Brown, former Executive Director of Building Excellent Schools.

- Firm Belief in Our Mission
- Culture of High Expectations
- More Time on Task
- Team Teaching in Elementary Grades
- Focus on Literacy
- Focus on Math
- Frequent Assessment and Data-Driven Instruction
- Tiered Academic Support
- Character Development and PRIDE Values
- Parents as Partners
- Talented Educators and Professional Development (see section 1.24 and 1.25)

Additional information about strategies for particular subgroups can be found in Sections 1.25-1.30.

1.8 Goals and Actions for Local Control Funding Formula (LCFF)

LCFF STATE PRIORITIES	
GOAL #1	
Continue to develop an infrastructure for ongoing collection, monitoring, disaggregation and analysis of multiple types of data (including student demographic and achievement data) in order to: inform instructional decisions; tailor research-based intervention programs; further develop SSPT/RTI to address the needs of all subgroups; measure program efficacy; and ensure maximization of human, physical, and financial resources that support the school's mission and goals.	<p>Related State Priorities:</p> <p> <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 </p> <p>Local Priorities:</p> <p> <input checked="" type="checkbox"/>: 1 <input type="checkbox"/>: </p>
Specific Annual Actions to Achieve Goal	
<ol style="list-style-type: none"> 1. Employ 26 appropriately credentialed teachers and a Principal as part of the school's base program 2. Have a special education team in place to provide instructional and social emotional supports as outlined in the students' IEPs, including a Director of Special Education, four RSP Teachers, a School Psychologist, three Instructional Aides, a Speech Pathologist, and other contracted service providers as needed. 3. Continue to implement multiple types of assessments, in order to monitor each student's academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed. Assessments include Benchmark Advance, Illuminate Assessments, CAASPP Interim Assessments for grades 3-8. In addition, ECP will administer the following state-mandated assessments: ELPAC Initial & Summative for ELL, CAASPP ELA & Math for grades 3-8, CA Science Test for grades 5 & 8, and Physical Fitness Test for grades 5 & 7 4. Staffing, supplemental curriculum, and programs to provide academic interventions: <ol style="list-style-type: none"> a. Employ additional teachers to leverage co-teaching to provide academic support for students who struggle academically, and/or work with students who are high-achieving to further challenge them academically. b. In order to improve and strengthen the delivery of our Science instructional program, with 	

- the implementation/adoption of the NGSS standards, and CA Science Test, our school hires credentialed science teachers to teach Science, for all students in grades TK-5. Our goal is to ensure our students receive a rigorous science academic program with experiential learning opportunities that will prepare our students to excel on the CAST assessment.
- c. Our instructional staff will align academic interventions to core instruction; and grade level content to ensure all students including unduplicated students, are on track towards grade level mastery, in order to narrow the achievement gaps and improve academic achievement in all subgroups. In order to improve the quality and delivery of instruction it is essential that our teachers receive ongoing personalized coaching with feedback through weekly classroom observations by six Instructional Coaches.
 - d. In order to support our struggling unduplicated students, our eight instructional assistants will provide academic support in the classroom during the instructional day and after-school (as part of the after-school program). In addition, our school will employ a student supports assistant who will collaborate with the RtI coach, attend SSPT Meetings, and provide (Spanish) translation services.
 - e. Our school will also purchase and utilize the following supplemental intervention programs and/or resources for use during the academic year and the summer program: iReady (web-based subscription), Renaissance Learning: Accelerated Reader, Fountas & Pinnell
5. Staffing to provide social-emotional and behavioral support:
- a. ECP has implemented PBIS school-wide. We employ a dean of students, who provides behavioral support with a focus on proactive prevention and alternatives to suspension.
 - b. ECP employs two counselors who provide social-emotional counseling for our students and deliver lessons on bullying, and social-emotional learning, to the classroom, during advisory. All students are enrolled in advisory that meets daily and focuses on the development of social skills and study skills. One of the counselors will be focused on monitoring student attendance/chronic absenteeism rates, and will formalize the school's process for monitoring and addressing this issue with families, in collaboration with the director of operations.
6. In order to provide students with relevant learning experiences outside of the classroom, our school will provide the following:
- a. Field trips aligned to the content standards
 - b. Awards assemblies to recognize students for attendance, academics, and PRIDE values
 - c. Monthly Merit Bash for students meeting merit goals
 - d. Student Store: Merits can be redeemed for school supplies, toys, privilege pass, free dress days, etc.
 - e. Student Performances and annual talent show
 - f. Spirit Week
 - g. Field Days: Earned Day Games
 - h. Out-of-town field trips for middle school grades

Expected Annual Measurable Outcomes

Outcome #1: Facility Inspection Tool report score of “good” or better

Metric/Method for Measuring: Plant manager will use the FIT to assess the condition of the Charter School's physical plant

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	good	good	good	good	good	good
English Learners	n/a	n/a	n/a	n/a	n/a	n/a
Socioecon. Disadv./Low Income Students	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	n/a	n/a	n/a	n/a	n/a	n/a
Filipino Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian/Pacific Islander Students	n/a	n/a	n/a	n/a	n/a	n/a
Students of Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a
White Students	n/a	n/a	n/a	n/a	n/a	n/a

Outcome #2: Closing the gap for ELA CAASPP scale score distance from Level 3 (DF3)

Metric/Method for Measuring: Number of points from Level 3 (negative points = below Level 3)

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	-41.1	-35	-30	-25	-20	-15
English Learners	-88.4	-80	-71	-64.5	-58	-52
Socioecon. Disadv./Low Income Students	-50	-42.5	-36	-31	-26	-22
Foster Youth	*	*	*	*	*	*
Students with Disabilities	-101.9	-86.6	-73.6	-62.6	-53.2	-45
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-41.5	-35	-30	-25	-20	-15
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Closing the gap for Math CAASPP scale score distance from Level 3 (DF3)

Metric/Method for Measuring: Number of points from Level 3 (negative points = below Level 3)

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	-54.9	-47	-39.7	-33.7	-28.7	-24.4

English Learners	-88.7	-75.4	-64.1	-54.5	-46.3	-39.4
Socioecon. Disadv./Low Income Students	-58.3	-49.6	-42.1	-35.8	-30.4	-25.9
Foster Youth	*	*	*	*	*	*
Students with Disabilities	-125.4	-106.6	-90.6	-77.0	-65.5	-55.6
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-54.4	-46.2	-39.3	-33.4	-28.4	-24.1
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Maintain attendance rates > 95%

Metric/Method for Measuring: Average daily attendance

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	94%	> 95%	> 95%	> 95%	> 95%	> 95%
English Learners	94%	> 95%	> 95%	> 95%	> 95%	> 95%
Socioecon. Disadv./Low Income Students	94%	> 95%	> 95%	> 95%	> 95%	> 95%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	94%	> 95%	> 95%	> 95%	> 95%	> 95%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	94%	> 95%	> 95%	> 95%	> 95%	> 95%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: Reduce chronic absenteeism rates by 0.5% annually

Metric/Method for Measuring: Individual student attendance rates

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	17.5%	17%	16.5%	16%	15.5%	15%
English Learners	17.5%	17%	16.5%	16%	15.5%	15%

Socioecon. Disadv./Low Income Students	17.5%	17%	16.5%	16%	15.5%	15%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	17.5%	17%	16.5%	16%	15.5%	15%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	17.5%	17%	16.5%	16%	15.5%	15%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6: Maintain middle school dropout rates less than 1%

Metric/Method for Measuring: Subsequent enrollments for students who leave Endeavor College Prep will be confirmed with parent and in CALPADS for students who transfer to California public schools.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	0%	<1%	<1%	<1%	<1%	<1%
English Learners	0%	<1%	<1%	<1%	<1%	<1%
Socioecon. Disadv./Low Income Students	0%	<1%	<1%	<1%	<1%	<1%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	0%	<1%	<1%	<1%	<1%	<1%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0%	<1%	<1%	<1%	<1%	<1%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES

GOAL #2

Provide all students with high quality instruction, a rigorous standards-aligned curriculum through student-centered/student driven learning experiences that will prepare all students to strive/excel as critical thinkers, problem solvers, community minded, diligent and independent learners, and innovators in an ever-changing Global world.

Related State Priorities:

- | | | |
|---------------------------------------|---------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input checked="" type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

- | |
|---------------------------------------|
| <input checked="" type="checkbox"/> 1 |
| <input checked="" type="checkbox"/> 2 |

Specific Annual Actions to Achieve Goal

1. Endeavor College Preparatory Charter School provides all teachers with evidence based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students.
2. Endeavor College Preparatory Charter School plans to purchase the following curriculum which includes but is not limited to: Eureka Math consumables, Science supplemental materials, Novel sets for grades 7-8
3. Endeavor College Preparatory Charter School will review and revise its EL Master Plan to align with recent implementation of the ELPAC, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. Our school will also **research effective ELD curriculum for grades 7-8** for implementation. Our school will employ an **ELD Teacher** to provide designated ELD for the Middle School; and classroom teachers will provide designated ELD for the Elementary School. The principal, ELD teacher, and classroom teachers will review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments to strengthen our ELD Program.
4. Annual, purchases for technology include but are not limited to: Chromebooks (replacement), IT Specialist to provide tech support, set-up Google Classroom, and develop data reports, IT contracted services for network management and technology set-up.

Expected Annual Measurable Outcomes

Outcome #1: Percentage of teachers that are appropriately credentialed and assigned is 100%

Metric/Method for Measuring: Credential status listed on Commission on Teacher Credentialing website (www.ctc.ca.gov) or through written communication from LACOE, CTC, etc.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	n/a	n/a	n/a	n/a	n/a	n/a
Socioecon. Disadv./Low Income Students	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a

American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	n/a	n/a	n/a	n/a	n/a	n/a
Filipino Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian/Pacific Islander Students	n/a	n/a	n/a	n/a	n/a	n/a
Students of Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a
White Students	n/a	n/a	n/a	n/a	n/a	n/a

Outcome #2: Percentage of students who have access to standards-aligned curricular/instructional materials is 100%.

Metric/Method for Measuring: Text book inventory to ensure that materials are assigned to all students.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.

Metric/Method for Measuring: Local Indicator rubric.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	ELA – 3 ELD – 2 Math – 3 NGSS – 1 History - 2	ELA – 4 ELD – 3 Math – 4 NGSS – 3 History - 3	ELA – 5 ELD – 4 Math – 5 NGSS – 4 History - 4	ELA – 5 ELD – 5 Math – 5 NGSS – 5 History-5	ELA – 5 ELD – 5 Math – 5 NGSS – 5 History - 5	ELA – 5 ELD – 5 Math – 5 NGSS – 5 History - 5
English Learners	ELA – 3 ELD – 2 Math – 3 NGSS – 1	ELA – 4 ELD – 3 Math – 4 NGSS – 3	ELA – 5 ELD – 4 Math – 5 NGSS – 4	ELA – 5 ELD – 5 Math – 5 NGSS – 5	ELA – 5 ELD – 5 Math – 5 NGSS – 5	ELA – 5 ELD – 5 Math – 5 NGSS – 5

	History - 2	History - 3	History - 4	History-5	History - 5	History - 5
Socioecon. Disadv./Low Income Students	ELA – 3 ELD – 2 Math – 3 NGSS – 1 History - 2	ELA – 4 ELD – 3 Math – 4 NGSS – 3 History - 3	ELA – 5 ELD – 4 Math – 5 NGSS – 4 History - 4	ELA – 5 ELD – 5 Math – 5 NGSS – 5 History-5	ELA – 5 ELD – 5 Math – 5 NGSS – 5 History - 5	ELA – 5 ELD – 5 Math – 5 NGSS – 5 History - 5
Foster Youth	*	*	*	*	*	*
Students with Disabilities	ELA – 3 ELD – 2 Math – 3 NGSS – 1 History - 2	ELA – 4 ELD – 3 Math – 4 NGSS – 3 History - 3	ELA – 5 ELD – 4 Math – 5 NGSS – 4 History - 4	ELA – 5 ELD – 5 Math – 5 NGSS – 5 History-5	ELA – 5 ELD – 5 Math – 5 NGSS – 5 History - 5	ELA – 5 ELD – 5 Math – 5 NGSS – 5 History - 5
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	ELA – 3 ELD – 2 Math – 3 NGSS – 1 History - 2	ELA – 4 ELD – 3 Math – 4 NGSS – 3 History - 3	ELA – 5 ELD – 4 Math – 5 NGSS – 4 History - 4	ELA – 5 ELD – 5 Math – 5 NGSS – 5 History-5	ELA – 5 ELD – 5 Math – 5 NGSS – 5 History - 5	ELA – 5 ELD – 5 Math – 5 NGSS – 5 History - 5
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES

GOAL #3

1. **Engage parents, families and community members as partners through education, communication and collaboration in order to provide all students with a safe, welcoming and inclusive, and positive learning environment.**

2. Related State Priorities:

3. ☐ 1 ☐ 4
☐ 7
4. ☐ 2 ☐ 5
☐ 8
5. ☒ 3 ☒ 6

6. Local Priorities:

7. ☒ 3
8. ☒ 6

9. Specific Annual Actions to Achieve Goal

- At Endeavor College Preparatory Charter School, parent input in decision-making will take place through the **School Site Council (SSC) and English Language Advisory Council (ELAC).**
- Employ an Outreach Coordinator whose role will be to engage parents at the school, increase parent

participation, conduct outreach efforts within the community for prospective families, provide translation services, manage volunteer program, and will work with families for high school placement of our graduates.

3. Host frequent family events: cafecito, parent workshops, family nights,
4. Purchase cell phones for teachers to communicate with families

Expected Annual Measurable Outcomes

Outcome #1: Parents have input in decision-making.

Metric/Method for Measuring: Appropriate parent ratios are maintained on SSC and ELAC and they meet as planned.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Increase parent participation rate on parent survey

Metric/Method for Measuring: Percent of families participating based on surveys collected

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	72%	73%	74%	75%	76%	77%
English Learners	72%	73%	74%	75%	76%	77%
Socioecon. Disadv./Low Income Students	72%	73%	74%	75%	76%	77%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	72%	73%	74%	75%	76%	77%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	72%	73%	74%	75%	76%	77%

Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #3: Increase student participation rate on student survey						
Metric/Method for Measuring: Percent of students participating based on surveys collected						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	84%	85%	86%	87%	88%	89%
English Learners	84%	85%	86%	87%	88%	89%
Socioecon. Disadv./Low Income Students	84%	85%	86%	87%	88%	89%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	84%	85%	86%	87%	88%	89%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	84%	85%	86%	87%	88%	89%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

***Subgroup not numerically significant at this time.**

1.9 How Goals Will Enable Pupils to Become and Remain Self-Motivated, Competent, and Lifelong Learners

We believe students become and remain self-motivated, competent, lifelong learners as a result of our strong, positive school culture and ongoing emphasis of our school's shared values.

Character Development and PRIDE Values

The Character Education Partnership (CEP) studied the effectiveness of K-12 character education programs and found that while there is no single formula for character education, the most successful schools shared 11 common characteristics. According to the CEP, effective character development programs:²⁷

1. Promote core ethical values and supportive performance values as the foundation of good character.
2. Define "character" comprehensively to include thinking, feeling, and behavior.

²⁷ Lickona, Ed.D., et al., *CEP's Eleven Principles of Effective Character Education*, 2007.

3. Use a comprehensive, intentional, and proactive approach to character development.
4. Create a caring school community.
5. Provide students with opportunities for moral action.
6. Include a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them succeed.
7. Strive to foster students' self-motivation.
8. Engage the school staff as a learning and moral community that shares 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 initiative.
10. Engage families and community members as partners in the character-building effort.
11. Assess the character of the school, the school staff's functioning as character educators, and the extent to which students manifest good character.

Like the CEP, we believe that character development is based on a school culture that teaches, reinforces, models, and values good choices and where students demonstrate good character. Therefore, we use the CEP's principles as a guide for how we incorporate character development and build a culture that reinforces the character traits needed for success in high school, college, and life.²⁸

Summer Academy is dedicated to teaching and practicing many of the basic behaviors we expect students to exhibit everyday—raising their hands to speak, listening attentively, sitting up straight, looking at the person who is speaking, asking good questions, and participating in class.

Character education continues throughout the regular school year as well, not in a single isolated class, but intentionally throughout the school day and week. The skills developed in the summer serve as the foundation for skills and habits developed during the regular school year, including working with a partner or small group, completing homework, working to the highest possible quality, treating others with respect at all time, valuing different opinions, and making appropriate choices.

Teachers in all content areas can support strong character. For example:

- reading teachers lead students to analyze the motivation of characters in novels and the impact of actions on others
- writing teachers help students express their ideas effectively and build the habit of using feedback to make changes
- science teachers encourage curiosity, problem solving, and the importance of following a process

²⁸ In addition to the work of the Character Education Partnership, our beliefs about school culture and our design to build a school-wide culture that builds character draw heavily from *Teaching with Love and Logic: Taking Control of the Classroom*, by Fay and Funk (1995), *The Power of Our Words*, by Paula Denton (2007), and *The Little Book of Restorative Justice: Teaching Responsibility; Creating Caring Climates*, by Amstutz and Mullet (2005).

- math teachers promote attention to detail and finding multiple ways to solve problems and check work
- social studies teachers discuss fairness, civil rights, and social justice
- arts instructors foster creativity and confidence
- coaches and physical education instructors encourage teamwork and sportsmanship

Throughout the day, we help students develop and maintain character through a focus on our school's PRIDE values:

- Preparation
- Respect
- Integrity
- Determination
- Enthusiasm

Students earn individual and class PRIDE points during each class period. Individual PRIDE points determine a student's eligibility for field trips and special activities at the school. Individual PRIDE points are also communicated with parents each week to keep them informed about their child's work habits and behavior. Low levels of PRIDE points may lead to disciplinary consequences, such as a loss of privileges, after-school detention, parent notification, and/or the drafting and implementation of an improvement plan.²⁹ Class PRIDE points lead to class rewards, such as outdoor reading time, an extra chapter of read aloud, or lunch with the teacher.

More important than the merit/demerit system is the school-wide emphasis on genuine character and the building of a culture that encourages every person to be their best. We want our students to be confident in who they are and able to make their best choices, even when nobody is awarding points. This is the kind of character that will set them up for continued success.

School leaders and teachers develop rituals to build and maintain a positive school culture and reinforce strong character, including shout outs during daily homeroom time, team-building during advisory, monthly PRIDE awards, merit bashes, special Endeavor College Prep shirts, teachers vs. students sporting events, attendance recognition, weekly MVT (Most Valuable Teammate), bulletin boards that celebrate success, special grade-level activities, and weekly "Team and Family" assemblies.

We evaluate our success with character education through analysis of student and class PRIDE reports, periodic reflections of students and staff, and other informal school culture evaluations throughout the year. Data from these sources are used to inform on-going professional development of the staff with regard to school culture and character development.

²⁹ More detail about the school's discipline plan can be found in *Element Ten: Suspensions and Expulsions*.

1.10 Instructional Design

Rigorous, high-quality teaching is one of the hallmarks of Endeavor College Prep. In order to achieve our mission, we employ research-based, proven strategies for dramatically increasing student achievement in transitional kindergarten through 8th grade. Our vision is actualized in the following ways:

Firm Belief in Our Mission

Our mission statement promises that all students will be prepared for success in high school, college, and life. In order to achieve this ambitious goal, all governance decisions by the Board of Directors support this end; all leadership decisions - including hiring decisions - are executed to best support the mission; and all school staff present an unwavering commitment to the mission's success. We work with students and their families to develop a community that fully supports every child's desire to attend and prepare for high school and college graduation. Our mission serves as the fundamental goal which all school decisions and design elements support.

All of the following elements of our school design support our college prep mission.

Culture of High Expectations

Endeavor College Prep has created a structured learning environment where everyone is held to high behavioral and academic expectations at all times. Leaders, teachers, and staff are expected to be professionals who work to the absolute best of their ability to ensure each student's success. Every adult in the building must be organized, well-planned, meticulous, and passionate in the school-wide pursuit of excellence. Each is a model of the lifelong learner we challenge our students to become.

The leadership, teachers, and staff work together to create and support the high level of structure necessary for students to succeed academically and behaviorally. A clearly defined Positive Behavior Intervention and Support plan outlines the behaviors expected from each student and the consequences for both positive and negative choices. Seemingly small details are given careful attention at Endeavor College Prep. From strict enforcement of the uniform policy such as requiring shirts to be tucked in³⁰, to standards for binder organization, to rules for behavior in the hallway, every detail is planned to ensure a safe, orderly, respectful school community.

In addition to this highly structured approach to management and discipline, Endeavor College Prep also works to create a caring, joyful community in which positive reinforcement and explicit character development efforts help students to build intrinsic motivation. Based on the success of this approach as used at the highest-performing urban

³⁰ A description of Endeavor College Prep's uniform expectations can be found in the Student and Family Handbook, which is updated annually.

charter schools serving a similar population, consistent enforcement of consequences for small infractions prevents larger infractions from occurring.³¹

More Time on Task

Like many of the highest-performing urban charter schools, Endeavor College Prep utilizes an extended school day. Students in all grades attend school for seven and a half hours Monday through Thursday and five and a half hours on Fridays. Our schedule minimizes transitions and maximizes time in the core academic content areas, particularly reading, writing, science and math.

We conduct a Summer Academy for new students to establish our culture of high expectations and teach the procedures and routines essential for a smooth start to the school year. This allows the year to begin with rigorous academic instruction. The Summer Academy time is not counted in our calculation of average daily attendance nor in our calculation of annual instructional minutes.

Focus on Literacy

Endeavor College Prep places enormous emphasis on literacy development, starting in transitional kindergarten. Transitional kindergarten through sixth grade students benefit from over two hours a day of literacy instruction and practice—mastering skills in phonemic awareness, phonics, fluency, comprehension, vocabulary, writing, grammar, spelling, research, listening, and oral presentation skills necessary to be effective communicators in English.³² We believe that using a literature-based literacy program, our students not only master all of the California and Common Core English-Language Arts standards,³³ but also become skilled, passionate, habitual, critical readers.

Key elements of the school’s literacy program include:

- *Phonics.* Transitional kindergarten and first grade literacy instruction focuses strongly on phonics instruction. Students receive 40 minutes of direct, explicit phonics instruction each day during their literacy rotations. This instruction occurs in small groups to allow teachers to differentiate instruction in order to meet the needs of all of the students in the classroom.
- *Fluency and Decoding.* Students are placed in fluency and/or decoding small groups based on initial diagnostic assessments. This allows teachers to meet students at their current level, remediate their specific deficits, and accelerate them to grade-level

³¹ This sentiment was expressed by Spencer Blasdale, Co-Founder and Executive Director of the Academy of the Pacific Rim, during a site visit 9/12/07 and is also a focus of Chapter Five of *Leverage Leadership 2.0* by Paul Babrick-Santoyo (2018).

³² This approach to literacy aligns with the Reading First initiatives proposed in the federal No Child Left Behind legislation and is believed to be effective with our target population, which will include a high number of English Language Learners and students entering performing below grade-level.

³³ ECP transitioned to the Common Core State Standards in all grades in the 2013-14 school year in order to prepare our students for the new standardized testing in the 2014-1015 school year.

standards of proficiency. Teachers running these small groups are trained in early literacy and English language development in order to provide students with the phonemic awareness and phonics skills necessary for reading success.

- *Comprehension and the Use of Literature.* Understanding the written word is likely a student's best indicator of future school success. In order to ensure that all students develop proficient comprehension of all types of text, Endeavor College Prep provides multiple opportunities for skill development with a variety of texts. We believe strongly in the use of full pieces of literature, rather than the excerpts commonly used in the traditional basal reader.

Endeavor College Prep's reading classes are grounded in the use of grade-level and above grade-level books and use an additional decoding and comprehension phonics program to support students who are struggling.

Most of the novels selected for use in our reading classes were chosen from the California Department of Education's *Recommended Literature: Pre-Kindergarten Through Grade Twelve*. In the CDE's accompanying document, *Connections to Standards*, they explain how the books may be used to teach any of the ELA standards:

*"Because so many of the standards for reading comprehension and literary response and analysis can be addressed through the use of high-quality fiction and nonfiction materials, individual standards have not been listed for each title in this collection nor have specific titles been suggested for each of the standards. Attempts to do so were found to be insufficient to reflect the myriad of ways teachers can use this list to meet the instructional and recreational literary needs of students."*³⁴

The document goes on to explain additional benefits of using books:

*"Reading and the use of literature are also of great benefit beyond the boundaries of the language arts classroom. Through the integration of quality literature selections into content area lessons, teachers can enrich their students' understanding and create an atmosphere for inquiry and discussions about what they read. When literature selections are integrated into the content areas of the curriculum, students can begin to make historical and literary connections and gain a deeper understanding of the subject matter, specific concepts, or certain time periods. As children read and are engaged with quality texts, they have the opportunity to develop a greater awareness about a historical period, a specific way of life, what people thought, and how they behaved."*³⁵

³⁴ Document may be accessed at <http://www.cde.ca.gov/ci/rl/ll/litrconnstandards.asp>.

³⁵ Ibid.

Teachers use read alouds of short stories, novels, poems, and nonfiction to model fluent, expressive reading of texts at and above the students' grade level. Through the deliberate "think aloud" of metacognitive strategies, teachers help students develop the habits of effective readers.³⁶ Teachers also provide direct instruction about these metacognitive strategies, give students opportunities to practice and share their own thought processes, and offer constructive feedback that pushes students to deeper understanding, both in whole-class demonstrations and one-on-one reading conferences.

In transitional kindergarten through grade five, students also practice these reading strategies in their core reading classes and in leveled, guided reading groups. These guided reading classes support the work of the core reading classes and are based on the same units of study and content standards as the core reading course. All teachers in the school (not simply English-Language Arts teachers) are assigned a group of students based on reading fluency, decoding, and comprehension assessment data. These groups are smaller in size than other core classes in order to provide increased opportunities for each student to read and receive specific feedback from their teacher. Teachers lead students through shared texts, with a level of support appropriate to the group's reading level, as outlined in Fountas and Pinnell's *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*.³⁷ The inclusion of all teachers in this reading time also demonstrates the school's emphatic commitment to literacy.³⁸

A textual analysis component provides students the opportunity to apply specific reading skills to shorter pieces of texts that, through repeated practice, help students develop their ability to decipher questions and use evidence from the text to support their answers. These passages and questions are carefully selected to prepare students for mastery of the reading standards at each grade level.

Students read independently for at least 30 minutes a day in grades K-3 and an hour a day in grades 4-8, including supervised reading time at school and assigned reading at home.³⁹ Students are taught to select books at their current independent reading level, and classroom teachers monitor their independent reading through a combination of

³⁶ "Think Aloud" is a technique designed to allow students to better understand what their teachers are thinking and why, in order to serve as a model of what the students should consider as they complete similar tasks independently. These specific metacognitive strategies proven to be most effective for good readers include making predictions, asking questions, making connections, visualizing, clarifying, synthesizing, and using fix-up strategies. Keene & Zimmerman, *Mosaic of Thought*, Heinemann (1997).

³⁷ Heinemann (2001).

³⁸ Significant professional development time will be allotted to training all teachers to effectively teach reading within the guided reading framework.

³⁹ This practice is based on the research indicating that an increase in the volume of student reading will accelerate students' reading achievement. More about this research can be found in Richard Allington's *What Really Matters for Struggling Readers*. Addison Wesley Longman (2001). Students' at home reading will be tracked on independent reading logs signed by parents.

reading logs, teacher conferences, and a computerized testing program, such as Accelerated Reader.⁴⁰

- *Vocabulary.* The development of academic vocabulary is a school-wide focus. Teachers in all content areas use research-based best practices for explicitly teaching new words and providing students with the necessary opportunities to practice these words repeatedly across content areas. In addition, teachers provide students with instruction about word parts (prefixes, suffixes, Latin and Greek roots) and strategies for learning new words so that students increase their vocabularies as they encounter unfamiliar words in their daily reading.⁴¹
- *Writing and Grammar* In addition to reading courses, students in grades transitional kindergarten through six also have a daily class dedicated to improving their writing skills. Their teachers model techniques of effective authors, provide direct instruction about these techniques, and provide frequent and specific feedback to improve the quality of each student's writing. Students write in a variety of genres as required by the state standards, and, while not all student writing goes through a five-step writing process, students are able to effectively use a process for writing, including prewriting, drafting, revising, editing, and publishing. Our school uses the Shurley English program and the Six Traits model for evaluating the quality of student writing across grade levels and content areas.⁴²

In addition, through the explicit teaching and practice of grammar and spelling rules, students master conventions of the English language and be held accountable for these conventions in the writing they complete at school—not just in writing class, but in all of their classes. Students are expected to write every day, in every class and for a variety of purposes. For example, students write literary analyses in reading class, explain answers to solutions in math class, create first-person historical journals in social studies, and compose lab reports in science.

Focus on Math

Students at Endeavor College Prep are pushed to achieve excellence in mathematics. Through an emphasis on both mathematical computation and problem solving, our students are becoming well-rounded mathematicians who have developed automaticity with basic facts, accuracy with complicated calculations, and effective strategies for solving word

⁴⁰ Close monitoring of students' independent reading is a common practice. One school that uses computer assessment for this purpose is Synergy Charter School, as observed in a site visit, 9/27/07. Synergy Charter School has substantially higher test scores than most schools in LAUSD and was also named a 2007 Charter School of the Year by the Center for Education Reform.

⁴¹ Marzano, Pickering, and Pollock. *Classroom Instruction that Works*. ASCD (2001).

⁴² The Six Traits (or Six Plus One Traits, as it is now sometimes called) writing program assesses student writing based on common characteristics of good writing. The six traits are ideas, organization, sentence fluency, word choice, voice, and conventions. (Presentation was later added as a seventh common characteristic.) More details about the Six Traits program can be found in Vicki Spandel's *Creating Writers*. Addison, Wesley, Longman (2001).

problems and applying math to solve real-world problems. New students use programs, like the computer-based *Math in a Flash* or *Fast Math*, to ensure that they have memorized basic facts for addition, subtraction, multiplication, and division for integers zero through twelve. Teachers use manipulatives and graphic representations to help students deepen their understanding of mathematical concepts. Mathematical vocabulary is explicitly taught and practiced, and students are frequently required to write explanations for their mathematical reasoning.

Students master grade-level standards for each strand in transitional kindergarten through seven and all eighth-graders complete a year-long algebra course. This provides students with the preparation and motivation to enter a challenging high school math sequence of study that ends with completion of calculus.

Parents as Partners

We recognize that parents are a child's first and most influential teachers. Several studies over the years have come to the same conclusion regarding the effect involved parents can have on student achievement. The 2002 report, *A New Wave of Evidence: The Impact of School Family, and Community Connection on Student Achievement* by A.T. Henderson and K.L. Mapp and the 2006 report released by the National Coalition for Parent Involvement in Education in their *Research Review and Resources* both found that regardless of family income or background, students with involved parents tend to get higher grades, perform better on standardized tests, and have higher than average attendance.

Endeavor College Prep seeks to work as a partner with families in order to maximize each student's academic and behavioral success. We recognize the profound influence of family on a child's progress and seek to empower parents and guardians to support their children academically and become active members of the school community.

Strategies to meaningfully engage families of Endeavor College Prep students include:

- *Orientation*

In the weeks following our spring lottery, after a student has been offered a seat at Endeavor College Prep, the school staff sets up orientations for the students and their families. Family Orientation meetings provide parents and guardians with an overview of the school's design, including our college-preparatory mission, academic program, homework expectations, code of conduct, uniform policy, and opportunities for family involvement. Parents and guardians understand what the school expects academically and behaviorally for each student, and how all adults can support their child's educational success. These meetings conclude with families signing our school/parent/student compact, which we call the Commitment to Excellence. These meetings, like all school-home communications, will be conducted in English, Spanish, and additional languages as necessary to communicate with our students' families.

- *Communication*

Endeavor College Prep keeps parents informed about their child's school performance and other relevant school news. Teachers will provide weekly syllabi detailing the work

for the week ahead and send weekly PRIDE point updates. These updates will include information about the child's academic and behavioral success and parents will be expected to sign and return them the following day. The school also sends a weekly letter to inform families of school news and upcoming events.

Parents participate in parent-teacher conferences at least twice a year to discuss their children's academic and behavioral progress. Teachers also communicate with families on a regular basis, making phone calls, sending messages through the Class Dojo application or text messages, and sending notes home to share concerns as well as celebrate student success. The School issues cell phones to all teachers, and parents have access to teachers' cell phone numbers for calls to discuss their children's progress at any time.

Parents also complete a mid-year and end-of-year family satisfaction survey.

- *Monthly Events*

Endeavor College Prep also hosts monthly events, including parent-teacher conferences, workshops, and celebrations to provide parents with a better understanding of their children's education and also provide them hands-on practice of concrete strategies to support their children's success. The following is a sample calendar of monthly parent events:

- September Back to School Night
- October Supporting Homework Success
- November Parent-Teacher Conferences
- December Winter Holiday Celebration
- January Family Literacy Night
- February Understanding Educational Testing
- March Parent-Teacher Conferences
- April Family Math Night
- May Family College Night
- June End-of-Year Celebration
- August Test Score Release

- *School Site Council*

As a school that receives federal funding through Title I, Endeavor College Prep convenes a school site council to offer parents and staff the opportunity to take a more active role at the school. The council works with school administration and members of the Board of Directors to create a comprehensive written parent involvement policy. The council's most important role is to annually approve and monitor the Single Plan for Student Achievement. More detail about the Council is shared in Element 4.

- *Volunteer Opportunities*

We seek to provide parents with meaningful ways to be involved at the school. As stated in the "Volunteer Opportunities" section of the Student and Family Handbook and at our new family orientation presentations, parents are not required to volunteer at the school, but they are welcome if they are interested and available. Parents are informed at

orientation and in the family handbook about standing volunteer opportunities, and additional opportunities are included in weekly newsletters and posted in the school office. Volunteer opportunities include, but are not limited to:

- Serving as “Room Parent” for a homeroom (assisting the homeroom teachers with parent communications, special events, etc.)
- Chaperoning field trips
- Supervising recess (working with school staff)
- Leading clubs (working with school staff)
- Assisting in the office
- Assisting in classrooms
- Setting up for breakfast and/or lunch
- Set-up, extra supervision, and clean-up for special events (Book Fair, Field Day, Talent Show, etc.)
- Helping with valet and traffic flow (before and/or after school)
- Working on campus beautification projects (painting, gardening, etc.)

1.11 The Charter School’s Curriculum

Students at Endeavor College Prep will complete a course of study based on California Common Core State Standards and with a level of rigor designed to prepare students for success at college preparatory high schools.

There are a few unique aspects to our approach to curriculum.

- Backwards planning from assessments
- Use of data to re-teach and modify the curriculum when necessary
- Differentiated supports to close existing learning gaps (independent reading gaps, computer-based differentiation)

Figure 1.11 outlines the curriculum to be completed at each grade level. The narratives that follow give more detail to each.

Figure 1.11 –Curriculum

		Grade TK & K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Core	English- Language Arts	Bench- mark Advance	Bench- mark Advance	Bench- mark Advance	Bench- mark Advance	Bench- mark Advance	Bench- mark Advance	Bench- mark Advance	Teacher Created based on work of Uncomm on Schools	Teacher Created based on work of Uncomm on Schools

		Grade TK & K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Non-Core	Mathematics	Eureka Math	Eureka Math	Eureka Math	Eureka Math	Eureka Math	Eureka Math	Eureka Math	Eureka Math	Eureka Math
	History-Social Science	Bench- mark Advance: integrated	Bench- mark Advance: integrated	Bench- mark Advance: integrated	Bench- mark Advance: integrated	Bench- mark Advance: integrated	Bench- mark Advance: integrated	Bench- mark Advance: integrated	Teacher created based on DBQ Project	Teacher created based on DBQ Project
	Science	NGSS Teacher- created	NGSS Teacher- created	NGSS Teacher- created	NGSS Teacher- created	NGSS Teacher- created	NGSS Teacher- created	NGSS Teacher- created	NGSS Teacher- created	NGSS Teacher- created
	ELD	Bench- mark Advance	Bench- mark Advance	Bench- mark Advance	Bench- mark Advance	Bench- mark Advance	Bench- mark Advance	Bench- mark Advance	National Geograp hic and Cengage Learning Inside	National Geograp hic and Cengage Learning Inside
	Advisory	teacher created & Second Step	teacher created & Second Step	teacher created & Second Step	teacher created & Second Step	teacher created & Second Step	teacher created & Second Step	teacher created & Second Step	teacher created & Second Step	teacher created & Second Step
	Differentiat ed Reading	i-Ready & teacher- created	i-Ready & teacher- created	i-Ready & teacher- created	i-Ready & teacher- created	i-Ready & teacher- created	i-Ready & teacher- created	i-Ready & teacher- created	i-Ready & teacher- created	i-Ready & teacher- created
	Differentiat ed Math	i-Ready & teacher- created	i-Ready & teacher- created	i-Ready & teacher- created	i-Ready & teacher- created	i-Ready & teacher- created	i-Ready & teacher- created	i-Ready & teacher- created	i-Ready & teacher- created	i-Ready & teacher- created

Core Curriculum Descriptions

Benchmark Advance

Benchmark Advance is a comprehensive English Language Arts program from [Benchmark Education Company](#) for Kindergarten through sixth grade. It is built to address key shifts in curriculum and instruction to meet the demands of the new standards. It provides rigorous collaborative instruction integrating reading, writing, speaking and listening. It addresses both literature and informational standards by incorporating and integrating both science and history into Language Arts class.

ECP teachers (tK-6) utilize Benchmark Advance as the curriculum for core English class, ELD, and social studies instruction. English class instruction is supplemented with resources from i-Ready, Fountas & Pinnell &/or Accelerated Reader, and scholastic book sets. These help supplement guided reading groups, small group instruction, and whole-group instruction based on data. ELD class and small group instruction is supplemented with various resources such as those found at Readworks.org, Newsela.com, and k12reader.com. Social Studies content is taught through the texts in Benchmark Advance and is supplemented through the resources listed above.

Teacher Created Based on Uncommon Schools

Teachers in 7th and 8th grade are provided resources based on work by the Uncommon Schools and adapt it to the students' needs. This curriculum is a rigorous novel-based curriculum aligned to the Common Core State Standards. A strong emphasis is placed on both non-fiction and narrative or fictional texts. The foundation of the curriculum is centered around critical thinking and collecting and analyzing strong evidence. It also explicitly teaches writing through units aligned to the text being read. Teachers use the Uncommon School curriculum as a base and adapt based on data and student need. Teachers supplement with a variety of resources including i-Ready (described below), Accelerated Reader, Shurley English writing curriculum, the work of Lucy Calkins, Readworks.org, Newsela.com, and k12reader.com.

National Geographic and Cengage Learning Inside

ELD instruction in 7th and 8th grade utilizes *Inside* which is aligned Common Core State Standards and ELD standards. Inside offers five levels of curriculum that address varying ELP levels. It is designed so that students experience the world in the classroom with authentic, multicultural literature and National Geographic informational texts. The curriculum provides comprehensive reading, language, and writing support. More specifically, it provides intensive work to build academic vocabulary and language, build fluency with more complex texts, and develop skill in comprehension, literary analysis and writing.

Eureka Math

Tk-8th grade teachers use Eureka Math as the curriculum for Transitional Kindergarten through 8th grade. We know that vertical consistency in curriculum will help students find success and prevent learning gaps as students' progress through the grades. *Eureka Math* was developed specifically to address Common Core math standards by the nonprofit, *Great Minds*. According to Edreports.org, it is a comprehensive curriculum that is fully aligned to CCSS. We have chosen it due to this alignment and the support it gives to teachers to deliver unparalleled math instruction providing students with a deep understanding and fluency in math. It focuses on

teaching the process of math by teaching it as a story. It builds students' knowledge logically and thoroughly. It carefully sequences the mathematical progressions to maximize coherence from Prekindergarten through Precalculus.

Teachers use Eureka as the core curriculum and supplement when the data deems necessary. Math Content Teams, coaching, and co-teaching conversations assist teachers in identifying areas that students may need more support or a varied type of instruction. Co-teaching during *Eureka Math* instruction allows for maximum differentiation and increased student achievement. Models of co-teaching are strategically utilized in specific components of the lesson to ensure student learning with this curriculum is being maximized. For example, most often during *Concept Development* parallel teaching is being used in order to improve teacher to student ratio and group students strategically to maximize learning.

NGSS Teacher-Created

Under the guidance and direction of our science coach who is a California NGSS/STEM Early Implementer, science teachers are working to develop our science curriculum through using various resources including, but not limited to: *Mosa Mack*, *Betterlessons*, *California Academy of Sciences*, *STEMscopes for Science* and *Concord Consortium*. Our science course incorporates developing both science lab skills and science literacy. This allows students to read and write about concepts before and after exploring them hands-on in the lab. We have designated science teachers in order to allow a full focus on building out this program. Science teachers create their own lessons based on crosscutting concepts, science and engineering practices, and disciplinary core ideas. By first understanding these dimensions of learning science and pulling quality resources, teachers are able to create rigorous lessons that help build a cohesive understanding of science concepts.

Teacher Created based on the Document Based Question Project (DBQ)

The 7th and 8th Grade Social Studies curriculum is based on the work from the DBQ Project. The DBQ project focuses on analyzing primary and secondary sources in order to answer a prompt using evidence-based thinking. Ultimately students produce various genres of evidence-based writing. The teacher pulls from the DBQ project in order to reinforce history CCSS and history content standards. Students use literacy skills in order to learn about and analyze historical content.

Non-Core Curriculum Descriptions

Teacher Created Differentiated Reading

Teachers use data to ensure students are working at the appropriate level. Teachers then utilize a variety of resources to provide students with the necessary instruction. For Differentiated Reading, teachers may pull from i-Ready, Fountas & Pinnell, Accelerated Reader, Scholastic Readers, Readworks.org, Newsela.com, and k12reader.com in addition to many others. The resource most used are described below. For Differentiated Math, i-Ready and Khan Academy are mostly used to provide students with what they need.

Second Step

Second Step is a component of our Advisory program chosen to develop character and create a supportive, successful learning environment. It is a program rooted in social-emotional learning (SEL) that uses a holistic approach to help create a more empathetic society by providing teachers and school staff with tools to enable them to take an active role in the social-emotional growth and safety of today's children. It provides engaging lessons utilizing videos, activities, and discussions in order to create a sense of safety and respect grounded in the social-emotional health and well-being of the entire school community. The units build vertically and cover topics such as self-esteem and bullying. Teachers support these lessons throughout the day by consistently referring to lessons. They may also supplement with Class Dojo character-building videos, real-life examples, and morning meeting topics.

Supplemental Resource Descriptions

i-Ready

i-Ready makes differentiated instruction a practical reality for teachers and students. It was designed to get students excited about learning, and to support teachers in the challenge of meeting the needs of all learners. Through the power of one intuitive system whose pieces were built from the ground up to work together, teachers have the tools they need to ensure students are on the road to proficiency. In a single program, *i-Ready* integrates powerful assessments and rich insights with effective and engaging instruction in reading and mathematics to address students' individual needs, empowers teachers every day to make more informed instructional decisions, and motivates students with access to their own personalized path to growth. *i-Ready Instruction* delivers powerful online lessons that motivate students on their paths to proficiency and growth. Driven by insights from the *i-Ready Diagnostic*, *i-Ready's* online K–8 lessons provide tailored instruction that meets students where they are in their learning journey and encourages them as they develop new skills. *i-Ready Instruction* is complemented by easily accessible teacher resources that enable teachers to target the specific skills with which students are struggling most in their whole class, small group, and one-to-one instruction. *i-Ready Instruction* taps into the rich data from the *i-Ready diagnostic* to deliver personalized learning paths to growth for each student, balancing rigor and reachability, meets learners at their level, helps them problem solve, and keeps them motivated to continue their progress, and provides digital instruction that is proven to drive gains for students of all levels and is backed by evidence for ESSA

(<https://login.i-ready.com>; <https://www.cde.state.co.us/uip/i-ready-assessment-description>).

Accelerated Reader

Renaissance Learning's Accelerated Reader products equip teachers with insight into independent reading practice, research-proven goal setting tools, activities that span a variety of skills and text types, and a worldwide community of support. Students enjoy endless choice and the agency required to truly fall in love with reading, achieve mastery, and grow (www.renaissance.com). Teachers set reading zones within the Zone of Proximal Development for each student and track each students' progress through page goals and scores on reading quizzes. Reading zones are moved as the student progresses in comprehension of texts.

1.12 Course Offerings

Grade	Course	Description
6th Grade	Advisory	Advisory is a daily class for character building and social emotional learning (SEL) skills. One day a week is dedicated to individual data review to maximize self-efficacy and build ownership in their own learning growth. The other days are for team building and specific SEL skills.
	Humanities	Humanities is a double (100 minute) class that is co-taught by the 6 th grade ELA teachers. During this class they cover reading, writing, and history standards using the <i>Benchmark Advance</i> curriculum.
	Math	Math class covers 6 th grade math standards following the <i>Eureka</i> math curriculum.
	Science	Science covers 6 th grade NGSS standards through teacher-created lessons and labs. Students have two days a week in the science lab and two days in class.
	Differentiated Math (non-core)	Differentiated math is a co-taught class in which teachers teach differentiated lessons to small groups based on results from assessments. During this course students also get time for individually paced math lessons in the iReady computer program.
	Differentiated Reading/ELD (non-core)	Differentiated reading is a co-taught class in which teachers teach differentiated lessons to small groups based on results from assessments. During this course students also get time for individually paced reading lessons in the iReady computer program. English learners are pulled out at this time for ELD.
	Electives (non-core)	Once a week, students in grades 6-8 participate in elective classes. These are mixed-grade classes in which students choose a course of study based on their individual interest. Specific course offerings change each trimester and vary based on the skills and passions of the 6-8 grade teachers. Examples of courses that have been offered in the past include: soccer, basketball, drama, vocal music, cartooning, chess club, history of hip hop, yoga, dance

Grade	Course	Description
	Advisory	Advisory is a daily class for character building and social emotional learning (SEL) skills. One day a week is dedicate to individual data review to maximize self-efficacy and build ownership in their own learning growth. The other days are for team building and specific SEL skills.
7 th Grade	Reading	7 th grade reading is a novel-based class used to teach common core ELA standards. The curriculum is based on lessons created by Uncommon Schools.
	Writing	7 th grade writing follows a curriculum is based on lessons created by Uncommon Schools. The writing is aligned as much as possible with content from the reading class.
	Math	Math class covers 7 th grade math standards following the <i>Eureka</i> math curriculum.
	History	7th Grade Social Studies course focuses on medieval and early modern world history and is based on work from the DBQ Project. The DBQ project focuses on analyzing primary and secondary sources in order to answer a prompt using evidence-based thinking.
	Science	Science covers 7 th grade NGSS standards through teacher-created lessons and labs. Students have two days a week in the science lab and two days in class.
	Differentiated Math (non-core)	Differentiated math is a co-taught class in which teachers teach differentiated lessons to small groups based on results from assessments. During this course students also get time for individually paced math lessons in the iReady computer program.
	Differentiated Reading/ELD (non-core)	Differentiated reading is a co-taught class in which teachers teach differentiated lessons to small groups based on results from assessments. During this course students also get time for individually paced reading lessons in the iReady computer program. English learners are pulled out at this time for ELD.

Grade	Course	Description
	Electives (non-core)	Once a week, students in grades 6-8 participate in elective classes. These are mixed-grade classes in which students choose a course of study based on their individual interest. Specific course offerings change each trimester and vary based on the skills and passions of the 6-8 grade teachers. Examples of courses that have been offered in the past include: soccer, basketball, drama, vocal music, cartooning, chess club, history of hip hop, yoga, dance
8 th Grade	Advisory	Advisory is a daily class for character building and social emotional learning (SEL) skills. One day a week is dedicated to individual data review to maximize self-efficacy and build ownership in their own learning growth. For 8 th graders, one day a week is also dedicated to high school preparation, including counseling on the decision about which high schools they want to attend and the application process. The other days are for team building and specific SEL skills.
	Reading	8 th grade reading is a novel-based class used to teach common core ELA standards. The curriculum is based on lessons created by Uncommon Schools.
	Writing	8 th grade writing follows a curriculum is based on lessons created by Uncommon Schools. The writing is aligned as much as possible with content from the reading class.
	Math	Math class covers 8 th grade math standards following the <i>Eureka</i> math curriculum.
	History	8th Grade Social Studies course focuses on U.S. history and is based on work from the DBQ Project. The DBQ project focuses on analyzing primary and secondary sources in order to answer a prompt using evidence-based thinking.
	Science	Science covers 8 th grade NGSS standards through teacher-created lessons and labs. Students have two days a week in the science lab and two days in class.

Grade	Course	Description
	Differentiated Math (non-core)	Differentiated math is a co-taught class in which teachers teach differentiated lessons to small groups based on results from assessments. During this course students also get time for individually paced math lessons in the iReady computer program.
	Differentiated Reading/ELD (non-core)	Differentiated reading is a co-taught class in which teachers teach differentiated lessons to small groups based on results from assessments. During this course students also get time for individually paced reading lessons in the iReady computer program. English learners are pulled out at this time for ELD.
	Electives (non-core)	Once a week students in grades 6-8 participate in elective classes. These are mixed-grade classes in which students choose a course of study based on their individual interest. Specific course offerings change each trimester and vary based on the skills and passions of the 6-8 grade teachers. Examples of courses that have been offered in the past include: soccer, basketball, drama, vocal music, cartooning, chess club, history of hip hop, yoga, dance

1.13 Instructional Methods and Strategies

Co-Teaching

We have two credentialed teachers co-teaching in every classroom from transitional kindergarten through sixth grade. We are confident that this model leads to increased achievement for our students. It allows us to be strategic about instructional structures for teaching. Teachers are supported to use various co-teaching models throughout portions of their lesson or for certain types of objectives. Our four main co-teaching models are One Teach, One Observe, Duet/Team Teaching, Station Teaching, and Parallel Teaching. During each of these models, the two teachers are maximizing learning time by providing students with differentiation and a high level of academic attention and feedback. See brief descriptions of each model below.

- *One Teach, One Observe:* One teacher leads instruction, while the other provides support to students who need additional help or enrichment, gathers observational data, or provides classroom management. Both teachers know the distinct role they are carrying out in the lesson.
- *Duet/Team Teaching:* Members of the team co-teach alongside one another and share responsibility for planning, teaching, and assessing the progress of all students in the class.

- *Station Teaching*: Each teacher works with a small group of children who rotate among various stations to complete the different tasks related to the same instructional content/objective. Teachers must communicate to coordinate the tasks and timing at the different stations to support learning objectives.
- *Parallel Teaching*: Class is broken into groups (heterogeneous or homogenous) and each teacher takes a group in the same room.

For example, research indicates that reading instruction is most effective when conducted within small homogeneous groups.⁴³ At schools such as North Star Academy Elementary School in Newark, NJ and Leadership Preparatory Charter School⁴⁴ in Brooklyn, NY, students are supported by a team teaching model in which each classroom has two teachers. with the co-teaching models we are able to use research and data to give students maximum support to increase growth.

Another benefit of co-teaching is the ability to administer high quality assessments. In transitional kindergarten through early first grade when many assessments will be administered one-on-one, teacher pairing allows one teacher to pull students for assessment while the other teacher continues to teach the rest of the students, minimizing interruption to students' learning. Similarly, when an individual student needs attention, the support teacher will be available to handle the issue without disruption to the lesson.

The co-teaching model plays a significant part in the professional development of our teachers. A study published in the May 2005 issue of *Educational Leadership* found that "the most effective strategies for helping new teachers were giving them the opportunity to observe other teachers, work with mentors, meet and make plans with other teachers and receive plenty of feedback."⁴⁵ In our co-teaching model, every one of these strategies is part of the daily routine. The lead teacher is in the classroom with the teacher all day, allowing for multiple opportunities for the lead teacher to model good instruction and high behavioral expectations and to offer feedback on observations of the less experienced teacher's instruction. The mentoring opportunities created by this full-time pairing accelerate the learning curve commonly experienced by new teachers and allow them to increase their effectiveness more rapidly.

Teach Like a Champion Techniques

Teachers are trained and coached on using the techniques described in Doug Lemov's, *Teach Like a Champion (TLAC)*. These techniques help teachers develop a strong classroom culture in order to allow teaching to occur. Time is spent during Professional Development learning and practicing select techniques. Coaches follow-up on the use of these techniques, and add more, through coaching sessions and video analysis from Lemov's book. Time is invested earlier in the school year to develop the use of these techniques (such as strong voice,

⁴³ Bill Honig, *Teaching Our Children to Read*. Thousand Oaks, CA: Corwin Press, 2001, p. 79.

⁴⁴ Leadership Preparatory Charter School is a Building Excellent Schools Fellow-founded school.

⁴⁵ Gilbert, Linda. "What Helps Beginning Teachers?" *Educational Leadership*, May, 2005.

positive narration, and 100%) in order to set a strong culture to create an environment conducive to instruction.

The instructional strategies in *TLAC* are meant to increase rigor, engagement, and student ratio in the classroom. The use of these strategies improves the instructional delivery of the adopted curriculum. Time is spent teaching and practicing these strategies (such as turn and chat, no opt out, and cold call) early in the year and throughout the year based on data and coaching trends. Additionally, coaching sessions are focused on strengthen these techniques within teachers' toolkits.

1.14 How the School's Methodologies and Curriculum Will Ensure Mastery of the California Common Core State Standards

Endeavor College Prep teachers use the California Common Core State Standards as the foundation for what should be taught. Teachers spend the majority of their summer professional development days following a structured protocol to thoroughly understand the standards, be trained in the chosen curriculum and materials, study released Smarter Balanced test questions and other sample assessments, analyze and review units of study and timelines for instruction, practice delivering lessons, and backwards plan to make necessary adjustments to the units.

Endeavor College Prep teachers use a common board configuration and daily lesson design.

The Black Board Configuration (BBC)⁴⁶ will include the objectives of each class period (Aims), an opening activity (Do Now), and daily homework assignments. As a result, students will always know what is expected of them throughout the class period.

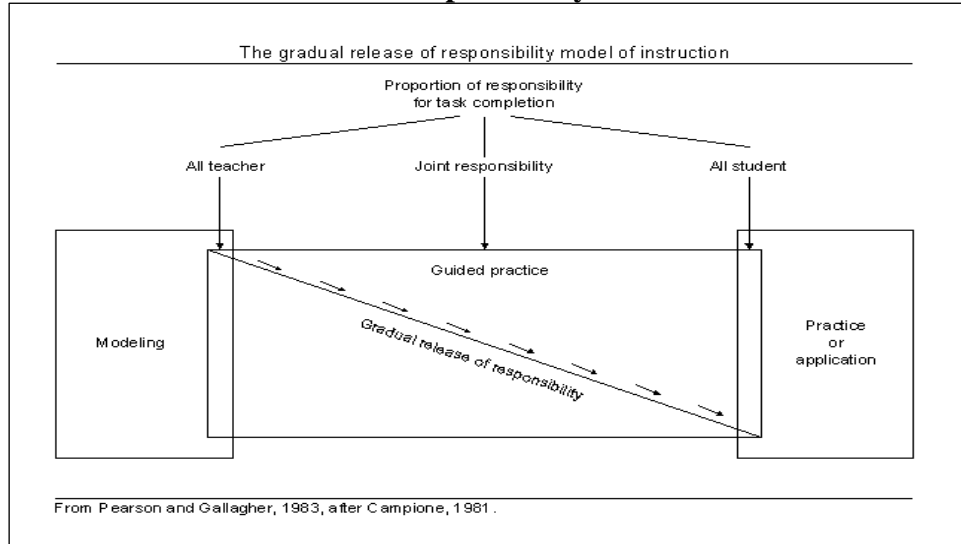
Daily lesson follow a sequence often referred to as the "Gradual Release of Responsibility" or "I do-We do-You do" model. This includes explicit teacher-guided instruction on new content, time for the class to practice the new material or skill while still being led by the teacher, and independent student practice accompanied by on-going teacher feedback and support. The diagram below depicts the gradual release of responsibility as the lesson moves through the "I-We-You" sequence.⁴⁷

Daily lessons follow a sequence often referred to as the "Gradual Release of Responsibility" or "I do-We do-You do" model. This includes explicit teacher-guided instruction on new content, time for the class to practice the new material or skill while still being led by the teacher, and independent student practice accompanied by on-going teacher feedback and support. The diagram below depicts the gradual release of responsibility as the lesson moves through the "I-We-You" sequence.

⁴⁶ The Black Board Configuration is a strategy supported by Dr. Lorraine Monroe, founder of the Frederick Douglas Academy, and a nationally recognized, highly respected urban educator.

⁴⁷ Accessed at http://wilearns.state.wi.us/apps/Images/gradual_release.gif (10/19/07).

Figure 1.10 – Gradual Release of Responsibility Model



Frequent Assessment and Data-Driven Instruction

In order to push students to their greatest academic potential, it is necessary to constantly assess what they already know and what they have learned. Endeavor College Prep uses a variety of assessments to constantly monitor student achievement.

At the start of each academic year, new students complete the i-Ready Diagnostic Assessment in both reading and math., I-Ready is a computer adaptive test that identifies a student's grade level performance, projected proficiency on CAASPP, priority skills based on a student's score, and supports for instruction. This test is administered again two other times throughout the school year to measure growth. Student progress, both individual and cohort, provides meaningful data about the success of our curricular program and instructional practices. Trends drive professional development, small group instruction, and other instructional decisions, while individual student scores allow the school to provide additional support as needed (via teacher small groups and our RtI program).

I-Ready test scores serve as preliminary data to tier students for our Response to Intervention program. Students who are performing multiple grade levels below get additional support through this program. Students who don't show growth on the next administration of the assessment receive support from our Student Support and Progress Team.

Endeavor College Prep also uses interim assessments two times throughout the school year. These differ based on the subject, but all are aligned to both the content and standards taught so far as well as CAASPP. From this data we are able to analyze students' preparedness for CAASPP assessments, gaps that may exist between the curriculum and CAASPP, identify bright spots for best practices, and support students that are not scoring proficient. .

In addition to school-wide standardized tests, teachers are trained on and expected to implement a variety of other effective assessment practices such as weekly quizzes, Fountas

and Pinnell assessments, and exit tickets. Teachers use published content-specific tools to diagnose student needs, comprehensive unit tests from curriculum to measure mastery of the standards covered in each unit and plan multiple checks for understanding into every daily lesson.

Simply acquiring student achievement data is only the first step in supporting strong student outcomes. Several days of teacher orientation are devoted to the effective interpretation of assessment data and the creation of action plans based on the results. Throughout the school year there is at least one whole-staff professional development session every six weeks dedicated to looking at student work and analyzing assessment data, and the expectation is that grade-level and/or content area teams will analyze student work and assessment data on a regular basis during content team meeting times. Teachers are trained to evaluate test validity, complete item analyses, and *use* the data to improve their instructional practices. A school-wide data management program tracks progress on all of our data points and goals.

Tiered Academic Support

Endeavor College Prep seeks to create a school where all students achieve academic success. More than 90% of our students are socioeconomically disadvantaged and are statistically at risk of beginning school performing below grade level. The school is designed to include multiple supports for all learners, including subgroups that are historically underperforming.

We strive to include all of our students—students achieving below, at, and above grade level, inclusive of English Language Learners and students with special needs—in an environment that supports their continued academic and character development. Because the least restrictive environment is often a traditional classroom setting, we work to include multiple supports for all learners within the classroom setting and at other opportunities throughout the school day and week; however, there are designated times for the students with the most need to get the necessary supports.

Based on strategies proven effective at high-performing schools with similar student populations, the supports Endeavor College Prep offers include:

Effective Classroom Management and Effective Teaching Techniques

Teachers at Endeavor College Prep are experienced professionals, dedicated to minimizing student misbehavior and maximizing each student's involvement in class. Students are engaged in a meaningful way 100% of the time, whether by working independently or in a group, participating in a class discussion, or actively listening to a class lecture. Teachers provide constant opportunities for students to interact with the material and will use frequent checks for understanding to ensure that no students fail to master the content. It is expected that students are actively involved, from listening attentively to a speaker, to taking notes, to using work time efficiently from the start to end of class.

Differentiated Instruction

While our goal is mastery of the content standards for all children in every subject, we recognize that not all children learn in exactly the same way and it is our responsibility to teach so that all children learn. The use of differentiated instructional strategies allows teachers to efficiently and effectively use class time to meet the varied learning styles and needs of students within a single class period.⁴⁸ The co-teaching structure allows for this to happen consistently throughout a lesson based on formative data.

Teachers use assessment data, classroom observation, interest inventories, learning style surveys, and other tools to identify student's unique needs, strengths, and weaknesses. They meet the widespread learning needs of their students using such differentiation strategies as:⁴⁹

- tiered activities
- flexible ability groups
- leveled readings
- choice of tasks or topics
- learning centers
- problem-based learning
- varied time allotments or staggered due dates
- group or partner work
- learning logs or journals
- individualized practice sets

While the exact process or product that evidences mastery may vary from student to student, differentiated instruction allows for all students to achieve success with the same content standards.

- *Leveled Guided Reading Groups*

During our daily guided reading groups transitional kindergarten through sixth grade students are grouped by ability. These groupings allow the most struggling readers to work in the smallest possible groups and teachers to focus on remediating specific skill deficits in order to effectively and efficiently accelerate the fluency, decoding, vocabulary, and comprehension skills of all students. These groups also allow the most advanced readers to continue to excel, as they may reach beyond grade-level content into material that best meets their advanced needs. Students' reading achievement is assessed frequently, and students may be moved at six-week intervals in order to ensure they are being instructed with books at the appropriate level.⁵⁰

⁴⁸ Teachers are trained to differentiate effectively during on-going professional development based on the research done by educational experts Carol Ann Tomlinson, author of *The Differentiated Classroom: Responding to the Needs of All Learners* (1999), and Rick Wormeli, author of *Fair Isn't Always Equal* (2006).

⁴⁹ These strategies are representative of the differentiation techniques teachers will use. Additional detail on these strategies may be found in *The Differentiated Classroom: Meeting the Needs of All Learners* by Carol Ann Tomlinson.(1999)

⁵⁰ Students in grades six through eight are also be included in leveled guided reading groups when appropriate.

- *Homework Support*

Endeavor College Prep teachers assign between 10 and 30 minutes of homework each night in each content area, for a approximately 20-30 minutes a night for transitional kindergarten through second grade; 4-60 minutes a night for third through fifth grade students; and 60-90 minutes of homework each night for students in grades six through eight. Homework assignments are always practice of skills the students have already learned but are continuing to work with in order to achieve true mastery. This means that students are prepared to complete each assignment successfully, using their knowledge from lessons, notes from class, and determination.

Students are supported in their efforts to complete homework by having an agenda to record daily assignments. Students and their families are also able to contact teachers on their cell phones during the evening to receive additional homework assistance. During Summer Academy, students are taught proper phone etiquette including how to leave a proper voicemail message. All staff sign an agreement governing appropriate use of the school-issued cell phone and other electronic media.

- *Frequent Assessment, Feedback, and Communication*

We believe that honest, systematic, and frequent feedback about student progress is critical to student success. As a result of this belief, students receive daily homework grades and behavior scores. Teachers quickly score assessments and return these tools in a timely manner so that students can immediately correct and learn from their mistakes.

Progress is communicated to families each week through work sent home and through formal progress reports or report cards at least every six weeks.

Students and families also have access to each teacher's cell phone number and teachers and school leaders will make themselves available for concerns or questions each evening and on weekends.

Additionally, families can connect with teachers via ClassDojo with concerns or questions.

- *Response to Intervention Support*

Endeavor College Prep is committed to intensely supporting students that are performing multiple years below grade level. One of the ways we do this is through targeted remediation through our Response to Intervention program. Based on data (i-Ready), students that are scoring at least two years below grade level will receive intensive, skill-based support at their instructional level. The Instructional Assistant team and RtI Coach support students during non-core classes in small groups and constantly assess student progress and make necessary adjustments to instruction. This is intended to urgently close learning gaps.

- *Electives*

Electives at Endeavor College Prep are intentionally social rather than academic in nature because we believe it is critical that students have a sense of belonging to more than their homeroom groups and believe these clubs are an additional opportunity to reinforce

character development and school culture. Electives are driven by teacher and student interest and take place once a week, as part of the Friday schedule.

Electives include such activities as flag football, cross country running, yoga, painting, board games, chess, photography, student government, drama, poetry, newspaper, and yearbook. In 6th-8th grade, students are able to mix grade levels during this time and belong to a different elective class each trimester to allow for the development of a variety of interests and skills. Students do not earn grades for their participation in these classes, but we believe they are an important part of building a school-wide sense of community and pride, which also has a positive impact on student achievement.

- *English Language Development*

Our commitment to supporting all students in learning includes supports for our English learners. Teachers are trained, coached, and equipped to utilize strategies to support EL's within core contents during integrated ELD; however, we believe students learning English need additional supports at the appropriate level. All English learners will receive designated English Language Development instruction throughout the school day. Students in kindergarten through sixth grade will receive ELD instruction from the *Benchmark Advance* curriculum based on their English language proficiency level. This support is aligned to both the ELD standards as well as what students are learning in core English classes. Students in seventh and eighth grade will receive instruction from *Insight* based on proficiency level, as well. This ELD support will help ensure growth and mastery of ELD ELA standards.

- *Science*

As most schools, Endeavor College Prep is in the process of fully transitioning and improving effectiveness in student mastery of NGSS. Our science course incorporates both time in a science lab and time spent building science literacy in a classroom. This allows students to read and write about concepts before and after exploring them hands-on in the lab. We have designated science teachers in order to allow a full focus on building out this program. Science teachers create their own lessons based on crosscutting concepts, science and engineering practices, and disciplinary core ideas. By first understanding these dimensions of learning science and pulling quality resources, teachers are able to create rigorous lessons that help build a cohesive understanding of science concepts.

1.15 How the Instructional Program Will Support Development of Technology-related Skills

Most students at Endeavor College Prep use computers daily. During differentiated work time, approximately one third of the class is able to work on iReady math or reading programs on the classroom computers. This daily practice gets students accustomed to interacting and responding using computers.

Our interim assessments are also computer-based to replicate CAASPP testing conditions. These interim assessments are conducted in December and March. Conducting these interim

assessments on the computer in an environment that mirrors CAASPP testing conditions allows teachers to identify any challenges that the student have with the testing format that is preventing them from performing to their best ability. It also builds the students' familiarity and confidence for testing in that environment.

The school has several laptop carts that can be used for classes engaging in special projects or lessons, such as teaching word processing, online research, and presentation skills. Additionally, while not a regular class for all students, we have the resources and some teachers have chosen to offer elective classes such as typing and coding.

As educational technology continues to develop, we will continue to place more emphasis on teaching students all of the technology skills needed to be successful in the 21st century.

1.19 Transitional Kindergarten

Due to the size of our school, our TK enrollment is not large enough to support a separate class. Students who are enrolled in TK share a classroom with kindergarten students in a combination class. TK students are taught the kindergarten standards at a pace and using instructional methods that best fit their individual learning needs. TK students who are excelling may be grouped with traditional kindergarten students and proceed at the kindergarten pacing.

1.20 Academic Calendar

The Endeavor College Prep school year is similar to a traditional single-track calendar. Our school year includes 180 instructional days, divided into three trimesters.

The 180 days of instruction provide 69,450 instructional minutes, which are calculated to exclude all non-instructional time including lunch, recess, and any extended day programs that do not include mandatory instruction for all students. The total number of instructional minutes, exclusive of these elements, exceeds the number of annual instructional minutes set forth in Education Code § 47612.5 as outlined in section 1.22.

Teachers have an additional 36 days devoted to professional development, in preparation for the school year and strategically placed throughout the year to analyze interim assessment data.⁵¹ Students also attend two days of Summer Academy to prepare for the year.

⁵¹ The summer professional development days and all PD days embedded within the school year are part of the teacher's regular work schedule and compensation for these days is included as part of each teacher's salary. These professional development days are pupil-free days; however, our school schedule exceeds the number of instructional days and minutes required for students.



Academic Calendar 2019-20

Sept. 2: No School—Labor Day

Sept. 16: No School- Professional Development Day

19 Days of Instruction

SEPTEMBER '19						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Nov. 11: No School—Veterans' Day

Nov. 15: End of first trimester

Nov. 25-29: No School—Thanksgiving

15 Days of Instruction

NOVEMBER '19						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Jan. 1-3: No School— Winter Break

Jan 6: No School – Professional Development Day

Jan. 20: No School—Martin Luther King, Jr. Day

18 Days of Instruction

JANUARY '20						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

March 6: End of Second Trimester

March 9: No School – Professional Development Day

March 20-26: Trimester 2 Conferences (Friday Schedule all week)

March 30: No School—March Vacation

20 Days of Instruction

MARCH '20						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

May 25: No School—Memorial Day

20 Days of Instruction

MAY '20						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST '19						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Aug. 1-14: Professional Development Days

Aug. 15-16: Summer Academy

Aug. 19: Professional Development

Aug. 20: First Day of School

9 Days of Instruction

OCTOBER '19						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Oct. 7: No School – Professional Development Day

22 Days of Instruction

DECEMBER '19						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Dec. 2: No School- Professional Development Day

Dec. 6-12: Trimester 1 Conferences (Friday Schedule all week)

Dec. 23-31: No School—Winter Break

14 Days of Instruction

FEBRUARY '20						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

Feb. 3: No School- Professional Development Day

Feb. 14: No School – February Vacation

Feb. 17: No School—Presidents' Day

17 days of Instruction

APRIL '20						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

April 13-17: Spring Break

April 20: No School—Professional Development Day

16 Days of Instruction

JUNE '20						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June 12: Last Day of School & End of Third Trimester

June 15-19: No School— Team Professional Development (PD)

10 Days of Instruction

1.21 Daily Schedules

The daily schedule of Endeavor College Prep is constructed to maximize academic instruction. Our school year contains 69,450 minutes in grades K-8 (including transitional kindergarten) calculated to exclude all non-instructional time including lunch, recess, and any extended day programs that do not include mandatory attendance for all students. We exceed the annual instructional minutes set forth in Education Code § 47612.5.

Scholars attend school from 7:30 a.m. to 3:00 p.m., four days a week. Once a week students are dismissed at 1:00 p.m. to allow for the faculty to participate in professional development. Schedules are created to maximize time for literacy and math, knowing that these are vital to a student's academic success. Figures 1.11 and 1.12 show the amount of instructional time per grade, per subject. Figure 1.13 demonstrates sample daily schedules by grade.

Figure 1.11
Regular Schedule Instructional Time Per Subject

Content	K	1	2	3	4	5	6	7 8
Core ELA	105	105	105	90	95	95	100	100
Differentiated ELA	40	50	60	60	65	70	85*	85*
ELD	40	30	30	30	30	30	85*	85*
Core Math	60	60	55	45	60	60	100	50
Differentiated Math	30	40	30	60	40	35	85*	85*
Science	40**	40	40	40	40	40	50	50
History	Integrated in ELA	Integrated in ELA	Integrated in ELA	Integrated in ELA	Integrated in ELA	Integrated in ELA	Integrated in ELA	50
Advisory	20	20	20	20	20	20	20	20
Subtotal	330	345	340	345	350	350	355	355

**This time is divided among ELD, Differentiated Math, and Differentiated Reading. Times are decided based on student need. All EL's receive at least 30 min ELD daily.*

***Specials class*

Figure 1.12
Minimum Day Schedule Instructional Time Per Subject (time in min)

Content	K	1	2	3	4	5	6	7 8
Core ELA	70	80	80	65	65	75	100	100
Differentiated ELA	0	0	0	0	0	0	30*	35*
ELD	30	30	25	30	30	30	30*	35*
Core Math	65	55	65	75	75	75	50	50
Differentiated Math	0	0	0	0	0	0	30*	35*
Science	0	0	0	0	0	0	0	0

Content	K	1	2	3	4	5	6	7 8
History	Integrat ed in ELA	Integrat ed in ELA	Integrat ed in ELA	Integrat ed in ELA	Integrat ed in ELA	Integrat ed in ELA	Integrat ed in ELA	0
Electives	30	30	30	30	30	30	30	30
Subtotal	195	195	200	200	200	210	210	215

**This time is divided among ELD, Differentiated Math, and Differentiated Reading. Times are decided based on student need.*

Figure 1.13 Sample Daily Schedules By Grade

Kindergarten

Regular Schedule	
7:30-8:15	Breakfast, HR & Advisory
8:15-9:15	Math
9:15-9:45	Diff. Math
9:45-10:25	ELD
10:25-11:00	Lunch
11:00-11:25	Recess
11:25-11:40	Shared Reading
11:40-12:05	Phonics
12:05-12:50	Reading & Writing
12:50-1:10	Recess
1:10-1:30	Interactive Read Aloud
1:30-2:10	Diff. Reading
2:10-2:50	Specials (art, PE, math centers, etc.)
2:50 - 3:00	Clean up/ Dismissal

Minimum Day Schedule	
7:30-8:00	Breakfast & HR
8:00-9:05	Math
9:05-9:35	Team & Family Assembly
9:35-10:05	ELD
10:05-10:30	ELA
10:30-11:00	Lunch
11:00-11:30	Recess
11:30-12:15	ELA
12:15-12:45	Electives
12:45 - 1:00	Clean up/ Dismissal

1st Grade

Regular Schedule	
7:30-8:15	Breakfast, HR & Advisory
8:15-8:35	Shared Reading
8:35-9:00	Phonics
9:00-9:30	ELD
9:30-9:55	Recess
9:55 - 10:10	Read Aloud
10:10-11:00	Diff. Reading

Minimum Day Schedule	
7:30-8:00	Breakfast & HR
8:00-9:05	ELA
9:05-9:35	T&F
9:35-10:05	Recess
10:05-11:00	Math
11:00-11:30	Lunch
11:30-12:00	ELD

11:00 - 11:30	LUNCH
11:30-12:30	Math Lesson
12:30-1:15	Reading/Writing
1:15-1:30	Recess
1:30-2:10	Diff Math
2:10-2:50	Science
2:50 - 3:00	Clean up/ Dismissal

12:00-12:15	Read Aloud
12:15-12:45	Electives
12:45-1:00	Clean up/Dismissal

2nd Grade

Regular Schedule	
7:30-8:15	Breakfast, HR & Advisory
8:15-9:10	Math
9:10-9:30	Phonics
9:30-10:00	ELD
10:00-10:25	Recess
10:25-11:00	Reading
11:00 - 11:35	Lunch
11:35-12:15	Science
12:15-12:25	Shared Reading
12:25-12:50	Writing
12:50-1:50	Diff Reading
1:50-2:05	Recess
2:05-2:35	Diff Math
2:35-2:50	Interactive Read Aloud
2:50 - 3:00	Clean up/ Dismissal

Minimum Day Schedule	
7:30-8:00	Breakfast & HR
8:00-9:05	Math
9:05-9:35	T&F
9:35-10:00	ELD
10:00-10:25	Recess
10:25-11:00	ELA
11:00-11:30	Lunch
11:30-12:15	ELA
12:15-12:45	Elective
12:45-1:00	Clean-up/Dismissal

3rd grade

Regular Schedule	
7:30-8:15	Breakfast, HR & Advisory
8:15-9:00	Math
9:00-9:30	ELD
9:30-9:55	Recess
9:55-10:50	Reading/Writing
10:50-11:30	Science
11:30-12:00	Lunch
12:00-12:15	Interactive Read Aloud
12:15-12:35	Word Study/Writing
12:35-1:35	Diff. Math
1:35-1:50	Break

Minimum Day Schedule	
7:30-8:00	Breakfast & HR
8:00-8:30	ELD
8:30-9:00	T&F
9:00-9:30	ELA
9:30-9:55	Recess
9:55-10:30	ELA
10:30-11:00	Electives
11:00-11:30	Math
11:30-12:00	Lunch
12:00-12:45	Math
12:45-1:00	Clean up/Dismissal

Regular Schedule	
1:50-2:50	Diff. Reading
2:50-3:00	Clean up/Dismissal

Minimum Day Schedule	

4th Grade

Regular Schedule	
7:30-8:15	Breakfast, HR & Advisory
8:15-9:15	Reading/Writing
9:15-9:30	Word Study
9:30-9:55	Recess
9:55-10:25	ELD
10:25-11:30	Diff. Reading
11:30-12:00	Lunch
12:00-12:20	Interactive Read Aloud
12:20-1:20	Math
1:20-2:00	Science
2:00-2:10	Break
2:10-2:50	Diff. Math
2:50 - 3:00	Clean up/ Dismissal

Minimum Day Schedule	
7:30-8:00	Breakfast & HR
8:00-8:30	ELD
8:30-9:00	T&F
9:00-9:30	ELA
9:30-9:55	Recess
9:55-10:30	ELA
10:30-11:00	Electives
11:00-11:30	Math
11:30-12:00	Lunch
12:00-12:45	Math
12:45-1:00	Clean up/Dismissal

5th Grade

Regular Schedule	
7:30-8:15	Breakfast, HR & Advisory
8:15-9:15	Reading/Writing
9:15-9:30	Word Study
9:30-10:30	Math
10:30-10:55	Recess
10:55-11:25	ELD
11:25-12:00	Diff. Math
12:00-12:30	Lunch
12:30-1:10	Science
1:10-1:30	Interactive Read Aloud
1:30-1:40	Break
1:40-2:50	Diff Reading
2:50 - 3:00	Clean up/ Dismissal

Minimum Day Schedule	
7:30-8:00	Breakfast & HR
8:00-8:30	ELD
8:30-9:00	T&F
9:00-10:00	ELA
10:00-10:30	Math
10:30-11:00	Electives
11:00-11:15	Recess
11:15-12:00	Math
12:00-12:30	Lunch
12:30-12:45	Read Aloud
12:45-1:00	Clean up/Dismissal

6th Grade

Regular Schedule	
7:30-7:55	Homeroom
7:55-8:15	Advisory
8:15-9:55	Humanities
9:55-10:45	Science
10:45-11:00	break
11:00-11:25	Recess
11:25-12:00	Differentiated Time
12:00-12:30	lunch
12:30-2:10	Math
2:10-3:00	ELD/Diff Reading

Minimum Day Schedule	
8:00 - 8:20	T & F
8:25-10:05	Humanities
10:05-10:20	break
10:20-11:10	math
11:15 - 11:45	electives
11:45-12:00	reflection & pack
12:00 - 12:30	lunch
12:30-1:00	Differentiated Time & ELD

7th & 8th Grade

Regular Schedule	
7:30-7:55	Homeroom
7:55-8:45	reading
8:45-9:35	Science
9:35-10:25	math
10:25-10:40	break
10:40-11:30	ELD & Differentiated Time
11:30-11:55	recess
11:55-12:30	ELD & Differentiated Time
12:30-1:00	lunch
1:00-1:20	Advisory
1:20-2:10	history
2:10-3:00	writing

Minimum Day Schedule	
8:00 - 8:20	T & F
8:25-9:15	reading
9:15-9:30	break
9:30-10:20	writing
10:20-11:10	math
11:15 - 11:45	electives
11:45-12:20	ELD & Differentiated Time
12:20-1:00	lunch

1.22 Instructional Days and Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	134	405	46	330	0				180	36000	69450	33450
1	Yes	134	405	46	330	0				180	50400	69450	19050
2	Yes	134	405	46	330	0				180	50400	69450	19050
3	Yes	134	405	46	330	0				180	50400	69450	19050
4	Yes	134	405	46	330	0				180	54000	69450	15450
5	Yes	134	405	46	330	0				180	54000	69450	15450
6	Yes	134	405	46	330	0				180	54000	69450	15450
7	Yes	134	405	46	330	0				180	54000	69450	15450
8	Yes	134	405	46	330	0				180	54000	69450	15450
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

1.24 Teacher Recruiting

Endeavor College Prep recruits qualified teachers to successfully implement the school's mission. Teacher recruitment includes job listings posted on a variety of teacher recruiting sites, such as the California Charter School Association, Teach For America, Ed-Join, LinkedIn, Indeed, and various college recruiting sites. In order to increase our applicant pool, we may participate in job fairs at local universities or hosted by other organizations that target teacher recruiting.

Teacher application and selection is an intense process, designed to gain a deep understanding of the candidate's beliefs, competencies, and potential to work with others to create dramatic student gains. We screen carefully for alignment with Endeavor College Prep's mission, our PRIDE values, ambition to grow professionally, and the desire to work as part of a highly collaborative team. The process includes:

1. Resume and cover letter screening
2. Initial phone interview with the talent manager or other school leader designated by the principal
3. In-person interview with talent manager, principal, and/or other instructional leaders
4. School visit, including tour and classroom observation
5. Teaching a sample lesson (either at Endeavor College Prep or the candidate's school)
6. Group interview with school administration and members of the teacher team
7. Reference and credential checks, including CTC authorization to teach English Language Learners⁵²
8. Offer letter

1.25 Professional Development

Recent educational research demonstrates that the professional development programs with the most positive impact on student achievement include:⁵³

- **Collaborative learning:** Teachers have opportunities to learn in a supportive community that organizes curriculum across grade levels and subjects.
- **Links between curriculum, assessment, and professional-learning decisions in the context of teaching specific content:** Particularly for math and science professional-development programs, research has emphasized the importance of developing math and science content knowledge, as well as pedagogical techniques for the content area (Blank, de las Alas, and Smith, 2008; Blank and de las Alas, 2009; Heller, Daehler, Wong, Shinohara, and Miratrix, 2012).
- **Active learning:** Teachers apply new knowledge and receive feedback, with ongoing data to reflect how teaching practices influence student learning over time.
- **Deeper knowledge of content and how to teach it:** Training teachers solely in new techniques and behaviors will not work.

⁵² Additional fingerprinting, background checks, and medical clearance will be completed prior to beginning work.

⁵³ Darling-Hammond, L., Wei, R.C., Andree, A., Richardson, M, and Orphanos, S. (2009). *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad*.

- **Sustained learning, over multiple days and weeks:** Professional-development efforts that engage teachers in 30 to 100 hours of learning over six months to one year have been shown to increase student achievement.

Endeavor College Prep embraces these findings as the foundation for our own professional learning community and we devote a significant amount of time and resources to the continual growth of our teachers and leaders.⁵⁴

Beginning with a two- to three-week summer training, teachers learn the expectations of lesson and assessment design, classroom management, and school culture essential to school-wide success.⁵⁵ Each year the summer training begins with revisiting our mission and the tenets of our charter (for both new and returning staff). During this time teachers are trained to use the curriculum, analyze Common Core State Standards and CAASPP assessments, and meticulously plan their first units of study. Time is dedicated to learning about and establishing co-teaching relationships as well as practicing classroom management and instructional strategies. Summer is also a time to build collegiality between teachers and lay the foundation for strong working relationships.

A series of learning walks⁵⁶, informal observations, frequent check-ins, and formal observations provide the Instructional Coaches Team and administrators with the data necessary to ensure they are able to support each teacher as they pursue excellence in their craft. Teachers should also expect to receive meaningful written feedback at least once a month and have their overall performance reviewed annually.⁵⁷

Weekly Content team meetings after school allow for teachers to collaborate and grow professionally. During this time, a coach leads teachers through the analysis of content-specific data, sharing best practices, and increasing support for students. Teachers may be asked to share best practice, which continues to inspire collaboration and growth outside of meetings.

Weekly staff development meetings are held one afternoon a week to provide on-going support for teachers throughout the year. During this time, teacher teams work together to plan lessons, analyze student work, create action plans to meet both individual student and whole-class needs, and continually improve their practice. Most of these professional development sessions will be

⁵⁴ Our on-going professional development plans are based on the successful practices of high-achieving urban charter schools as studied through the Building Excellent Schools Fellowship and will also draw heavily from the work of Richard DuFour, author of *Professional Learning Communities at Work* and *Learning by Doing*, and Peter Senge, author of *The Fifth Discipline* and its companion resource, *Schools That Learn*.

⁵⁵ The summer professional development days and all PD days embedded within the school year are part of the teacher's regular work schedule and compensation for these days is included as part of each teacher's salary.

⁵⁶ A learning walk is an intentional tour of the entire campus conducted by the Principal or Assistant Principal and joined by other members of the instructional team focusing on a specific topic such as student participation rates, posted objectives, use of wait time, 100%, or other data that allow evaluation of the student culture and learning environment.

⁵⁷ A draft of the teacher evaluation plan (based on the Professional Growth Plans used by the Achievement First Schools) can be found in Attachment G.

led by the coaches, Assistant Principal, or Principal. Other members of the Endeavor College Prep teaching team and outside experts may lead sessions as well, as appropriate.

Professional Development topics include:

- School culture, including PBIS
- Character development
- Classroom management
- State content standards and assessments, including CCSS and Smarter Balanced assessments
- Long-term lesson planning, backward mapped from CCSS and LCAP goals
- Daily lesson design
- Informal and formal assessment
- Data analysis, including progress toward LCAP goals
- Teaching ELA standards in a literature-based program
- Effective feedback for students
- Teacher collaboration
- Co-Teaching models & best practices
- Differentiated instruction
- Student engagement techniques
- Communicating with and engaging parents and guardians
- English Language Learner strategies and compliance
- Special Education strategies and compliance
- Effective strategies for vocabulary development and Academic English
- A variety of protocols (for examining student work, observing peers, solving problems, student-led conferences, etc.)
- Integrating literacy in the content areas
- Integrating technology
- Health and safety, including state child abuse reporting and school's safety plan
- Emergency preparation

In addition to weekly staff development time each week, full days of professional development have been built into the annual calendar to allow for deep analysis of start-of-year and mid-year assessment data and allow time for significant collaboration between teachers at least each trimester.

Endeavor College Prep has an extensive professional resource library for teachers in the Think Tank, our teacher work space. We also take advantage of external PD opportunities and send teachers and staff to trainings, workshops, and conferences offered by organizations such as

- Building Excellent Schools
- LACOE
- LAUSD (especially for Special Education topics through COP3)
- Teach For America
- UnboundEd
- The Management Center
- Uncommon Schools

- Bright Morning Coaching
- The California Charter Schools Association
- Young, Minney, and Corr

Meeting the Needs of All Students

At the core of Endeavor College Prep’s mission is the unwavering belief that all students, regardless of their socioeconomic or educational background, deserve a high-quality, college-preparatory education. With this core belief, we are targeting a student population that is largely considered “at-risk” for academic failure based on factors such as income level or home language. Endeavor College Prep’s educational program was designed very deliberately to meet students where they are instructionally and accelerate them to achieve mastery at and above grade level.

Our school design includes the following key elements—common to high-performing urban charter schools—to meet the needs of each potentially “at-risk” student:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Small school size, low student to teacher ratio, and safe environment
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction in transitional kindergarten through sixth grade
- Small, leveled guided reading groups in transitional kindergarten through fifth grade
- Systematic, explicit instruction in phonics and phonemic awareness in transitional kindergarten, kindergarten, and first grade
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student’s level
- Co-teaching strategically used to improve teacher to student ratio, target specific skills, and increase differentiation
- Word Walls to reinforce academic vocabulary
- Differentiated classes designed to meet the academic and developmental needs of students in grades four through eight
- Systematic writing and grammar instruction
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Explicit vocabulary instruction in all content areas
- Group work and oral presentations in all content areas
- Frequent use of assessments and specific feedback from teachers
- Frequent communication with and engagement of parents in supporting academic and behavioral expectations

Additional strategies target students who may have additional needs—students performing far above or below grade level, students with low socioeconomic status, English Language Learners, and Special Education students. These additional supports are incorporated within the school day and/or offered during Prep Plus, as needed.

1.26 ENGLISH LEARNERS

Endeavor College Prep serves a large percentage of English Language Learners (ELLs): approximately 43% of the overall school population. The achievement of high levels of English proficiency and overall academic success of each of these students is critical to our mission of college preparation.

A detailed description of Endeavor College Prep's program for ELLs is documented in our EL Master Plan, which has been submitted to the District as a stand-alone document as part of our charter renewal petition.

Identification of English Language Learners

Endeavor College Prep adheres to all applicable state and federal laws and regulations with regard to serving ELL students. The staff of Endeavor College Prep adheres to the following plan to initially determine a student's English language proficiency:

- Families complete a home-language survey upon enrollment in the school.
- Students whose primary language is not English are initially assessed using the California English Language Proficiency Assessment for California (ELPAC) within the first 30 days of enrolling in Endeavor College Prep if it is the first California public school they have attended.
- Annual assessment of English proficiency is conducted within the annual ELPAC testing window, in the spring. We notify all parents of our responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results.
- ELL students are placed in mainstream classes for core academics and receive additional English Language instruction as necessary, using both designated ELD resources and integrated ELD strategies. Based on assessment results, the Instructional Coaches work with teachers to create a plan to meet the additional instructional needs of each student identified as an English Language Learner. This instruction may occur during differentiated work time and may also occur as specialized pull-out intervention.
- ELL students are re-evaluated with the ELPAC test each spring until redesignated as English Language proficient.

English Language Development Program for English Language Learners

All classroom teachers provide ELD support through an integrated Structured English Immersion ("SEI") program. Instructional Assistants and classroom teachers provide support to ELLs in small groups during Differentiated Instruction Time. Classroom teachers in K-5 provide ELD instruction during Designated ELD within the classroom using the designated ELD components included in our ELA curriculum, *Benchmark Advance*. In grades 6-8, an ELD teacher provides ELD instruction during Designated ELD in a separate ELD classroom. For sixth grade designated ELD components of *Benchmark Advance* are used. For seventh and eighth grade, the ELD curriculum is *Insided*.

Students also receive differentiated instruction time. A combination of iReady, AR, and small group instruction with a teacher are used. During Differentiated Math and Reading, students are

in small groups in order to best accelerate their learning and catch them up to grade-level standards of performance. While the curricula used for this targeted intervention varies based on students' specific needs, teachers will use an even more frequent assessment regimen to ensure that student progress is monitored accurately and teaching methods are frequently adjusted to produce maximum results. ELLs in grades K-8 receive support in small groups with their English fluent peers. Teachers use assessment data, classroom observations, iReady data, and other tools to identify student's unique needs, strengths, and weaknesses. Teachers consistently meet the widespread learning needs of their students using such differentiation strategies, such as: flexible ability groups, leveled readings, learning centers, varied time allotments or staggered due dates, group or partner work, learning logs, reading journals, or page goals, and/or individualized or skill-based practice sets. While the exact process or product that evidences mastery may vary from student to student, differentiated instruction time allows for all students to achieve success with the same content standards and with the support of being in a small, leveled, group. Students also complete lessons on i-Ready, which integrates powerful assessments and rich insights with effective and engaging instruction in reading and mathematics to address students' individual needs.

Teachers in integrated and designated time will use strategies effective in meeting their specific literacy needs. These strategies may include, but are not limited to: (a) Pre-teaching of key vocabulary, (b) Peer tutoring with students who demonstrate more advanced English skills, (c) Use of native language to clarify words or concepts, (d) Supportive culture of high expectations and discipline, (e) Predictable class structure, (f) Extended time for literacy (reading and writing) instruction, (g) Word Walls or Vocab Walls to reinforce academic vocabulary, (h) Phonics, decoding, and fluency groups, (i) Small, leveled guided reading groups, (j) Systematic reading strategy and textual analysis instruction, (k) Independent reading at each student's level, (l) Frequent use of "think-pair-share," turn-and-talks, and other cooperative learning strategies, (m) Use of graphic organizers and images, (n) Reinforcement of ELA standards in all content areas, (o) Explicit vocabulary instruction in all content areas, (p) Group work in all content areas, (q) Frequent use of assessments and specific feedback from teachers, and (r) Frequent communication with and engagement of parents in supporting academic and behavioral expectations.

Reclassification Process

Students who have been identified as ELL are reclassified to fluent English proficient (RFEP) according to the following guidelines, based on the California Department of Education's redesignation criteria:

- English proficiency demonstrated by ELPAC results of 3 or higher.
- Academic performance demonstrated by passing grades of 3 or 4 in reading and writing
- Evidence of basic grade-level skills in English as demonstrated by:
 - Scoring at or above grade-level on a Fountas and Pinnell Benchmark assessment for students in grades TK-2
 - Scoring at grade-level in the iReady diagnostic for ELA, or meeting or exceeding standard on the ELA portion of the CAASPP assessment for grades 3-8.
- Parent agreement confirmed through written notification

This process is monitored by Endeavor College Prep's operations staff, which is responsible for maintaining our student information system with updated demographic and testing data. They will maintain a list of EL students and review their eligibility for reclassification at various points in the year:

- When ELPAC scores are released
- When individual CAASP scores are released
- When report card grades are issued
- When results are available from interim iReady assessments

Students who are reclassified to RFEP continue to be monitored by their teachers for four years after their reclassification as part of their on-going data analysis of student achievement. If through the monitoring it is discovered that RFEP students are struggling and it is determined to be language-related, these students will be offered any support normally offered to EL students, as appropriate for the student's specific needs. As for any student, if the monitoring reveals that the student is ready for more challenge, lessons and/or assignments will be differentiated for the student's ability. During this monitoring period, ELPAC testing is not required.

Monitoring Progress of ELs and Effectiveness of the Program

Through ongoing and regular data analysis, with an emphasis in English Learners growth, the Instructional Coaches, Principal, and Assistant Principal are consistently evaluating the impact our ELD program is having on our students' language development. Data is analyzed by teachers and instructional coaches and reviewed by the Principal and Assistant Principal throughout the year to determine whether ELLs are progressing at an appropriate rate in their language development and to determine whether any further supports are necessary. Sources for these data include, but are not limited to:

1. **Interim Assessment ("IA"):** ELLs will take IAs in all of their core content classes, as well as an ELD IA in December and again in March. The ELD IA will assess students' ELP in reading, writing, speaking, and listening. This will allow teachers to track and monitor students' ELD progress and ELP growth.
2. **iReady:** ELLs, along with all students, will take an iReady diagnostic during the first 30 days of school and again in November and February that indicates their grade-level standard progress. All students receive growth goals that will help identify and monitor progress toward grade level proficiency. In full-day professional development sessions after each diagnostic, teachers analyze the data for all students, and create groups with specific plans in place to support growth toward grade level proficiency. Through i-Ready reports, student growth is tracked and monitored between diagnostics. In November and February, ELL data is identified through the Student Growth tool on i-Ready and purposefully tracked to ensure progress or small group intervention will be put in place to encourage progress.
3. **Accelerated Reader (AR):** Teachers monitor AR progress weekly to ensure students are reading an appropriate number of books at their individual independent reading level and comprehending the books they read.
4. **Weekly or bi-weekly assessments in ELD in grades 6-8:** The ELD teacher will conduct frequent formative assessments to ensure students are mastering the material

being taught in the ELD class. Analysis of those results will inform material that needs to be retaught and/or students in need of additional intervention.

Through this monitoring process, any students who are identified as not progressing toward English proficiency at an adequate rate, including Long Term English Learners (LTELs) and for students At-Risk of Becoming LTELs may be referred to our SSPT process and may receive additional supports through our RtI program.

Endeavor College Prep will use the following to monitor and evaluate the overall effectiveness of our ELL program and instruction:

1. Individual student improvement on the ELPAC test from year to year
2. Individual student improvement on state standardized tests, including, but not limited to, CAASPP in grades 3-8
3. Individual student improvement on the ELD IA.
4. School-wide EL reclassification rate
5. School-wide subgroup reports for grades 3-8
6. School-wide and grade-level cohort growth on the ELD IAs

The results of this evaluation will be share with school leadership as well the School's English Learner Advisory Council (ELAC). They will make recommendations that will inform our professional development topics as well as inform us of the effectiveness of our materials and instruction to ensure we are meeting the needs of our English Language Learners.

1.27 Students Achieving Above Grade Level

In her 1997 article "What It Means to Teach Gifted Learners Well," Carol Ann Tomlinson states that "what it takes to teach gifted learners well is actually a little common sense. It begins with the premise that each child should come to school to stretch and grow daily. It includes the expectation that the measure of progress and growth is competition with oneself rather than competition against others. It resides in the notion that educators understand key concepts, principles and skills of subject domains, and present those in ways that cause highly able students to wonder and grasp, and extend their reach. And it envisions schooling as an escalator on which students continually progress, rather than a series of stairs, with landings on which advanced learners consistently wait."

While we believe that most students are appropriately challenged by our rigorous academic program, Endeavor College Prep is committed to working with students who are performing above grade level to provide additional challenge. We do not currently identify students for Gifted and Talented Education (GATE). Instead we differentiate instruction so as to challenge all students at their highest capacity.

Students earning advanced scores on the state tests, interim assessment scores, or otherwise identified by their teachers as high-achieving during their regular data analysis cycles, will be targeted to receive differentiated instruction to give them deeper or accelerated learning. These students benefit from the following components of our school's design:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques that challenge each student
- Small school size and safe environment, where academic achievement is “cool”
- Small, leveled guided reading groups that allow high-achieving students to access challenging literature
- Extensive independent reading at each student’s level that allows each child to excel at his or her own pace
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Opportunities to further develop literacy skills in all content areas
- Group work and oral presentations in all content areas
- Frequent use of assessments and specific feedback from teachers
- Frequent communication with and engagement of parents in supporting our college preparatory mission
- Opportunities to build leadership skills through peer tutoring

Classroom teachers are trained to differentiate lessons to meet the needs of advanced learners and provide learning experiences that meet the special needs of these students with regard to the pace of lessons, the depth of content presented, and variety of processes used and products created. The teachers’ frequent data analysis will identify any students who are ready for additional challenge, content acceleration, or enrichment. For example, independent reading at Endeavor College Prep is monitored through the Accelerated Reader program. For independent reading, we do not use a one-size-fits-all textbook approach. Students read books at a level determined through comprehension metrics measured and monitored through the program. This allows our more advanced readers to access literature above their current grade level. Likewise, small groups organized throughout the day (during reading, math, differentiated reading, and differentiated math) allow teachers opportunities to present differentiated material to students who are excelling with the regular course content.

These students are also challenged through preparation for and participation in a variety of school-based, academic competitions, like spelling bees, science fair, etc.

1.28 Students Achieving Below Grade Level

While we believe that most students’ needs are being met by the wide variety of school-wide supports already in place, Endeavor College Prep is committed to working with students who are achieving below grade level in order to help them achieve at expected levels. As mentioned in the section above, the teachers’ frequent data analysis, including structured collaborative analysis during content team meetings with teachers of the same subject, allows for identification of students who are struggling in a specific subject.

A student at Endeavor College Prep is considered low-achieving if they meet the following criteria:

1. performing more than one level below his/her actual grade level based on class assignments and assessments

2. earning below 70%⁵⁸ in one or more core subjects and therefore in danger of failing the grade
3. not on track to make at least one grade level of growth in reading, writing, and math

Students with below-grade-level skills benefit from the following components of our school's design:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction in grades transitional kindergarten through six
- Small, leveled guided reading groups in grades transitional kindergarten through five
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student's level
- Small group math instruction in grades transitional kindergarten through three
- Frequent use of "think-pair-share" and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Frequent use of assessments and specific feedback from teachers
- Additional intervention, if needed, through our RtI program, which is provided by our Instructional Assistants under the supervision of our RtI Coach and with additional guidance from the teachers of the participating students
- Additional intervention, if needed, through our SSPT process
- Frequent communication with and engagement of parents in supporting academic and behavioral expectations

In addition to the supports offered to all students, low-achieving students at Endeavor College Prep are strategically grouped for small-group instruction during differentiated reading and differentiated math periods for additional academic help. This allows students full access to all core and non-core content while meeting the students' needs.

Their progress is monitored weekly by their core academic teachers and students who are not making adequate progress toward grade-level standards will be referred to the Student Success and Progress Team for further consideration.

Student Success and Progress Team

A Student Success and Progress Team (SSPT) uses a systematic problem-solving approach to assist students who, despite a variety of supports, are failing to make adequate progress. The SSPT reviews the effectiveness of previous and current interventions, clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parents, teachers, and student.

⁵⁸ In transitional kindergarten through first grade, this would be a score of 1 or 2 in core subjects.

An SSPT is a general education function and all students can benefit from an SSPT, including but not limited to those students achieving below or above grade level, English Language Learners, students with suspected special educational needs, and students who have experienced emotional trauma or behavioral issues.

Prior to convening an SSPT meeting, teachers are required to bring their concerns to the attention of the RTI coach and the RSP teacher who works with their grade and begin documenting intervention attempts to generate data for analysis and discussion at the SSPT meeting. To initiate an SSPT meeting, the teachers must submit the following documents:

- SSPT Referral Form
- Pre-SSPT Intervention Plan
- Pre-SSPT Intervention Log
- Pre-SSPT Intervention Graph
- Parent Contact Log

The RTI Coach can advise and assist teachers with the creation of these items.

Anyone who has on-going concerns about a student's achievement can refer that student for SSPT consideration and anyone who is connected with that student can participate in the SSPT meeting. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement representatives. The meeting is designed to allow all parties involved to work together to create the best possible plan of action to support the child's unique needs.

The Endeavor College Prep SSPT meetings include the following steps:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with are chosen; concerns are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

The plans created by an SSPT include additional instructional or behavioral supports, a timeline for implementation, goals for the student, and means for assessment and re-evaluation.

1.29 Socio-economically Disadvantaged Students

We believe that poverty alone does not indicate the need for specific instructional techniques. Our instructional approaches are based on each student's instructional needs, not their income level. That said, we know that students in this subgroup face particular challenges.

Our student information system (SIS) database is able to identify which children are recognized by the state of California as being socio-economically disadvantaged based on their parents' education level and whether they qualify for free or reduced lunch. This subgroup designation is on the student record that each child's teacher can access through our SIS. When teachers engage in analysis of their students' academic performance data, they are able to monitor the progress of any of their students who are in this subgroup and work with their instructional coach to plan instruction and intervention (if necessary) accordingly.

Over 90 percent of our students qualify for free and reduced lunch. Our school design is based on highly successful urban schools that serve a similar population of low-income students and offers a multitude of supports that meet the needs of potentially "at-risk" students, including:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Frequent communication with and engagement of parents in supporting academic and behavioral expectations

For students from low socio-economic backgrounds, we are sensitive to the financial burdens that schools often place on families. If a teacher or any staff member notices signs of economic distress in a child (beyond academic performance) he or she lets our Family and Community Outreach Coordinator know and he can offer support for families by providing free or discounted school supplies, uniforms⁵⁹, etc. when needed. We have also partnered with local businesses such as Sears and Warehouse Shoe Sales (WSS) to provide free or discounted clothing for our school community.

Additionally, we provide experiences and exposures that low SES students may not typically have. These include:

- Educational field trips during the school day
- Optional exploratory field trips on the weekends such as hikes in local mountains
- College tours
- Annual high school fair
- Private high school tours
- Family support for navigating the public magnet school and private high school application process
- Assistance for private school scholarship applications

1.30 Other Subgroups, Including Foster Youth

Foster youth and homeless youth are identified as part of the enrollment process at Endeavor College Prep through specific questions that are part of our enrollment packet. Changes to living status may be reported to our office and updated at any time. To be sure that changes do not occur without being reported, we confirm address and guardian information during report card conferences in December and March.

⁵⁹ Endeavor College Prep provides every student with a free uniform shirt. The Charter School provides assistance purchasing additional uniform shirts and/or other clothing for families in need.

Endeavor College Prep has two full-time counselors and a full-time psychologist who can be available to children who experience stress caused by the instability of homelessness or living with a foster family. We also maintain a list of local service providers and support agencies to help students or their families.

While neither foster youth nor homeless youth make up more than the 10% threshold to be a publicly reported subgroup, they are subgroups that are identified in our SIS, so the teachers monitor academic progress of any of their students in this subgroup through our data analysis processes and RtI program, so we are confident that the needs of our foster and homeless youth will be met through the differentiation and various interventions that Endeavor College Prep offers.

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

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

1.31 A Typical Day: What a Visitor Would Expect to See

The following describes the experience of a visitor spending the day with a fourth grade class at Endeavor College Prep:

7:10 a.m. Before School	A visitor spending the day at Endeavor College Prep would likely arrive in the morning, shortly after 7:00 a.m. He would see that the school is already prepared for the day—an easel greets students and reminds parents about the upcoming parent workshop and the school’s office manager is supervising the handful of students who have already arrived. A group of parents is gathered near the playground where they are discussing the students’ upcoming trip to visit U.S.C. It will be their second field trip this year and more than a dozen parents have already volunteered to chaperone.
715: a.m. Huddle	Promptly at 7:15 all of the 3-5 teachers and various members of the operations and student supports teams meet in one of the fifth grade classrooms. They refer to this daily meeting as the “morning huddle,” and there are three that happen simultaneously throughout the building. It serves as their daily opportunity to

	<p>connect and refocus on school-wide priorities for the day. Today the reminders include aiming for 100% participation in class discussions and making it to class right on time at the end of recess. Today is “Thankful Thursday” so they all take a few minutes to write positive post-it notes to students or staff they want to appreciate this week. The teachers break from the huddle with an “ECP on 3!” and spread throughout the building to their assigned arrival supervision stations.</p>
7:30 a.m. Arrival	<p>At exactly 7:30 the doors open at four strategic entrances. Within the next 10 minutes approximately 650 students will enter get their breakfast and make it to their classrooms. At each entrance to the building the scholars are greeted with a handshake and a smile. Children have been taught to make eye contact, have a firm handshake, and return the greeting, and the visitor is pleased to see that most of the students also greet guests with “Good Morning” and a smile.</p> <p>Once inside, scholars pick up breakfast and head directly to their classroom. The hallway is lined with information about colleges mixed with examples of extraordinary student work. On the day of this visit there are displays which showcase the students’ persuasive essays, geography quizzes, and math vocabulary drawings.</p> <p>At the classroom door, they are greeted again with a handshake. Students drop off their breakfast, take out their books, binders, and folders, and hang their backpacks on the assigned hooks before settling down to eat. The visitor notices how the whiteboards are already set up for the day, the mellow jazz music in the background that seems to set the tone for the room, and the way each student follows this morning routine without a reminder.</p>
7:45 a.m. Homeroom	<p>By 7:45 all students have arrived for the start of homeroom time. Five student homework checkers grab clipboards from the side table and work with their classmates to scan each homework assignment and note any assignments that are missing or incomplete. Today, all but one student have completed all of their assignments. During the morning homework check the visitor might walk around the room and notice the “Shout Outs” covering the sides of each student’s desk—colorful notes of praise from classmates and teachers—and also a few Post-it notes on desktops from teachers reminding an individual student to “Raise your hand more!” or “Write in complete sentences!”</p> <p>A few minutes before 8:00 a.m. both homeroom teachers, Ms. Arguello and Mr. Sanchez, greet the students, who echo back their response. Ms. Johansen shares an inspirational quote—today it is Eleanor Roosevelt, “The future belongs to those who believe in the beauty of their dreams.” She wishes the students a beautiful day and reminds them to try to earn every PRIDE point they can, for their preparation, respect, integrity, determination, and enthusiasm, core character values of the school. As a class, yesterday they were two points shy of a perfect day.</p>

<p>8:15 Reading/ Writing</p>	<p>Mr. Sanchez then places today's grammar practice on the overhead. Students turn in their binders to the writing Do Now and begin to work, using standard editing marks to correct common errors in capitalization, punctuation, and frequently misspelled words from last week's spelling list.</p> <p>"Good afternoon, authors!" "Good afternoon, Mr. Sanchez!" Mr. Sanchez begins the class not by correcting the Do Now but by announcing the five scholars who earned 100% on Friday's grammar quiz. He invites each of the five to correct one of the Do Now sentences while their classmates follow along on their papers.</p> <p>The fourth-grade writing test is coming up, and the students are in the middle of their narrative writing unit. Today they will spend the bulk of the class period responding to a prompt asking them to tell the story of a time someone surprised them. While they move independently through the steps of the writing process, Mr. Sanchez works the room, giving pointers, reminding students to read their drafts aloud to revise and edit, and conferencing when a student seems temporarily stuck.</p> <p>Seven minutes before the end of class, Mr. Sanchez asks students to share their narratives with their partners and reminds them to finish revising and bring a second draft with them tomorrow.</p>
<p>9:30 Recess</p>	<p>Recess is short. This means that students line up quickly and quietly in order to maximize their playing time. Half of the teachers head out with them to turn the double-dutch rope, play basketball, or walk laps around the perimeter of the playground. The other half of the teachers takes a quick break before joining the rest of the teachers and the students for lunch.</p>
<p>10:25 a.m. Differen- tiated Reading</p>	<p>Students grab their books and folders for guided reading and head to the front or back of the classroom, while a few students silently make their way to the bank of computers in the back of the room and get started on independent work in iReady. One group works with Ms. Arguello to decode multisyllabic words, another group is practicing finding the main idea of several short informational articles with Mr. Martinez, and a well-prepared student-led group takes turns reading Eleanor Estes's <i>The Hundred Dresses</i> and answering questions the teacher has prepared about character traits and motivation.</p>
<p>12:00 Read Aloud</p>	<p>Reading class always starts with a Do Now, except for today. Today is the last chapter of Ralph Fletcher's <i>Fig Pudding</i> and Ms. Arguello promised they could skip straight back to the read aloud of the novel. Students squirm in their seats with anticipation until she finally beckons them back to the rug. They review what has happened in each of the previous chapters and Ms. Arguello asks them to share predictions for the final chapter with a partner. When she opens the book to read Chapter Nine the students turn all of their attention to the book as they seek to figure out how the Abernathy family will deal with the tragedy they</p>

	<p>read about yesterday. Many of the students cried yesterday when a major character unexpectedly passed away. The final chapter brings a satisfying resolution and students applaud as their teacher closes the book one final time. She leads a discussion on author's craft and how the author effectively engages the readers' emotions and also talks for a few minutes about the other books Ralph Fletcher has written. The students seem eager to check them out of the classroom library.</p> <p>Ms. Arguello then reviews the textual analysis objective for the day and leads a short mini-lesson on character traits. Students write paragraphs describing characters from <i>Fig Pudding</i>, using at least three examples of evidence from the text to support their description. A few students share their best paragraphs with the class.</p> <p>Reading class ends with twenty-five minutes of independent reading. More than half of the class has earned the privilege of sitting wherever they want while they read and they scatter throughout the room propped up on colorful pillows. Ms. Arguello makes sure everyone is settled before working with a small group. She meets with this group every other day to reinforce their comprehension skills as they struggle to make the transition from picture books to chapter books. They are showing progress but still need a lot of reinforcement to maintain concentration with longer stories. As a few students finish their books, they log in to take a short comprehension quiz on the computer, record their scores on their independent reading logs, and then exchange their books for a new title.</p> <p>Five minutes before the end of reading class Ms. Arguello asks students to find a good stopping point in their books and turn to chat with a partner about the characters in their book—specifically to compare one of their characters with a character from <i>Fig Pudding</i> and explain the evidence from the text that backs up this claim. Students talk excitedly about how a character is gullible like Bobby or responsible like Cliff or crazy like Uncle Billy, until their teacher gives the signal to head back to their desks. They clean up and prepare for their next class to begin.</p>
12:20 Math	<p>Students make a quick transition to their seats for math class, immediately put last night's homework on the corner of their desks, and begin to complete the Do Now on their individual whiteboards. Today's Do Now is a series of word problems about area and perimeter, with a couple of bonus problems on volume.</p> <p>After three and a half minutes, Mr. Sanchez invites a few students up to the main whiteboard to show their work and then explain their answers to the class. When the first student begins to explain, all of the other students SLANT (sit up straight, listen, ask and answer questions, nod, and track the speaker). When one of the students realizes that his work led to an incorrect answer, he calls on a classmate for help. No one in the class laughs or teases him; instead, several erase their own whiteboards and make the same correction.</p>

	<p>Mr. Sanchez thanks students for sharing and leads the class through a quick scoring of the homework assignment. After a few minutes for questions and students working together to complete corrections for any problems they missed, the teacher collects the assignment while a student volunteer reads the objective for today's class.</p> <p>Mr. Sanchez teaches a lesson on finding the area of irregular polygons and stops every few minutes to check for student understanding. After he shows several sample problems, he has students talk through three more while the rest of the class takes notes. He assigns three more problems for students to complete in pairs. After each pair finishes and holds up their whiteboards, he gives them permission to move on to the day's independent work.</p> <p>After all the students in the class are working independently, Mr. Sanchez calls a group of five students to the side table. These are the students who, based on the scores from last night's homework, need some additional instruction. He works with them for five minutes, re-teaching the skill and giving them feedback as they practice, before he feels confident sending them back to their desks to work on today's assignment plus five extra problems to practice the skill from yesterday.</p> <p>Five minutes before the end of class, Mr. Sanchez calls the group back together to go over two problems with which some of the students seemed to be struggling. They review the day's objective, make sure everyone has copied tonight's homework into their agenda, put away their math materials and take out everything they need for writing class.</p>
1:25 p.m.	<p>Lined up in the hallway outside their classroom, the students are greeted by Ms. Arguello who tells the students to activate what they know about timelines and the California Missions—a hint that today's social studies Do Now will ask students to interpret a timeline about California's Missions. They have used timelines before but within a couple of minutes Ms. Sutter can tell that students are struggling, so she stops the Do Now time to reteach and answer questions before asking students to finish the task independently.</p> <p>Ms. Arguello reads the day's objectives and leads the class through a lesson on non-fiction text features. They practice using several parts of the history book and then students work in groups of four to complete the assignment.</p> <p>With ten minutes left in class, Ms. Arguello goes over the parts of the assignment that will be homework and takes questions from two students. They spend five minutes practicing social studies vocabulary using Ms. Arguello's famous vocabulary charades game (a few students peek at the history word wall when they need a hint), review the objective for the day, and get ready for writing class.</p>

<p>2:10 Differen- tiated Math</p>	<p>The final class before dismissal is differentiated math class, when students get extra practice and small group instruction on math and writing skills. Students begin with racing each other on new math drills before each settles in with the practice packet in their purple folder. Every student is working on a different skill, with some still working on carrying in three-digit addition, while a few others are carefully borrowing across zeroes, and others are working on multiplication or division. Twelve students are working at the computers on the iReady math program.</p> <p>While most of the students are working independently at their desks, Mr. Sanchez is pulling a group of students who need to review yesterday's adding fractions lesson, and Ms. Croteau pulls several pairs of students to work specific standards they struggled with on the last exam. Students are equally excited to be pulled into a group with a teacher as they are to be working independently. They receive feedback on their computation packets every few days and are excited to move up to more advanced levels.</p> <p>After a quick PRIDE evaluation, the students take a minute to clean up the room and take out their materials for social studies class before they line up to head to recess.</p>
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Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

The School’s annual goals for all pupils and for each subgroup of pupils identified pursuant to Education Code Section 52052, for each of the eight state priorities identified in Education Code Section 52060(d) can be found in the Local Control Accountability Plan referenced in section 1.8 of this charter petition.

2.2 Performance Targets aligned to State Priorities

Endeavor's School Site Council and/or Board of Directors may revise the specific goals, actions, and/or expected annual measurable outcomes as part of the LCAP annual review. Targets will also be revised as CDE goals are set and comparison school baselines are established; however, we affirm that our goals will meet or exceed State and District goals.

2.3 Measurable Academic Goals other than CAASPP

For assessment of students in transitional kindergarten through second grade we will use the following:

- *Fountas & Pinnell Reading Assessment* to measure literacy levels
- Interim diagnostic assessments in ELA and math on iReady

2.4 Other Performance Targets

Endeavor College Prep welcomes accountability measures that ensure high standards for student achievement. In addition to the goals and objectives set for charter schools by LAUSD, Endeavor College Prep also sets the following goals and accompanying measures for our success:

Additional Student Outcome Measures

Goal	Measure	Timeframe & Tool
● ELL reclassification rates	● ECP will reclassify students at rates equal or greater than the surrounding District schools	● Annual reclassification rates
● Scholars will demonstrate strong character and discipline	● Scholars' weekly merit reports will be at least 85% positive	● Weekly merit reports from ClassDojo
● The school will maintain high levels of student attendance	● Average Daily Attendance of 95% or greater	● Monthly attendance reports
● Parents will be satisfied with the academic rigor, level of structure, and communication offered by the school	● 80% will have average scores of "Satisfied" or higher on the midyear and end-of-year parent satisfaction survey	● Midyear and end-of-year surveys

Additional goals are listed in the Local Control Accountability Plan in Element One.

Endeavor College Prep may modify student outcome goals annually to meet or exceed any new or revised State and/or Federal accountability goals. Such changes in student outcome measures will be approved by the school's Board of Directors.

2.5 Measuring Pupil Progress Toward Outcomes: Formative Assessment

Additional Methods of Assessment

We believe in the value of standardized test data and also recognize that no single assessment provides a comprehensive picture of student progress. As a result, Endeavor College Prep uses a combination of assessments to gather valuable data about our students' strengths and weaknesses and allow us to make informed instructional decisions.

Assessment Tool	Description	Frequency	Performance Expectations
iReady	<p>Computer-based diagnostics (math and ELA) that determine grade-level equivalency and is used for measuring academic growth</p> <p>We have found iReady results of "at grade level" to be highly predictive of students performing at or above mastery on CAASPP. iReady diagnostics also provide actionable data at the student level that is helpful for identifying skills that need to be addressed during differentiated lessons or through our intervention program.</p>	September, November, February, End of year (for grades that don't take CAASPP)	Students show growth of 1.5-2.0 years' grade equivalence
Interim Assessments	<p>Computer-based assessments that test standards mastery to be used to identify strengths and weaknesses in specific standards</p> <p>These are an important balance with the iReady assessments because these tests are common core aligned for the grade-level, whereas the iReady assessments are adaptive</p>	December April	Students will grow at least 30% or one proficiency level on these assessments

Assessment Tool	Description	Frequency	Performance Expectations
	and may test for content and skills that are outside of the grade-level.		
Benchmark Unit Assessments	<p>Formative assessment for our ELA curriculum. Used for data analysis among content teams and as periodic measure for school's progress toward ELA proficiency</p> <p><i>Benchmark Advance</i> unit assessments are an important part of our internal assessment program because they provide a more frequent check of the students' progress in ELA, whereas the iReady and Interim Assessments are only conducted once per trimester.</p>	Roughly monthly, depending on unit length	<p>Mid-year: By February 50% of students will be scoring proficient on module assessments</p> <p>By end of year, 70% of students will be scoring proficient on unit assessments</p> <p>In the following year, this goal will increase to 85%</p>
Eureka Module Assessments	<p>Formative assessment for our math curriculum. Used for data analysis among content teams and as periodic measure for school's progress toward math proficiency</p> <p><i>Eureka</i> module assessments are an important part of our internal assessment program because they provide a more frequent check of the students' progress in ELA, whereas the iReady and Interim Assessments are only conducted once per trimester.</p>	Roughly monthly, depending on module length	<p>Mid-year: By February, 50% of students will be scoring proficient on module assessments</p> <p>By end of year, 70% of students will be scoring proficient on module assessments</p> <p>In the following year, this goal will increase to 85%</p>

Assessment Tool	Description	Frequency	Performance Expectations
ELD Interims	These are formative assessments given to all ELs in (ELPAC levels 1-4) in grades TK-8. They address the related specific language needs of English Learners and measure the acquisition of language.	Twice a year: at fall and spring	<p>Mid-year: By February, 50% of students will be scoring proficient on module assessments</p> <p>By end of year, 70% of students will be scoring proficient on ELD unit assessments</p> <p>In the following year, this goal will increase to 85%</p>

2.6 Data Analysis and Reporting

Interim assessment data is collected using iReady, Benchmark Advance, and/or similar computer-based assessments. The principal, coaches, and teachers use state test data to analyze areas of strength and weakness and to set priorities for each school year.

Diagnostic assessments are administered at the start of each year to determine a baseline for students in English language arts and math. This data, along with daily classroom observation and other assessments, provides valuable details about students' needs in each content area, and results are used to help teachers plan lessons, effectively differentiate, and participate in academic support through our RTI program.

Teachers meet with the instructional coaches after each round of interim assessments to closely inspect the data, look for patterns, and create an action plan for both the class and individual students based on the results.

These action plans identify:

- Skills/concepts to be retaught to the entire class
- Skills/concepts to be retaught to small groups during class
- Skills/concepts to be retaught to individual students with one-on-one teacher instruction or with the assistance of a peer or volunteer tutor
- Students in need of intense remediation and therefore assigned to Prep Plus for the next marking period
- Adjustments to existing small groups for reading and math instruction
- Weaknesses in the curriculum to be revised for subsequent years

- Support and professional development for the teacher to strengthen areas of instructional weakness

Action plans are revisited bi-weekly in grade-level and weekly content-area team meetings to ensure that students are making adequate progress toward mastery. At least one teacher professional development meeting each month will include the analysis of student assessment data. In addition to this collaborative data analysis, teachers monitor students' mastery of lesson objectives through weekly quizzes and daily "exit tickets" that provide the teachers with meaningful formative assessment data which are used to revise lesson plans and to identify students in need of additional attention from the teacher.

Reporting of Data

As a public school of choice, we recognized that transparent reporting of academic results and other performance data is vital for families to be able to make an informed decision about their child's school. We share data with our stakeholders in the ways described below.

Endeavor College Prep creates a School Accountability Report Card (SARC) for submission to the California Department of Education, including the following components:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data
- Adequate yearly progress data

The SARC will be updated annually by one of the Operations Managers under the supervision of the Director of Operations. The SARC will also be made available to the public through our website: www.endeavorcollegeprep.org.

Endeavor College Prep's progress toward our annual LCAP goals are also reviewed with the parent and staff representatives on the School Site Council at meetings that are open to the public. This includes looking at goals that were set, sharing our progress to the goals, recommending actions to meet the goals, and revising or setting new goals.

Endeavor College Prep also has an English Learner Advisory Council that meets a few times a year to review the progress of our English Learners in developing English proficiency. This committee can review results of our ELD interims, results from the annual ELPAC assessment, performance of our EL subgroup on the CAASPP assessment, and the Charter School's EL reclassification rates.

Communication of Data with Students and Families

Students and their families deserve to be consistently and proactively informed about student performance. Endeavor College Prep involves students and their parents in the analysis of student work, noting progress, areas of strength, and plans to remediate any deficits. Teachers send assessments and assignments home with feedback. Families are also able to access Illuminate, our online grading portal. This gives families access to current grades.

After each round of interim assessments, teachers share results with students during class and short individual conferences with each student. At these mini-conferences, teachers work with each student to set goals for the upcoming assessment and personalize an individual action plan, including small group instruction, tutoring, or Prep Plus, as needed.

Teachers also use interim assessment results to create and maintain mastery charts for each student that show progress toward mastery for each content standard taught each year. These mastery charts are shared with students after each round of assessments and reviewed with parents at each report card conference. Interim assessment results, chapter and unit tests, and midterm and final exams are sent home for parents to review and sign.

State testing results are also sent to families and Endeavor College Prep hosts an annual parent meeting each summer to share the school's progress toward school-wide goals and also explain individual score reports to students and their families.

Communication of Data with the Board of Directors

Each month the Executive Director prepares data dashboards to present to the Charter School's Board of Directors. The academic dashboard includes high altitude academic measure to give the Board a big-picture view of the school's academic performance, including progress toward charter renewal criteria such as performance on standardized tests in context with comparison groups, grade-by-grade tracking of performance on interim assessments, and other high-level academic data. A deeper dive into academic data and progress toward renewal criteria and LCAP goals is done by the Academic Accountability Committee, which is a committee of the Charter School's board of directors that meets between regular board meetings.

The operations data dashboard includes information about student enrollment and ADA, and any highlights or challenges from the month related to school operations. The Board can use these data in combination with the financial report to evaluate the school operations. The third dashboard in the set includes tracking of special education compliance metrics. The final component of the monthly dashboards reports on school culture metrics such as suspension and expulsion rates, school-wide ratios of merits to demerits, and staff attendance.

Use of Data by Site Leadership and Executive Leadership

A description of how the site leadership and executive leadership use data to lead the instructional team in improving academic achievement can be found in section 1.14 in the part titled, "Frequent Assessment and Data Driven Instruction".

Data is also used by the site leadership and executive leadership for accountability in several aspects for leading a high achieving school. We use dashboards for reporting progress to the site leadership and for the site leadership to report to the board. They include:

- Academic dashboard for tracking student progress on monthly unit assessments, trimesterly interim assessments, and student reading levels.
- Operation dashboard for tracking enrollment, attendance, and condition of facilities
- Culture dashboard for tracking grade-level and school-wide merit percentages (ratio of merits to demerits), average rubric scores from culture walk-throughs (percentage of students on task, teacher interactions, etc.)
- Special education dashboard for tracking service delivery rates (from Welligent 300 reports) and IEP timeline compliance metrics.

2.7 Grading, Progress Reporting and Promotion/Retention

Grading Policy

Students at Endeavor College Prep earn grades based on their demonstration of mastery of Common Core State Standards. Grades include student performance on in-class work, homework, assessments, reading level, and other components as applicable to each content area.

The chart below indicates the ways in which student progress are measured at Endeavor College Prep and what these grades mean in terms of a student's level of mastery of the standards. Grades are reported to families on report cards and progress reports as a 1-4, based on the four-point scale below (note: the percentage serves as the conversion of grades to the 4 point score)

Percentage	Rubric Score	Meaning
87% - 100%	4	A student earning a 4 in a course is exceeding the standards.
70% - 86%	3	A student earning a 3 in a course is meeting the standards.
40% - 69%	2	A student earning a 2 in a course is nearly meeting the standards.

Percentage	Rubric Score	Meaning
Below 39%	1	A student earning a 1 in a course is not meeting the standards.

There are school-wide standards for grading. Teachers are trained on the School's policy and will work with the Principal, Assistant Principal, instructional coaches, and content teams to ensure that grades are calibrated and assigned in a fair and consistent manner that corresponds with student mastery of Common Core State Standards.

Students will be recognized and celebrated for academic excellence each trimester. Honor Roll recognizes those students who receive a 3.5 or higher in all content areas. Director's List recognizes those students who receive all 4s in all content areas.

Modifications to this grading policy for students with special needs will be based on the students' Individualized Education Program (IEP) or 504 Plan goals.

ECP also gives a Character and Effort grade as a measure of students demonstrating PRIDE values. Below is the rubric:

1	2	3	4
<p>Effort: Student rarely puts forth 100% effort. Student rarely participates in class, asks questions, and uses resources.</p> <p>Homework: Student rarely completes homework.</p> <p>Classwork: Student rarely completes classwork.</p> <p>Behavior: Student often causes a distraction or needs a re-direct to be nice to others or follow directions. Students rarely meets the volume expectation. Behavior choices greatly impede learning.</p>	<p>Effort: Student sometimes puts forth 100% effort. Student participates weekly, asks questions, and uses resources.</p> <p>Homework: Student sometimes completes homework &/or completes homework often that is low quality.</p> <p>Classwork: Student sometimes completes classwork &/or completes classwork often that is low quality.</p> <p>Behavior: Student frequently causes a distraction or needs a re-direct to be nice to others or follow directions. Students sometimes does not meet the volume expectation. Behavior impedes learning.</p>	<p>Effort: Student almost always put in 100% effort. Student participates a few times a week in class, asks questions, and uses resources.</p> <p>Homework: Student almost always completes quality homework.</p> <p>Classwork: Student almost always completes quality classwork.</p> <p>Behavior: Student hardly ever causes a distraction or needs a re-direct to be nice to others or follow directions. Student almost always meets the volume expectation. Behavior does not interfere with learning.</p>	<p>Effort: Student always puts in 100% effort. Student participates daily in class, asks questions, and uses resources.</p> <p>Homework: Student always completes quality work with evidence of using resources as a guide.</p> <p>Classwork: Student always completes quality classwork with evidence of using resources as a guide.</p> <p>Behavior: Student is a positive role-model of PRIDE for others in class. Student encourages others to make better choices. Student always meets the volume expectation. Student never causes a distraction or needs a re-direct to be nice to others or follow directions.</p>

Families receive report cards three times throughout the year. In between each report card, families receive two progress reports. This is a total of 9 formal reports sent home on a students' progress. Teachers also communicate home on student progress informally when necessary

Promotion to the Next Grade

Endeavor College Prep has strict promotion criteria. It is not automatically assumed that students will pass from one grade to the next; each student must earn promotion by demonstrating competency of the essential knowledge and skills. Students may be retained if they fail to meet the criteria because such scores would indicate that they are performing below grade-level standards and would be unlikely to achieve success in the subsequent grades.

A parent/guardian or student who wishes to appeal a teacher's recommendation of retention may contest the decision through the following steps:

1. Within one week of receiving notice that the student has been recommended for retention, the parent or legal guardian who wishes to appeal must schedule a meeting with the Principal.
2. At the meeting, the parent/guardian must present evidence to the Principal that demonstrates mastery of the standards for that grade and/or other compelling evidence supporting promotion. The burden of proof shall fall on the person who is challenging

- the decision to retain. The Principal, at his/her discretion, may invite others to join the meeting, such as the student's teachers, RtI Coach, or Director of Special education as appropriate.
3. Once the evidence has been presented, the Principal shall have one week to request and review any additional information and render the final decision whether the student should be retained or promoted to the next grade. Final promotion decisions will be made by the principal, with input from the teachers and SSPT. For students with IEPs, progress toward IEP goals and the recommendation of the IEP team will also be considered.
 4. Upon rendering the decision, the Principal will issue a written notice to the parent/guardian documenting the decision.

Element 4 – Governance

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(b)(5)(D).)

GENERAL PROVISIONS

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

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

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.⁶⁰

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state

⁶⁰The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

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

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

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

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Charter Status

Endeavor College Prep is a directly-funded, independent charter.

4.1 Governance Structure

Endeavor College Prep is governed by a Board of Directors, which maintains active and effective governance of the school. Along with an effective reporting structure and attendance at regular monthly meetings, the Board sets evaluative measures in place that monitor the effectiveness of the Executive Director as well as the educational programs of the school. Further, the Board has established a Governance Committee⁶¹ which oversees the recruitment and orientation of qualified Board Members to ensure the organization's viability over time, and has established an evaluation process to assess its efficacy on an annual basis.

Endeavor College Prep is a stand-alone charter school that is not a member of a charter management organization (CMO).

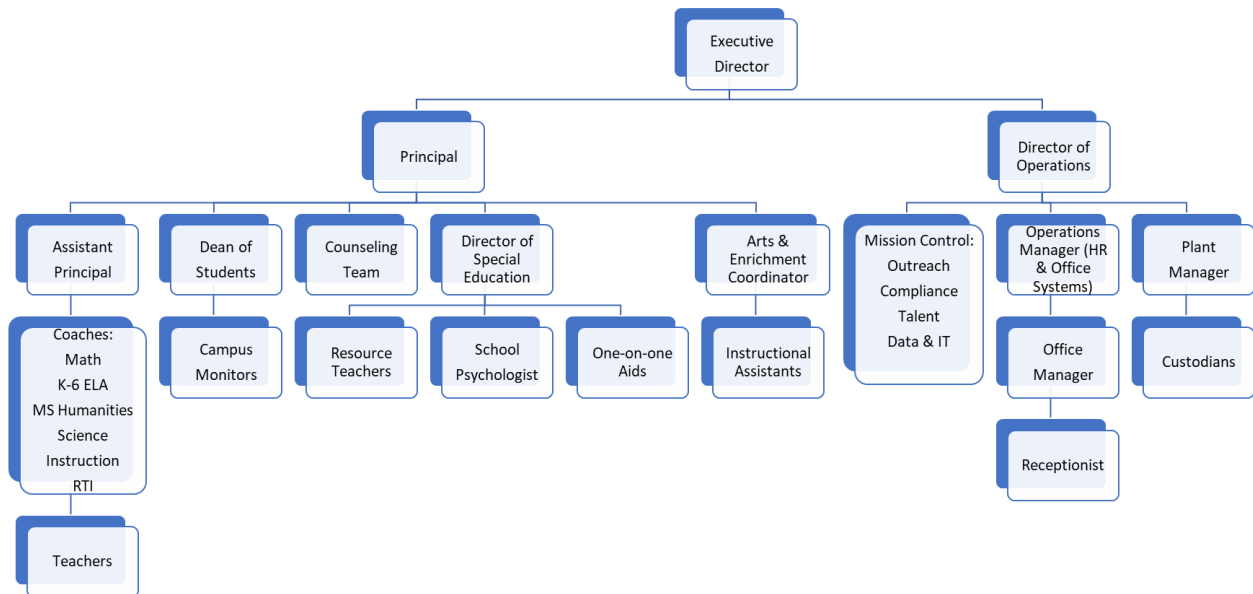
Leadership Structure

The leadership and staffing structure of Endeavor College Prep is designed to ensure that the school meets its mission of providing a college preparatory education for each student we serve. Our Board of Directors, internal organizational structure, parent involvement, and use of expert service providers such as ExED for fiscal services and Total Education Solutions for special

⁶¹ As a standing committee, the Governance Committee will adhere to the requirements of the Brown Act.

education support, reflect our intention to ground the school in the best practices of charter school management and oversight.

Endeavor College Prep is led by an Executive Director who reports directly to the Endeavor College Prep Board of Directors. The Board is responsible for the hiring, evaluation, support, and firing of the Executive Director.



Primary Responsibilities of the Board of Directors

The Board's primary responsibilities include:

- Establishing and approving all major educational and operational policies
- Selecting, supporting, and evaluating the school's Executive Director
- Approving the Charter School's annual budget and monitoring monthly financial statements, including the income statement, balance sheet, and check register. On a monthly basis revenue, expense, and cash actuals and forecasts are compared to budgeted amounts to ensure the School remains fiscally viable and that expenses are mission-driven.
- Ensuring compliance with nonprofit integrity standards and all applicable Local, State, and Federal Law and regulations
- Setting the school's mission, long-range goals, and annual objectives
- Monitoring student achievement and ensuring progress toward fulfillment of the school's mission
- Approving all major contracts⁶²
- Ensuring the school has adequate resources for its educational program
- Hiring an independent auditor and reviewing audit results
- Participating in the dispute resolution process as needed

⁶²Major contracts are defined in ECP's Fiscal Policies Handbook as contracts over \$25,000.

- Appointing an administrative panel to hear student expulsions and act on expulsion appeals when necessary
- Adhering to the school's Conflict of Interest policies

Qualifications and responsibilities of executive-level employees can be found in Element 5 of this petition.

4.2 Composition of the Governing Board

The composition of the Governing Board is defined by the Charter School's bylaws. The Endeavor College Prep Board of Directors consists of at least five (5) and no more than seventeen (17) voting members. Individual board members bring specific expertise to the group for the benefit of the organization. Examples of specific areas of expertise include education, law, facilities, architecture, real estate, financial management, marketing, fundraising, community organizing, governance, or strategic planning.

Board Officer Descriptions

As indicated by the Charter School's Bylaws, the Board includes four (4) elected officers—the Chair, Vice-Chair, Secretary, and Treasurer—to meet specific organizational needs. Each officer serves a one-year term that is renewable for a maximum of three consecutive terms.

The *Chair of the Board of Directors* leads the Board of Endeavor College Prep. The responsibilities of the Chair include:

- Presiding over all meetings of the Board of Directors and other meetings as required
- Coordinating with the Executive Director, board officers, and committee chairs to develop the agenda for board meetings
- Disseminating important information to the other members of the Board
- Reviewing operational effectiveness and setting organizational priorities for future development
- Serving as *ex officio* member on all committees
- Appointing committee Chairs
- Monitoring the effectiveness of the Board's governing processes and addressing deficits of Board operations

The *Vice-Chair* serves in the capacity of Chair of the Board of Directors in the event the Chair is absent.

The *Treasurer* is entrusted with the financial responsibilities of the Board. Specific responsibilities of the Treasurer include:

- Serving as the chair of the Finance Committee
- Ensuring that Endeavor College Prep complies with District, state, federal, and other statutory reporting requirements
- Working with the Board Chair and Executive Director to ensure financial records are current and accurate
- Participating in the preparation of the annual budget

- Vetting and recommending an external auditor to the Endeavor College Prep Board for the annual financial audit
- Working with the school's administrative staff to ensure that complete financial records are made available if requested by auditors, the authorizer, or other entitled parties
- Reviewing monthly financial statements prepared by the Charter School's administrative staff
- Ensuring that required financial reports are prepared accurately and in a timely manner
- Reporting to the full Board regularly to ensure that the Endeavor College Prep Board is fully aware of and understands the financial health of the organization

The *Secretary* is the chief record keeper for the Board. Specific duties of the Secretary include:

- Certifying and keeping a hard copy and electronic copy of the bylaws as amended or otherwise altered to date
- Recording official minutes of all meetings of the Board of Directors. Meetings shall record the location, start and ending time of the meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting, and the proceedings thereof
- Keeping copies of agendas and minutes of all meetings of the Board of Directors and committees and making these documents available at the school's main office
- Ensuring that all notices are duly given as described in the bylaws or required by law
- Performing other duties incident to the office of Secretary

Board Committees

As indicated by the Charter School's bylaws, the Endeavor College Prep Board has a standing Governance Committee and additional board committees or task forces may be added as needed by resolution of the Board. Committees must include one Director from of the Board of Directors and may also include staff members, parents, and community members as appropriate, as determined in the resolution creating the committee or task force. The members of standing committees of the Board are elected at the Board's annual meeting, however additional members may be added to the committees by a majority vote of the Board at any Brown Act compliant public meeting of the Board.

The Board of Endeavor College Prep has the following standing committees to ensure successful operation of the school:

- *Governance*—The purpose of this committee is to ensure the Board has the necessary strength to govern Endeavor College Prep. This committee shall be composed of at least three persons, at least one of which must be a member of the Board of Directors. The other members of this committee may be other Endeavor College Prep board members, Charter School employees, or community members. The members of this committee are recommended by the Chair and elected by the Board of Directors at its annual meeting. Each committee member shall serve a term of two years and these terms shall be staggered to ensure continuity of committee membership. The duties of the Governance Committee shall be:

- to study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Director positions on the Board
 - to present a slate of nominees for Officers to the Board for election at the annual meeting
 - to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process
 - to provide ongoing orientation to Directors
 - to oversee a Director assessment process to ensure optimum performance
 - to recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity
- *Finance*—The purpose of this committee is to closely oversee the financial management of the school and work with the Executive Director and Director of Operations to ensure fiscal responsibility and sustainability. The Finance Committee tasks include reviewing monthly cash flow statements, analyzing financial reports, and presenting these reports to the Board. This committee shall be composed of at least three persons, including the Treasurer of the Board, Endeavor College Prep’s Executive Director, and the Director of Operations. Other members of the committee may be other board members, school employees, a representative from the School’s back office support provider, or members of the community. The members of this committee are recommended by the Chair and elected by the Board of Directors at its annual meeting.

All meetings of standing committees of the board will also comply with the Brown Act. These committees include the Governance Committee and the Finance Committee and will include any other standing committees established by the Board.

4.3 Criteria and Process for Selecting New Members

A stable, committed Board of Directors is essential to our school’s success. Due to the significant impact of each Board member, new members are selected by a careful screening process and may only be added by vote of the current members, as outlined in the Charter School’s bylaws.

Directors shall serve a term of three years from the date of their appointment. Board members who wish to resign before their term is up may do so by submitting a letter of resignation to the Board of Directors. The term of a Director may not be reduced, except for cause as specified in the bylaws. A full term shall be considered to have been served upon the passage of a year, as marked by the Board’s annual meetings.

Each member of the Endeavor College Prep Board will share a commitment to the Charter School’s college prep mission. All candidates for Board membership must demonstrate:

- Deep understanding of and commitment to the mission of Endeavor College Prep
- Unwavering belief that all children can achieve the highest levels of academic excellence regardless of the circumstances into which they are born
- Availability to participate meaningfully in the school governance process

- Expertise in education, law, facilities, architecture, real estate, financial management, marketing, fundraising, community organizing, governance, or strategic planning
- Personal experience with entrepreneurship and working in diverse teams
- Willingness to leverage personal and professional networks on behalf of the school
- A deep commitment to improving the quality of education for Los Angeles children and the quality of life for Los Angeles communities

The Governance Committee follows a five-step process for adding members to Board:

1. Each spring (or as needed due to unplanned vacancies), the Governance Committee identifies existing vacancies and identifies members whose terms are about to expire and identify the skills, expertise and other qualifications necessary to complete the Board.
2. Any member of the Board may identify potential members and submit a resume for the candidate to the Governance Committee.
3. The Governance Committee reviews resumes for, has conversations with, discusses, and ranks all prospective candidates.
4. The Governance Committee recommends candidates to the Board and brings the nomination to the Board for a vote at the next Board meeting.
5. The Board reviews the candidate's resume and votes to approve new members.

New members are elected to the Endeavor College Prep Board of Directors when a previous member's term expires at an annual meeting occurring during the last quarter of the fiscal year. If vacancies occur mid-year or the Board wishes to grow in size between annual meetings, new members may be added at any Board meeting held for this purpose.

4.4 Board Meeting Requirements and Procedures

Endeavor College Prep Board meetings take place approximately once a month, ten months each year, and operate in full compliance with the Brown Act. At the Board's annual meeting, it shall set the annual calendar of regular board meetings. The annual calendar of meetings for the Governance Committee and Finance Committee shall also be set at the annual meeting upon election of the committees' members for the year. Additional meetings may be called as necessary, and will continue to abide by all provisions of the Brown Act.

Unless otherwise noticed, all meetings will take place at Endeavor College Prep's primary office, currently located at 1263 South Soto Street, Los Angeles, CA 90023.

Agendas for all meetings of the Board will be published and distributed to each governing board member and posted in accordance with the Brown Act. For all regular meetings of the Board, agendas are posted at least 72 hours at the primary entrance of the school in a location accessible to the public. Meeting agendas are also posted to the Endeavor College Prep website at www.endeavorcollegeprep.org.

The Board's Secretary or his/her designee will record official minutes during each meeting and within five school days, the minutes will be available at the main office for any interested member of the public. Actions of the board will be recorded through roll call and each member's vote will be recorded in the minutes.

4.5 Decision-making Procedures of the Governing Board.

In accordance with the Bylaws of Endeavor College Prep, a quorum is constituted of a majority of the Directors then in office. A quorum is necessary for the transaction of business at any regular or special meeting of the Board of Directors.

It is the policy of the Board of Directors that an absent Board member may not designate an alternate to represent him or her at a Board meeting.

All votes of the Endeavor College Prep Board of Directors are public, in accordance with the Brown Act, except where allowed in closed session. Agenda items are brought to a vote after a motion and a second by members of the Board. In accordance with the Brown Act, which requires each member of a legislative body of a local agency to publicly report his or her individual votes, minutes reflect whether the Board accepted or rejected an agenda item, and how each member voted.

A Director may choose to abstain from any vote.

Members of the Board may participate in a meeting by teleconference as long as they comply with the provisions of the Brown Act. A quorum of the members of the Board must participate in the meeting from locations within the boundaries of the Los Angeles Unified School District. The locations from which Directors are participating remotely must be listed on the agenda of the meeting, and must be fully accessible to members of the public. Members of the public must be able to hear what is said during the meeting, and are provided with an opportunity to address the Board directly. Finally, as in all meetings, all votes taken during a teleconference meeting shall be taken by roll call.

4.6 Stakeholder Involvement

Advisory Councils

At Endeavor College Prep there are advisory councils that serve to ensure that decisions at the Charter School are informed by perspectives from diverse stakeholder groups at the School.

School Site Council - As a recipient of Federal Title I Funding, Endeavor College Prep has a School Site Council (SSC) that is composed of the Principal, five parents or community members, three teachers, and one additional staff member who is not a teacher. All members of the SSC are elected annually by their peers. This council reviews the School's progress toward the goals laid out in its Local Control Accountability Plan and recommend revisions to the plan. The SSC also develops, annually reviews, and updates the Single Plan for Student Achievement (SPSA) for programs funded through the Consolidated Application Reporting System.

English Learner Advisory Council - This council's purpose is to advise the Charter School's leadership on ways to maximize the effectiveness of the School's English language development program. This council includes parents of English learners and their representation on the council is at least equal to the percentage of English learners in the School.

Leadership Team - The Principal has an advisory team that meets approximately once a week to advise on school events and various school initiatives. The composition of the Leadership Team is subject to change, but in its current form includes representatives from the following employee stakeholders:

- members of the administrative team (Assistant Principal and Director of Operations)
- one teacher from each grade span academy (three total)
- one member of the operations team
- one member of the students supports team
- one member from the after-school Arts and Enrichment program

Opportunities for Parent Involvement

Endeavor College Prep believes it is critical that parents are invested in the success of the school and have a voice in matters critical to the school's success. Details about Endeavor College Prep's family involvement plan can be found in Element One in the subsection titled "Parents as Partners".

Teacher and Student Involvement in Governance

Endeavor College Prep provides many opportunities for teacher and student involvement in the school's governance. Like Endeavor College Prep parents, teachers and students are invited to monthly Board meetings and provided documentation of Board actions, complete satisfaction surveys designed to measure the school's effectiveness and areas for improvement, and are included on or consulted by Committees of the Board as appropriate. Teachers and students are also invited to present at Board meetings in order to give the Board insight into the school's educational program.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or

physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.⁶³

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

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

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

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

⁶³The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

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

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

Procedures for general parent concerns

Parents are asked to adhere to the following steps to resolve concerns at the school:

1. The first point of communication should be with the teachers of their child. The teachers are usually the ones most aware of issues concerning the students and most of the time concerns are successfully resolved at this level. Teachers may be reached by telephone, email, written note, or by making an appointment to meet in person.
2. If the issue is not resolved with the teachers, the parent/guardian should make an appointment to meet with the principal. In most cases one or more of the teachers will also join this meeting.
3. If the principal cannot resolve the issue, the parent/guardian should make an appointment to meet with the Executive Director.
4. If the issue is not resolved in steps 1-3 above or if the issue involves the executive director, the parent/guardian may submit a written statement to be presented to Endeavor College Prep's Board of Directors. The Office Assistant at any of Endeavor College Prep's campuses will be able to forward the written complaint to the appropriate member of the board. Statements/complaints may be submitted in English or Spanish. A member of the Board of Directors will respond by telephone, email, or in person to the parent/guardian within 3 schooldays of the submission of the complaint. A summary of the issue and its resolution will be presented to the full board at the next regular Board meeting.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

5.1 Employee Classes and Positions

The staff of Endeavor College Prep includes the following key personnel:

Administrative Leadership - The Executive Director is evaluated by the Board of Directors. All other administrative leaders are evaluated by the Executive Director:

- Executive Director
- Principal
- Assistant Principal
- Director of Operations

Instructional Team - All members of the Instructional Team are evaluated by the Principal and/or the Assistant Principal.

- Instructional Coaches
- Teachers
- Instructional Assistants

Student Supports Team - The student supports team includes our special education service providers and behavior support staff. They are all evaluated by the Principal or Assistant Principal.

- Director of Special Education
- Resource Specialist Program Teachers
- School Psychologist
- Counselors
- Dean of Students
- Campus Monitor

Operations Team - At Endeavor College Prep, we refer to the operations staff as “Mission Control.” All members of this team are evaluated by the Director of Operations.

- Operations Manager
- IT and Data Driver
- Talent Manager
- Family and Community Outreach Coordinator
- Compliance and Student Data Manager
- Office Manager
- Office Assistant
- Plant Manager
- Custodian

General Qualifications

All faculty and staff must possess a firm belief in our mission and core instructional beliefs, exemplary personal character, and critical professional qualifications. Ideal candidates for employment at Endeavor College Prep, regardless of their position, must consistently demonstrate the following:

- Unwavering belief in and commitment to fulfill Endeavor College Prep’s mission
- Embodiment of Endeavor College Prep’s PRIDE values—preparation, respect, integrity, determination, and enthusiasm
- Ability to prioritize and manage multiple tasks
- Ability to effectively handle challenging situations with students, parents, and faculty
- Desire to work as a member of a collaborative team
- Willingness to have frequent and honest dialogue about job performance
- Modeling lifelong learning by engaging in individual professional development
- Demonstrated commitment to academic excellence and high standards—for themselves, their students, and their colleagues
- Experience working with urban student populations (preferred)
- Strong oral and written communication skills
- Use of data to inform decisions and drive continuous improvement
- Comfort with basic Microsoft Office applications
- Regular, punctual attendance and professional appearance
- Appropriate California credentials and qualifications required by California and federal law

5.2 Job Descriptions for Key Personnel

The following job descriptions outline the key positions at the school, including their qualifications and responsibilities. Job descriptions will be revised as necessary to reflect the needs of the school.

Executive Director

Reporting

The Executive Director reports directly to the Endeavor College Prep Board of Directors. The Principal and the Director of Operations report to the Executive Director.

Job Expectations

As the leader of Endeavor College Prep, the individual who assumes the position of Executive Director must be prepared to successfully carry out many different tasks, including, but not limited to the following:

- Providing strategic leadership of the Charter School
- Recruitment, hiring, assignment, and dismissal decisions for all leadership positions
- Working with the principal to develop, manage, and evaluate the Charter School's admin team (Principal, Assistant Principal, Director of Operations, and Director of Special Education)
- Working with the principal to develop internal and external academic goals, evaluating school performance on multiple measures, and adjusting program elements accordingly
- Ensuring the physical and emotional safety of all students and employees
- Overseeing the annual budget and monthly cash flow, and ensuring sound financial conditions
- Overseeing acquisition and maintenance of the Charter School site
- Working with the Board of Directors to develop and implement a fundraising strategy and plan
- Recommending policy changes to the board of directors
- Overseeing charter renewal process
- Advocating on the school's behalf and serving as the school's primary spokesperson to all external audiences, including investors, media, community partners, local leaders, elected officials, and the Los Angeles Unified School District
- Ensuring the Charter School follows all applicable District policies and State and Federal laws

Specialized Qualifications

In addition to the general expectations of all Charter School employees, the Executive Director should possess:

- At least three years teaching experience and two years of leadership experience, ideally in urban and/or charter schools
- Demonstrated classroom success

- Demonstrated experience managing and leading adults toward increased student achievement
 - Knowledge of applicable education laws and regulatory compliance
 - Knowledge of school finance, budgetary planning, and accounting principles preferred
 - Understanding of statistical data and analysis, particularly with student achievement data
 - Masters Degree in Education or related field
 - Valid California teaching credential preferred
 - Administrative credential or comparable school leadership training such as the Building Excellent Schools Fellowship or KIPP Fisher Fellowship preferred
-

Principal

Reporting

The Principal reports directly to the Executive Director

Specific Qualifications for Principal

In addition to the general expectations of all school employees, the Principal should possess:

- Bachelor's degree (advanced degree highly preferred)
- At least five years' experience as a classroom teacher with demonstrated quantifiable and objective student performance gains that surpass state or local averages
- Demonstrated ability to work well in a team, especially with leaders, colleagues, parents, and community members
- Demonstrated success leading adults, creating curricula, writing assessments, and analyzing achievement data
- Valid California administrative credential preferred

Job Expectations for Principal

TK-8 Leadership

- Identify school-wide needs and priorities, problem-solve school-wide issues, and provide a united front in communicating all TK-8 decisions
- Based on identified needs of the school, develop a plan for TK-8 PD throughout the year, including personally leading specific PD sessions and supporting others on the team to lead sessions, as appropriate
- Complete weekly check-in updates with the Executive Director, prepare for weekly one-on-one coaching check-in, and communicate proactively about issues in between scheduled meetings
- Communicate proactively with all members of the Instructional Leadership Team (i.e. Instructional Coaches, Assistant Principal, Director of Special Education)
- Lead weekly TK-8 Leadership Team meetings (leadership team is described in Element 4) and ad hoc meetings as needed
- Coach members of the ILT to ensure their continued professional development
- With the Assistant Principal, conduct formal evaluations of teachers, IAs, and members of the Student Supports Team

- Identify and approve opportunities for external professional development for instructional leaders and teachers
- Participate in the hiring process for instructional team members and make final call for new hires
- Complete other tasks as directed by the Executive Director

Adult culture

- Serve as a model of Endeavor College Prep's core values
- Initiate crucial conversations and ensure that all members of the team also go directly to the source
- Create a culture of collaborative teamwork and open, honest communication with all adults on campus
- Handle and appropriately report any personnel issues including concerns with performance, deadlines, attendance, punctuality, dress code, etc.

Instructional leadership

- Support and hold instructional leaders accountable for improving instructional practices through the coaching and support of individual teachers and TAs
- Work with Executive Director to develop metrics used to analyze academic progress with the ILT and the broader instructional team and to communicate academic progress to the Executive Director and Board of Directors through an academic dashboard
- Approve any recommended changes to curriculum

School Culture

- Develop and maintain structures and systems to create a safe, orderly, disciplined school culture and maintain consistency across the TK-8 school
- Lead and/or oversee weekly Team & Family celebrations and other campus-wide celebrations and recognition of student success
- Provide input and ultimately approve the school's PBIS plan and other systems to support school-wide expectations for behavior, positive behavior supports, and TK-8 character education program
- Ensure fidelity to systems established for school-wide expectations for behavior, positive behavior supports, and TK-8 character education program
- Manage student discipline issues that escalate beyond instructional leaders and the student supports team, including decisions about suspensions or recommending students to an expulsion panel if necessary
- Work with the student supports team and teachers to create specific individualized plans to support students with behavioral needs

Student Supports

- Hold Director of Student Supports accountable for the fidelity of the Student Success and Progress Team (SSPT) process for students with academic and/or behavioral challenges
- Hold Director of Student Supports accountable for ensuring the appropriate delivery of IEP service minutes

- If other administrators are unavailable, serve as the administrator in IEP meetings
- Manage student crisis situations on campus, including using Nonviolent Crisis Intervention techniques, coordinating with other school staff, and contacting appropriate external supports, including the Department of Child and Family Services, the Department of Mental Health, and emergency first responder services.

Family Connectedness

- Manage family communications through input in the weekly Friday letter, social media, and other family notifications as needed
- Plan and facilitate relationship-building opportunities for families, including new family orientation, monthly Family Nights, *cafecitos*, and volunteer opportunities
- Support teachers and staff in addressing parent concerns and facilitate family meetings as needed
- Serve as Administrator on the School Site Council
- Serve as Administrator on the English Language Advisory Council

Logistics

- Approve daily and weekly schedules for students and staff, including adjustments for testing and other special events
- Coordinate with the instructional leadership team (Instructional Coaches and AP) and the operations team for efficient arrival, dismissal, meal service, field trips, and other student routines
- Coordinate with the operations team to ensure special events are well-planned and run smoothly

Compliance

- Provide input for revisions to the school's charter, including during the renewal process, related to the instructional program, school culture, and metrics for success
- Provide input and participate in the annual LAUSD oversight visit process
- Provide input to the school's Local Control Accountability Plan (LCAP), Single Plan for Student Achievement, and similar school-wide plans

Assistant Principal

Reporting

The Assistant Principal reports directly to the Principal

The assistant principal's main responsibilities include:

TK-8 Leadership

- Collaborate with the principal to identify school-wide needs and priorities, problem-solve school-wide issues, and provide a united front in communicating all TK-8 decisions

- Based on data, develop an instructional plan for TK-8 PD throughout the year, including personally leading specific PD sessions and supporting others on the team to lead sessions, as appropriate
- Complete weekly check-in updates with the principal, prepare for weekly one-on-one coaching check-in, and communicate proactively about issues in between scheduled meetings
- Serve as on-site administrator in the principal's absence

Adult culture

- Serve as a model of Endeavor College Prep's core values
- Participate in facilitating the Leadership Team meetings with the principal
- Initiate crucial conversations and ensure that all members of the team also go directly to the source
- Create a culture of collaborative teamwork and open, honest communication with all adults on campus
- Handle and appropriately address any personnel issues including concerns with performance, professionalism, deadlines, attendance, punctuality, dress code, etc.

Instructional leadership

- Lead the instructional program at ECP including consistently reviewing academic data, conducting instructional walkthroughs, and making necessary data-driven decisions
- Lead the team of coaches to support all teachers in instructional practices through coaching sessions, leading the coaches team meeting, and overseeing and supporting instructional PD sessions
- Ensure the success of assessment cycles through coordinating logistics, preparing coaches and teachers to administer assessments, and driving the data analysis throughout the school year

School Culture

- Ensure fidelity to systems established for school-wide expectations for behavior, positive behavior supports, and TK-8 character education program.
- Reinforce shared behavioral expectations throughout the entire school and hold staff accountable for doing the same
- Support the implementation of PBIS
- Make discipline decisions involving suspension or expulsion in the absence of the principal

Student Supports

- Hold Response to Intervention Coach accountable for the fidelity of the Student Success and Progress Team (SSPT) process for students with academic &/or behavioral challenges
- Hold Director of Sped accountable for ensuring the appropriate delivery of IEP service minutes
- If other administrators are unavailable, serve as the administrator in IEP meetings

Family Connectedness

- Manage family communications through input in the weekly Friday letter and social media, progress reports, report cards, and other family notifications as needed
- Participate in the planning and facilitation of relationship-building opportunities for families, including new family orientation, monthly Family Nights, cafecitos, and volunteer opportunities
- Support teachers in addressing parent concerns and facilitate family meetings as needed
- Any other tasks or responsibilities given by the principal

Specialized Qualifications

- At least five years' experience as a classroom teacher with demonstrated quantifiable and objective student performance gains that surpass state or local averages
 - Demonstrated ability to work well in a team, especially with leaders, colleagues, parents and community members
 - Demonstrated success leading adults, creating curricula, writing assessments, and analyzing achievement data
 - Bachelor's degree (advanced degree highly preferred)
 - Valid California teaching credential preferred
-

Director of Operations

Reporting

The Director of Operations reports directly to the Executive Director

The **Director of Operations'** primary duties and responsibilities include:

Operations Team Management

- Managing all operations staff assignments & schedules
- Directly coaching the manager-level staff on the operations team, including weekly one-on-one meetings
- Conducting regular, formal staff evaluations (mid-year and end-of-year) for direct reports
- Supporting the professional development of the operations team, both individually and as a team, including identifying needs and leading or engaging others to lead PD sessions
- Reviewing and approving key operational projects and reports completed by team members

School-wide Systems and Procedures

- Monitoring, holding others accountable to, and recommending revisions or additions to Endeavor College Prep's school-wide systems and procedures
- Creating systems for tracking and reporting data related to school operations to be shared with the Executive Director, Principal, and Board of Directors

- Proactively seeking input and feedback from leadership and other stakeholders at ECP about areas for desired improvement
- Seeking best practices from counterparts at other schools to continuously push the efficiency and effectiveness of Endeavor College Prep's systems through school visits and regular communication with counterparts at other schools

Human Resources

- Maintaining employee records in Paycom and hard copy files as legally required and following best practices
- Maintaining HR tracker and notify staff, as necessary, regarding expiring credentials and/or TB
- Creating, documenting, and evaluating systems for onboarding new staff at the beginning of the school year and for mid-year hires
- Coordinating all vendors for all new hire meetings (Including 403(b) broker, Employee-opted insurance, health insurance, teacher's savings accounts through CCU)
- Managing open enrollment and annually evaluating Endeavor College Prep's health benefits package to ensure it is competitive
- Ensuring that regular formal evaluations are conducted and properly documented for all employees
- Working with other school leaders for documenting disciplinary action, improvement plans, and terminations
- Liaising with attorneys for any legal issues related to human resources
- Attending trainings to stay abreast of current labor regulations and best practices
- Annually reviewing and recommending revisions to Endeavor College Prep's Employee Handbook
- Serving as Custodian of Records for Department of Justice screening
- Working with the Director of Talent and the Leadership Team to analyze data from staff surveys and exit interviews

Finance

- Actively participating in weekly calls with our VP of Finance at ExED
- Timely approving of purchase orders, reimbursements, and invoices via SpendBridge
- Approving petty cash for staff as necessary
- Following and ensuring all staff follow fiscal policies as set forth by ECP's board
- Understanding the budget and monitoring expenditures to ensure spending is on track as projected and make recommendations to the Executive Director for significant budget variance requests

Facilities

- Collaborating regularly with the Plant Manager to identify facilities maintenance and repair needs; facilitating coordination among internal and external stakeholders, to ensure on-time delivery of projects while limiting the impact on school operations
- Managing relationships with co-location partners

- Directing the Community and Family Outreach Manager to interact with neighboring businesses and city personnel to address traffic safety, parking, and transportation issues
- Assessing the need for, procuring quotes, recommending vendors, and overseeing execution of any significant renovation or repair projects

General Duties

- Supporting school-based operations where needed
- Preparing an agenda and meeting weekly with the Executive Director as well as proactively communicating with the Executive Director between meetings as needed
- Other duties as assigned

Specialized Qualifications

- Experience working at a school or a busy office setting
- Experience supervising, coaching, and holding others to high expectations
- Knowledge of CA Labor Code and best practices
- Knowledge of public school reporting such as CALPADS and SARC
- Bachelor's degree (highly preferred)
- Fluency in spoken and written Spanish (highly preferred)

Operations Manager

Reporting

The Operations Manager Reports directly to the Director of Operations

Responsibilities

- Liaise with the school's back office financial support provider and process all items related to accounts payable
- Review payroll for accuracy (staff time off and site approvals) and submit for review
- Manage vendor relations including all contract renewals
- Manage all aspects of Human Resources including new hire onboarding and maintaining employee records in compliance with the all applicable laws and school policies
- Facilitate credential compliance for all certificated staff
- Manage & coach office staff (Front Desk and Student Records Manager), including hiring, performance evaluation, and day-to-day supervision & support
- Coordinate annual benefits offerings, including managing the bidding process when necessary, for all employee benefits including health benefits, teacher savings accounts and retirement planning accounts
- Work with students, teachers, and families as directed by the Director of Operations
- Assist with school-wide projects and events as directed by the Director of Operations
- Supports school-based operations where needed

- Other duties as assigned.

Specialized Qualifications

- Experience working at a school or a busy office setting
 - Experience managing adults (highly preferred)
 - Fluency in Spanish (highly preferred)
 - Superior attention to detail, organization, and tidiness
 - Ability to appropriately handle confidential personnel information
 - Bachelor's Degree
-

Instructional Coach

Reporting

The Instructional Coach reports directly to the Principal

An instructional coach's primary duties include:

Instructional leadership

- Improve instructional practices through the coaching and support of groups and individual teachers and/or teaching assistants (TAs):
- Observe assigned teachers and/or TAs and provide in-person feedback and practice at least every two weeks
- Document the progress of all coaches using the K-8 template, regularly update coaching tracker and share coaching resources with rest of Instructional Coach team
- Collaboratively create and deliver professional development for staff on specific content with follow up and follow through coaching for seamless implementation into the classroom
- Weekly coaches meetings which include: instructional walkthroughs of the school and collaborate with the coaches team, AP, and Principal on next steps to improve instructional practices and increase students achievement
- Serve as Induction Coach and/or University Supervisor for teachers completing new teacher or graduate programs, as needed, or support other experienced teachers to fulfill these roles
- Adult culture
- Serve as a model of Endeavor College Prep's core values
- Initiate crucial conversations and ensure that all members of the team also go directly to the source
- Create a culture of collaborative teamwork and open, honest communication with all adults on campus

- Handle and appropriately report any personnel issues⁶⁴ including concerns with performance, deadlines, attendance, punctuality, dress code, etc.
- Maintain structures and systems to create a safe, orderly, disciplined school culture and maintain consistency across the K-8 school
- Ensure fidelity of school-wide expectations for behavior, positive behavior supports, and K-8 character education program
- Report campus student discipline issues that escalate beyond the classroom and work with Dean of Students to address next steps
- Work with the Dean of Students, Student Supports Team, and teachers to create specific individualized plans to support students with behavioral needs
- Completing other tasks as directed by Principal or Assistant Principal

Specialized Qualifications

In addition to the general expectations of all school employees, Instructional coaches should possess:

- Bachelor's degree (advanced degree preferred)
- Appropriate California teaching credential
- At least three years (five or more years preferred) experience as a classroom teacher with demonstrated quantifiable and objective student performance gains that surpass state or local averages, particularly in reading and writing and math
- Experience as a successful manager of an urban classroom who has used structure and high expectations to drive student success (knowledge of Teach Like Champion techniques strongly preferred)
- Demonstrated the ability to work well in a team, especially with leaders, colleagues, parents and community members
- Demonstrated success leading adults, creating curricula, writing assessments, and analyzing achievement data
- Experience working in an urban setting with proven academic results (preferred)
- Facility with the Spanish language (preferred)

Director of Special Education

Position Summary

The Director of Special Education will work with the Principal to operationalize the mission of Endeavor College Prep and ensure high-quality special education services for students and ensure the school's compliance with all applicable laws pertaining to special education.

⁶⁴ Instructional Coaches are the first line for helping teachers and IAs improve their performance. Their first step is to try to help them improve. Concerns about lack of improvement after coaching or concerns about gross incompetence or lapses in professionalism are reported to the Director of Operations and/or Operations Manager as a human resources issue to be documented.

Reporting

The Director of Special Education will report to the Principal

Job Expectations

The Director of Special Education's primary duties include:

- Developing structures and systems to create a highly effective special education program for students
- Participating in the selection, hiring, training, support, and evaluation of Resource Specialist Program teachers and other special education staff
- Ensuring that all services are provided and appropriately documented through meticulous special education records
- Working with LAUSD and various service providers to assign and schedule all services
- Preparing all needed reports for submission and oversight/compliance reviews
- Facilitating IEP meetings, as needed
- Reviewing all IEPs to ensure quality and compliance
- Managing the special education identification process and ensuring that all IEP deadlines are met
- Providing annual and on-going training and support for general education teachers
- Coordinating with the general education team to ensure students are provided an effective Student Success Team (SST) process as needed

Specialized Qualifications

In addition to the general expectations of all school employees, the Director of Special Education should possess:

- Education Specialist credential or other appropriate credential through the CA Commission on Teacher Credentialing, including authorization to work with English language learners
- At least three years successful special education experience, ideally with urban youth, as evidenced by strong achievement data and strong classroom relationships
- Strong knowledge of special education law, documentation, and best practices
- Proficiency with LAUSD's Welligent software for tracking IEP records and services
- Proven ability to lead adults
- Effective communication with parents, especially conflict resolution
- Working knowledge of content standards and curricular materials for the grade span for which he/she will be responsible
- Master's degree in special education or related field, preferred

Resource Specialist Program Teacher**Reporting**

The Resource Specialist Program (RSP) Teacher will report to the Director of Student Supports.

Job Expectations

- The Resource Specialist Program (RSP) Teacher's primary duties include:

- Providing pull-out and push-in RSP services for students with Individualized Education Plans (IEPs) as well as other students in need of support
- Drafting IEPs and ensuring compliance with all components of the IEP process
- Ensuring that all service minutes are provided and appropriately documented through meticulous special education records
- Monitoring progress toward IEP goals and providing parents with frequent progress reports
- Meeting regularly with other members of the special education team to collaborate and share best practices
- Collaborating with general education teachers to ensure academic success of special education students within the classroom
- Supporting the general education team to ensure students are provided an effective Student Success Team (SST) process
- Completing other tasks as directed by the Director of Student Support

Specialized Qualifications

In addition to the general expectations of all school employees, the RSP Teacher should possess:

- Valid Resource Specialist Program credential through the CA Commission on Teacher Credentialing, including an Autism authorization, and an authorization to work with English language learners
- Working knowledge of special education law, documentation, and best practices
- Effective communication with parents, especially conflict resolution
- Successful teaching and/or special education experience, ideally with urban youth, as evidenced by strong achievement data and strong classroom relationships, preferred
- Working knowledge of content standards and curricular materials for the grade span for which he/she will be responsible, preferred
- Master's degree in special education or related field, preferred

Teacher

Reporting

The teacher reports to the Principal.

A teacher's primary duties include:

- Participating in a collaborative curriculum development process
- Implementing curricula and activities to meet academic standards
- Designing and implementing assessments that measure progress towards academic standards
- Using assessment data to refine curricula and inform instructional practices
- Reinforcing school-wide rules and expectations in classrooms and elsewhere on campus
- Being accountable for students' mastery of academic standards

- Producing weekly lesson plans to share with administrators
- Communicating frequently with parents, including frequent progress reports
- Participating actively in grade-level meetings, faculty meetings, and other meetings
- Participating in staff development, including three weeks of orientation and training every summer
- Arriving at school by 7:00 a.m. and remaining on campus until 4:00 p.m.
- Leading a tutoring session three day a week
- Meeting with co-teachers on a regular basis to help each other improve as teachers
- Completing other tasks as directed by Director of Instruction or Principal

Specialized Qualifications

- Valid California Teaching Credential or Intern Credential through a program recognized by the CA Commission on Teacher Credentialing, including authorization for instructing English Language Learners
- High behavioral expectations and strong classroom management skills
- Experience teaching in an urban setting with proven academic results (highly preferred)

School Psychologist

Reporting

The Psychologist reports to the Director of Student Supports.

Job Expectations

The School Psychologist will:

- Guide students to develop problem solving and coping skills through systematic behavior interventions
- Help student and family gain insight into specific barriers to learning and create an action plan to promote resilience through family/school/community collaboration
- Create and maintain new or use existing documentation and paperwork
- Collect information through interviews (initial intake, teacher interview forms, collaboration with outside professionals working with the student, etc.) and observations
- Assist in development and implementation of school-wide and campus-specific crisis protocol
- Evaluate the effectiveness of counseling and student progress in resolving identified problems and moving toward identified goals and objectives
- Maintain confidentiality, unless there are special circumstances, as in the case of danger to self or others
- Seek out professional development (PD) to expand the skill set as a psychologist and counselor
- Develop PD training sessions for staff

- Conduct formal psycho-educational assessments, prepare and present reports to staff and family during IEP meetings to help in instructional planning and supports for students
- Develop and maintain the school's mental health support and counseling program.

Specialized Qualifications

Required:

- Candidate must possess a graduate degree in school psychology
- Candidate must also possess a valid California school psychological services credential
- Experience working with urban K-8 students and their families
- Knowledge of applicable current special education laws and regulations
- Experience conducting psycho-educational assessments, analyzing data, writing comprehensive reports, participating in IEP meetings, and providing individual and group counseling

Preferred:

- Fluency in Spanish
- Experience working with families in partnership, facilitating family counseling, leading parent workshops, etc.
- Knowledge of external resources to support students and families outside of the school day/structure
- Experience as a school psychologist or similar role in an urban setting
- Knowledge or experience using/implementing Second Step or other social emotional learning programs

Dean of Students

Reporting

The Dean of Students reports directly to the Principal

The Dean of Students' primary duties and responsibilities include:

- Implement, model and enforce policies and practices as they relate to student discipline
- Manage a team of Campus Monitors, including dispatching them in response to real-time requests for support from teachers
- Respond to complaints or investigations involving student behavior and document, manage and report on student discipline data
- Meet with parents/guardians to discuss behavior concerns for individual students
- Work with student support team and Principal in determining and making appropriate
- Act as a resource partner to school faculty with classroom management
- Conduct observations and coaching to school faculty with implementation of the school-wide expectations and systems
- Completing other tasks as directed by Principal or Assistant Principal

Specialized Qualifications

- Ability to learn new areas of knowledge quickly and thoroughly
 - Knowledge of Positive Behavioral Intervention and Support (PBIS)
 - Knowledge of Behavior Safety-Care Emergency Training (BSET) or other forms of non-violent conflict resolution (highly preferred)
 - Experience in K-8 public education (3+ years teaching preferred)
 - Bachelor's degree
-

Data and IT Driver

Reporting

The Data and IT Driver reports directly to the Director of Operations.

The Data and IT Driver's primary duties and responsibilities include:

- Troubleshooting common tech-related issues for any of Endeavor College Prep's technology systems, including internet, computers, AV systems, PA system, intrusion alarm, security cameras, access control, etc.
- Working collaboratively with external IT consultants or system vendors to resolve more complicated challenges
- Evaluating technology vendors and products and providing recommendations
- Working effectively with vendors and other partners during implementations
- Maintaining a detailed inventory of the school's hardware, including check-in and check-out procedures and tracking status of items sent for repair
- Creating and maintaining systems for regular maintenance of technology throughout the school building
- Overseeing knowledge management on our shared drive, including controlling file hierarchy structures and access
- Having a deep understanding of Endeavor College Prep's technology needs and capacity. Assessing and making recommendations for upgrades or changes when appropriate
- Researching best practices and emerging technology trends in schools
- Providing staff training in use of Endeavor College Prep's tech systems, software applications, cyber security, and other tech-related issues
- Owning the annual e-rate funding application process
- Serving as ECP's MiSiS coordinator and communicating with LAUSD for MiSiS issues
- Serving as technology coordinator for computer-based testing for internal and state testing
- Becoming an expert in the assessment software we use, including running various reports to facilitate data analysis by the instructional team
- Working with the instructional team or alone to perform analysis of data

- Helping to prepare data reports for the Leadership Team, Board of Directors, and other stakeholders
- Completing other tasks as directed

Specialized Qualifications

- Ability to learn new areas of knowledge quickly and thoroughly
- Talent for listening, asking effective questions, and synthesizing technical information into an understandable form
- Bachelor's degree (highly preferred) Experience in K-8 public education (highly preferred)

Talent Manager

Reporting

The Talent Manager reports directly to the Director of Operations

Job Expectations

The Talent Manager's main responsibilities include:

General Responsibilities

- Identify school-wide needs and priorities, problem-solve school-wide issues, and provide a united front in communicating all TK-8 decisions
- Prepare for and attend weekly check-ins with the Principal, and communicate proactively about issues between scheduled meetings
- Communicate proactively with all members of the team
- Complete other tasks as directed by the Principal

Talent Acquisition

- Develop strong systems for increasing a high-quality applicant pool, screening candidates, and maintaining an up-to-date on-line tracking system
- Cultivate relationships with key partner organizations such as universities, Teach For America, City Year, etc.
- Organize effective hiring day activities, including preparing the candidates and other members of the ECP team
- Conduct and document thorough reference checks
- Coordinate with our Principal and Director of Operations to make offers and follow-up on all prerequisites
- Ensure all necessary credentials are acquired prior to beginning the role
- Maintain proactive communication with new hires through their on-boarding
- Maintain inventory or recruitment collateral
- Reflect on success of our selection process and incorporate feedback to continually improve each step

Talent Development and Retention

- Work with Instructional Coaches and/or other leaders to design an effective on-boarding plan for new hire
- Use formal and informal tools to gather and analyze team feedback related to satisfaction and sustainability to share with Leadership Team and Endeavor College Prep's board of Directors
- Coordinate with external organization to provide new teacher induction program
- Administer exit interviews, analyze data, and present data to leadership and the board
- Identify and recommend opportunities for external professional development for instructional leaders and teachers
- Recommend activities, programs, and other ideas to increase joy, sustainability, and team spirit at Endeavor College Prep.
- Ensure all certificated employees maintain current CA credentials

Specific Qualifications for Talent Manager

In addition to the general expectations of all school employees, the Talent Manager should possess:

- Demonstrated ability to work well in a team, especially with leaders and colleagues
- Commitment to advocating for the needs of adults on our team without compromising the high expectations we have for the excellent education our students deserve
- At least one year of experience as a classroom teacher
- Experience with the recruiting and selection of teachers and other school employees highly preferred
- Knowledge of CA credential requirements, new teacher induction, professional development, and teacher leadership programs
- A confident, affable personality for engaging strangers at recruiting events
- Bachelor's degree (advanced education degree preferred)

Family and Community Outreach Coordinator

Reporting

The Family and Community Outreach Coordinator reports directly to the Director of Operations.

Student Recruitment & Enrollment

- Developing strategies and implementing activities aimed at ensuring full enrollment at Endeavor College Prep
- Tracking and regularly reporting on key metrics and milestones related to student enrollment and recruitment and retention and create relevant data-driven reports to dynamically inform enrollment strategy.

- Seeking out and attending opportunities for Endeavor College Prep to be present at community events
- Building relationships with and presenting to preschools, community organizations, businesses, community centers, churches etc.
- Maintaining the inventory of student recruitment materials
- Managing the school's social media presence, including student recruitment advertising campaigns
- Managing web content regarding enrollment information and activities
- Leading and training others to lead campus tours and information sessions
- Serving as the primary contact for engaging prospective families, including answering questions about the school or assistance with applying
- Organizing new family orientation(s), including mid-year enrollments
- Managing the Charter School's application system (SchoolMint)
- Preparing for and running the annual enrollment lottery

Family Engagement

- Developing the Charter School's volunteer program (Train, track and engage parent volunteers)
- Coordinating with teachers and school staff for volunteer opportunities
- Organizing parent training opportunities such as Room Parent program
- Training and organizing the Endeavor College Prep community for collective advocacy action such as lobbying the Board of Education during the charter renewal process
- Researching and bringing parent training opportunities to Endeavor College Prep based on family interest (adult ESL, civic engagement, etc.)
- Maintaining the parent center as a welcoming environment with valuable resources and relevant information
- Coordinating the trimesterly administration of the family survey, analyzing results with the Leadership Team and SSC, and presenting findings to the ECP Board
- Organizing monthly *cafecitos* and helping with school-wide family events (including family nights, performances, end-of-year picnic, 8th grade culmination ceremony, etc.)
- Participating in the School Site Council and English Learner Advisory Committee

High School placement and alumni tracking/relations

- Using Salesforce database to track 8th grade high school placement
- Building and maintain partnerships with High Schools
- Seeking out and maintain relationships with all relevant scholarship opportunities (Jack Kent Cooke, ABC, direct school scholarships)
- Organizing the annual high school fair in November
- Maintaining and managing all communication with alumni
- Identifying alumni for and drafting an alumni spotlight
- Working with school staff to create opportunities for alumni at the school such as speaking at college/high school spotlight
- Organizing an annual alumni reunion

Specialized Qualifications

- Experience working at a school or a busy office setting
 - Experience managing adults (highly preferred)
 - Fluency in Spanish (highly preferred)
 - Superior attention to detail, organization, and tidiness
 - Ability to appropriately handle confidential personnel information
 - Bachelor's Degree
-

Counselor

Reporting

The Counselor reports to the Principal.

Job Expectations

The School Counselor will:

- Guide students to develop problem solving and coping skills through systematic behavior interventions
- Help student/family gain insight into their risk factors and create an action plan to promote resilience through family/school/community collaboration
- Create and maintain new or use existing paperwork
- Collect information through interviews (initial intake, teacher interview forms, collaboration with outside professionals working with the student, etc.) and observations
- Assist in developing implementation of assessing safety and following protocol in crisis situations
- Evaluate the effectiveness of counseling and client progress in resolving identified problems and moving toward identified goals and objectives
- Maintain confidentiality, unless there are special circumstances, as in the case of danger to self or others
- Seek out professional development (PD) to expand the skill set as a counselor
- Develop PD training sessions for staff
- Develop and maintain the school's counseling and mental health program

Specialized Qualifications

Required:

- Candidate must possess a graduate degree in school counseling
- Candidate must also possess a valid California school counselor credential
- Experience working with urban middle school students and their families
- Knowledge of applicable current special education laws and regulations
- Experience conducting psychological assessments, writing comprehensive reports, participating in IEP meetings, and providing individual and group counseling

Preferred:

- Fluency in Spanish
 - Experience working with families, doing family counseling, leading parent workshops, etc.
 - Knowledge of external resources to support students and families outside of the school day/structure
 - Experience as a counselor or similar role in an urban setting
 - Knowledge or experience using/implementing Second Step
-

Compliance and Student Data Manager

Reporting

The Compliance and Student Data Manager reports directly to the Director of Operations

Responsibilities

- Compiles, reviews and submits data for all state, county and district reports, including annual district oversight visit
- Manages student enrollment matters including annual update of enrollment packet or as necessary to comply with federal and local requirements
- Trains Office Assistants on expectations for Cumulative File Records management
- Manages the school's Student Information System, Illuminate
- Compiles and submits attendance reports to ExED for review
- Manages all aspects of the National School Lunch Program including dissemination and collection of meal applications, completing annual SFA application and providing support for state audits as necessary
- Trains staff on all compliance related procedures around the school lunch program and monitors school sites on a regular basis
- Compiles, reviews and analyzes data for State nutrition program reports
- Submits annual data files to CALPADS and is the point person for changes related to student data in the system
- Manages school-wide emergency preparedness
- Supports school-based operations where needed
- Other duties as assigned.

Specialized Qualifications

- Experience working at a school office setting
- Familiarity with CALPADS reporting (highly preferred)
- Fluency in Spanish (highly preferred)
- Superior attention to detail, organization, and tidiness
- Bachelor's Degree (highly preferred)

Instructional Assistants

Reporting

Instructional Assistants report directly to the Principal

The teaching assistant's primary duties include:

- Helping classroom teachers and our special education teacher with small group interventions in reading, math, and/or writing
- Administering one-on-one assessments with students
- Working with teachers to build school culture, following the school-adopted norms and consequences
- Supervising students during morning break and/or lunch/recess
- Supervising students during homework help after school
- Translating for parent meetings (if bilingual)
- Making copies, grading papers, entering grades, updating trackers, and changing bulletin boards for classroom teachers as needed
- Assisting in office as needed
- Attending relevant professional development sessions
- When needed, TAs with an appropriate credential may substitute teach for classroom teachers

Preferred Qualifications

- CA teaching credential (in special education, multiple subject, ELA, or math) with English learner authorization
 - Proof of CA basic skills requirement (CBEST) met
 - Fluency in Spanish
-

Office Manager

Reporting

The Office Manager will report directly to the Operations Manager

The **Office Manager's** primary duties and responsibilities include:

Office Systems

- Managing and coaching the Receptionist and the Student Supports Associate
- Placing orders and maintain regular inventory of all office supplies
- Ensuring maximum uptime of office equipment (copiers, laminators and walkie talkies, etc.) including troubleshooting and communicating with repairmen
- Managing the inputting of student data into the school's Student Information System (Illuminate) including:
- Entering attendance daily and supporting the attendance support team

- Inputting data for newly enrolled students and all appropriate next steps
- Manage student cumulative files including:
- Requesting new student files & following up with schools
- Sending dropped student files (maintain student record tracker)
- Creating new student files and ensuring all documentation is filed (report cards, immunization records, enrollment forms, and all necessary testing documents)
- Hold all adults accountable for tidiness and organization of office physical space and fidelity of office systems and procedures
- Assess effectiveness and efficiency of current office systems and procedures, and recommend changes and/or new systems as needed

Finance

- Overseeing accounts payable including communication with back office provider (ExED) and vendors
- Managing all hourly staff timesheets and ensuring timely submission of payroll and items related to payroll
- Processing reimbursement payments
- Handling sales, including maintaining inventory
- Issuing and tracking petty cash
- Completing and reporting bank deposits

General Duties

- Supports school-based operations where needed
- Other duties as assigned

Specialized Qualifications

- Experience working at a school or a busy office setting
- Experience managing adults (highly preferred)
- Fluency in Spanish (read, write and speak fluently)
- Superior attention to detail, organization, and tidiness
- Bachelor's Degree (highly preferred)

Office Assistant

Reporting

The Office Assistant will report directly to the Director of Operations

The Office Assistant's primary duties include:

- Answering phones and handling mail correspondence
- Greeting parents and visitors to the school
- Performing clerical duties, including data entry and file maintenance of a variety of student, personnel, and school records

- Contacting parents regarding absences, missing assignments, teacher concerns, or student illness
 - Actively supervising students during arrival, lunch, dismissal, etc. as needed
 - Maintaining student records through the electronic student information system and paper files
 - Assisting and monitoring students when referred to office for health needs
 - Implementing systems to support the work of teachers and administrative staff
 - Independently, or in accordance with administrative instructions, developing school communications in English and Spanish.
 - Providing English/Spanish interpretation at parent meetings and school events
 - Maintaining and operating a variety of office equipment, such as the copy machine, printers, fax machine, and scanners with speed and accuracy
 - Monitoring and maintaining the inventory of the school's office supplies
 - Supervising volunteers and other school guests
 - Assisting in the coordination of special events (often after regular school hours)
 - Leading student recruitment efforts, including bilingual presentations at local preschools, flyer campaigns, and school tours.
 - Assisting the School Director and members of the administrative team as directed
-

Campus Monitor

Reporting

The Campus Monitor reports to the Principal to help with various supervision duties to ensure the safety of our students.

The Campus Monitor's primary duties may include:

- Recess and/or lunch supervision
- Hallway monitoring and restroom supervision
- Responding to behavior support calls and escorting students to office or reset room.
- Other tasks as directed by the Principal

Specific Qualifications for the Campus Monitor

- Belief that structure and discipline in school will lead to future success for our students
 - Willingness and ability to hold children from kindergarten to 8th grade to high expectations for behavior
 - High school degree. College degree or current enrollment in college preferred.
-

Plant Manager

Reporting

The Plant Manager Reports directly to the Director of Operations

Responsibilities

- Supervises and participates in custodial work cleaning rooms, toilets, halls, walkways, stairways, libraries, walls, fixtures, and equipment, including sweeping, polishing, mopping, dusting, dressing floors, vacuuming, and disinfecting.
- Selects materials and equipment for cleaning a wide variety of floors, walls, and other surfaces. Analyzes custodial needs and recommends priorities to the Director of Operations.
- Prepares, adjusts, and assigns work schedules for regular and special cleaning including school-vacation cleanups, and assures that facilities are unlocked and secured as necessary.
- Assigns special custodial duties for various educational, social, and other school activities.
- Ensures all equipment is working properly (heating, ventilating, and lighting)
- Operates and supervises the operation of low-pressure heating, ventilating, and air conditioning systems and related equipment.
- Operates, services, adjusts, and makes minor repairs to power equipment, including yard sweepers, yard vacuums, scrubbing machines, carpet shampooers, vacuum cleaner and supervises the use of such equipment and other operations equipment.
- Inspects the facilities, including equipment, on a regular basis in order to maintain custodial standards and nonhazardous conditions, evaluates employee performance and initiates
- Maintains inspection records, reports any need for repairs to the Director of Operations, and may make minor repairs.
- Maintains records and submits reports on plant security, vandalism, thefts, emergencies, supplies, use of facilities, and related matters.
- Trains and instructs assigned custodial personnel in cleaning methods, use of materials, operation of custodial and gardening recycling procedures, equipment, and related tasks.
- Confers with school personnel, administrators, the public, and students in regard to the utilization of facilities and equipment, site security, special programs and activities, and regulation.
- Orders, receives, checks and distributes custodial supplies and equipment; stores and distributes custodial supplies and equipment; maintains an inventory and maintains related records as required.

Specialized Qualifications

- 2+ years' experience working at a school setting
 - Experience managing adults (highly preferred)
 - Superior attention to detail, organization, and tidiness
 - High School Degree
-

Custodian

Reporting

The Custodian reports directly to the Plant Manager

Responsibilities

- Supervises and participates in custodial work cleaning classrooms, offices, multi-purpose room, restrooms, common spaces, and exterior spaces, including both scheduled and emergency clean up.
- Participates in special custodial duties for set up and clean up for various educational, social, and other school activities.
- Ensures all equipment is working properly (heating, ventilating, and lighting)
- Operates and supervises the operation of systems such as HVAC, plumbing, electrical, elevator and related equipment and liaises with external parties for repairs as needed.
- Operates, services, adjusts, and makes minor repairs to power equipment, including yard sweepers, yard vacuums, scrubbing machines, carpet shampooers, vacuum cleaner and supervises the use of such equipment and other operations equipment.
- Assembles, adjusts, and repairs furniture as needed.
- Inspects the facilities, including equipment, on a regular basis in order to maintain custodial standards and nonhazardous conditions, evaluates employee performance and initiates
- Reports any need for repairs to the Plant Manager, and may make minor repairs.
- Submits reports on plant security, vandalism, thefts, emergencies, supplies, use of facilities, and related matters.
- Assist in the supervision of volunteers for custodial tasks, such as campus beautification⁶⁵

⁶⁵ Campus beautification activities may include parents, staff, and students. The Charter School may also partner with community-based organizations, businesses, and college organizations for weekend events.

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter

School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

Legal Assurances

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

Endeavor College Prep operates as a drug-, alcohol-, and tobacco-free workplace.

The following is a summary of the health, safety, emergency, and risk management policies of Endeavor College Prep:

1. Staff Responsibilities

All employees are responsible for their own safety, as well as that of others in the workplace. Endeavor College Prep relies upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on Endeavor College Prep's premises, or in a product, facility, piece of equipment, process, or business practice for which the school is responsible, the employee must bring it to the attention of the director of operations or another member of the administrative team immediately. The school's administration will arrange for the correction of any unsafe condition or concealed danger immediately.

Each year, Endeavor College Prep will issue an Employee Handbook that will cover rules and guidelines governing workplace safety and health. All employees are required to familiarize themselves with the rules and guidelines, as strict compliance is expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated. If the Board of Directors revises the content of this handbook, the revisions will be shared with all staff.

All staff also undergo annual safety and compliance training at the beginning of each school year or upon hire if not present at the beginning of the school year.

Members of the office team who interact with students to address illness and injury and all of our campus monitors are required to be trained for First Aid and CPR certification.

Employees are required to report any workplace injury or 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.

The operations manager who holds human resource responsibilities is identified as the School's primary **Custodian of Records** for interaction with the Department of Justice. The School's talent manager serves as the School's secondary Custodian of Records.

2. Child Abuse Reporting

Endeavor College Prep adheres to the requirements of California Penal Code Section 11164 and 11166 regarding child abuse reporting. All employees must report to the proper authorities if they suspect that a student is subject to the following:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person needs only to "reasonably suspect" that abuse or neglect has occurred; the reporting person does not have to prove abuse. All faculty and staff members are trained to ensure all appropriate steps are taken if a child abuse situation occurs, and the principal, assistant principal, or a member of the counseling team will make themselves available if any staff request assistance with the process. All faculty and staff understand that it is their duty and responsibility to report any suspicions of child abuse. Staff understand that under California law, anyone who fails 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 are not made to investigate any incident, only report to the Co-Directors and proper authorities.

Endeavor College Prep staff will complete a written report of the situation and immediately notify the Department of Children Services. 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, Endeavor College Prep staff will obtain the contact information of the agency person removing the child. This information will be placed in the student's record and made available to the parents.

3. *Medication*

Endeavor College Prep adheres to Education Code Section 49423 regarding administration of medication in school.

Students requiring prescription medications and other medicines during school hours are accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents must complete the appropriate form authorizing school staff to administer medication. Designated staff put medications in a locked cabinet or refrigerator as needed. Designated staff log times for administering medications for each student and establish a reminder system to ensure that students are called and medications are dispensed at the appropriate times. In cases where medications are long-term prescriptions, designated staff provide parents with one week's notice to alert them that additional medications are needed.

4. *Blood Borne Pathogens*

Endeavor College Prep meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. All employees undergo annual training and adhere to procedures to protect fellow employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

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

5. *Harassment*

Endeavor College Prep is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. We maintain a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at Endeavor College Prep (including employee to employee, employee to student, and student to employee misconduct). Inappropriate behavior of this nature is very serious and is addressed in the Board’s harassment policy.

6. *Emergency Preparedness*

Endeavor College Prep adheres to an Emergency Preparedness Plan drafted specifically to the needs of the school sites in conjunction with law enforcement and the Fire Marshall. This handbook includes detailed responses for the following:

- Fire—Fire drills will be held at least once every two months. Office personnel will maintain a record of fire drills held and total required time for complete evacuation.
- Disaster/Earthquake—Disaster/earthquake drills will be conducted at least once a year.
- Bomb/Terrorist Threats
- Evacuation Plans

Endeavor College Prep is committed to creating a school environment that promotes children's health, well-being, and ability to learn by supporting a healthy lifestyle. The following is a paraphrased excerpt from Endeavor College Prep's Wellness Plan.

Goals for Nutrition, Physical Activity, and Nutrition Promotion

Nutrition

It is the goal and policy of Endeavor College Prep to provide nutritious meals for every student. The Charter School will promote the physical and intellectual well-being of its students through healthy nutrition. We will work to encourage parents, guardians, staff, and the community to serve as positive role models for a nutritious education. Our goal is for our students to become healthy, active adults that can build and strengthen our community.

Physical Activity

All students in grades K-8 will be provided opportunities to be physically active on a regular basis. Examples of these opportunities currently available are:

- Recess
- Periodic brain breaks, "3-minute dance parties" in K-3, and other opportunities for physical activity during class time
- After-School Program that includes a daily athletic recreation component
- Inter-school competitive sports teams for students in grades 6-8. In 2018-19 the offerings include volleyball, basketball, and soccer
- Weekly elective classes including, yoga, soccer, basketball, and dance
- Promotion of community sponsored outdoor events such as participation in the Chinatown Firecracker Run, Boyle Heights Munchkin Run and others

Nutrition Promotion

Endeavor College Prep will work with outside agencies, such as its food vendor, to support nutrition education. We will encourage food demonstrations and tastings, as well as continue to model healthy practices in our communities. We will also work to conduct healthy fundraiser and celebrations, while also refraining from the advertisement of unhealthy foods and beverages.

Nutrition Guidelines for Foods Available at School

Endeavor College Prep believes that by providing access to high quality, nutritious meals we will promote the overall health and wellbeing of our students. Endeavor College Prep will work with its meal vendor to provide meals that meet the standards set by the National School Lunch Program.

Endeavor College Prep staff, students and parent groups will be encouraged to refrain from using candy and snacks of minimal nutritional value as rewards to students, during school-sponsored events, and/or fundraisers.

Guidelines for Reimbursable Meals

Foods and beverages provided through federally reimbursable school meal programs shall meet or exceed federal regulations and guidance issuant pursuant to 42 USC 1758(f)(1), 1766(a) and (b), as they apply to schools.

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Assurances

Endeavor College Prep works with neighborhood organizations to educate families about the availability of the charter school and actively recruits students from these traditionally underserved areas, in order to enroll a student population that reflects the racial, ethnic, economic, and academic balance of the surrounding community.

Anticipated Student Population

As described in our community description (located in Element One) and recruitment plan (located in Element 7), Endeavor College Prep seeks to serve the families of Los Angeles, with a particular emphasis on reaching out to and recruiting in the underserved community of Boyle Heights. According to the data set presented by LAUSD at Endeavor College Prep’s most recent Performance-based Oversight Visit, the local public school population is 74% Latino, 90.6% qualify for free or reduced lunch, and 38.8% are English Language Learners. Endeavor College Prep anticipates that our students will continue to reflect similar socioeconomic statistics. Due to the low achievement data of surrounding schools, Endeavor College Prep further anticipates serving a majority of students who are academically low-achieving when they first enroll at our school.

No admission test is required for enrollment, although tests may be administered to determine the appropriate course placement for students entering after transitional kindergarten or kindergarten.

7.1 Community Outreach and Student Recruitment Plan

Endeavor College Prep implements an aggressive recruitment campaign to ensure we are fully enrolled. Our plan includes aggressive community outreach, in both English and Spanish, which provides an educational alternative for any interested families in Los Angeles, with a particular emphasis on families residing in the historically underserved neighborhood of Boyle Heights.

While we are committed to serving any child who wishes to attend Endeavor College Prep, the majority of our recruitment efforts will focus on attracting families living within the boundaries of Boyle Heights and those whose students would otherwise be served by schools in the Roosevelt High School cluster. We plan to work in the community and closely with community organizations to build support for the school and ensure successful enrollment.

Annual Student Recruiting Efforts		
Dates	Efforts	Locations
July-August	Tabling and/or flyer distribution at community events	<ul style="list-style-type: none"> ● Hollenbeck Park 4th of July Carnival ● Summer Night Lights at Ramon Garcia Park
August-September	Neighborhood canvassing/flyer campaign by staff and parent volunteers	<ul style="list-style-type: none"> ● Boyle Heights commercial corridor (Cesar Chavez Ave.) ● Boyle Heights Farmers Market ● Ben Franklin Library ● Lincoln Heights Library ● Roosevelt Library ● Malabar Library ● USC Hospital Back To School Event ● National Night Out Hollenbeck Police Station
September-October	Leverage currently enrolled families to reach out to neighbors and family	Various
December	Tabling events at community organization toy drives	<ul style="list-style-type: none"> ● Pueblo del Sol Community Center ● ELACC Posada ● Winter Wonderland at Boyle Heights City Hall ● Salesian Boys and Girls Club Toy Giveaway
January-March	Preschool presentations for prospective kindergarten	<ul style="list-style-type: none"> ● USC Health Sciences Campus Childcare Center

Annual Student Recruiting Efforts		
Dates	Efforts	Locations
	students	<ul style="list-style-type: none"> ● Downey Road Headstart ● La Santa Cruz Headstart ● Plaza Community Services Preschool ● Foundations for Early Education Preschool ● Pico Aliso Preschool ● Flores de Valle Preschool ● Lorena Terrace Preschool ● Centro de Alegria ● Plaza de La Raza Headstart ● Volunteers of America Preschool ● International Institute Preschools

Endeavor College Prep has built relationships with the following community leaders and organizations to garner support for the school:

- Boyle Heights Chamber of Commerce
- Boys and Girls Clubs
- Councilman Jose Huizar's Office
- Department of Parks and Recreation
- East L.A. Community Corporation
- Families in Schools
- Inner-City Struggle
- International Institute Preschools
- Plaza Community Services
- Proyecto Pastoral
- Volunteers of America Preschools
- LA Care USC Hospital
- Clinica Romero
- Salvadoran American Leadership and Educational Fund

In order to continue to build positive relationships with community organizations and build a strong student recruiting base, we plan to continue our outreach efforts in the following ways:

- Development of marketing materials in English and Spanish
- Presentations and flyer distribution at community meetings/events, such as the Boyle Heights Neighborhood Council, Boyle Heights Chamber of Commerce, National Night Out at Hollebeck Police Stationl, Neighborhood Watch meetings at Resurrection Church, Boyle Heights 5K and Munchkin Run.
- Presentations and flyer distribution at community organizations who work with families, such as the Boyle Heights Learning Collaborative, Families in Schools, the Variety Boys and Girls Club, Hollenbeck Youth Center, Proyecto Pastoral, and local childcare centers

- Presentations and flyer distribution at adult classes, such as those held at the local public libraries—Stevenson, Franklin, and Malabar, and park and recreation centers,
- Information booths and flyer distribution at community events, community centers, local businesses, libraries, social service agencies, faith-based organizations, housing projects, apartment complexes, grocery stores, neighborhood parks, and shopping centers
- Community organization partnerships by offering parent workshops
- Open Houses and informational meetings at the Charter School site
- Outreach to additional community organizations and elected officials
- Outreach to local television, radio, and print media reporters
- Advertisements in local organization newsletters
- Advertisements on all social media platforms

In addition to promotional materials in both English and Spanish, Endeavor College Prep provides translation services for in-person interaction requiring translation.

7.2 Racial and Ethnic Balance

In that these efforts will be comprehensive and reach a large number of individuals representing as diverse a population as exists in Boyle Heights and Los Angeles's eastside communities, we believe the result will be a racial and ethnic balance that is reflective of the District.

Endeavor College Prep will keep on file documentation of the efforts made to achieve racial and ethnic balance and the results achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school.

Element 8 – Admission Requirements

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

8.1 Admission Requirements

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Charter schools are schools of choice and admissions policies will reflect this compliance with state and federal requirements. In accordance with Education Code Section 47605(d)(2)(A), Endeavor College Prep shall admit all students who wish to attend, up to the school's enrollment capacity. If demand exceeds enrollment capacity, admission will be determined by a random public lottery.

8.2 Outreach and Student Recruitment

Endeavor College Prep attracts a diverse student population as detailed in the Community Outreach and Recruitment Plan in Element 7 and is committed to serving all students. We are committed to aggressively recruiting students from our targeted school community in Boyle Heights, which includes a high percentage of academically low-achieving students, students with disabilities, and economically disadvantaged students.

8.3 Admission Preferences

If the school receives a number of lottery forms that exceeds the number of available spaces, enrollment for the available spaces will be offered through a public random lottery.

The following categories of students will be exempt from the lottery and will automatically be granted admission:

1. Students who are enrolled and attending Endeavor College Prep at the time of the lottery who are seeking enrollment for the next school year. This preference is being extended to provide continuity in the child's education.
2. Siblings of currently enrolled Endeavor College Prep students. This preference is being extended to keep families together and simplify education access for families who might otherwise have their children attending different schools simultaneously.
3. Children of Founders⁶⁶, employees, and Board Members (no more than 10% of total enrollment may be enrolled under this exemption). We feel it is important that employees and current and Founding Board Members are willing to stand behind the quality of the program they helped create, and sending their own children to the school is a testament of their belief in the program.

The remaining available spaces will be assigned to students through a school-wide public random drawing. In the case that a lottery is held, children who reside within the boundaries of LAUSD will be given a two to one preference in the lottery.

⁶⁶ The School will follow the District's Founding Parents/Founders policy as adopted on February 7, 2012. For these purposes, "Founders" are defined as individuals who served on the Endeavor College Preparatory Charter School Founding Board or Governing Board prior to the school's opening on September 9, 2009 or who served on the Futuro College Preparatory Elementary School Founding Board or Governing Board prior to the school's opening on September 7, 2010. A list of Founders will be provided to LAUSD in accordance to District policy.

8.4 Public Random Lottery

Application Process

The Endeavor College Prep application process includes:

1. Open Enrollment Period (September 1 through the Wednesday, 3 days before the lottery at 5:00 p.m.)
 - a. Recruitment, informational presentations, and school tours
 - b. Completion of lottery form
2. Random Public Drawing (If enrollment demand exceeds enrollment capacity)
 - a. Lottery will be held at Endeavor College Prep's primary address at 5:00 p.m. on the second Friday of February.
 - b. Notification of families of their admission or waiting list status through a letter and/or electronic means opted in by parents/ guardians
3. Paperwork (within two weeks of lottery)
 - a. Acceptance of offer by parent/guardian to school office staff, who will maintain a database of family responses
 - b. Completion of all necessary paperwork, including but not limited to:
 1. Proof of age
 2. Immunization records
 3. Home language survey
 4. Emergency medical information
4. Orientation
 - a. Parent attendance at school orientation is strongly recommended
 - b. Student attendance at school orientation
 - c. Parent and student signature of school Commitment to Excellence⁶⁷

Open Enrollment

All students interested in attending Endeavor College Prep will be required to complete an application during the open enrollment period, either by completing an online form available from our webpage, or by completing a paper lottery form and submitting it directly to the Endeavor College Prep office before the annual deadline. Endeavor College Prep's Family and Community Outreach Coordinator is available during school hours to help any families in need of assistance for completing an online application or paper form. Lottery forms will be available during a publicly advertised open enrollment period each year, generally beginning the first business day after September 1 and continuing through 4 p.m. on the Wednesday before the lottery. Submitted lottery forms are date- and time-stamped by the office staff who receive them and entered into our online lottery software to track receipt.

Lottery forms that are received by the posted deadline are counted to determine if any grade level has received a number of lottery forms which exceed available seats. In this event, the Charter School will hold a public random lottery to determine enrollment for the impacted grade level.

⁶⁷ Not a requirement for admission, but strongly encouraged. The Endeavor College Prep Commitment to Excellence is a compact between the parent, teacher, and student.

Should the number of students applying for Charter School admission exceed the number of spaces available in any given grade, a random public lottery will be held at Endeavor's principal address at 1263 South Soto Street in Los Angeles at to determine admission, per the requirements of Education Code 47605(d)(2)(B). The lottery for the 2019-2020 and all subsequent years will be held at 5:00 p.m. on the second Friday in February. No child will be forced to attend Endeavor College Prep. Families have the right to withdraw their child's admission application at any time, including after the lottery date.

To be entered in the lottery, the deadline to either submit an online application or to turn in a paper lottery form at the Endeavor College Prep office is 4:00 p.m. the Wednesday before the lottery. Any student whose lottery form is received after that deadline will not participate in the lottery. Instead, their name will be added to the waiting list after the last name from the lottery, in the order they are received. The names of all applicants whose lottery form is received by the deadline will be entered into the computerized lottery program, and will receive verification from the system based on their preferred mode of communication (text message, email, or postal mail).

All students participating in the lottery will be assigned identification number by the lottery software. These numbers are what will be displayed to the public on the day of the lottery. Before beginning the drawing, rules for the lottery will be explained in English and Spanish by Endeavor College Prep's Family and Community Outreach Coordinator, who hosts the annual lottery.

The lottery itself will be conducted using school lottery software such as School Mint. Parents attending the lottery in person will be told their child's identification number at the lottery site before the lottery begins so they will know their child's place on the list by the conclusion of the drawing.

The lottery will be facilitated by an uninterested third party such as leader of a local community organization and fair execution of the lottery will be verified by an officer of the Endeavor College Prep Board of Directors.

Copies of all lottery forms, lottery results, and waiting lists will be readily available for inspection at Endeavor College Prep's office.

Instant acceptance notification messages along with letters will be distributed to families whose students earn space through the lottery. All families, including those whose children are admitted through the lottery but are not present at the time of the drawing, will be notified by an instant text notification along with a letter mailed out by Endeavor College Prep office staff within two weeks of the lottery. All admitted students must accept offer of admissions via text, call, or in person to complete enrollment paperwork within five calendar days of the date of notification to secure their seat.

Waiting List

The waiting list will be established from the applications that do not receive admission through lottery exemption or the lottery itself and shall be used to fill enrollment vacancies that occur during the year. If a position opens during the school year, the Family and Community Outreach Coordinator will contact the family at the top of the waiting list via telephone to offer their student admission to the school. If the family is unreachable by phone on the first day, a letter will also be sent via certified mail. Should the family decline the seat or fail to respond within three business days of the initial phone contact or five business days of the date of mailing notification in the case of no phone contact, the next family on the list will be contacted in the same manner until the open position is filled.

Students who submit a lottery form after the deadline will be added to the end of the waiting list in the order received. Offers for admission are granted to children on the waiting list for seats that become vacant at any time in the school year, up until the P2 reporting date in April. Waiting lists do not carry forward from year to year. A student who is on the waiting list must submit a new lottery form each year to be included in the next year's lottery.

Attendance Accounting

Endeavor College Prep utilizes an electronic student information system for attendance tracking and reporting purposes and attendance accounting procedures that satisfy requirements for LAUSD, LACOE, and CDE. Required reports are completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance figures to LAUSD as required by the District.

Element 9 – Annual Financial Audits

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

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

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction

Other reports as requested by the District

Independent Charter Status

Endeavor College Prep is a fiscally independent, directly funded charter school.

Budgets

Each spring Endeavor College Prep establishes an annual budget, monthly cash flow projections, and a three-year financial projection. The Executive Director 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 begins in March of the preceding fiscal year and continues through the Governor's May revisions of the State budget. The budget and five-year projections are then presented to the Endeavor College Prep Board of Directors for discussion and approval.

The Executive Director and Finance Committee (which minimally includes the Director of Operations and the Board Treasurer) review monthly cash flow statements and present comprehensive budget updates to the Board at least four times each fiscal year. The Finance Committee also recommends formal budget revisions as needed to ensure financial stability and adequate cash flow, which shall also ensure that resources are available to meet the needs of students with disabilities including transportation in those cases it is a related service.

The Endeavor College Prep Board has formal policies regarding the deposit of funds, investment procedures, and internal financial controls.

Business Management

Under the Executive Director's supervision, Endeavor College Prep's Director of Operations assumes 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 Director of Operations will work with others on the operations team to manage the day-to-day financial management needs of the school. Since opening in 2009, ECP has worked with Excellent Education Development (ExED) for back-office support. We anticipate using their services again for the 2019-2020 school year.

The Director of Operations and/or Operations Manager 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, facilities financing, 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.

Endeavor College Prep and its contracted business services provider will employ all Generally Accepted Accounting Principles (GAAP).

Annual Audit

9.1 Auditor Selection and Contracting with the Auditor

Endeavor College Prep will develop and implement controls necessary to gather and prepare information for all jurisdictional and financial reporting requirements. The Board of Directors will establish an ad-hoc Audit Committee. This committee will consist of two or more board members. The Treasurer of Endeavor College Prep's board may not serve on this committee. The Executive Director, the Director of Operations, and Audit Committee of the Board will be knowledgeable about the audit guide "Standards and Procedures for Audits of California K-12 Local Educational Agencies" and, as required under Ed. Code § 47605 (b)(5)(I), the Charter School will hire an independent auditor to conduct a complete fiscal audit of the books and records of Endeavor College Prep. The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in

accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

9.2 Conducting the Audit

The Director of Operations and the School's back office support provider will provide to the auditor any documentation or information requested during the course of the audit as necessary to complete a thorough and complete audit.

9.3 Auditor Qualifications

The Audit Committee selects an independent auditor through a request for proposal format. The auditor will have, at minimum, a CPA and experience working with educational institutions (preferably charter schools) and be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The Board of Directors may enter in a multi-year contract with an auditor that meets all selection criteria.

9.4 Resolving Audit Exceptions and Deficiencies

At the conclusion of the audit, the Director of Operations and the Audit Committee, will review any audit exceptions or deficiencies, and report them to the Endeavor College Prep Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

9.5 Submission of the Completed Audit

The Director of Operations shall ensure that the auditor completes the annual audit within four months of the close of the fiscal year and that a copy of the auditor's findings is forwarded to the District, the County Superintendent of Schools, the State Controller, the CDE, and any other required agencies by the 15th of December each year.

The independent fiscal audit of the Charter School is public record to be provided to the public upon request.

Endeavor College Prep maintains internal fiscal control policies⁶⁸ governing all financial activities.

⁶⁸ Endeavor College Prep's Fiscal Policies Handbook is reviewed annually. The most recent update at the time of this petition was 10/01/18.

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

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

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

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

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

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

NOTIFICATION OF THE DISTRICT

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

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

10.1 Discipline Plan

At Endeavor College Prep, we have a strong, structured school culture that incorporates positive behavior supports for all students and interventions for all students. Our positive behavior support system exists for three reasons:

- a. To maintain a focused and professional learning environment
- b. To build the habits and norms that will empower our scholars to be successful in outside professional settings and to make these appropriate behaviors the norm
- c. To maximize time for high impact instruction

We have numerous culture builders to ensure that we create the type of environment where students are enthusiastic and focused on learning. Our culture builders encompass everything from our PRIDE Values (Preparation, Respect, Integrity, Determination, and Enthusiasm), to Team and Family school-wide meetings and celebrations, to weekly letters home to families.

The following outlines eight components of our positive behavior support plan:

- 1) **Administrative Leadership and Support**—School leaders actively support the adoption, implementation, and maintenance of School-Wide Positive Behavior Support.
 - a. The Principal is the coach of our PBIS team consisting of representatives from all sub-groups of our school. 2018-19 school year marks our second year in the LACOE PBIS Cohort
 - b. School-wide *Teach Like a Champion* trainings were led by coaches who had been trained by Doug Lemov
 - c. The Dean of Students ,Campus Monitors, and administration when necessary, are involved in interventions for Tier 3 behaviors
 - d. School-wide professional development on implementation of PBIS led by Principal and PBIS team members. This includes school discipline policy, using merit/demerit system, and investing students in school-wide incentives during August PD and following sessions.
 - e. Principal, Assistant Principal, and Executive Director created school culture plan including tiers of behavior, incentives, positive culture builders, and response to behavior
- 2) **Team-Based Implementation**—The School-wide Positive Behavior Intervention and Support team is composed of members from many stakeholder groups as listed below
 - a. Administrator
 - b. General Educators (one teacher from each academy grade-span)
 - c. Special Educator
 - d. Student Support Staff
 - e. Classified Staff (Office)
 - f. After School Program Staff

We also rely on the following partnerships beyond the “PBIS team”

- g. Parents involved in addressing behaviors for their own children through timely communication with the teachers
 - h. Students involved in ongoing conversations about their behaviors through discussion of conflict resolution strategies, advisory character-building, PRIDE values, weekly PRIDE champions, PRIDE self-evaluations at the end of each class, and merit/demerit progress and goals.
- 3) **Behavioral Expectations Defined**—A small number of values (PRIDE) are in place for all students and staff. Through these values, behavior expectations are explicitly defined and positively stated for each area of our school on a behavior matrix. These expectations are visible throughout the school. See ECP’s Behavior Matrix below.

	Classroom	Hallway	Playground	Bathroom	Arrival	MPR
P Preparation <i>Be ready</i>	<ul style="list-style-type: none"> Bring your materials to school everyday Complete all homework Leave your phone in your backpack Come ready to learn 	<ul style="list-style-type: none"> Always have a pass when not in a line! Keep your hall pass around your neck (K-5) Keep the office pass in your hand 	<ul style="list-style-type: none"> Only bring allowed items to recess 	<ul style="list-style-type: none"> Have permission to use the restroom from a teacher before going Keep your hall pass around your neck (K-5) or have a pass and sign in (68) Use the restroom at appropriate times 	<ul style="list-style-type: none"> Have all materials in your backpack Come with your uniform ready – shirts tucked and sweaters off! Be in your classroom by 7:40 a.m. 	<ul style="list-style-type: none"> Only bring allowed items to MPR
R Respect <i>Be nice to others</i>	<ul style="list-style-type: none"> Always use kind words Listen attentively to your teachers and teammates when speaking Help your teammates when they need it Advocate and address concerns at the appropriate time 	<ul style="list-style-type: none"> Be nice to our building Keep your hands to your side Stay in the right-hand lane and facing forward Volume 0 when in line Volume 1 when having professional interactions 	<ul style="list-style-type: none"> Play nice with your team, be a good sport Include others in activities Use kind words Use equipment properly & put it back Use rock, paper, scissors to resolve conflicts 	<ul style="list-style-type: none"> Keep walls, floors, and sinks clean Respect the personal space of others Wait in line outside in the lane at a volume 0 Use the restroom at a volume 0 Only enter if there's a stall open 	<ul style="list-style-type: none"> Greet adults and peers politely, volume 2 Make eye contact Use kind words, say please and thank you Walk in the right-hand lane 	<ul style="list-style-type: none"> Use kind words, say please and thank you Respect others' personal space Keep tables, floors, and walls clean Track others and listen attentively during presentations Give attention quickly when called for
I Integrity <i>Do the right thing</i>	<ul style="list-style-type: none"> Make smart choices Be honest with teachers and peers Keep materials and desk area clean and organized Pick up trash, even if it is not yours! 	<ul style="list-style-type: none"> Use the most efficient route to get to your destination Pick up anything you dropped or spilled Report any mistreatment of our building Pick up trash, even if it is not yours! 	<ul style="list-style-type: none"> Make safe choices Make the space cleaner than you found it Use equipment appropriately Follow school procedures quickly 	<ul style="list-style-type: none"> Tell adults about any unsafe behavior Report anything that needs fixing or cleaning by an adult Wash your hands Pick up trash, even if it is not yours! 	<ul style="list-style-type: none"> Be safe in line Pick up anything you dropped or spilled Pick up trash, even if it is not yours! 	<ul style="list-style-type: none"> Volume 0 when in line or during a presentation Volume 2 during meals after given the sign Pick up anything you dropped or spilled Tell adults about any unsafe behavior Pick up trash, even if it is not yours!

	Classroom	Hallway	Playground	Bathroom	Arrival	MPR
D Determination <i>Give your best effort</i>	<ul style="list-style-type: none"> Always try your best Ask for help instead of giving up Accept mistakes and try again Try new ways to solve problems Be proud of your work 	<ul style="list-style-type: none"> Move quickly and respectfully Keep conversations to a minimum 	<ul style="list-style-type: none"> Listen to teacher directions Urgently take a knee & line up when called Follow playground rules Stay in supervised areas 	<ul style="list-style-type: none"> Keep conversations to a minimum, volume 0 Use your time efficiently 	<ul style="list-style-type: none"> Move quickly and safely Keep conversations to a minimum Eat breakfast Start morning work right away 	<ul style="list-style-type: none"> Listen to directions from adults Follow MPR rules Remain seated safely, keep feet under the table Stay in assigned areas
E Enthusiasm <i>Make school fun</i>	<ul style="list-style-type: none"> Come with a positive attitude, ready to learn everyday Give encouragement to teammates Participate! 	<ul style="list-style-type: none"> Admire the décor while you walk to your destination Smile at those you pass 	<ul style="list-style-type: none"> Invite others to join your team Be safe and have fun! 	<ul style="list-style-type: none"> Be quick because you are excited to learn 	<ul style="list-style-type: none"> Greet your teachers and teammates with a smile Be ready to learn! Leave it at the door, be excited 	<ul style="list-style-type: none"> Have positive conversations with peers and adults Participate in whole group activities

- 4) **Behavior Expectations Taught**—Behavioral expectations are taught to all students through explanation, modeling, practicing, and consistent feedback on a regular and ongoing basis:
- Summer Academy explicit instruction of expectations and school culture values.
 - Daily Advisory sessions
 - Focused beginning of school year laying foundations in culture
 - Consistent use of “do it again” to practice appropriate behavior
 - Skills groups
 - Restorative projects
 - Use of merits/demerits
 - PRIDE reflections after each class
 - PRIDE champions each week
 - MVTs (Most Valuable Teammate award for students embodying the PRIDE values)
- 5) **Acknowledge and Reinforce Appropriate Behavior**—Appropriate behaviors are modeled by all students, staff, and families and are acknowledged and reinforced on a regular and ongoing basis. Additionally, they are incentivized in various ways.
- Merits & Demerits consistently used by all staff and incentivized through activities such as the student store or merit bashes
 - PRIDE reflections at the end of each class
 - PRIDE champions each week
 - MVTs
 - Jeans passes (Special jeans days to celebrate student behavior)
 - Free dress passes (Special non-uniform days to celebrate student behavior)
 - Special PRIDE awards

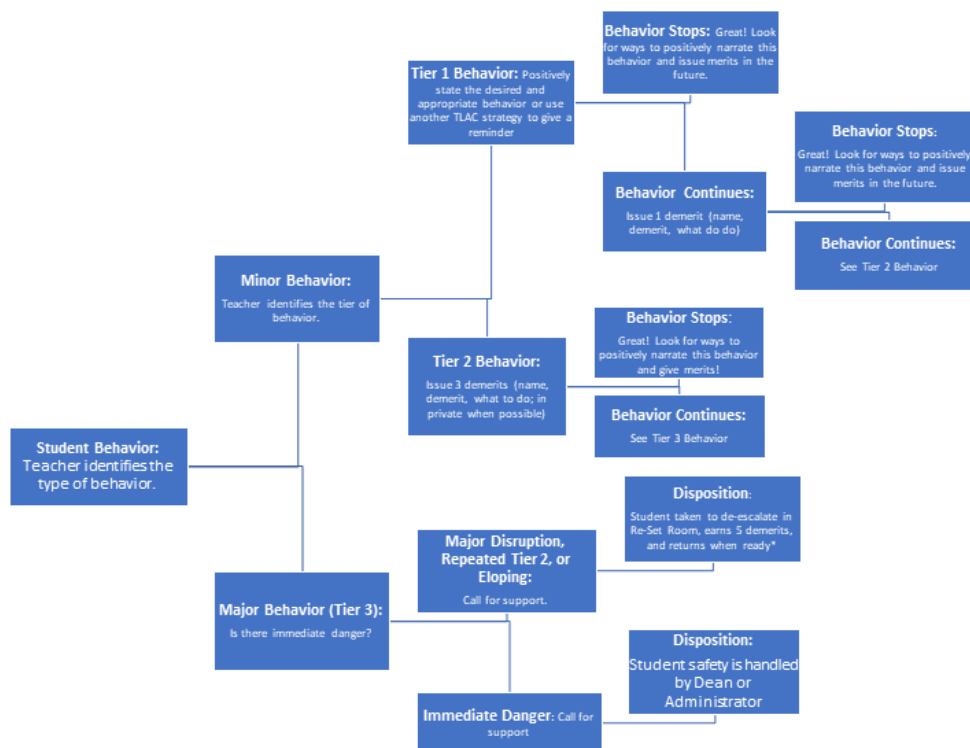
- 6) **Tiered Behavior Interventions**—Through tiering behavior and interventions, teachers and the school are able to prevent behavior, give supports to teach behavior, and use alternatives to suspension. The table below demonstrates the tiers of behavior and potential responses and consequences.

Positive Feedback			
Tiers	Description	Examples	Possible Behavior Interventions
Tier 1	1 Merit: Behavior demonstrating the PRIDE values and slightly exceeding expectations.	<ul style="list-style-type: none"> Picking up trash Class participation Completing a class job 	<ul style="list-style-type: none"> 1 merit shout-out happy note positive praise
Tier 2	3 Merits: Behavior demonstrating the PRIDE values and exceeding expectations &/or taking more initiative or time. Also includes attendance at school.	<ul style="list-style-type: none"> Tutoring Volunteering to improve ECP 	<ul style="list-style-type: none"> 3 merits MVT

Corrective Feedback			
Tiers	Description	Examples	Possible Behavior Interventions
Tier 1	<p>1 demerit*: These behaviors are undesired habits or a misbehavior that can be corrected in the moment and if addressed consistently can eventually go away. They represent a minor disruption to class or an off-task behavior.</p> <p><i>*Most after a reminder</i></p>	<ul style="list-style-type: none"> Talking out of turn Running in the building Inappropriate use of materials late to class not following directions chewing gum 5 demerits 	<p>Prevention</p> <ul style="list-style-type: none"> 4:1 positive feedback to students <i>Teach Like a Champion</i> techniques issue merits (positive praise) advisory (character building) lesson design explicit directions behavior matrix (explicit expectations) teaching appropriate behaviors incentives for appropriate behavior <p>Responses</p> <ul style="list-style-type: none"> 1 demerit teacher-student conversation parent phone call or dojo note seat change <i>Teach Like a Champion</i> techniques (re-directions)
Tier 2	<p>3 demerits*: These behaviors are major disruptions of class and/or disrespect.</p> <p><i>*These behaviors also result in a loss of a privilege (recess time,</i></p>	<ul style="list-style-type: none"> Repeated tier 1 Disrespect (talking back, cursing, sighing) Throwing or kicking items cell phone out copying homework Repeated category 1 	<p>Prevention</p> <ul style="list-style-type: none"> individual student trackers individual student behavior plans support meetings with family and staff skills instruction (small group or one-on-one) <p>Responses</p> <ul style="list-style-type: none"> 3 demerits

Corrective Feedback			
Tiers	Description	Examples	Possible Behavior Interventions
	<i>after school detention)</i>		<ul style="list-style-type: none"> teacher-student conversation parent phone call or dojo note loss or delay of privilege (recess, detention) <i>restorative project (apology letter, cleaning, study on a topic)</i>
Tier 3	5 demerits* : These behaviors demonstrate a high level of disrespect and/or a threat to school safety.	<ul style="list-style-type: none"> Repeated tier 2 cursing/slurs/hate speech (directed at someone) Eloping Fighting Weapons, drugs gang-related behavior theft Bullying vandalism 	<p>Prevention</p> <ul style="list-style-type: none"> all of the above (tier 1 & 2) Student Support Team Meeting counseling skills groups Functional Behavior Analysis Functional Analysis Assessment Student Agreement (i.e. Bullying Contract) <p>Possible Responses</p> <ul style="list-style-type: none"> all of the above 5 demerits additional loss of privileges (recess, electives, multi-day detention) Restorative Project (cleaning, letter, research, conflict-resolution conversation) Academics Only Referred to Dean of Students or Principal via removal of class (not for K4 Repeated Tier 2 behaviors) In-School Suspension Suspension Expulsion* Other responses determined by Principal or designee <p>*Repeated Tier 2 or cursing/slurs/hate speech would not result in suspension or expulsion</p>

The chart below demonstrates the protocol to respond to the tiers of behavior.



7) **Data-Based Decision Making**—Data is consistently analyzed and used to guide decisions weekly, monthly, and trimesterly.

- a. Decision making is a collaborative effort among the student's general education teachers, special education service providers, student support team, school leadership, and parents/guardians.
- b. The Student Support Team and administration will also analyze the data.
- c. Office referrals analyzed to:
 - i. identify students in need of individual support plans
 - ii. identify behaviors that need to be re-taught
 - iii. identify locations around school or times of day that need more support
 - iv. identify & monitor dispositions for behaviors
- d. Data from trackers analyzed to determine changes in trackers or support
- e. Merits/demerits analyzed to guide interventions
- f. Data from an FBA are used to inform and modify individual behavior plans
- g. Data from an FAA are used when a Behavior Intervention Plan is appropriate for a student
- h. Trends from this data will also be used to support and coach teachers.

8) **Family and Community Collaboration**—Partnerships are built between the school, home, and community.

- a. Back to school night and Family Handbook to lay out behavior expectations
- b. *Cafecitos* for informal communication with the school leaders
- c. Friday letter to share positive culture

- d. Frequent posts via social media
- e. Parent involvement in all Category 2 and 3 behaviors
- f. Parent involvement in all individual behavior plans and trackers
- g. ClassDojo (phone app) instantaneous communication with families on student behavioral progress and class and school announcements
- h. Positive notes and/or phone calls for to recognize student successes and accomplishments
- i. Daily check-ins with students who have struggled with appropriate school behavior

10.2 In-School Suspension

If a student has demonstrated a suspendable tier 3 behavior and restorative practices have already been tried &/or the Principal or designee determines In-School Suspension to be the appropriate consequence, parents will communicate with the family about both the student's behavior and the date and expectations for the ISS. The maximum number of days of in-school suspension will not exceed two days per incident and ten days in one school year.

The student will serve the suspension in a room outside of the classroom. He/she will be supervised and supported by the Dean of Students and Campus Monitors. Teachers will supply the appropriate work and resources for the student to complete during this time and the Dean or Campus Monitors will assist when appropriate. Additionally, the student will be able to contact the teacher for further support after school.

Student Suspension and Expulsion Policy

This Pupil Suspension and Expulsion Policy ("The Policy") has been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School.

No pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to hear the evidence that supports the charge and an opportunity to present his or her side of the story before the effective date of the action. If the pupil is being suspended for more than ten days or recommended for expulsion, he or she has the right to a hearing adjudicated by a neutral party. If the pupil's parent, guardian, or educational rights holder initiates hearing procedures, the pupil shall remain enrolled and shall not be removed until the Charter School issues a final decision. For purposes of this paragraph, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions.

In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* This shall serve as the entire policy for suspension and expulsion.

The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student and Family Handbook and will clearly describe discipline expectations. 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.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures through distribution of the Charter School's Student and Family Handbook, which contains these policies therein. The notice shall state that additional copies of the handbook containing these Policies and Procedures are available on request at the Charter School's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

10.3 Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to Charter School activity or school attendance occurring at the Charter School or at any other school or a Charter School sponsored event, occurring at any time including but not limited to: a) while on Charter School grounds; b) while going to or coming from the Charter School; c) during the lunch period, whether on or off the Charter School campus; d) during, going to, or coming from a Charter School-sponsored activity.

10.4 Mandatory and Discretionary Suspensions: Enumerated Offenses

A pupil shall not be suspended from the school or recommended for expulsion, unless the Principal⁶⁹ of the Charter School determines that the pupil has committed and act in the list below:

⁶⁹ In the case that the Principal is not on campus, the Assistant Principal serves as acting Principal and holds the authority to suspend or recommend expulsion. The Principal may also delegate this authority to the Executive Director, if deemed necessary.

- a) Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- r) 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).
- s) 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 8, inclusive.
- t) 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 8, inclusive.
- u) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or

for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- v) Engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. This only applies to students in grades 4-8.

Mandatory Suspensions: In the interest of the safety of students and staff, the Principal shall suspend a pupil if he/she is found to have committed acts that fall in categories a⁷⁰, b, c, d, e, m, t, u, or v from the list above. In all other cases, the Principal may use his/her discretion to determine whether an alternative to suspension would be more appropriate for addressing the incident.

10.5 Mandatory and Discretionary Expellable Offences

The following table⁷¹ summarizes which offences from the list above result in discretionary recommendation for expulsion and which are mandatory. At Endeavor College Prep, mandatory suspensions only exist for offences for which a student must be suspended pending an expulsion hearing as defined in Education Code 48915(c).

Endeavor College Prep shall adhere to these guidelines.

Category I Must Recommend Expulsion (Mandatory)	Category II Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (Expulsion Expected)	Category III May Recommend Expulsion (Discretionary)
<i>Education Code (EC) 48915(c)</i> Act must be committed at school or school activity. 1. Firearm a. Possessing firearm when a district employee verified firearm	Act must be committed at school or school activity. <i>EC</i> Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate	Acts committed at school or school activity or on the way to and from school or school activity. a. Inflicted physical injury [†] b. Possessed dangerous objects c. Possessed drugs or

⁷⁰ In the case of category “a”, suspension shall be mandatory only in the case of actual injury or violence. If the injury or violence is merely threatened, the Principal shall have discretion to implement an alternative consequence.

⁷¹ The table is a resource provided by CDE that was found at <http://www.cde.ca.gov/ls/ss/se/expulsionrecomm.asp>. According to the website, it was last reviewed 12/19/2017. We have removed “Disrupted or defied school staff” from the table as is no longer a suspendible offence at Endeavor College Prep.

Category I Must Recommend Expulsion (Mandatory)	Category II Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (Expulsion Expected)	Category III May Recommend Expulsion (Discretionary)
<p>possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee.</p> <p>b. Selling or otherwise furnishing a firearm.</p> <p>2. Brandishing a knife at another person.</p> <p>3. Unlawfully selling a controlled substance listed in <i>Health and Safety Code</i> Section 11053 et. seq.</p> <p>4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of <i>EC</i> 48900 or committing sexual battery as defined in subdivision (n) of 48900.</p> <p>5. Possession of an explosive.</p> <p><i>Adapted from San Diego City Schools, Zero Tolerance Graduated Sanctions Student Discipline Guidelines, January 2001</i></p>	<p>due to a particular circumstance.</p> <p>1. Causing serious physical injury to another person, except in self-defense. <i>EC</i> Section 48915 (a)(1).</p> <p>2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. <i>EC</i> Section 48915 (a)(2).</p> <p>3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the <i>Health and Safety Code</i>, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.</p> <p>4. Robbery or extortion. <i>EC</i> Section 48915 (a)(4).</p> <p>5. Assault or battery, or threat of, on a school employee.</p> <p>1.</p>	<p>alcohol (policy determines which offense)</p> <p>d. Sold look alike substance representing drugs or alcohol</p> <p>e. Committed robbery/extortion</p> <p>f. Caused damage to property[†]</p> <p>g. Committed theft</p> <p>h. Used tobacco (policy determines which offense)</p> <p>i. Committed obscenity/profanity/vulgarity</p> <p>j. Possessed or sold drug paraphernalia</p> <p>k. Received stolen property</p> <p>l. Possessed imitation firearm</p> <p>m. Committed sexual harassment</p> <p>n. Harassed, threatened or intimidated a student witness</p> <p>o. Sold prescription drug Soma</p> <p>p. Committed hazing</p> <p>q. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.</p> <p>[†] Section 48900 (s) (Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in <i>Penal Code</i> 31, may</p>

Category I Must Recommend Expulsion (Mandatory)	Category II Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (Expulsion Expected)	Category III May Recommend Expulsion (Discretionary)
		<p>suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.</p> <p>‡ Section 48900 (t) "school property" includes, but is not limited to, electronic files and databases.</p>

For Categories II and III, the school must provide evidence of one or both of the following additional findings.

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct,
 - (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.
- **Grades 4 through 12 inclusive.**

10.6 Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded by an informal conference with the Principal and the student. If suspension is necessary, the Principal shall notify the parent and request a conference conducted by the Principal, Assistant Principal, or Dean of Students with the student and his or her parent and, whenever practical, the Charter School employee who referred the student to the Principal.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified in a letter describing the incident, referencing this Policy, and of the student's right to return to school for the purpose of a conference. The conference shall be held within two schooldays, unless the pupil waives this right or is physically unable to attend for any

reason, including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the pupil is physically able to return to school for the conference.

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

2. Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice will also state the date and time when the student may return to school. If the Principal or his/her designee wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall request that the parent/guardian respond to such requests without delay. The notice shall also notify the parent/guardian of his/her right and the process to appeal the suspension decision.

3. Right to Appeal of Suspension

If a parent or guardian disagrees with the decision to suspend, he/she may submit a written objection to the suspension to the Executive Director within five working days of the decision to suspend. The written appeal may be in the parent/guardian's preferred language and must include the reason(s) the parent/guardian disagrees with the decision to suspend. The Executive Director will meet with the parent/guardian within five school days of receipt of the written appeal. Upon considering the information provided by the parent/guardian and any other relevant information, the Executive Director will have authority to determine whether to:

- (a) Uphold the suspension in all respects
- (b) Modify the suspension
- (c) Overturn the suspension

The Executive Director will notify the parent/guardian of the final decision in writing within five working days of the appeal meeting. The Executive Director's decision shall be final and there shall be no further appeal.

10.7 Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may not be suspended more than 20 days in a school year, except in cases pending an expulsion process that meet the criteria listed in section 10.7 below.

10.8 Access to Education during Suspension

During the term of the suspension, the student will be provided with school assignments that his/her teachers consider to be reasonably equivalent to the work that would otherwise be expected of him/her in the normal classroom setting during that time. The work will be available for pick up in the Charter School's office. This work is expected to be completed by the student and submitted to the teachers upon return to class. Incomplete work may affect the student's grade.

10.9 Suspension during Pending Expulsion Process

Upon a recommendation of expulsion by the Principal, the pupil and the pupil's parent or guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal⁷² upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

In such a case, the Charter School will contact LAUSD to arrange for an interim alternative placement in LAUSD Community Day School or Alternative Educational Program Services according to the terms of a mutually agreed Memorandum of Understanding between the Charter School and LAUSD.⁷³

The expulsion hearing will be held, if requested, no more than thirty days after the expulsion recommendation.

⁷² In the case that the Principal is not on campus, the Assistant Principal serves as acting Principal and holds the authority to suspend or recommend expulsion. The Principal may also delegate this authority to the Executive Director, if deemed necessary.

⁷³ It is the Charter School's intention to execute an Interim Placement MOU with LAUSD before this charter renewal goes into effect.

10.10 Expulsion Procedures

Authority to Expel

A student may be expelled by an Administrative Panel to be assigned by the Board of Directors. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may expel any student found to have committed an expellable offense.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determine that the pupil has committed an expellable offense. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charge(s) and offense(s) upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Endeavor College Prep may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness's use prior to and during breaks in testimony.
3. At the discretion of the administrative panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel from removing a support person whom the Administrative Panel finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness's presence is both desired by the witness and will be helpful to the Charter School. The Administrative Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Administrative Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Administrative Panel from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness's prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

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 decision of 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 and sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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.

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 Principal, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. 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 Endeavor College Prep.
3. The reinstatement eligibility review date
4. A copy of the rehabilitation plan
5. The type of educational placement during the period of expulsion
6. Appeal procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student
3. The reinstatement eligibility review date
4. A copy of the rehabilitation plan
5. The type of educational placement during the period of expulsion
6. Appeal procedures

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, Endeavor College Prep shall notify the superintendent of the school district of the pupil's last known address within thirty (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.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to LAUSD upon request, so long as it does not violate FERPA rights of the student.

Appeal of Expulsion

Parents will be notified in advance to enactment of the expulsion and may appeal a student's expulsion.

An expulsion may be appealed within ten working days following the issuance of the notice of the decision to expel and must be submitted in writing to the Principal. The Principal or the Executive Director will provide the appeal request to the Chair of Endeavor College Prep Board of Directors. The student will be considered suspended until a meeting is convened to hear the appeal.

The appeal will be considered by an Expulsion Appeal Committee of the Board consisting of at least three members of the Board of Directors, which will convene a hearing with the parent/guardian. The hearing will be in closed session. The appeal will be heard no later than ten working days from issuance of notice of the decision to expel. At least one parent or guardian of the child must attend to present their appeal. Reasonable accommodations will be made, and language support offered for students and parents/guardians who wish to appeal. The Expulsion Appeal Committee shall consider the findings of fact and record of the hearing, including information shared by the parent/guardian as part of the hearing. If the Expulsion Appeal Committee overturns the expulsion, the pupil shall immediately be returned to his/her educational program. Otherwise, the expulsion is final and there is no further appeal.

The Principal will contact the family and mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians to assist with locating alternative placements during expulsion. Within 5 school days of the expulsion, the Charter School shall have a voluntary post-expulsion meeting with parents/guardians in the manner requested to assist with locating alternative placements during expulsion, including in the County or school district of residence.

Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Assurances

Endeavor College Prep will make any contribution that is legally required of the employer. Currently, Endeavor College Prep makes contributions to CalSTRS, Medicare, workers compensation, Social Security and unemployment insurance with the assistance of ExED, a back office support provider that handles Endeavor College Prep’s payroll calculations.

11.1 Certificated Staff Members

Endeavor College Prep certificated teachers and eligible administrators are part of the California State Teachers' Retirement System (CalSTRS). Employees accumulate service credit years in the same manner as all other members of CalSTRS. Endeavor College Prep will comply with regulations that require continued participation in CalSTRS for the duration of the School’s existence under our existing CDS code.

Retirement reporting is contracted out to a qualified service provider; however, the Director of Operations is responsible for ensuring that such retirement coverage is arranged. Endeavor College Prep shall forward any required payroll deductions and related data to the Los Angeles County Office of Education (LACOE) as required by Education Code 47611.3 and 41365.

11.2 Classified Staff Members

Non-certificated employees contribute to Social Security and for full-time, non-certificated employees the School contributes to a 403(b) retirement account.

Retirement reporting is contracted out to a qualified service provider; however, the Director of Operations is responsible for ensuring that such retirement coverage is arranged. Endeavor College Prep shall forward any required payroll deductions and related data to the Los Angeles County Office of Education (LACOE) as required by Education Code 47611.3 and 41365.

11.3 Other Staff Members

Non-certificated staff members who work less than 30 hours per week are not eligible for the employer contribution to a 403(b). Employees in that category will participate in Social Security as allowed by federal law.

Employees of any classification, including teachers, may make voluntary contributions to a 403(b) retirement savings account.

Personnel Policies and Procedures

- Endeavor College Prep complies with all provisions of the Educational Employment Relations Act (EERA) and acts independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.
- The Board of Directors approves the salary schedule for the school. This salary schedule will be based on, but not limited to, the salary scale of the Los Angeles Unified School District, the salaries of leading private and charter schools in Los Angeles and surrounding communities, and best practices in salary schedules among national charter schools. Administrative and staff salaries will be set at the discretion of the Executive Director, based on the candidate's experience and responsibilities. The salary of the Executive Director is set by the Board of Directors.
- A comprehensive benefits package (medical, dental, and retirement) is included as part of each full-time employee's compensation.
- The school calendar (vacations, holidays, hours, etc.) is set by the Executive Director and approved by the Board each year.
- All employees of Endeavor College Prep are at-will employees. The terms and conditions for employment at Endeavor College Prep are reviewed in detail during the interview process and reiterated in an offer of employment.
- Endeavor College Prep complies with all State and Federal laws concerning the maintenance and disclosure of employee records.
- The Board of Endeavor College Prep maintains a formal process for resolving complaints and grievances that will ensure due process for all parties. This process is described in the Employee Handbook.

Element 12 – Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

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

For pupils who reside within the boundaries of LAUSD, Endeavor tracks the pupil's school of residence and our Family and Community Outreach Coordinator or any member of our office staff can provide the information to parents/guardians upon request at any time in the school year.

For families on Endeavor College Prep's waiting list, our Family and Community Outreach Coordinator keeps a list of public charter schools in our community and will provide that information to families who are not granted a seat at Endeavor College Prep and are seeking other options.

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

c/o Executive Director
Endeavor College Prep
1263 S. Soto Street
Los Angeles, CA 90023

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
[Charter School]
[Charter School Address]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

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

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

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving

contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

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

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

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

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School

shall bear responsibility and liability for any disposition in violation of statutory requirements.

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

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

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

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

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

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

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any

obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

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

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its

regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to

another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

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

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

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

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

Hold Harmless/Indemnification Provision

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

resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

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

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Fiscal Policies and Procedures

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

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

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

Conclusion

The California Charter Schools Act of 1992 was created to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

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

By renewing this charter, the Los Angeles Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 and following the directive of law that encourages the establishment and renewal of charter schools.

The school leadership and Board of Directors of Endeavor College Prep is honored by the opportunity to apply for this renewal to continue to serve families in Los Angeles and is eager to work with the District to provide the best possible educational opportunities for all students.

*I know of no more encouraging fact than the unquestionable ability of man
to elevate his life by conscious endeavor.*

-- Henry David Thoreau

Addendum

Assurances, Affirmations, and Declarations

Endeavor College Preparatory Charter (also referred to herein as “Endeavor College Prep” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

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

SELPA Reorganization

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

SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

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

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

Element 2 – Measurable Pupil Outcomes and

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

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of

Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(b)(5)(D).)

GENERAL PROVISIONS

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

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

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.⁷⁴

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

⁷⁴ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

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

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

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

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1).

Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Element 9 – Annual Financial Audits

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

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

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

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

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

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

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

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

NOTIFICATION OF THE DISTRICT

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

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

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

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

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

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration,

administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
[Charter School Name]
[Charter School Address]

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-

mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
[Charter School]
[Charter School Address]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

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

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

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving

contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

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

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

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

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School

shall bear responsibility and liability for any disposition in violation of statutory requirements.

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

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

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

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

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

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

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any

obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

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

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner

as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall

operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

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

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

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

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

Hold Harmless/Indemnification Provision

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

resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

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

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Fiscal Policies and Procedures

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

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

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