



# Extera Public School

CHARTER FOR FIVE-YEAR TERM

(July 1, 2021 – June 30, 2026)

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## **Assurances, Affirmations, and Declarations**

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(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”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(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 "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL 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(c)(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, 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(c)(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(c)(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(c)(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(d).)

## **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.

## **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 Master Plan for English Learners and Standard English Learners *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). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

### **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.

### **Use of District's Special Education Policies and Procedures and Data Systems**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

## GENERAL INFORMATION

● The contact person for Charter School is:	<i>Cristina Gorocica, EPS School Director</i>
● The contact address for Charter School is:	<i>3626 E. 5<sup>th</sup> Street, Los Angeles, CA 90063</i>
● The contact phone number for Charter School is:	<i>323-780-8300 323-780-8600</i>
● The current address of the Charter School is:	<i>Extera Breed: 2226 east 3rd St., Los Angeles, CA 90033 Extera 2nd St.: 1942 East 2nd St., Los Angeles, CA 90033</i>
● This location is in LAUSD Board District:	<i>2</i>
● This location is in LAUSD Local District:	<i>East</i>
● The grade configuration of Charter School is:	<i>TK-8</i>
● The number of students in the first year will be:	<i>462</i>
● The grade level(s) of the students in the first year will be:	<i>TK-8</i>
● Charter School's scheduled first day of instruction in 2021-2022 is:	<i>August 16, 2021</i>
● The enrollment capacity is:	<i>546</i>
● The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional/Extended Year – 183 instructional days</i>
● The bell schedule for Charter School will be:	<i>8:00 am – 3:15 pm M,Tu,Th,F 8:00 am – 1:55 pm Wed</i>
● The Term of this Charter for Middle and High performing schools:	<i>July 1, 2021 to June 30, 2026</i>

## COMMUNITY NEED FOR CHARTER SCHOOL

**“Let nature be your teacher.”**

– William Wordsworth

The mission of Extera Public School is to prepare students for 21st century life and careers. Grounded in a program built upon excellence, equity and engagement, Extera will grow students into trailblazers who are lifelong learners and conscientious change agents for their communities and beyond. With a focus on the natural world and the interconnectedness of all living things, children attending Extera Public Schools engage in learning that provides real world relevance and nurtures self-empowerment in order to develop students from local to global citizens.

Extera Public School personalizes the instructional program to meet the needs of every child. The small school environment ensures that the unique academic and social needs of each student are recognized and supported in a school setting that nurtures their potential. Another critical aspect of that support is an expanded opportunity to learn. The school calendar offers 183 days of instruction, which exceeds state requirements and provides increased access to the school’s core instructional program, increasing chances for long-term success in school and decreasing the likelihood of school failure. This approach differs from other traditional approaches to extended learning, such as summer school or after school programs, because the days are added to the annual instructional calendar, and students are with their regular classroom teachers for the increased learning opportunities. Students who attend Extera Public School from kindergarten through eighth grade receive 559,890 instructional minutes (62,210 annually), which is 102,690 instructional minutes above state requirements (based on 457,200 total instructional minutes TK-8). The increased instructional minutes and increased opportunity to learn translates into nearly two full years of additional instruction in the elementary grades.

EPS’s model of excellence includes all members of the school community working in collaboration. Teachers engage in frequent, ongoing professional development and collaboration that is grounded in an improvement plan focused on identified student needs; student progress is continuously monitored by analyzing student achievement data that is a combination of project-based, teacher-created, publisher-developed, and standardized assessments (i.e. SBAC and MAP); instructional decisions for program improvement are data-driven; and school staff work with families to build home-to-school relationships and community partnerships that support children and empower families. During its first ten years of operation Extera Public School has developed continuing partnerships with the following organizations, among others:

Community Partnerships		
<p><b>Audubon Center:</b> located off the Gold Line Metro and teaches visiting students about the local flora and fauna of Los Angeles.</p>	<p><b>Benjamin Franklin Library:</b> welcomes our students for private tours and library card registration; participates as a Boyle Heights History Hike gallery.</p>	<p><b>Boyle Heights Historical Society:</b> provides guest speakers for classroom and school-wide events teaching students about the local history; participates at the Boyle Heights History Hike.</p>
<p><b>Breed Street Shul:</b> oldest shul in Los Angeles and provides educational programming to visiting students about the Jewish immigrants that once lived and practiced in Boyle Heights; participates as a Boyle Heights History Hike gallery.</p>	<p><b>Casa0101:</b> provides theater classes and affordable theater experiences for students; participates as a Boyle Heights History Hike gallery.</p>	<p><b>Council District 14 Office:</b> provides professional development space for our teachers and gives out free backpacks and school supplies to our students at the beginning of each year; participates as a Boyle Heights History Hike gallery.</p>
<p><b>Espacio 1839:</b> art gallery, radio station, and performance space that teaches students about having pride in your community; participates as a Boyle Heights History Hike gallery.</p>	<p><b>Facha Patoto Studio &amp; Gallery:</b> art gallery that teams up with classes to teach them about art curation; participates as a Boyle Heights History Hike gallery.</p>	<p><b>Friends of the L.A. River:</b> provides a “river rover” that travels to schools to teach our students about the L.A. River and hosts the annual clean up that our students participate in; participates at the Boyle Heights History Hike.</p>
<p><b>From Lot to Spot:</b> works to improve communities through finding uses for empty lots and teaches our students about their work; art gallery that teams up with classes to teach them about art curation; participates as a Boyle Heights History Hike gallery.</p>	<p><b>Harmony Project:</b> provides music classes to our students and hosts showcases of student talents for the community.</p>	<p><b>Homeboy Industries:</b> gang intervention organization that provides mentors to our students that are gang affiliated or at-risk; participates as a Boyle Heights History Hike gallery.</p>

<p><b>Inner-City Arts:</b> provides various art classes to our students through bi-weekly field trips.</p>	<p><b>Japanese American National Museum:</b> museum that teaches our students about the Japanese-American community that once populated Boyle Heights.</p>	<p><b>Mariachi Plaza:</b> community gathering place and Metro station that provides the central meeting place for the Boyle Heights History Hike.</p>
<p><b>Self Help Graphics:</b> community arts center that provides art classes to students and families in the community; participates at the Boyle Heights History Hike.</p>	<p><b>Speak Out Against Bullying:</b> performs assemblies for our students about identifying, stopping, and preventing bullying.</p>	<p><b>The Garage Skate Shop:</b> skate shop and tutoring center that serves our students; participates as a Boyle Heights History Hike gallery.</p>
<p><b>USC:</b> we have developed a partnership with their history department graduate students in which students decide what they want to learn about in their community and the USC students assemble “history-in-a-box” style lessons for teachers to teach students with. Our teachers collaborated with the USC graduate students on the lesson plans, student-friendly information, and contents of the boxes.</p>		

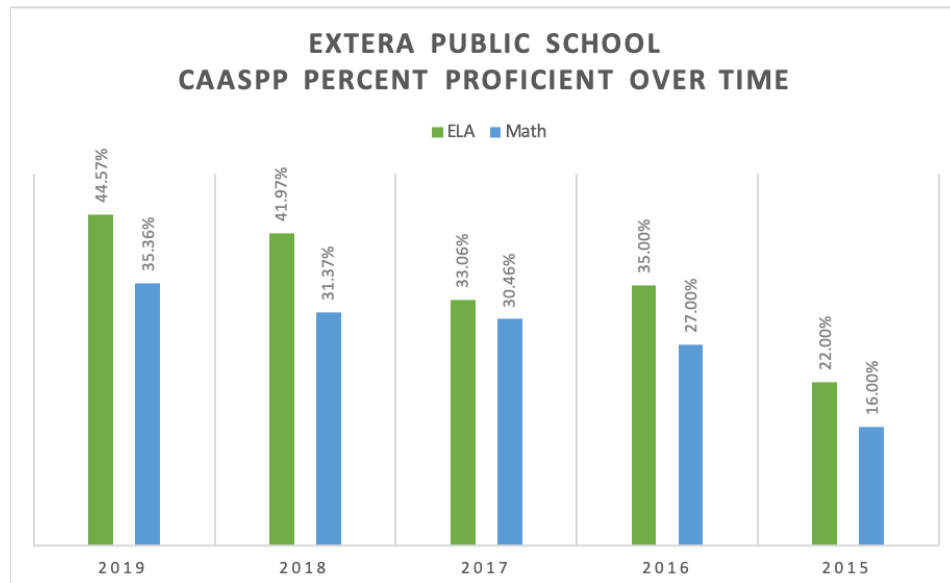
The above are just some of the many community partnerships with organizations that Extera Public School has established to promote student learning and connections to the community. Listed below are examples of other community organizations with whom EPS has developed relationships that have benefited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

Community Organizations		
<p><b>Alma Family Services:</b> provides counseling services to our students at school and in the home.</p>	<p><b>Altamed:</b> provides health education and maturation information to students and families.</p>	<p><b>East L.A. Community Corporation:</b> provides social services and community support to families.</p>

<p>ENKI East L.A. Youth and Family Services:</p> <p>provides counseling services to our students and families at school and in the home.</p>	<p>Foundation for Early Childhood Education, Inc.:</p> <p>provides information on the growth and development of children to families.</p>	<p>Girls Today, Women Tomorrow: mentoring and after-school program for girls at our school:</p> <p>provides leadership and empowerment opportunities to girls.</p>
<p>International Institute of Los Angeles:</p> <p>provides social services to families.</p>	<p>Mexican American Opportunity Foundation:</p> <p>provides social services to families.</p>	<p>Proyecto Pastoral at Dolores Mission:</p> <p>provides social services to families.</p>
<p>White Memorial Hospital:</p> <p>main hospital in our community and provides emergency services to our students and families. They also provide tours and information about their services to teachers.</p>	<p>Big Citizens Hub:</p> <p>a community based organization that works with local students that meets on Saturdays to build a community of diverse young people that utilize their personal agency to create a just society.</p>	<p>The Wellness Center at the Historic General Hospital:</p> <p>is a one stop: venue for participants seeking to empower themselves towards better health through education, access to health and advocacy services and the adoption of positive lifestyle changes.</p>

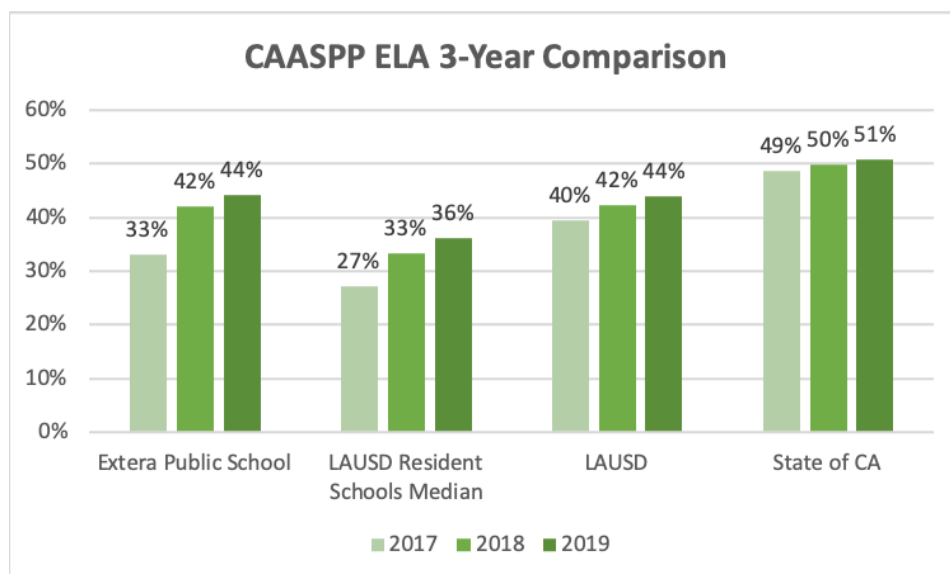
Extera Public School recognizes that parent engagement, participation, and ongoing communication with the Charter School is a strong support to students and a critical component of student success at school. As such, Extera Public School requests that families strive to participate in the activities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

## Academic Performance Data and Other Absolute and Comparative Performance Indicators

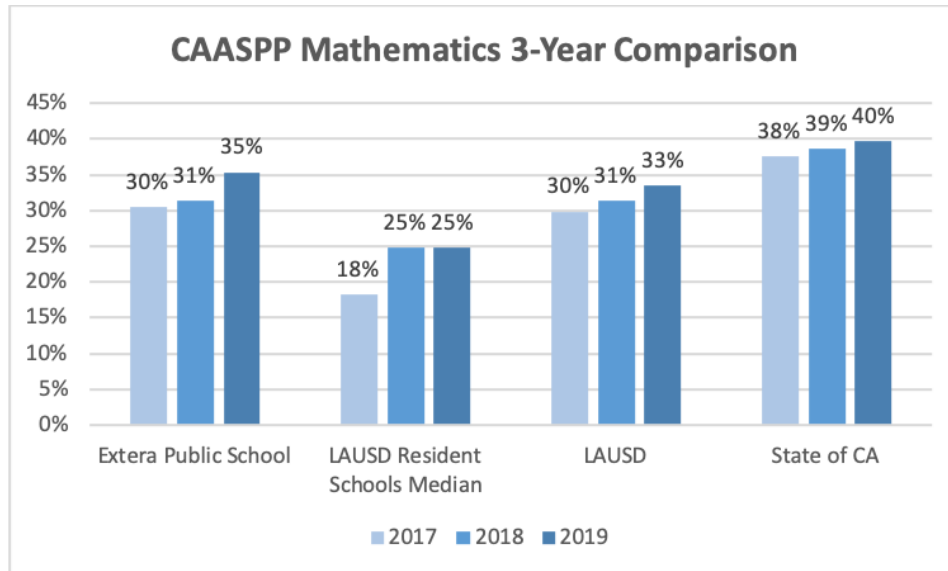


California Department of Education. (2019). *English Language Arts/Literacy and Mathematics Smarter Balanced Summative Assessments*. <https://caaspp-elpac.cde.ca.gov/caaspp/Default>

Extera Public School has demonstrated extraordinary academic growth over its close to ten years of existence in the Boyle Heights community. For the last five years, EPS has been able to show this growth in the gains made on the California Assessment of Student Performance and Progress (CAASPP) assessments given for both English Language Arts and Mathematics. EPS has more than doubled in the percentage of students proficient in both English Language Arts and Mathematics over the last five years since the inception of CAASPP.

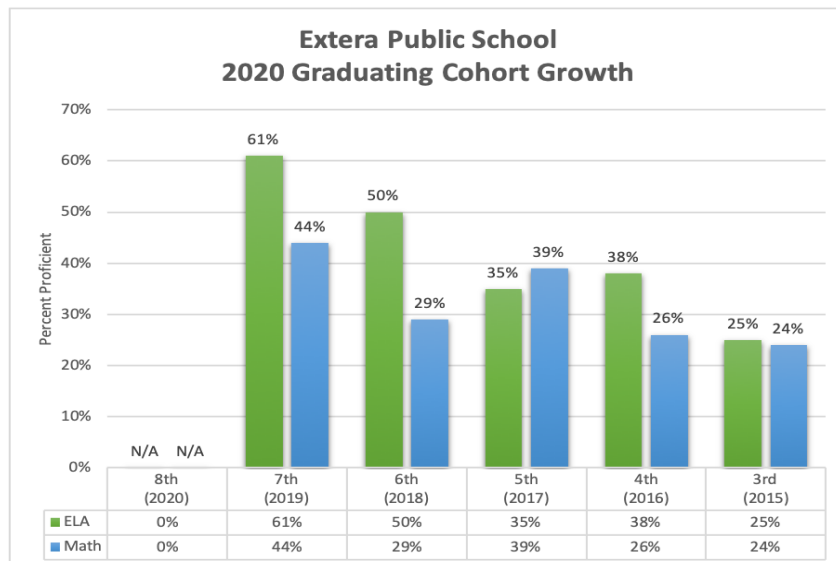


California Department of Education. (2019). *English Language Arts/Literacy and Mathematics Smarter Balanced Summative Assessments*. <https://caaspp-elpac.cde.ca.gov/caaspp/Default>



California Department of Education. (2019). *English Language Arts/Literacy and Mathematics Smarter Balanced Summative Assessments*. <https://caaspp-elpac.cde.ca.gov/caaspp/Default>

When looking at the most recent three years of data comparing Extera Public School to Los Angeles Unified School District (LAUSD)’s resident schools median, LAUSD overall, and the State of California, Extera has outperformed local resident schools in both English Language Arts and Mathematics and is on the trajectory to meet State proficiency levels. In ELA, Extera’s percent of students proficient not only grew each year but outperformed LAUSD resident schools and matched LAUSD’s overall performance the last two years. In Mathematics, Extera also demonstrated growth each year in addition to greatly outperforming LAUSD resident schools and even outperforming LAUSD’s overall percentage proficient in 2019. Extera Public School is an asset to the community and has worked diligently to increase student academic progress and outcomes in the community.



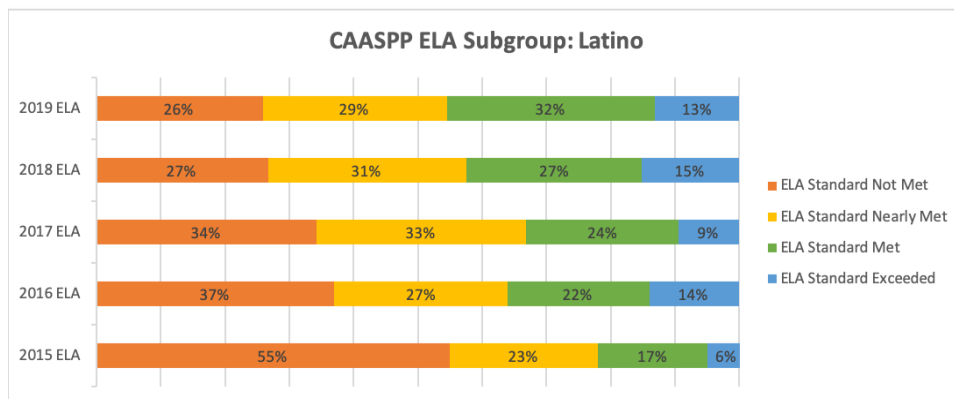


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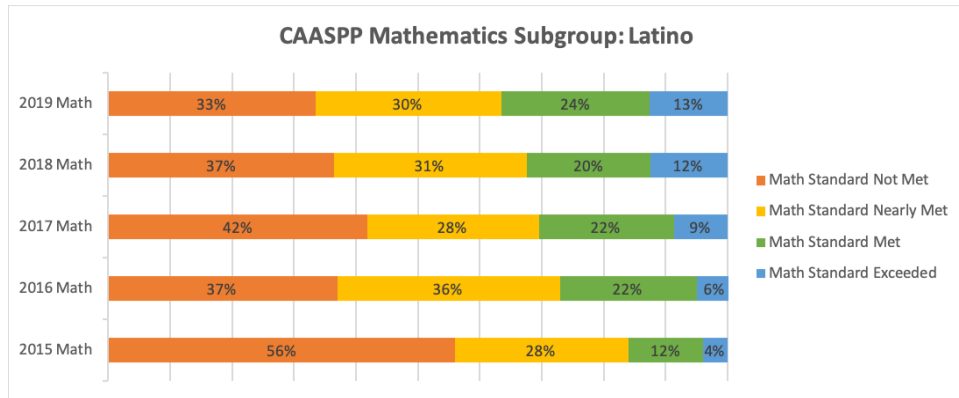
Looking deeper into student cohort data can provide a glimpse into how Extera Public School is serving the Boyle Heights community and students. Not only have the overall CAASPP scores improved over time, but our cohorts of students have demonstrated strong academic growth during their time with us. Our first cohort of students who attended Kindergarten through eighth grade at Extera Public School was our graduating class of 2020 and the only cohort to have five complete years of CAASPP data (CAASPP testing was suspended for Spring 2020 due to COVID-19 school closures). Our students' academic proficiency grew from 25% in ELA to 61% and from 24% in Mathematics to 44%. In addition to raising the percent of students proficient, EPS was also able to raise our students' Distance From Standard (DFS) in ELA from -58 points to 6 points above the standard (with the State average at -2.5 points). In mathematics the gap was closed from -54 points to -38 points (with the State average at -33.5 points). (California Department of Education. (2017). *2019 California School Dashboard*. <https://www.caschooldashboard.org/>)

An even deeper look at our numerically significant subgroups, demonstrates that Extera Public School is serving and supporting the students of Boyle Heights. The students attending Extera Public School reflect the population of Boyle Heights and the student population is very similar to those of neighboring district schools.

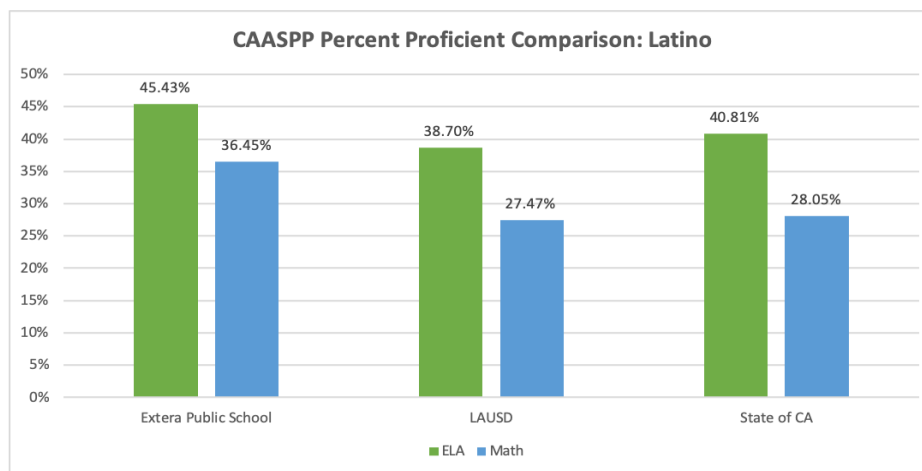
#### *Subgroup: Latino*



California Department of Education. (2019). *English Language Arts/Literacy and Mathematics Smarter Balanced Summative Assessments*. <https://caaspp-elpac.cde.ca.gov/caaspp/Default>



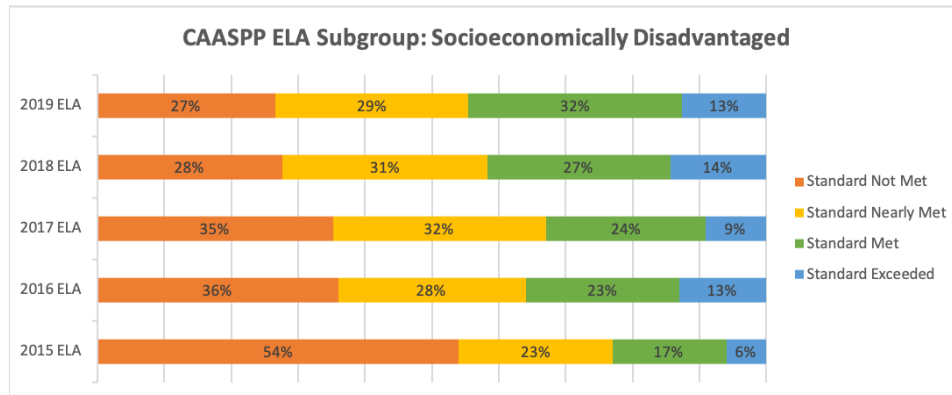
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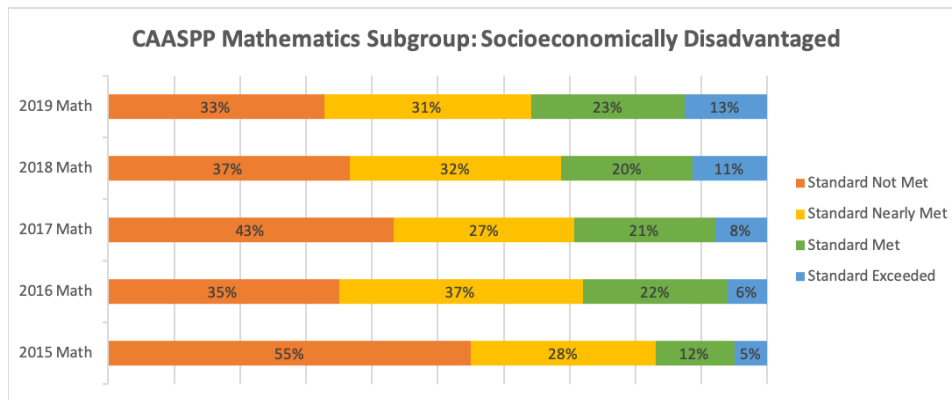
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According to U.S. Census data, 94% of the population of Boyle Heights is Latino, and 96.9% of Extera’s student population identify as Latino (Los Angeles Times. 2020. *Mapping L.A.* <http://maps.latimes.com/neighborhoods/neighborhood/boyle-heights/>). Not only have Latino students at EPS experienced steady growth in the percentage proficient over the last five years, but the percentage proficient in 2019 outperforms that of LAUSD’s Latino students and Latino students in the State of California. Extera Public School has supported and will continue to support Latino students’ academic progress and achievement.

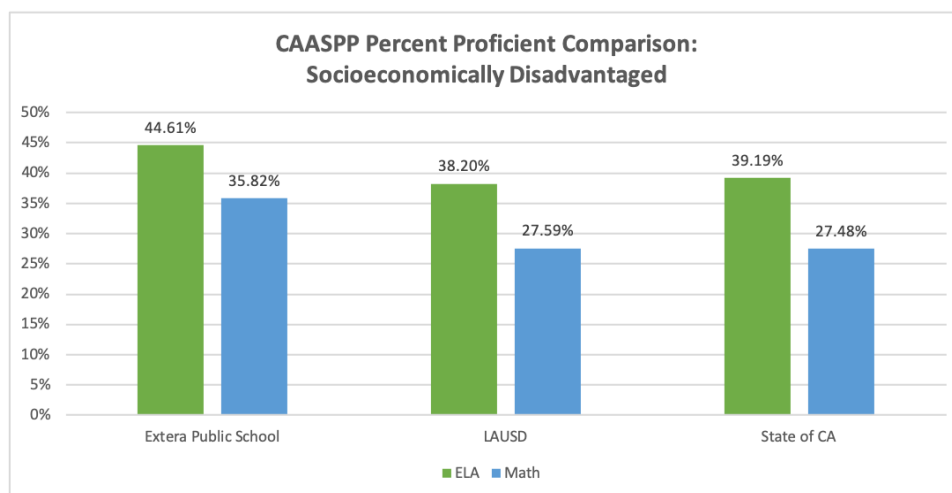
*Subgroup: Socioeconomically Disadvantaged*



California Department of Education. (2019). *English Language Arts/Literacy and Mathematics Smarter Balanced Summative Assessments*. <https://caaspp-elpac.cde.ca.gov/caaspp/Default>



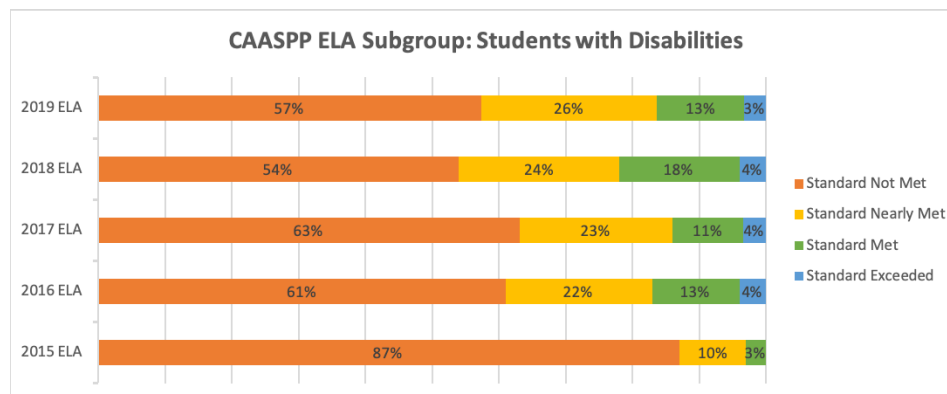
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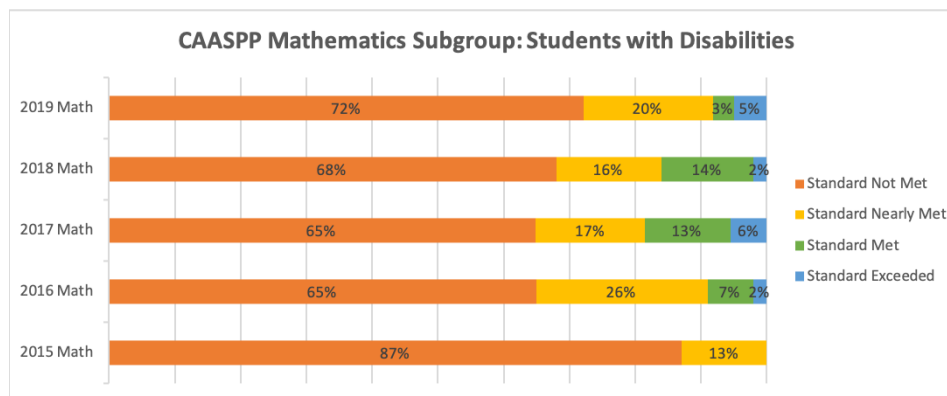
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Of the 99,243 people living in Boyle Heights, 25.4% live below the poverty line and the median household income is \$33,235. At Extera Public School 98.25% of students are socioeconomically disadvantaged and about 1% have been identified as homeless (Los Angeles Times. 2020. *Mapping L.A.* <http://maps.latimes.com/neighborhoods/neighborhood/boyle-heights/>). The subgroup of socioeconomically disadvantaged students has demonstrated steady growth towards proficiency over the last five years in both English Language Arts and Mathematics. In 2019, 44.16% of socioeconomically disadvantaged students reached proficiency in ELA and 35.82% in Math, outperforming the proficiency rates of LAUSD and the State of California. Extera's approach to serving the whole-child is central to the work at our school and in the community.

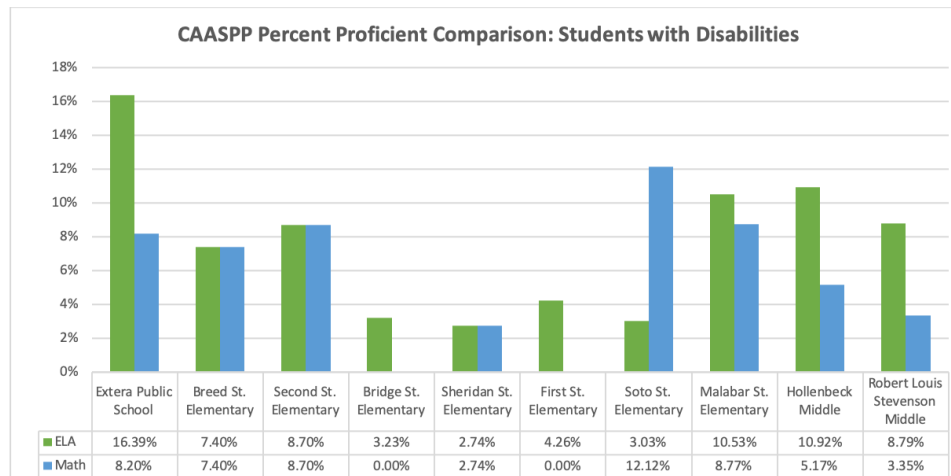
### *Subgroup: Students with Disabilities*



California Department of Education. (2019). *English Language Arts/Literacy and Mathematics Smarter Balanced Summative Assessments*. <https://caaspp-elpac.cde.ca.gov/caaspp/Default>



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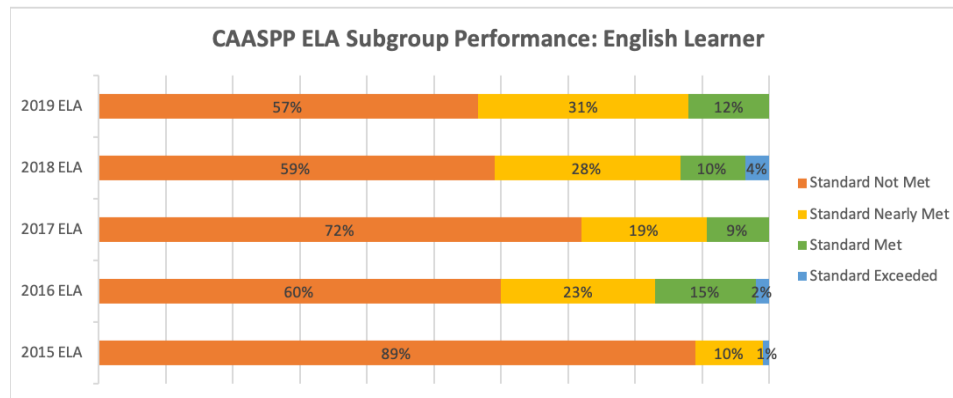
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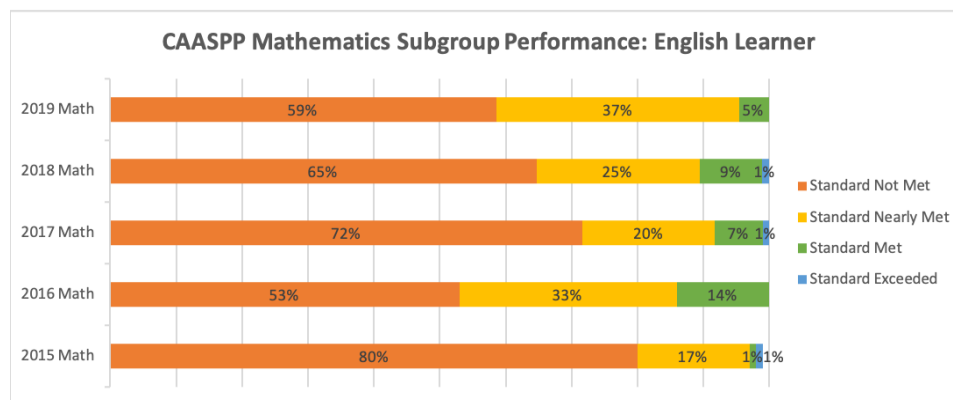
School Name	Percent of Students w/ Disabilities
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California Department of Education. (2017). *2019 California School Dashboard*. <https://www.caschooldashboard.org/>

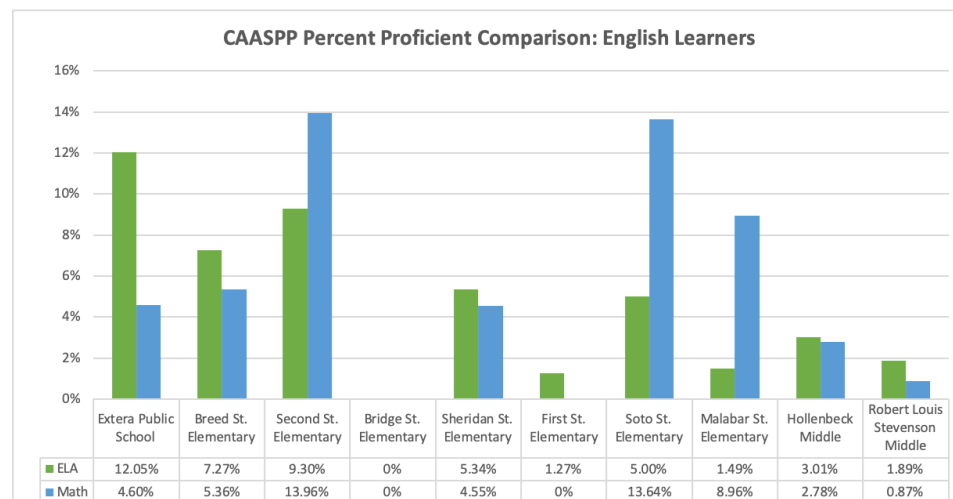
*Subgroup: English Learner*



California Department of Education. (2019). *English Language Arts/Literacy and Mathematics Smarter Balanced Summative Assessments*. <https://caaspp-elpac.cde.ca.gov/caaspp/Default>

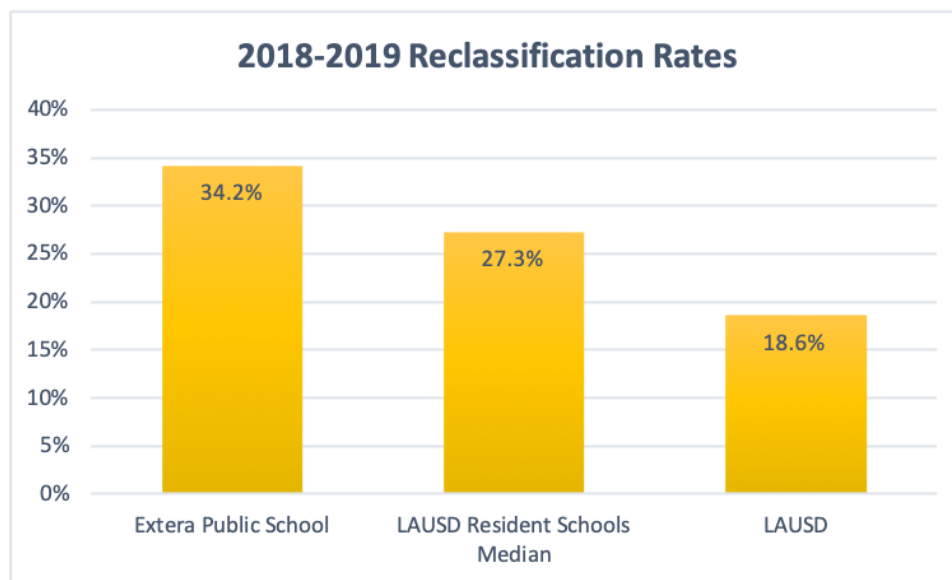


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The U.S. Census data reports that 72.9% of homes in Boyle Heights speak a language other than English and 73% households with children between the age of 5-17, speak Spanish (Census Reporter. (2019). <https://censusreporter.org/profiles/79500US0603744-los-angeles-county-central-la-city-east-centralcentral-city-boyle-heights-puma-ca/>). Extera Public School has an English Learner (EL) population that makes up 43.3% of students. Over the last five years, Extera Public School has been able to move the needle in English Learner proficiency by decreasing the amount of students not meeting proficiency and increasing the percentage of students nearing proficiency. When looking at Extera compared to LAUSD resident schools, EL students at Extera outperformed all local schools in English Language Arts and outperformed a majority of schools in Mathematics, although we did decrease in proficiency in 2019.



California Department of Education. 2019 DataQuest. <https://data1.cde.ca.gov/dataquest/>

In terms of serving EL students, Extera Public School has maintained a reclassification rate higher than that of the LAUSD resident schools and LAUSD overall. In 2018-2019, EPS reclassified 34.2% of English Learners compared to 27.3% of resident schools and 18.6% for LAUSD overall. Extera Public School hired highly qualified teachers who all hold California teaching credentials with CLAD (Cross-cultural, Language, and Academic Development) certification or the equivalent, and a majority of teachers are fluent in Spanish. In addition, having a small community school model along with a TK-8 span, has allowed teachers to pay closer attention to student needs and progress, which also includes supporting each student in their individual path towards reclassification and English proficiency.

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

### Place-based Learning and Active Engagement Outside the Classroom

The program at Extera Public School has numerous innovative features that are hallmarks of EPS's approach and are unique to the experience of teaching and learning at an EPS school. One essential element of the Extera Public School education is learning that happens outside of the traditional classroom setting, based on the underlying recognition that not all education and learning takes place within the confines of the physical school setting. EPS understands that the community and city at large provide rich resources for educational exploration and increasing understanding that advances academic learning. As a result, all EPS students are exposed to numerous field trips, often referred to as learning adventures, each year. All EPS learning adventures take place within the instructional day and are directly tied to grade level content standards. With EPS's focus on the natural world and all of the rich learning opportunities that it has to offer, many of the learning adventures take students into nature to deepen their understanding of the natural world that surrounds them. Science, social studies, and geography are some of the areas of study where learning is extended through off-campus trips. Some examples include: kindergarten students visit a pumpkin patch in the Fall as part of their "Life Cycle of a Pumpkin" unit each year; teachers and students walk the neighborhood investigating and studying the local flora and fauna, becoming familiar with, and developing a strong appreciation with their natural surroundings. Other learning adventures may include (but are not limited to):

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

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

Once a year, our 6th, 7th, and 8th graders attend overnight trips that include science based lessons invested in the natural environment they are immersed in. Our 6th graders have attended a two night three day field trip to Joshua Tree hosted by Positive Adventures Educational Company. Students are exposed to intricate living systems in the California Desert environment with a wide range of learning opportunities. Our 7th graders have attended a two night three day camping trip to Santa Barbara. The camping trip offers tent camping and is right on the ocean where they are learning about the ocean, engaged in leadership activities and staying active with a rope course and kayaking. Our 8th graders attend a week-long stay at Yosemite National Park. They explore the park through hiking, science experiments, and engage in community and leadership activities. These meaningful experiences provide our Extera students with memories that are rooted in the



natural world and supports the mission of the school, where students learn their place in the natural world and interconnectedness to all living things.

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

### *EPS's Unique Apprentice and Support Teacher Model*

EPS recognizes that while teacher education programs provide a great foundation for teachers to prepare them for success in the classroom, sometimes there is a disconnection between the university program experience and the classroom teaching experience. Over the past five years, EPS has developed and refined a unique instructional model that allows new teachers the opportunity to become fully immersed in the daily teaching and instructional experience without bearing all of the responsibilities of a regular classroom teacher. Support teachers work with individual and small groups of students, substitute for absent teachers, and are required to possess either a preliminary multiple subject credential or a 30-day substitute permit. During the first five years of operation, EPS promoted many of its support teachers to regular classroom teaching positions in subsequent years. Their experience in the Support Teacher role strengthened their preparation to take on the full responsibilities of managing a classroom.

In its 5<sup>th</sup> year of operation, EPS expanded the support teacher model to include Apprentice Teachers. The Apprentice Teacher (AT) position at EPS is a specially designed teacher position to posture and prepare newly credentialed teachers for the classroom. Unlike support teachers, who may only have 30-day substitute credentials in some cases, apprentice teachers are required to possess a preliminary credential. Apprentice teachers, unlike support teachers, generally do not work as substitutes. During their first year assigned as an Apprentice Teacher, ATs work as partner teachers with either one or two of EPS's experienced teachers. This unique arrangement allows Apprentice Teachers to become fully immersed in the classroom teaching experience at EPS; to become knowledgeable about the teaching practices and philosophy of the school; and to develop professional relationships with peers – all without having to carry the full load of responsibility of the rooster-carrying classroom teacher. Apprentice teachers have the opportunity to plan, design,

teach, co-teach, observe, dialog, and share the classroom teaching experience for a full year before moving into a classroom teacher position.

In subsequent years, Apprentice Teachers who are retained as classroom teachers are typically placed at the same grade level so that they are able to build upon their grade level experience, usually in a classroom that is adjacent to one of their partner teachers so that they receive continued support and guidance during their second year of teaching. In some cases, Apprentice Teachers move to the next grade level with their students, looping with the students, an approach that allows teachers to build on already established relationships with students and parents as well as to build on student progress from the previous year. This looping model, although not implemented every year with all teachers, is another innovative feature of Extera Public School's model. Each year some teachers loop with their students, allowing students to access the many benefits that can be gained from a multi-year teaching structure, such as: increased instructional time (less time wasted at the start of the second year to introduce routines, etc.); strengthened relationships with students and greater understanding of students' needs based on prior experience; and increased parent involvement, among others.

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

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

### *School Theme Focused on the Natural World (Learning Adventures)*

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

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

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

EPS 6th, 7th, and 8th graders experience a culminating type of learning adventure in the Spring semester. They attend overnight stays in Santa Barbara, Joshua Tree, and Yosemite National Park. They apply the skills they have learned in the classroom and in learning adventures to these overnight excursions. EPS students and parents look forward to this chapter of their child lives, reminding them as they age up that embodying the Trailblazer Traits and giving their best effort to learn from these experiences will benefit them when they attend these excursions, away from their campus, their families, and experience independence.

### *Planning and Collaboration*

As an experienced charter school, two of the most developed, successful, and beneficial aspects of EPS’s program are collaboration and professional development. Teachers plan collaboratively across campuses and grade levels at least two afternoons each week. Additionally, 12 full days of professional development and planning are provided to teachers annually, conducted prior to the

start of the school year and during the school year. In an effort to capitalize on best practices and EPS's focus on innovation, EPS has formalized the creation and implementation of an Instructional Leadership Team. The focus of the team's work is to develop and share successful instructional practices and materials that are aligned to the Common Core State Standards and to design and implement professional development that supports teachers across grade levels. EPS is successfully tapping into its own resources by utilizing the expertise of the members of its instructional team and supporting teachers by developing internal capacity and cohesion across the organization.

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

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

- **Workshops for EPS Parents and Families**  
These workshops are collaboratively designed by EPS teachers, parents and administration for parents and students. Parents and students come together for two hours of interaction and learning with EPS teachers through activities designed to promote collaboration between parents, students, and the school related to learning both in and outside of the classroom. These team-building events bring teachers across grade levels together with parents and students across school sites. Oftentimes parents are provided with activities and materials that they can use at home with their children. Among others, workshop topics have included:
  - SBAC and the Common Core State Standards
  - Math and Art Activities
  - Science
  - Exercise and Healthy Living
  - Healthy Cooking
  - Early Literacy and Reading
- **EPS Action Teams**  
In the place of committees, EPS Action Teams, composed of EPS teachers across campuses, have different focus areas for their collaborative work. Although Action Teams can vary from year to year, past action team include: Science, Math and Art Team (SMART); Get Up and Go Team; Read to Succeed; Boyle Heights History Hike; EPS Book Fair and EPS Winter Wonderland. These teams focus on celebrations of culture and learning, while planning and preparing school-wide performances and community-based activities. Actions teams choose events and activities that they feel

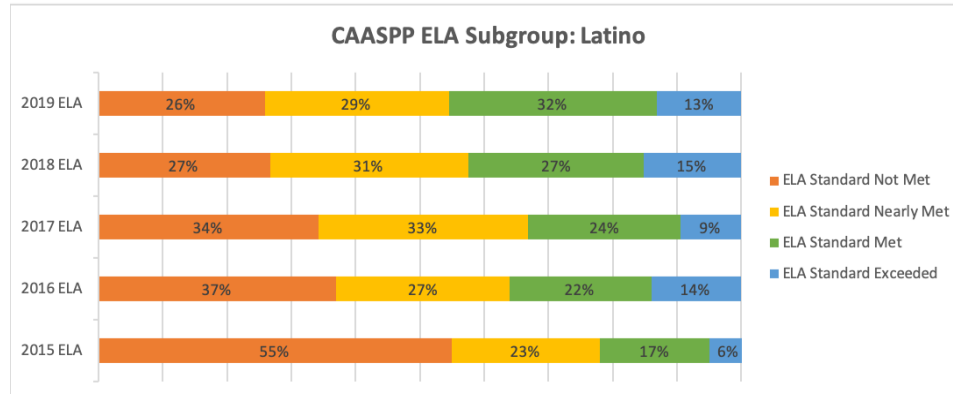
connected with and that they feel will provide worthwhile experiences and/or information to parents and students. Action teams develop and plan activities related to specific topics, such as science, reading, or Math, and create lessons, activities, and presentations for parents and students. Action teams use their own classroom activities and curriculum as a foundation for their presentations. Action teams meet at least once a month, more if needed. Among other accomplishments, EPS action teams have created *Parent* workshop presentations, EPS's "World of Wonder" winter program, Read Across America activities, harvest activities, book fair, reading buddies, and EPS's large-scale community event known as the Boyle Heights History Hike.

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

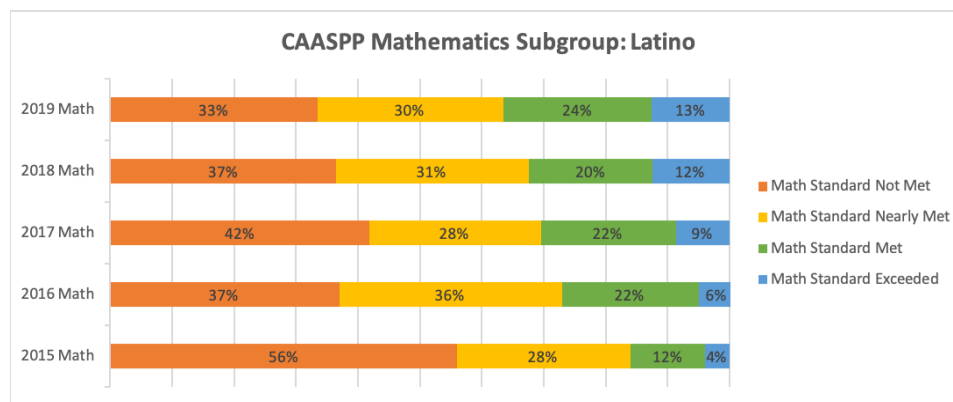
*Success of the School's Educational Program in Meeting the Specific Needs of its Student Population, Including but not Limited to Students in Numerically Significant Subgroups*

Extera Public School strives to meet the various and specific learning needs of all our students and specific attention and resources have been directed to support Latino students, socioeconomically disadvantaged students, students with learning disabilities, and English Learner students. The students attending Extera Public School reflect the population of Boyle Heights and the student population is very similar to those of neighboring district schools.

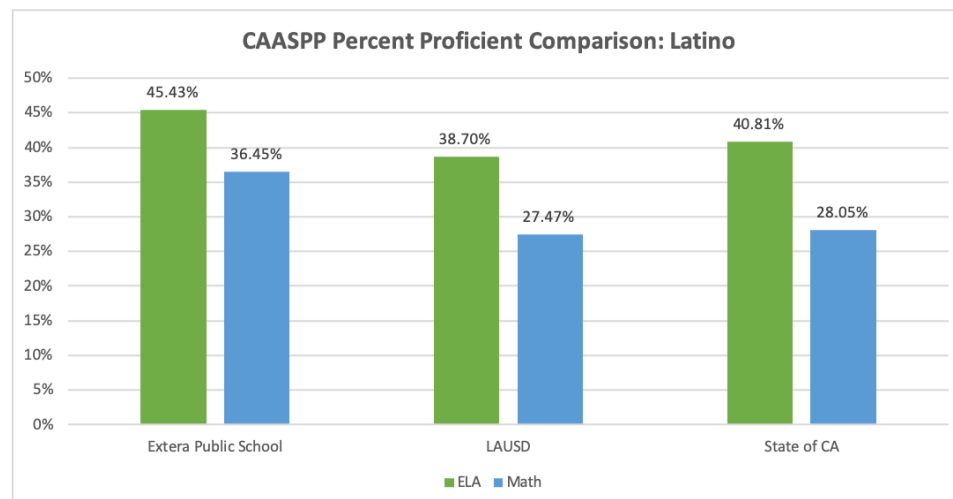
*Subgroup: Latino*



California Department of Education. (2019). *English Language Arts/Literacy and Mathematics Smarter Balanced Summative Assessments*. <https://caaspp-elpac.cde.ca.gov/caaspp/Default>



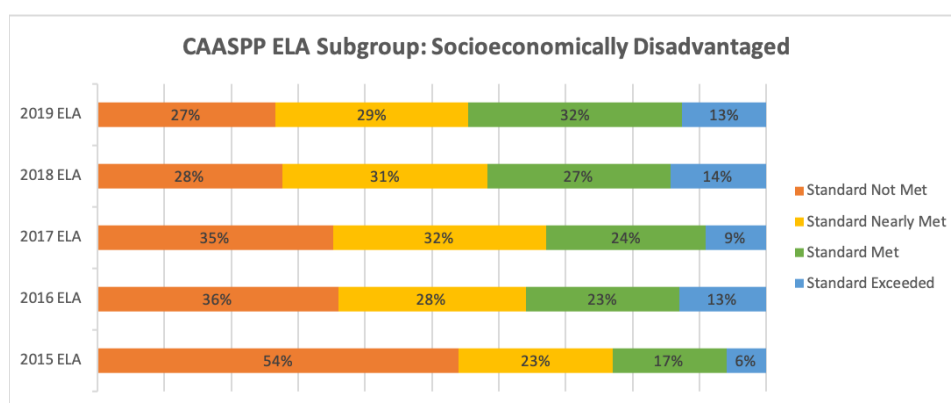
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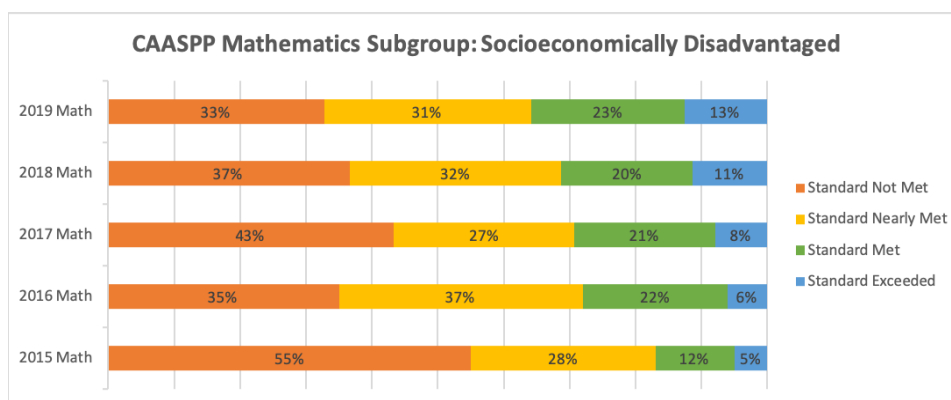
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According to U.S. Census data, 94% of the population of Boyle Heights is Latino, and 96.9% of Extera’s student population identify as Latino (Los Angeles Times. 2020. *Mapping L.A.* <http://maps.latimes.com/neighborhoods/neighborhood/boyle-heights/>). Not only have Latino students at EPS experienced steady growth in the percentage proficient over the last five years, but the percentage proficient in 2019 outperforms that of LAUSD’s Latino students and Latino students in the State of California in both English Language Arts and Mathematics. Extera Public School has supported Latino students by hiring highly qualified teachers and teachers who reflect the student population, often coming from the Boyle Heights community themselves or those of similar ethnic make up. Teachers utilize culturally relevant pedagogy to engage and empower students to learn about themselves and the greater context that they fit into.

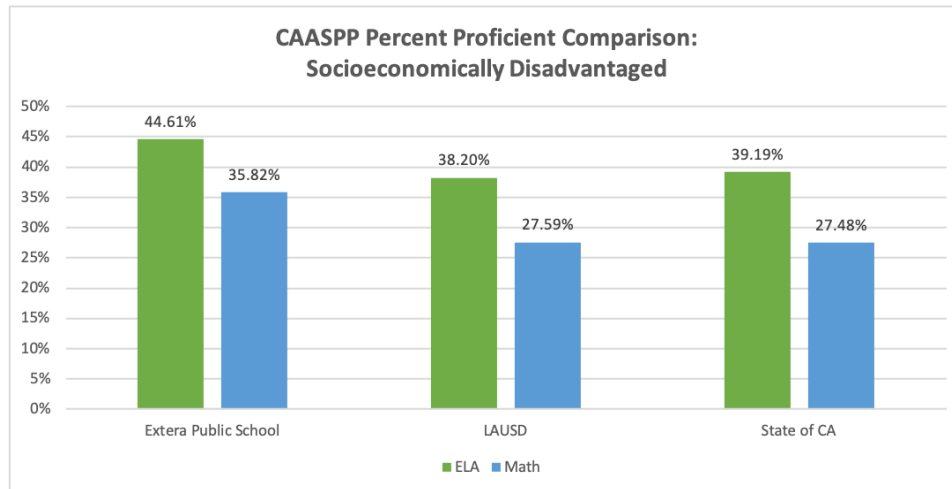
*Subgroup: Socioeconomically Disadvantaged*



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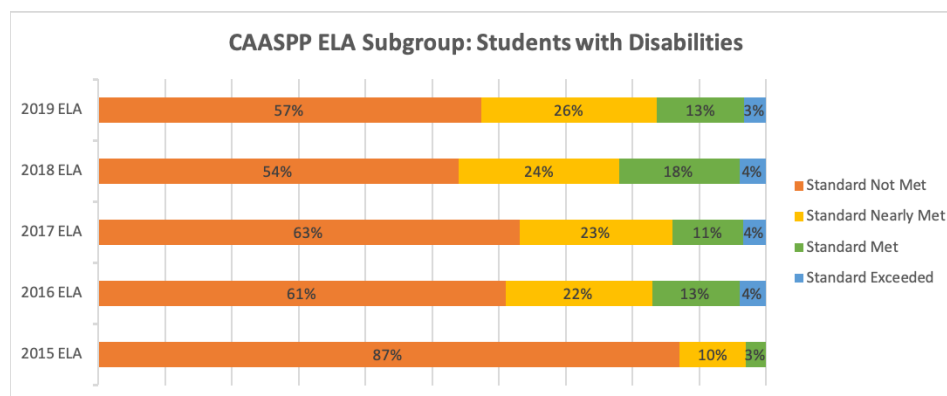
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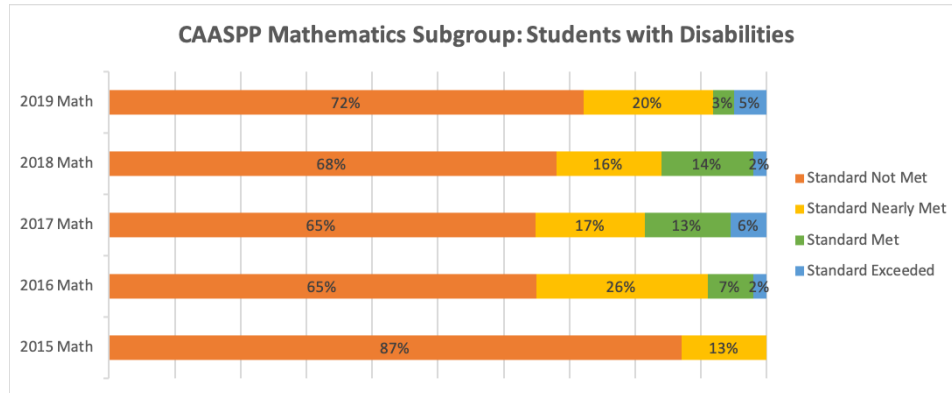
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#### *Subgroup: Students with Disabilities*

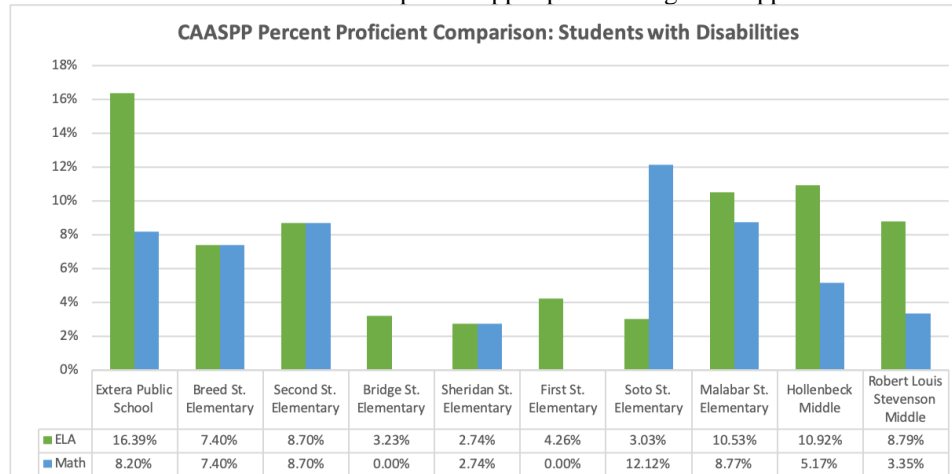




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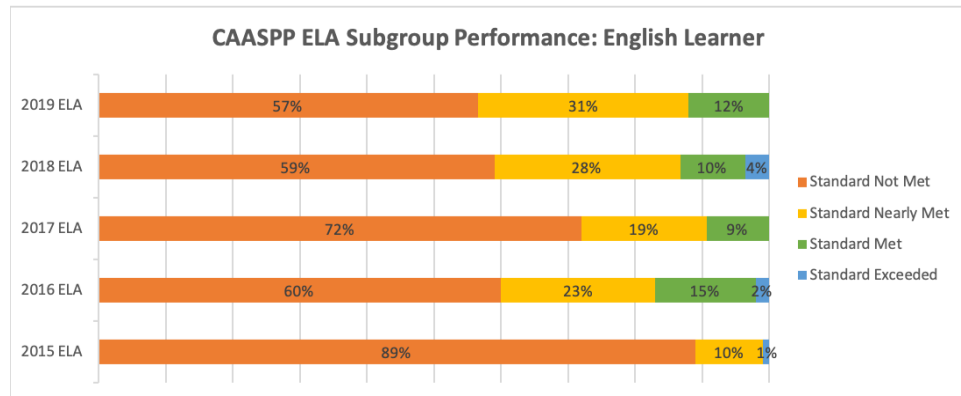
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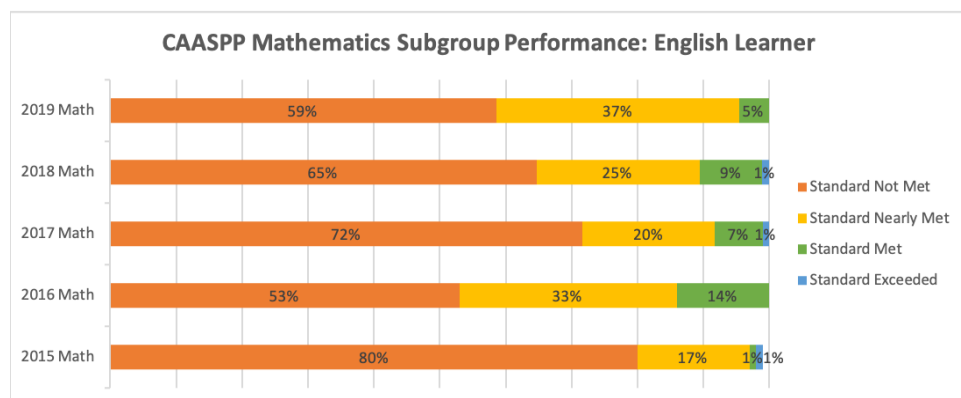
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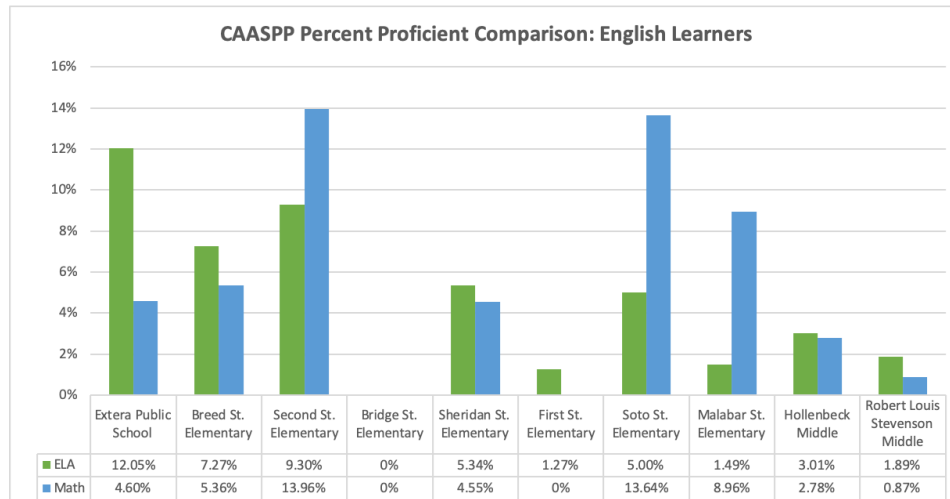
*Subgroup: English Learner*



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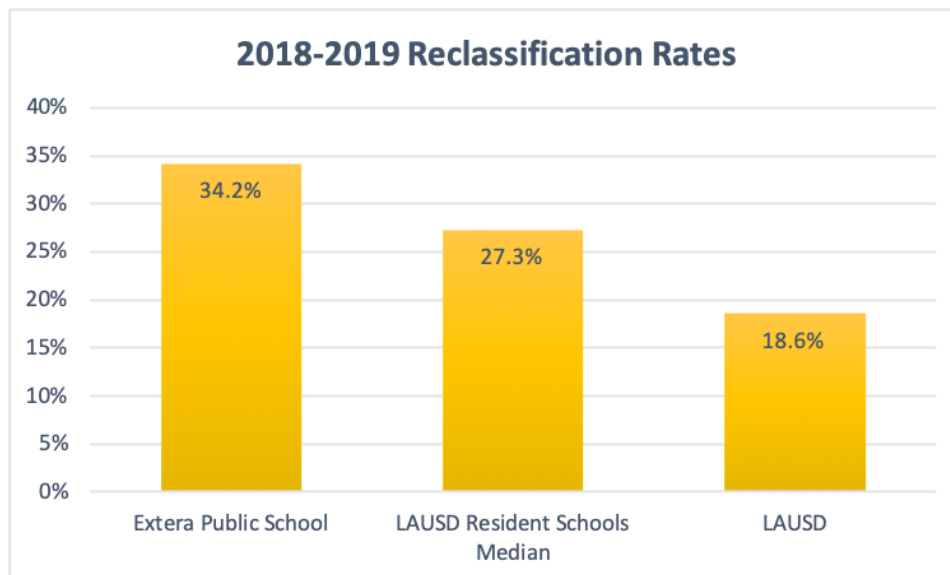


California Department of Education. (2019). *English Language Arts/Literacy and Mathematics Smarter Balanced Summative Assessments*. <https://caaspp-elpac.cde.ca.gov/caaspp/Default>



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The US. Census data reports that 72.9% of homes in Boyle Heights speak a language other than English and 73% households with children between the age of 5-17, speak Spanish (Census Reporter. (2019). <https://censusreporter.org/profiles/79500US0603744-los-angeles-county-central-la-city-east-centralcentral-city-boyle-heights-puma-ca/>). Extera Public School has an English Learner (EL) population that makes up 43.3% of students. Over the last five years, Extera Public School has been able to move the needle in English Learner proficiency by decreasing the amount of students not meeting proficiency and increasing the percentage of students nearing proficiency. When looking at Extera compared to LAUSD resident schools, EL students at Extera outperformed all local schools in English Language Arts and outperformed a majority of schools in Mathematics, although we did decrease in proficiency in 2019.



In terms of serving EL students, Extera Public School has maintained a reclassification rate higher than that of the LAUSD resident schools and LAUSD overall. In 2018-2019, EPS reclassified 34.2% of English Learners compared to 27.3% of resident schools and 18.6% for LAUSD overall. Extera Public School hired highly qualified teachers who all hold California teaching credentials with CLAD (Cross-cultural, Language, and Academic Development) certification or the equivalent, and a majority of teachers are fluent in Spanish. Teachers are trained regularly on developing English Language Development (ELD) policies, guidelines, and resources. Extera also provides training and resources on understanding EL student data (benchmark, formative, and summative assessments) to better inform groupings and differentiation to meet student needs at their ELD level. EL student progress is also reported to families three times a year to keep families informed on their student's progress towards reclassification.

### *Areas of Challenge the School has Experienced and How the School will Improve in the New Charter Term*

During the last five years of operation after our first renewal, Extera Public School experienced and responded successfully to numerous challenges as a new and growing school. Challenges included, but were not limited to:

1. Facilities challenges including co-location and securing permanent facilities
2. Developing an effective system for parent feedback and communication
3. Enhancing professional development to continuously improve teaching and learning
4. Developing and implementing a PBIS and Social Emotional Learning system to enhance school culture and cohesiveness.

#### Facilities

Co-location matters can be challenging, however, EPS continues to be committed to engaging in a productive dialogue with co-located staff. To that end, EPS administration meets regularly at a "Co-Location Meeting" with our LAUSD counterparts and other District officials to discuss several co-location concerns such as morning drop-off and afternoon pick up, use of appropriate gates and entry points, student and staff safety, etc. These meetings happen 1-2 times per month or as needed. Securing long-term, permanent facilities for Extera Public School has been a challenge. EPS continues to work with prominent charter facilities developers to assist our efforts to identify appropriate facilities in the immediate area of our current school sites that would eliminate or reduce EPS's reliance on Prop 39 facilities with LAUSD. Additionally, EPS is working with the Professional Schools Facilities Development to potentially put us in a position to secure a permanent location.

#### Developing an Effective System for Parent Feedback and Communication

Extera Public School has always promoted and encouraged a great deal of parent involvement since the founding of the school, however, as the school has grown, our need to expand the

different ways and opportunities parents can be involved and can provide the school feedback and support has had to expand as well. Furthermore, now that EPS is co-located on split campuses, the school has an even greater need to make certain that information is shared with all parents in a consistent and timely fashion that is aligned between both campuses. To that end, Extera Public School invested in technology and internal programs to facilitate communication with parents. Extera Public School acquired a *robo-call* system to notify parent about activities at the school, as well as to use during emergency situations. Attendance at information meetings and workshops has increased over previous years. To complement the automated system, EPS developed a Room Parent Program. Room Parents work to ensure that other EPS parents have accurate and up-to-date information about school business, student activities, and important school events.

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

#### Recruiting and Retaining Strong Teachers

All public schools and districts have had to react to the teacher shortage in California and EPS is no different. Proudly, we still have founding EPS teachers employed with us when the school began in 2011. Although it was challenging to recruit and maintain a high-quality teaching roster over our 10 years of operation, we believe we have a solid team. On average, our current roster of EPS teachers has been with the organization on average for four years and have been in the teaching profession on average for 7 years. Furthermore, 50% of EPS teachers hold a Master's degree.

Keeping teachers once we have invested in their professional development and who have come to know our program and educational philosophy is important to us. A consistent teaching staff is

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

#### Enhancing Professional Development to Continuously Improve Teaching and Learning

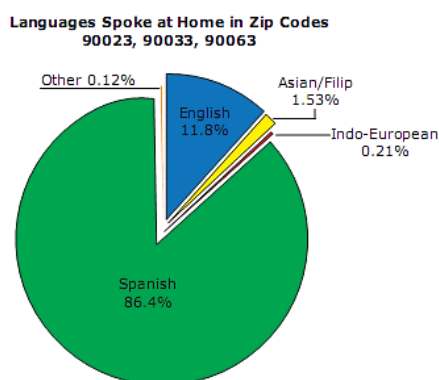
Extera Public School has always recognized the benefit of professional development opportunities for teachers and has structured the school calendar in a way that prioritizes professional growth for teachers. After several years of operating as a charter school and taking in the feedback of teachers, Extera Public School recognizes that we can build upon our strong tradition of teacher professional development opportunities by increasing the quality of professional development for our teachers. Historically, professional development was conducted almost exclusively in-house, by fellow classroom teachers or when our staffing structure allowed for it, by a teacher with an out-of-classroom assignment. This model served us well in the beginning of the organization but as we have grown as a school and our teachers have matured with us, the feedback we heard was a desire for professional development with a breadth and depth that would improve the quality of teaching and learning that staff desired. Therefore, Extera Public School, in our next 5 years of operation, is looking to significantly enhance the professional development experience for our teachers that we believe will make a tremendous impact on academic outcomes. We look forward to adding a Chief Academic Officer and over the next three years, we will work with proven outside consultants to upgrade the effectiveness of our professional development. Teachers will receive a sequence of school-based staff development. These days will include demonstration-teaching, in-class coaching of teachers, strategic curriculum planning and study groups. Each session is focused on outgrowing current teaching practices by using researched-based methods of instruction.

## STUDENT POPULATION TO BE SERVED

The targeted population for Extera Public School is our current location of Boyle Heights and East Los Angeles, specifically the primary zip code of 90033. This community is located east of downtown Los Angeles and the Los Angeles River. The following information is from the Los Angeles Times (2020) Mapping L.A. project. The total population for this area is 99,243 covering 6.52 square miles. The average age of residents in this area is 25 years, which is lower than the average age for Los Angeles County. The targeted population for Extera Public School is 94% Latino compared to 48.6% Hispanic for Los Angeles County. The median income for the targeted population (\$\$33,235) is 51.7% of the median income for Los Angeles County (\$64,251). In the 90033 zip code 25.4% of total residents live below the poverty line and 31% of all children ages 18 and under live below the poverty line. Of the population who are 25 years of age or older, 68,8% have no high school diploma. Only 5% of adults 25 years of age or older have a bachelor's degree or higher. 73% of children ages 5-17 primarily speak Spanish at home (Census Reporter. (2019). <https://censusreporter.org/profiles/79500US0603744-los-angeles-county-central-la-city-east-centralcentral-city-boyle-heights-puma-ca/>).

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

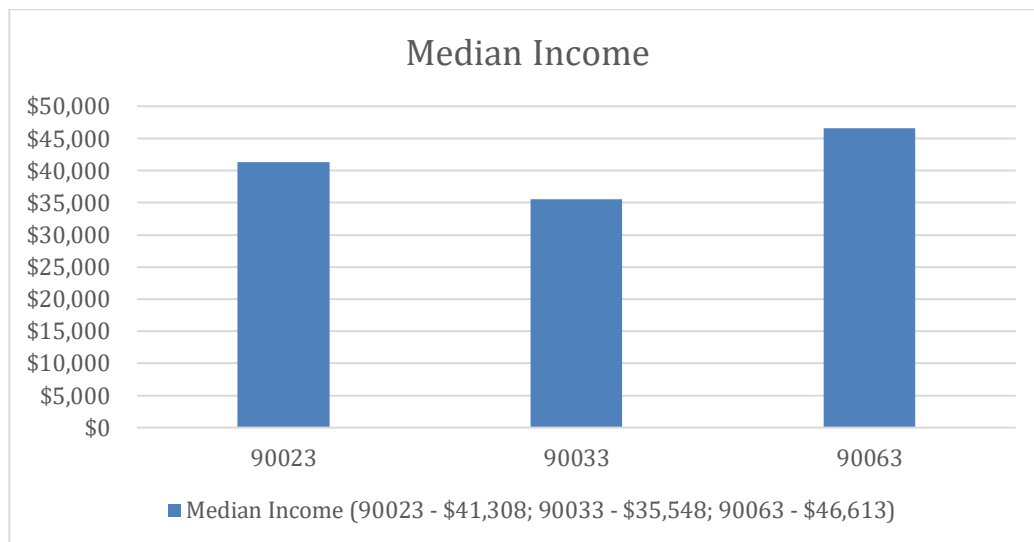
Nearly, 90% of residents living in 90033 speak Spanish as their primary language at home, and less than 10% speak English (factfinder.census.gov). At Extera Public School all written and oral communications between school and home will be conducted in both English and Spanish so that information is easily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



*Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates*

Not surprisingly, this significant lack of educational attainment translates into economic outcomes for the community as well, with 38.6% of residents earning less than \$20,000 a year and almost 75% earning less than \$50,000, including families with multiple members residing in the same

home (Los Angeles Times. 2020. *Mapping L.A.*  
<http://maps.latimes.com/neighborhoods/neighborhood/boyle-heights/>).



Source LA Almanac: <http://www.laalmanac.com/employment/em12c.php>  
Median Household Income by Zip Code Los Angeles County, 2018

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

Extera Public School serves and will continue to serve grades TK-8. As a span school, students will have an opportunity to receive personalized support in a small school setting through their middle school years, a time that can be particularly challenging in traditional settings. A growing body of research from urban school districts around the country supports TK-8 schools as a viable and worthwhile model that positively impacts the behavior and academic achievement of middle school age students (ACSD Educational Leadership, April 2006). Although research comparing the TK-8 model to traditional middle schools is still somewhat limited, several promising findings have been shown consistently with respect to the benefits and supports to students (and parents) that TK-8 span schools can provide, including:

- TK-8 schools are an alternative to the large middle schools, which struggle to be more than factory models of education.
- TK-8 schools provide at-risk students, in particular, greater opportunities at success by building relationships with teachers and staff over nine years.
- Parent involvement at TK-8 schools is usually greater because parents are usually happiest with their children's elementary school experiences and are more likely to stay involved in the children's school lives longer because they are already comfortable with



the school and its staff, and because younger siblings are enrolled at the school.

- Transitions at TK-8 schools can enhance teacher collaboration and articulation across elementary and middle school grades; internal accountability can increase in TK-8 span schools for the same reason.

## ENROLLMENT ROLLOUT PLAN

Enrollment Roll-Out Plan					
Grade	FY 21-22	FY 22-23	FY 23-24	FY 24-25	FY 25-26
K/TK	52	52	52	52	52
1st	42	52	52	52	52
2nd	49	46	52	52	52
3rd	44	49	48	52	52
4th	58	44	52	50	52
5th	50	58	47	60	52
6th	40	55	66	54	78
7th	67	40	66	70	78
8th	60	67	40	72	78
<b>Enrollment Capacity</b>	<b>462</b>	<b>463</b>	<b>475</b>	<b>514</b>	<b>546</b>

## GOALS AND PHILOSOPHY

The mission of Extera Public Schools is to prepare students for 21st century life and careers. Grounded in a program built upon excellence, equity and engagement, Extera will grow students into trailblazers who are lifelong learners and conscientious change agents for their communities and beyond. With a focus on the natural world and the interconnectedness of all living things,

children attending Extera Public Schools engage in learning that provides real world relevance and nurtures self-empowerment in order to develop students from local to global citizens.

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

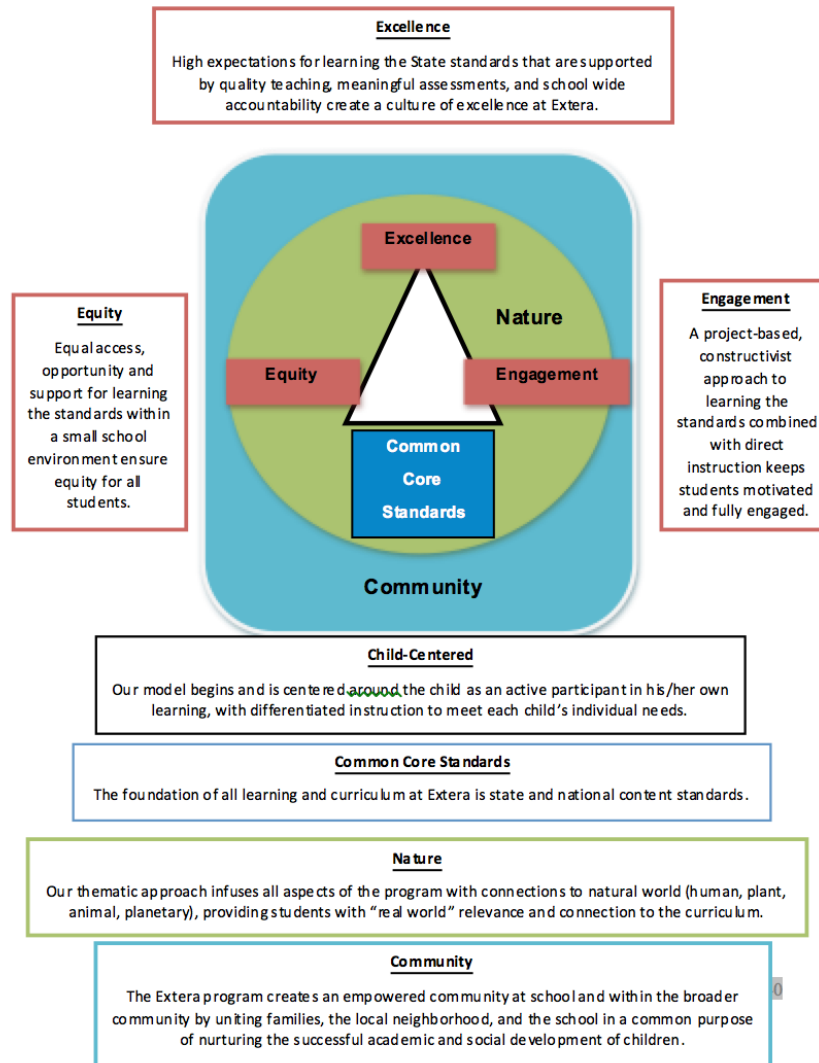
- high expectations for all students to meet and exceed Common Core State Standards and Next Generation Science Standards as well as goals for personal development;
- high quality teachers who engage in regular professional development and collaboration to improve their own skills and effect positive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

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

## The Extera Public School Model

### Seven Principal Elements of the EPS Program:

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



EPS's vision consists of realizing what has to date been largely unattainable for students living within the community we serve:

A school where rigorous, comprehensive learning objectives grounded in the State standards are consistently set and achieved by all students attending the charter school; a school where highly qualified teachers are held accountable for reaching those goals in a school culture of excellence.

An educational program that utilizes research-based “best practices” to foster in each and every student a love of learning and develops students who are self-motivated, competent, life-long learners. A few of the successful innovations already achieved by Extera Public School include an exemplary model of teacher collaboration across campuses and grade levels; an Apprentice Teacher and Support Teacher model that allows new teachers the opportunity to gain instructional experience and confidence during their first year or two of teaching, prior to taking on all of the responsibilities of a regular classroom teacher; extensive place-based learning opportunities for students that utilizes the local community, city at large, and geographic areas of California as rich resources for educational experience and exploration; access to a looping structure that provides unique opportunities for support to students.

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

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

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

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

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

## **CHARACTERISTICS OF AN “EDUCATED PERSON” IN THE 21<sup>ST</sup> CENTURY**

As noted in our mission statement, a principal intent of Extera Public School is to prepare children both academically and socially to be productive citizens in the 21<sup>st</sup> century, a complex task. Given

the tremendous importance that possessing 21<sup>st</sup> century skills plays in our students' lives, a great deal of attention has been paid to this component of our program in order to ensure that our students are prepared for the future in our rapidly changing world.

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

Following are some of the competencies emphasized within the EPS curriculum to prepare students for the 21<sup>st</sup> century:

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

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

## HOW LEARNING BEST OCCURS

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

### Theoretical Foundations

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

The commitment to constructivism and project-based learning at Extera Public School resides in our belief that learning best occurs when instruction is child-centered and presented in a meaningful context that is relevant to students' lives. Extera recognizes that for far too long schooling has been “premised on the notion that there exists a fixed world that the learner must come to know” and that the construction of new knowledge has not been “as highly valued as the ability to demonstrate mastery of conventionally accepted understandings.” (Brooks and Brooks, 2005.) In his book *Pedagogy of the Oppressed*, Paolo Fiere makes this point when he argues that learners are co-creators of knowledge and rejects the premise that children should be treated as empty vessels to be filled with knowledge.

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

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

Educational theorist Howard Gardner has pioneered the field of multiple intelligences which emphasizes different ways of knowing and being smart. This research has led to the understanding that intelligence can occur in at least seven different domains, each at varying degrees-- from musical intelligence, to interpersonal intelligence (Gardner, 1983). To access students' prior knowledge, abilities and skills, teachers should use a variety of approaches in both instruction and assessment (Gardner, 1993) (Viadero, 1994). This research guides Extera’s commitment to establishing a learning environment, learning process and an educational program which honors individual learning styles and abilities.

Culturally responsive teaching recognizes that a student’s culture is central to their learning journey. Their culture informs not only the way in which they communicate but also in the manner they receive information and how that information is shaped. Culturally responsive teaching informs our pedagogy which highlights this process, responds to, and celebrates it by providing equitable access to education for all students from all cultures. We recognize the importance of including students’ cultural references in all aspects of learning (Ladson-Billings, 1994) from choices in literature, cultural holiday celebrations, classroom cookbooks, to inviting family members in the classroom as teachers and learners.

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

During the first ten years of operation, EPS has refined the implementation of its instructional approaches and has developed a balanced, comprehensive learning model that effectively



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

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

## **Excellence**

- **We believe that students learn to be self-motivated in a “culture of excellence” regarding behavior, attitude and performance.** We promote a learning environment that supports clear academic goals, high expectations for effort and achievement, and frequent feedback using a variety of ongoing formative and summative assessments. All members of the school community are held accountable to EPS's performance goals and outcomes. To create a *culture of excellence* at our school:
  - We hold all students accountable for their effort, attitude, actions, and results.
  - We hold all teachers, staff, and the Board accountable for their effort, attitude, actions, and results.
  - We also encourage all parents to participate in EPS's “culture of excellence” by holding themselves accountable for their participation, attitude, actions, and support.
  - We hold the school accountable for providing a safe, nurturing, academically challenging, and supportive environment where all students have the opportunity to experience success.

## **Equity**

- **We believe that all students must have equal access to learning in order to develop as competent learners.** We strive to create a learning environment that is appropriately differentiated for diverse learners. Because we believe equity and access lead to competency:
  - We create teaching and learning environments that support all student identities.
  - We support each child's cognitive, emotional, social and physical development.

- We provide multiple entry points within each curricular area in order to meet the individual learning needs of students.
- We assess and build upon the prior knowledge of students.
- We value and promote the interchange of ideas through conversation and dialogue.
- We practice an ethic of mutual respect and inclusiveness.

## Engagement

- **We believe that students become self-motivated when they are fully engaged and learn with understanding.** Meaningful project-based learning activities are integrated into the curriculum so that students are able to make sense of what they learn, and they are able to process subject content deeply enough to understand it and to apply it to new situations. Because we believe critical thinking is essential to engagement and therefore intimately linked to motivation:
  - We teach to big ideas and concepts.
  - We embed and integrate standards- based skills across subject content areas.
  - We design inquiry-based learning experiences based on concepts and big ideas.
  - We provide multi-sensory experiences to build meaning and deepen understanding.
  - We provide opportunities for students to make their thinking explicit through multiple representations.
  - We provide opportunities for students to articulate how they arrived at their understanding.

## Community

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

- **We believe in the merit and the necessity of life-long learning.** Because the EPS community values life-long learning:
  - We support a school culture that promotes a love of learning.
  - We encourage and celebrate intellectual curiosity.
  - We recognize student initiative to become self-directed learners.
  
- **We believe that life-long learning is a cornerstone for the improvement and advancement of individuals and schools.** Because we believe that life-long learning is the responsibility of everyone at the school:
  - We recognize and reward intellectual risk taking among teachers, students and staff.
  - We assess, evaluate and publicly report the impact of our programs and teaching practices.
  - We collaborate with other educators and pursue partnerships with outside organizations in order to exchange resources and ideas about teaching and learning.
  - We share our work with the broader community of educators, policymakers, and the public.

Emphasis is placed on facilitating depth of understanding in the minds of EPS students through hands-on learning within an instructional program that focuses on developing critical thinking, problem solving, and analytical skills that are aligned to the Common Core State Standards (CCSS), utilizing Common Core-aligned resources to support students for success in the 21<sup>st</sup> century.

We believe that an understanding of how learning best occurs is fundamental to the success of the school and our students' achievement of rigorous goals, including the Common Core State Standards, and this interactive understanding forms a critical basis for all instruction at Extera Public School.

## ANNUAL GOALS AND ACTIONS - LCFF STATE PRIORITIES

LCFF STATE PRIORITIES																
GOAL #1																
<p>Provide high quality instruction that includes access for all students to CCSS aligned instructional materials. Fully implement the Common Core State Standards (CCSS) for the core subject areas of English language arts and mathematics so that all students and significant student subgroups score at a higher proficiency level than the median for neighboring traditional public schools on similar assessments in the content areas of English Language Arts/Literacy and Mathematics. Track student achievement longitudinally and respond to achievement data by modifying instruction and programs to meet long term growth expectations.</p>	<p>Related State Priorities:</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> 1</td> <td><input checked="" type="checkbox"/> 4</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td></td> <td>7</td> <td></td> </tr> <tr> <td><input checked="" type="checkbox"/> 2</td> <td><input type="checkbox"/> 5</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td></td> <td>8</td> <td></td> </tr> <tr> <td><input type="checkbox"/> 3</td> <td><input type="checkbox"/> 6</td> <td></td> </tr> </table> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>	<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	
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<input type="checkbox"/> 3	<input type="checkbox"/> 6															
Specific Annual Actions to Achieve Goal																
<ol style="list-style-type: none"> <li>1. Provide teachers with the curricula materials, progress monitoring tools, and professional development to progress student learning school-wide and for the long term in order to improve our academic achievement, as measured by the California Dashboard.</li> <li>2. Internal monitoring of grade level mastery of the standards throughout the year on a trimester basis as well as appropriate supports for student learning gaps <ul style="list-style-type: none"> <li>• Administer NWEA MAP assessments in the Fall, Winter and Spring, all students and all grade levels. <ul style="list-style-type: none"> <li>• Administer the CAASPP</li> <li>• Administer the ELPAC</li> </ul> </li> <li>• Full Time ELD and Testing Coordinator who monitors and examines internal test data to identify learning gaps so instruction can be modified</li> <li>• Halftime intervention specialist to facilitate in-school reading intervention program and after-school math intervention</li> <li>• Intervention program material and applications include: Math- Dreambox, MobyMax, Khan Academy and Zearn; Reading- Making Sense of Phonics, Read Naturally, Reading A-Z and Fountas and Pinnell Leveled Literacy Intervention Program</li> </ul> </li> <li>3. Ongoing professional development with LACOE professional development opportunities and Unbound Education to assist in the implementation of Common Core standards. Thus building</li> </ol>																

the capacity of Extera Public School teachers.

- Ongoing SBAC Professional Development series conducted by the ELD and Testing Coordinator
  - Unbound Ed training, With Different Eyes Conference, etc.
- Demonstration Teacher professional development trainings (in house)

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

- BTSA (Beginning Teacher Support and Assessment) program in partnership with UCSD Extension. Extera provides a stipend to cover the cost for eligible teachers who agree to the requirements for participation.

- Extera National Board Teacher Certification support
- Extera Teacher Career Pathway/Apprentice Teacher Program
- Extensive teacher collaboration within and across grade levels
  - Competitive classified salaries and benefits
  - Competitive certificated salaries and benefits

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

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

6. Extended school year with 183 days of school in order to provide more academic minutes to our students.

### Expected Annual Measurable Outcomes

#### **Outcome #1:**

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

#### **Metric/Method for Measuring:**

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

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	44.57%	5% increase of the baseline	10% increase of the baseline	15% increase of the baseline	20% increase of the baseline	25% increase of the baseline

English Learners	12.05%	5% increase of the baseline	10% increase of the baseline	15% increase of the baseline	20% increase of the baseline	25% increase of the baseline
Socioecon. Disadv./Low Income Students	44.61%	5% increase of the baseline	10% increase of the baseline	15% increase of the baseline	20% increase of the baseline	25% increase of the baseline
Foster Youth	*	*	*	*	*	*
Students with Disabilities	16.39%	5% increase of the baseline	10% increase of the baseline	15% increase of the baseline	20% increase of the baseline	25% increase of the baseline
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	45.43%	5% increase of the baseline	10% increase of the baseline	15% increase of the baseline	20% increase of the baseline	25% increase of the baseline
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

### Outcome #2:

The school will annually increase the number of students achieving proficiency in Math.

### Metric/Method for Measuring:

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

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	35.36%	5% increase of the baseline	10% increase of the baseline	15% increase of the baseline	20% increase of the baseline	25% increase of the baseline
English Learners	4.60%	5% increase of the baseline	10% increase of the baseline	15% increase of the baseline	20% increase of the baseline	25% increase of the baseline
Socioecon. Disadv./Low Income Students	35.82%	5% increase of the baseline	10% increase of the baseline	15% increase of the baseline	20% increase of the baseline	25% increase of the baseline

Foster Youth	*	*	*	*	*	*
Students with Disabilities	8.20%	5% increase of the baseline	10% increase of the baseline	15% increase of the baseline	20% increase of the baseline	25% increase of the baseline
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	36.45%	5% increase of the baseline	10% increase of the baseline	15% increase of the baseline	20% increase of the baseline	25% increase of the baseline
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

## LCFF STATE PRIORITIES

### GOAL #2

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

#### Related State Priorities:

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

#### Local Priorities:

- ☐:  
☐:

### Specific Annual Actions to Achieve Goal

- Ongoing parent outreach led by part-time parent liaisons. All parent engagement is provided in both English and Spanish. This will include but is not limited to:
  - Monthly Coffee with The School Director meetings

- An update of the Extera website with Edilio to make parent information more readily available online
    - Monthly parent newsletter
      - Back-to-School night
      - Annual Open House
  - Student-led conferences with parents during the grade reporting period
    - Annual Parent volunteer appreciation luncheon
    - Parent membership on School Site Council
  - Spanish translation of official school material and information
2. Ongoing community engagement led by the school School Director and involved parents.  
This will include but is not limited to:
- Workshops led by community organizations such as AltaMed and White Memorial Hospital
  - Coordination of activities parents can be involved in such as the Winter Show, Science Fair, and end of year celebrations.
  - Extera parent training opportunities with external partners such as the CA Charter Schools Association and Great Public Schools Now
    - New student recruitment and engagement

#### Expected Annual Measurable Outcomes

##### Outcome #1:

The school will see an increase in its ADA (Average Daily Attendance).

##### Metric/Method for Measuring:

1. Average Daily Attendance percentage.

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	95.4%	96%	96%	97%	97%	97%
English Learners	95.4%	96%	96%	97%	97%	97%
Socioecon. Disadv./Low Income Students	95.4%	96%	96%	97%	97%	97%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	95.4%	96%	96%	97%	97%	97%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	95.4%	96%	96%	97%	97%	97%



Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #2:**

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

**Metric/Method for Measuring:**

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

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	26%	20%	30%	35%	38%	40%
English Learners	27%	20%	30%	35%	38%	40%
Socioecon. Disadv./Low Income Students	24%	20%	30%	35%	38%	40%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	24%	20%	30%	35%	38%	40%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	26%	20%	30%	35%	38%	40%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**LCFF STATE PRIORITIES**

**GOAL #3**

<p>Students, parents and teachers will feel a sense of community and connectedness, to each other and to the values underlying the school.</p> <p>Students will demonstrate a commitment to making positive contributions to the school and local community by participating in</p>	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1      <input type="checkbox"/> 4      <input type="checkbox"/></p> <p>7</p>
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<p>activities and events that enhance the broader community. Students will reflect the core values of the school and adhere to the behavior expectations set by the school by exhibiting habits of responsible behavior.</p>	<div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> 2</span> <span><input checked="" type="checkbox"/> 5</span> <span><input type="checkbox"/></span> </div> <div style="text-align: center; margin: 5px 0;">8</div> <div style="display: flex; justify-content: space-between;"> <span><input checked="" type="checkbox"/> 3</span> <span><input checked="" type="checkbox"/> 6</span> </div> <hr/> <p>Local Priorities:</p> <div style="margin-left: 20px;"> <input type="checkbox"/> :  <input type="checkbox"/> :         </div>					
<b>Specific Annual Actions to Achieve Goal</b>						
<p>1. Implement a school-wide Social Emotional Task force to establish a multitier behavioral support system to replace punitive approaches which have not been shown to increase school safety or improve student academic outcomes. This will build the capacity of Extera Public School teachers, staff, students and parents.</p> <p>2. Administer an Annual Stakeholder Satisfaction survey to Board Members, Teachers, Staff and Parents. In partnership with a research-based survey development company called Panorama, Extera Public Schools is able to get anonymous feedback regarding School Climate, School Leadership, Staff Relations and Parent Involvement.</p> <p>3. Extera will continue and build upon its school design to create meaningful hands-on, place-based learning opportunities to support a sense of community and connectedness. This includes but is not limited to:</p> <ul style="list-style-type: none"> <li>• The Annual Boyle Heights History Hike</li> <li>• 2-3 Learning Adventures and student field trips per grade to expose students to learning opportunities in their neighborhood and beyond.</li> </ul>						
<b>Expected Annual Measurable Outcomes</b>						
<p><b>Outcome #1:</b></p> <p>A decrease in the percentage of students suspended from school.</p> <p><b>Metric/Method for Measuring:</b></p> <p>1. Percentage of students suspended as reported on the CA Dashboard.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	2%	1.5%	1%	1%	0%	0%
English Learners	3%	2.5%	2%	1%	1%	0%
Socioecon. Disadv./Low Income Students	2.1%	1.5%	1.5%	1%	0%	0%
Foster Youth	*	*	*	*	*	*

Students with Disabilities	6.6%	5%	4.5%	3.5%	3%	2.5%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	2.1%	1.5%	1.5%	1%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #2:**

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

**Metric/Method for Measuring:**

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

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	85%	80%	87%	88%	89%	90%
English Learners	90%	80%	90%	91%	92%	93%
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	83%	80%	85%	86%	87%	88%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	85%	80%	87%	88%	89%	90%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #3:**

Maintaining a 0% expulsion rate.

**Metric/Method for Measuring:**

1. Percentage of students expelled as reported on the CA Dashboard.

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Socioecon. Disadv./Low Income Students	0%	0%	0%	0%	0%	0%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**GOALS FOR ENABLING STUDENTS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT AND LIFELONG LEARNERS**

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

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

1. ***Increased Academic Achievement:*** All children – including students who are English learners, socioeconomically disadvantaged, underachieving, and students

with special needs – will reach rigorous academic benchmarks that are aligned to the Common Core standards. Students within each significant subgroup will demonstrate year over year academic progress according to the CAASPP.

2. ***Heightened Appreciation and Understanding of the Natural World:*** EPS students experience increased interaction with nature and receive in-depth, integrated content study of the natural world. This strengthened relationship with nature and broad knowledge of the living world of which they are a part allows students to construct a meaningful understanding of the interdependence of nature, systems and organizations to better comprehend their place in the world.
3. ***21st Century Citizens:*** Extera Public School prepares all students for long-term success in life by instilling in them the motivation to be life-long learners and developing the skills and abilities needed to be capable and competent citizens of the 21<sup>st</sup> century.
4. ***Family Empowerment:*** Extera Public School collaborates with families throughout the educational process and builds home-to-school relationships and community partnerships that support children and empowers families.
5. ***Education Innovation and Organizational Accountability:*** Extera Public School makes its practice public and collaborates with educators, researchers, and education policymakers in order to be a vital partner in the advancement of public education. The Board of Directors carries out its responsibilities with the utmost degree of good faith, honesty, integrity, loyalty and undivided service to the school as demonstrated by the actions of the Board and adherence to legal requirements. Financial planning and annual budgets reflect the appropriate allocation of resources to ensure achievement of the school's vision and mission as demonstrated by balanced budgets that address the school's priorities and successful external audits.

## **INSTRUCTIONAL DESIGN**

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

To implement our instructional design, Extera will have a Chief Academic Officer (CAO), an accomplished education leader, whose responsibility is to increase academic student achievement. The CAO will be in the teachers' classrooms, conducting observations, performing model demo lessons in order to monitor the instructional methods being used by teachers. In collaboration with the School Director, the CAO plans and provides professional development during weekly staff meetings and during pupil-free professional development days. The CAO analyzes assessment data and provides support in using the data to guide instruction. Through these interactions with teachers and through grade-level team meetings, the CAO will gather data that informs and drives teacher professional development. School Directors and the CAO will meet regularly to review and analyze assessment data and classroom observations. The School Director and CAO will then strategize and plan for professional development and grade level team meetings.

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

## **CURRICULUM AND INSTRUCTION**

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

Subject-specific, thoroughly vetted curricular programs that are standards-aligned provide the foundation of Extera's educational program. Extera will follow the California Common Core State Standards (CA CCSS), California History-Social Science Framework, and the Next Generation Science Standards (NGSS) in its core curricula. In addition, the Preschool Learning Foundations will guide our transitional kindergarten planning and instruction. Extera Public School ensures that lesson planning, instruction and assessments reflect the full scope of the standards by grade level.

To assess learning, core curriculum area assessments are administered at multiple points; at the beginning of a unit of study, throughout the unit of study, and at the end of the unit of study. This multi-point approach helps teachers gauge student progress toward mastery of the CA CCSS and informs teacher instructional methods and intervention strategies needed to ensure learning and student success.

Essential to the instructional program are the following principles:

- Allocate sufficient time to attain essential skills
- Introduce new information in manageable and sequential units
- Identify prerequisite skills and build on students' prior knowledge
- Review previously taught skills
- Administer ongoing assessment to inform instruction
- Provide immediate intervention strategies for those students who are not demonstrating progress towards unit goals and grade level standards
- Engage in dialogue where teachers and students press for clarification and explanation, require justifications of proposals and challenges, recognize and challenge misconceptions, demand evidence for claims and arguments, interpret and use each other's statements

### **English Language Arts (Core)**

Extera will implement a balanced literacy approach to instruction in English Language Arts. The balanced literacy program will be composed of Reader's Workshop, Writer's Workshop, and Word Study, all of which are aligned with the California Common Core State Standards for English Language Arts/Literacy. In order to serve the English learner population, English Language Development standards will be integrated into the balanced literacy approach. In addition,

research-based and standards aligned curriculum, such as English 3D, will be carefully selected to provide designated ELD instruction to English learners.

### Reader's Workshop

Extera will implement the Reader's Workshop approach with the purpose of developing students' reading skills, which is based on Lucy Calkins' methods found in the Teachers College Reading and Writing Project. Extera's teachers will work to provide a balanced literacy program which incorporates multiple instructional methods to ensure students are proficient in the area of reading. In Reader's Workshop, teachers will provide direct and explicit-strategy instruction balanced with independent reading time. The structure and strategies used in the workshop model will remain consistent throughout grade levels, allowing for adaptation based on students' academic growth and development. Extera will use Reader's Workshop as the curricular framework to engage all students, prepare them to become successful readers, and cultivate a life-long love of reading school-wide.

#### Essential Components of Reader's Workshop:

- **Interactive Read-Aloud**  
In this component, standards are addressed implicitly as teachers model skills such as fluency, decoding, and accuracy. Teachers support comprehension and vocabulary more directly. The teacher models the natural thinking process and work of a reader as he or she reads a text. Read-aloud is also an opportunity for teachers to demonstrate how conversations about books are an additional tool available to readers to help them understand text. During the read-aloud, students also have the opportunity to practice listening and speaking skills, language, and ELD standards, in addition to reading skills through deep discussions of the text. To build on engagement, books are selected to represent a variety of topics, genres, and perspectives. Interactive read-aloud time also supports the development of key reading skills, such as fluency and comprehension.
- **Shared Reading**  
This component of balanced literacy provides an opportunity for the teacher to read a text with students (repeated reading with all eyes on one text). In a whole-group setting, a class reads and analyzes a shared text together to develop literacy skills such as fluency, phonics, vocabulary, and comprehension. This approach to reading ensures all students are active participants in a community of readers. It is also effective in immersing English language learners in the reading of a text and supporting older readers who need more development in fluency, word attack, or word work. The CA CCSS are taught and reinforced during shared reading to ensure students meet or exceed grade-level expectations. Shared reading may be used to support content work in other curricular areas such as History/Social Studies, Science, and Math.
- **Guided Reading & Small Groups**



During guided reading, teachers meet with small groups comprised of students who are reading books at a similar level. The teacher chooses a text at or slightly-above the groups' instructional level and coaches them through the reading process. This begins with an introduction of the text which highlights challenges the reading group may face so that they are aware and ready to activate strategies to overcome them. Then the teacher observes each student as they read independently. Based on these observations, teachers end the session by sharing a teaching point to illustrate a strategy which these students are encouraged to use and add to their reading plan. These small groups are flexible and allow teachers to differentiate instruction to students' needs. Guided reading also allows for assessment of individual students' progress, review of previously-taught skills, and introduction of new concepts and teaching standards. As students' progress in their reading development, they will join groups that reflect their current level.

- **Independent & Partner Reading**

The focus during these reading settings is to help students in the primary grades practice reading through engaging and appropriate texts, and students in the upper and middle grades to apply their developed reading skills to comprehend and learn from a variety of high-interest texts. During independent reading, students are able to choose a place in the room that they are most comfortable in and read from a 'just right' book they have selected themselves beforehand for a period of time.

Students choose their books based on interest and are suitable for their independent reading levels, which are determined by a teacher-administered running record that assesses students' phonemic awareness, fluency and comprehension of a passage. Following independent reading time, students meet with a partner who has similar tastes, behaviors, and skills to read or discuss a text together. During partner reading, students often have the opportunity to decide how they will read or talk about a text, such as taking turns, choral reading, discussing favorite parts, making connections, forming inquiries, and clarifying information.

- **Literature Circles & Book Clubs**

A book club is a group of about four to six upper or middle grade children who are at similar reading levels that read and discuss a shared book they select. They generally assign themselves chapters to read at home so that they can reserve most of the class time to talk about their selection. Club members mainly prepare for conversations through writing which is a focal point of their conversations throughout the week. Teachers cultivate success and support students to be effective club members by modeling and reinforcing the structures and expectations that lead to productive discussions. During literature circles and/or book club time, teachers act as facilitators to support productive conversations as needed. Book clubs promote independence as participants set the pace for reading and guide their own discussions.

## Writer's Workshop

Extera will implement the Writer's Workshop approach with the purpose of developing students' writing skills, which is based off of Lucy Calkins' methods found in the Teachers College Reading and Writing Project. Through the Writer's Workshop model Extera will engage students in learning the craft of writing through the multiple stages of the writing process from prewriting, drafting, revising, editing, and culminating in publishing. Teachers will instruct multiple writing genres aligned with the CA CCSS.

Writer's Workshop is a structured and predictable environment in which Extera students' personal life experiences will be valued and utilized as an essential part of the craft of writing. Students will reflect on their lives and find the things which matter to them to write about. The teacher is a mentor who regularly models what is asked of the students. Students and teachers will participate in various types of conversations to exchange ideas, goals, and advice.

### Essential Components of Writer's Workshop:

- **Craft of writing in the primary grades**  
In the primary grades, early writers begin by developing their writing craft and expressing it through pictures, letters, and then words which evolve into sentences and paragraphs. Writers are encouraged to write about things they care about and find interesting. Writers are exposed to the organization and thought process necessary to authors. Writers independently create stories which bring to life their words and thoughts and they are able to describe these experiences and share them with their peers.
- **Writing conference in the primary grades**  
Writing conferences in the primary grades support and guide young writers as they develop their thinking and writing skills. Writing focuses heavily on a child's sound/symbol connections and develops a student's ability to utilize phonemic awareness to produce writing.
- **Craft of writing in the upper and middle grades**  
The teaching emphasis shifts to developing a sophisticated writing style. Teachers guide students through the study of mentor texts as a model for structure, voice, and purpose. Initial instruction involves introducing students to a range of clear and simple writing models, including narratives, information reports, summaries, opinion pieces, and responses to literature. Additionally, the teaching emphasis is on multiple-paragraph narrative and expository compositions. Teachers work to ensure students understand the text structures they are attempting to employ through frequent and thoughtful modeling. Multiple opportunities for developing proficiency with each form of writing occur during Writer's Workshop, as well as in content areas such as History-Social Sciences and Science.
- **Writing conference in the upper and middle grades**

Writing conferences occur while students are individually working on their own writing. In a writing conference, a teacher confers with a student, or a small group of students about their work as a writer. A teacher engages in a systematic approach to assess a student's work for understanding of the teaching point for that particular student's conference. The teacher records notes about the conference that serve as an on-going assessment of student work towards his or her grade level standards. In doing so, the teacher assesses what the student understands about writing. As a result, the teacher will determine and teach a strategy/skill to the student related to the assessment. Writing conferences allow for differentiated instruction for students and further allows for teachers to assess and ensure students are approaching the writing standards in their particular grade level.

### Word Study

Word Study is an instructional strategy teachers will employ to develop phonics, vocabulary, and spelling ability. In word study, teachers will guide students to examine words to discover the regularities, patterns, and rules of English orthography needed to read and spell. Word study groups will meet daily as part of the literacy instruction time block.

Performance on spelling assessments will guide teachers in grouping students into the appropriate spelling stage. The stages are as follows: emergent, letter name-alphabetic, within word pattern, syllables and affixes, and derivational relations.

### Essential components of Word Study:

- **Word Study in the Primary Grades**  
Word study activities match a student's spelling stage which could include dictation, phonetic production experiences, sorting words according to like pattern and identifying spelling rules based on observable patterns. Word study activities are explicitly taught by the teacher. During word study, words and pictures are sorted in routines, which require children to examine, discriminate, and make critical judgments about speech sounds, word structures, spelling patterns, and meanings. Teachers also use dictation of individual sounds, words, and sentences to assess student understanding and identify additional needs to approach grade level content standards.
- **Word Study in the Upper and Middle Grades**  
In the upper grades, word study shifts into grammatical concepts and vocabulary instruction: vocabulary, word origins, grammatical concepts, sentence structure, parts of speech, punctuation, literary devices such as sensory imagery, similes, and metaphors. Concepts are taught in mini-lessons systematically throughout the year in the context of writing.
- **Written and Oral English Language Conventions** Teachers provide whole group instruction on grammar rules and terminology, punctuation, capitalization, and spelling appropriate to students' grade level standard. These lessons serve as teaching points for

an opening mini-lesson and are taught during additional language arts time as classroom instruction in addition to the Writer's Workshop mini-lesson.

### **English Language Development/English as a Second Language (Core)**

The instructional program for English learners at Extera Public School will be planned according to students' assessed level of literacy (reading and writing) in both English and their primary language and according to their proficiency (listening, speaking, reading, and writing) in English. Students will be instructed in both integrated ELD and designated ELD models.

- Integrated ELD is provided to ELs throughout the school day and across all subjects by all teachers of ELs. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use academic English as they simultaneously learn content. For example, teachers will use Jeff Zwiers' mathematical language routines during math instruction to elicit more academic discussion, develop English learner use of the English language, and support English learners in negotiating meaning.
- Designated ELD is provided by skilled teachers during a protected time during the regular school day.

### **Mathematics Curriculum (Core)**

Extera Public School will provide an exceptionally high-quality mathematics program so that all students interact with all aspects of math rigor: conceptual understanding, procedural skills, and application. Learning objectives and outcomes are aligned to the rigorous Common Core mathematics standards. Extera Public School does not believe that success in mathematics is reserved for a talented few. Instead, Extera expects all students to attain mastery of academic standards, and be inspired to achieve far beyond the minimum standards.

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

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

- Ability to make connections among mathematical ideas and between mathematics and other disciplines

Extera's math curriculum, Eureka Math, will have students focus on activities that provide concentrated practice in basic skills while also deepening their critical thinking. These skills are extended via the implementation of activities that involve learning by bringing in the outside world into the classroom, and often times will be integrated into other curricular areas, such as science, history-social science, language arts, and even morning meetings. By extending mathematical ideas beyond the classroom, students will be encouraged to become lifelong learners and mathematicians.

At every grade level, students will be invited to participate in whole group instruction, small group instruction for differentiated learning and collaborative small groups meant to refine their basic skills such as addition, subtraction, multiplication and division. Throughout small group instruction the teacher will use various learning techniques to engage our diverse types of learners.

Essential components of our Math Program:

- Cooperative Learning Groups  
Students will be engaged in math applications while playing games in small groups and in partners. This will allow the teacher to use various learning techniques and strategies to engage different types of learners and students with special needs.
- Math Study Groups  
Students will be placed in small groups of two to four to practice working, thinking, and utilizing their math strategies, support each other mathematically and use math talk to discuss their math work and thinking.
- Manipulatives & Hands-On Tools  
Math manipulatives will be used to support students' learning of new concepts as they move through the process of mathematical thinking from concrete to pictorial to abstract. Students will use various manipulatives and tools to support and scaffold their mathematical understanding until they have successfully transferred their understanding of a concept to the abstract. This will enable all students, with different learning styles or special needs, to not just learn a concept but fully grasp it.
- Individual Whiteboards / Rapid Whiteboard Exchanges  
Small whiteboards will be used during instruction to engage students in an interactive manner. This tool will engage both the teacher and students to quickly monitor their understanding of the mathematical concept and determine when reteach is necessary.
- Mathematical Discussions  
The teacher will engage students in discussions around mathematical concepts and mathematical thinking. This will include real world connections, where students will be able to apply mathematical concepts to their daily lives. Students will also be taught that there may be different ways to solve a single problem and will be encouraged to explain their thought process to their peers. This will be especially helpful to students with different learning styles and special needs.

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

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

Students will be asked to demonstrate depth of understanding through math reasoning and problem solving while using basic skills efficiently and accurately at a level that is appropriate to the lesson and does not detract from the mathematical reasoning that teachers are seeking to develop. In other words, students will be expected to demonstrate conceptual understanding of concepts (i.e. place value) rather than simply perform the steps of a traditional algorithm. However, once a foundation for understanding has been developed, algorithmic practice for speed and accuracy may be considered appropriate

Extera Public School will provide teachers with a rich array of resources for teaching math. Teachers utilize instructional books and materials by some of the most powerful thinkers in elementary mathematics education, such as Jo Boaler, Marilyn Burns, Catherine Fosnot, Brad Fulton and Bill Lombard, Liping Ma, Kathy Richardson, Dale Seymour, and John A. Van de Walle.

### **History-Social Science Curriculum (Core)**

Extera will develop students into global citizens and change agents by having them develop a strong sense of the historical, social, economic, and political trends which have shaped the world and currently affect our lives.. In order to best achieve this, teachers will blend the study of American history, world history, government, geography, and economics. Teachers will incorporate history-social science with reading and writing through the use of stories, fairytales, folk tales, historical fiction and nonfiction, and nonfiction references (primary and secondary source documents) which directly relate to the concept at hand.

Extera's' history and social science curriculum will be based on the California History-Social Science Framework (2016), and it will guide the evaluation and selection of instructional

resources, and inform student assessments. Students will have the opportunity to learn social science through direct instruction, by reading trade books and supplemental materials, through project based, experiential and place-based learning; and by incorporating historical and current events.

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

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

#### Citizenship

At Extera, we believe students can be change agents who can positively impact their communities. To become responsible citizens and conscientious change agents, students must have access not only to content knowledge and core democratic values, but to the opportunities to learn citizenship skills and apply them to problems and needs in their community beyond the classroom. Through listening to/reading, discussing, role playing, debating, or writing, students reflect on the values and principles that make up our democratic society. At the beginning of the year, teachers guide students to devise a list of expectations or rules which all members of the class will abide by. By participating in this process, and other class decision making processes throughout the year, teachers model and encourage students to participate in the democratic process. By solving social problems that arise in the classroom, and the subsequent one-on-one or whole class discussions, students also learn about the rights and responsibilities of citizenship and what it means to be a good citizen.

#### Science Curriculum (Core)

The Next Generation Science Standards serve as the basis of the science curriculum, guide the evaluation and selection of instructional materials, and inform student assessments. Because the standards themselves do not prescribe recommended methods of instruction, teachers also utilize the Science Framework for California Public Schools, aligned with the standards, as a tool for instructional guidance and planning. Students have the opportunity to learn science through a variety of modes so that they are fully engaged and all learning styles are addressed. Instructional strategies in science include:

- Utilizing constructivist-aligned instructional models
- Hands-on exploration of scientific concepts
- Modeling and reinforcing scientific habits of observation, thinking, and communication
- Presentation of science content knowledge through direct instruction by teachers
- Accessing science content through trade books and supplemental materials
- Accessing science content using state adopted textbooks including FOSS NGSS kits in grades TK-8
- Solving scientific problems that are connected to grade level standards
- Real-world applications of science that extends learning beyond investigations and experiments to address issues such as human impact on the environment and climate change

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

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

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

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



economics. In addition, teachers will integrate multiple intelligences into projects wherever appropriate.

### **Visual and Performing Arts**

At Extera, the arts are considered a core subject and are viewed as an essential component to student learning and success. Our arts program provides Extera students with creative outlets and diverse pathways to express themselves and interpret the world.

Creating a safe, supportive, and positive environment in which students can explore and share creative ideas under the guidance of professional artists is of utmost importance at Extera Public School. Our goal is to help the students learn how to express themselves, improve their focus, build confidence and self-esteem, problem-solve, work collaboratively in a respectful environment, and think critically.

The Extera Public School Arts curriculum is aligned to the California Content Standards and has been designed to develop fundamental performing and visual art skills and to support student growth across all disciplines and content areas.

The Extera Arts Program begins with a foundational skill development base in kindergarten. Students in grades 1-8 follow a skills application process in a more comprehensive program. The Arts program will be a vehicle used to expose our students to the world of visual arts. Fine art prints will be displayed as models, studied to understand the composition and application of skills, and critiqued to refine the concepts involved in art appreciation. The students will be given both a taste of art history and multicultural art. These lessons are not only standards-based but are tied to each grade level's curriculum as well.

### **Physical Education (Core)**

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

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

High-quality physical education instruction contributes to good health, develops fundamental and advanced motor skills, improves students' self-confidence, and provides opportunities for increased levels of physical fitness that are associated with high academic achievement. In elementary grades,

students focus on the way in which they move through space and time in their environment, the way in which they move in space together with a partner, continuity and change in movement, the manipulation of objects in time and through space, and the manipulation of objects with accuracy and speed. In the middle school grades, students work cooperatively to achieve a common goal, meeting challenges, making decisions, and working as a team to solve problems.

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

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

### **Health and Nutrition Curriculum (Core)**

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

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

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

### **Character Education and Social and Emotional Learning (Non-Core)**

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

1. Promote “ethical values” as well as “performance values” as the foundation of good character.
2. Define “character” comprehensively to include thinking, feeling and behavior.
3. Use a comprehensive (i.e. all aspects of schooling), intentional, and proactive approach to character development.
4. Create a caring school community.
5. Provide students with opportunities for moral action (i.e. grappling with real-life challenges and then reflecting on the experiences).
6. Include a meaningful and challenging curriculum that respects all learners, develops their character, and helps them to succeed.
7. Strive to foster students’ self-motivation (i.e. recognition of pro-social behaviors without excessive emphasis on extrinsic incentives).
8. Engage the school staff as a learning and moral community that shares responsibility for character education and attempts to adhere to the same core values that guide the education of students.
9. Foster shared moral leadership and long-range support of the character education curriculum.
10. Engage families and community members as partners in the character-building effort.
11. Assess the character of the school (via student and parent surveys), the school staff’s functioning as character educators (via staff surveys), and the extent to which students manifest good character (by analyzing data on student behaviors).

Extera will strive to be a caring community in which social and academic learning are fully integrated throughout the school day, and by which students are nurtured to be strong, ethical, critical thinkers. Extera will use the model set forth by the Collaborative for Academic, Social, and Emotional Learning (CASEL). CASEL defines social and emotional learning (SEL) as the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

The major components of social and emotional learning are:

- Self-awareness: Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”
- Self-management: Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.
- Social awareness: Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.
- Relationship skills: Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- Responsible decision-making: Make constructive choices about person

### Service Learning (Non Core)

EPS students at all levels will be involved in service learning projects that will provide them with ongoing, meaningful opportunities to develop leadership skills and civic mindedness as active members of the school community and beyond. Activities have been planned across grade levels to foster a sense of environmental responsibility and to reinforce the important concept that we live in a shared, global community. Examples of the types of activities planned for meaningful service learning are described in the following chart:<sup>1</sup>

<b>TK/K</b>	<b>Seasonal School Beautification:</b> Students will create weekly displays of flowers, rock gardens, leaves, and twigs, and the natural displays that fit with seasonal celebrations of the solstices and equinoxes.
<b>1</b>	<b>Flower Garden Maintenance:</b> Students will weed the gardens, start seedlings, distribute potted plants to the community, and install new plantings.
<b>2</b>	<b>“Edible Schoolyard” Vegetable Garden Maintenance:</b> Students will test and amend the soil, plan and plant the garden, harvest vegetables, assist with the distribution of vegetables, and participate in a harvest festival.

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<sup>1</sup> Based on the “Ladder of Environmental Responsibility” created by David Sobel. (2008). *Childhood and Nature: Design Principles for Educators*, page 150. Portland, ME: Stenhouse Publishers.

<b>3</b>	<b>Maintaining the Schoolyard:</b> Students will help to keep the nature areas and schoolyard clean and will participate in programs devised to prevent vandalism.
<b>4</b>	<b>Running the Recycling Program:</b> Students will design and run a paper and aluminum can recycling program. Students will collect paper and aluminum cans and bring them to the collection site, and they will monitor classroom and school use to discourage waste.
<b>5</b>	<b>Tending the Composting Program:</b> Older students will work with teachers and staff to design and implement a composting program. They will educate younger students about what is compostable and what is not. They will also assist with the post-lunch separation process.
<b>6</b>	<b>Climate Change Team:</b> Teachers and students are responsible for minimizing the carbon dioxide output of the school. They accomplish this with yearly projects to monitor and reduce electricity, heating fuels, and water consumption in the school. Students suggest changes in student/teacher/staff behavior to reduce consumption. Students and teachers work with building maintenance staff to use the healthiest cleaning products with the least emissions.
<b>7/8</b>	Grades 7 and 8 partner with the non profit organization of Changist. Changist mentors recruit students from grade 7 and 8 to participate in activities that utilize a students personal agency to create a more just society. 7th and 8th graders also present their findings of the local history of Boyle Heights in the annual Boyle Heights History Hike. Here is where they are able to share their experiences and findings with the school community and the local community of their service learning.

### *Textbooks and Other Instructional Resources*

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

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

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

*Math:* Eureka *Math* will constitute the primary resource for teaching mathematics in grades TK-8.

*Science:* Delta Education's *Full Option Science System* (FOSS) will constitute the primary resource for science in grades TK-8. These resources are aligned with Next Generation Science Standards and many social studies, language arts and mathematics standards and will ensure that students receive an effective, hands-on education in the sciences that addresses all of the science content standards.

*Social Studies:* The *History Alive! Social Science* curriculum will form the core of our K-5 program. The *History Alive! Social Science* program addresses all of the state standards for social studies for grades 4-5. The TCi-Social Science Curriculum is used for grades 6-8 and has been adopted by the State Board of Education. Also, EPS utilizes history instruction partnership with USC called USC History in a Box.

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

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

All instructional activities will be developed in alignment with Common Core State Standards as well as the stated goals and measurable student outcomes of EPS. Faculty and administration will analyze the efficacy of the programs listed above and, to the extent assessment data indicate that

particular sub-groups are not meeting standards or our school goals, may choose additional or different research-based programs that have been shown to succeed with populations akin to the student population at EPS.

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

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

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

## **INSTRUCTIONAL METHODS AND STRATEGIES TO DELIVER THE CURRICULUM**

In light of our mission and vision, our philosophies about how learning best occurs and what it means to be an educated person in the 21<sup>st</sup> century, EPS implements a Common Core standards-based curriculum grounded in research-based models of education that have proven successful at some of the leading local and national schools. The educational components of the Extera Public School Model have been selected to provide a dynamic and highly successful learning environment.

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

The commitment to constructivism and project-based learning at Extera Public School resides in our belief that learning best occurs when instruction is child-centered and presented in a meaningful context that is relevant to students' lives. EPS recognizes that for far too long schooling has been “premised on the notion that there exists a fixed world that the learner must come to know” and that the construction of new knowledge has not been “as highly valued as the ability to

demonstrate mastery of conventionally accepted understandings.” (Brooks and Brooks, 2005.) In his book Pedagogy of the Oppressed, Paulo Fiere makes this point when he argues that learners are co-creators of knowledge and rejects the premise that children should be treated as empty vessels to be filled with knowledge.

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

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

### *Place-Based Education*

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

The Promise of Place, a unique public/private partnership that works to advance place-based education, identifies ten principles for successful place-based education, all of which tie directly to EPS’s thematic emphasis on the natural world and the inter-connectedness of all living things:<sup>2</sup>

- *Learning takes place onsite in the schoolyard, the local community, and environment.*
- *Learning focuses on local themes, systems, and content.*
- *Learning is personally relevant to the learner.*

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<sup>2</sup> Place-based Education Evaluation Collaborative, 2010



- *Learning experiences contribute to the community’s vitality and environmental quality and support its role in fostering global environmental quality.*
- *Learning is supported by strong and varied partnerships with local organizations, agencies, businesses, and government: Learning is interdisciplinary.*
- *Learning experiences are tailored to the local audience.*
- *Learning is grounded in and supports the development of a love for one’s place.*
- *Local learning serves as the foundation for understanding and participating appropriately in regional and global issues.*
- *Place-based education programs are integral to achieving other institutional goals.* (www.promiseofplace.org.)

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

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

Each class experiences dynamic “Learning Adventures” to further enliven EPS’s unique thematic connection to the natural world and provide students access to experiences they are not likely to have otherwise. These Learning Adventures will further bring the Common Core Standards, Next Generation Science Standards, and social studies standards to life and in order to deepen students’ understanding of the concepts and vocabulary discussed in the classroom.<sup>3</sup>

<b>Grade Level</b>	<b>Learning Adventure (All tied to grade-level Next Generation Science Standards)</b>
TK/Kindergarten	Children’s Nature Institute: Students take a nature walk and open their minds to the living world via the WonderMobile.

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<sup>3</sup> The school’s five-year financial plan includes funding for the learning adventures described within this petition. Funding is increased year to year to accommodate the more expensive outings that occur at the upper grade levels. Advance planning with a balanced budget ensures that these or similar experiences are achievable.

Grade 1	Underwood Farms' Sustainable Agriculture: Students pick their own produce at a fully operational farm.
Grade 2	Living Desert: Students visit the desert to learn about desert wildlife and conservation through education and appreciation.
Grade 3	Whale Watching: Students take to the high seas in search of the largest animal on earth!
Grade 4	Wishtoyo Chumash Foundation: Students learn from Chumash Educators sharing Chumash songs, oral history, storytelling, and sustainability practices.
Grade 5	Switzer Falls Bear Canyon: Students observe waterfalls, small cascades, pools, wooded streamside trails and deep canyons.
Grade 6	Joshua Tree National Park: Students are exposed to intricate living systems in the California desert environment in an overnight camping trip.
Grade 7	El Capitan State Beach, Santa Barbara: Students camp right on the ocean and use the natural surroundings to learn leadership skills and environmental stewardship.
Grade 8	Yosemite National Park: Students camp in the Yosemite Valley and hike through dramatic landscapes, explore ancient giant sequoias, ski across snowy meadows and challenge themselves to grow as individuals and stewards of the planet.

The EPS model is centered on the child, as an individual, and the experiences, talents and interests each child brings to the school, and an understanding of the child's "real world" experience within and beyond school walls. Thus at EPS, while our instructional strategies are modeled after some of the top public and private schools in the nation, it will at all times be solidly grounded in an understanding of life for our students in the community in which they live – Boyle Heights/East LA. At Extera Public School, we believe that when learning is *relevant* to students lives' they are more engaged and motivated to learn. Extera Public School seeks to serve as a true community hub for the surrounding neighborhood – students, families, businesses and more – strengthening connections between the school and the surrounding community.

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

- Students participating in place-based education often show more enthusiasm for

learning because it is more relevant to their daily life, their home, and community. Students often exhibit:

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

### *Teaching to Multiple Intelligences*

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

EPS teachers incorporate instructional strategies within the program at Extera Public School that access the full spectrum of intelligences identified by Gardner. Project-based learning, frequent collaboration and communication with peers, and an emphasis on the expression of ideas are strategies that target intelligences that will be fully utilized in classrooms at EPS. The naturalist intelligence is an especially dynamic fit for EPS. Given EPS's thematic focus on the natural world, students will be provided ongoing opportunities to explore and expand this worthy intelligence. It is clear that with so many pressing societal and global issues connected to humankind's relationship with nature, this intelligence will have particular impact and value in the 21<sup>st</sup> century. Gardner's 'Theory of Multiple Intelligences' provides a solid rationale for designing instruction that is responsive to a wide variety of learning modalities because it addresses the diversity of strengths present within a classroom. Current research supports Gardner's assertions that is valuable to provide different contexts for learning to students as well as opportunities to engage a variety of their senses. Current research specifically states that:

- Providing students with multiple ways to access content improves learning (Hattie, 2011).
- Providing students with multiple ways to demonstrate knowledge and skills increases engagement and learning, and provides teachers with more accurate understanding of students' knowledge and skills (Darling-Hammond, 2010).

- Instruction should be informed as much as possible by detailed knowledge about students' specific strengths, needs, and areas for growth (Tomlinson, 2014).

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

### *Project-Based Learning*

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

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

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

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

- *PBL projects are central, not peripheral, to the curriculum:* Projects at EPS play a key role in the exploration of new concepts, the expression of ideas, and in the demonstration of understanding of Common Core standards across subject areas.
- *PBL projects are focused on questions or problems that “drive” students to encounter (and struggle with) the central concepts and principles of a discipline:* Projects at EPS often begin with a question that students have devised within the context of a standards-based unit of study in order to delve more deeply into a topic, research question, or concept. Projects are driven by investigation and discovery.

- *Projects involve students in a constructive investigation that involves inquiry and knowledge building:* Projects at EPS are not be done by simply following directions or completing concrete steps. Students test their ideas and create models and culminating projects that represent their growth in learning toward mastery of the standards.
- *Projects are student-driven, in that students are responsible for making choices and for designing and managing their work:* When embarking on a project, students at EPS have the opportunity to decide how they will approach their work and/or the mode they will use to represent their final product.
- *Projects are realistic and not “school-like,” reflecting problems that occur in the real world and that people care about:* Students will be asked to test their reasoning, problem solve, and to demonstrate understanding of complex concepts that reflect real life issues in a variety of content areas (i.e. science, social studies, and mathematics).

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

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

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

interaction with literature, trade books, and other high interest materials across subject disciplines and place learning within a context that is meaningful to students.

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

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

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

- *Acquire, communicate, and investigate worthwhile knowledge in depth.* Because teachers at EPS teach integrated content, instruction will not be divided into disconnected learning blocks. Instead, much of the day will be spent exploring science and social studies themes in a variety of ways over a longer period. As a result, students will learn to view school subjects as connected and interrelated, rather than isolated and divided.
- *Integrate and enrich the language processes of reading, writing, listening, speaking, and thinking.* The active exploration of topics promotes discussion and the use of all the language arts. Through these experiences, students will learn strategies and skills in meaningful situations.
- *Practice reading different kinds of materials for varied purposes.* Narrative and expository literature and high interest trade books serve as key resources for thematic instruction. In addition, students will have multiple opportunities to read other types of text, including poetry, student-written pieces, and "real world" texts such as magazine articles and periodicals that contain interesting facts.
- *Use prior knowledge of the world and past experiences with language and text to create relationships among various sources of information.* Students build upon their current knowledge base and connect what they know with what they are learning. As new ideas are gleaned from a variety of reading experiences, they will become integrated with previously learned information.
- *Make choices, interact, collaborate, and cooperate.* Students will explore topics individually, in small groups, and together as a whole class. Reading and writing tasks will be authentic, motivating, relevant, and contextualized. Students will make appropriate choices based on their interests, abilities, and needs.
- *Apply what they learn in meaningful and "real world" contexts.* As students explore topics in a variety of ways and through various sources, they will learn to relate what they are

learning to their own lives. Activities will be assigned for home exploration that will help students bridge school learning and their lives at home, with the intent of helping students develop problem-solving and decision-making skills.

- *Informally assess their understanding and application of what they are learning.* Students and their teachers will share the responsibility for periodic progress checks as well as ongoing evaluation of student achievement toward mastery of state standards. Students will learn to set goals and to monitor their progress against the standards so that they become independent and motivated learners who have a clear understanding of where they are on the learning continuum toward standards proficiency.
- *Participate and learn, regardless of ability, level of language development, or background.* One of the most important advantages of cross-curricular thematic instruction is that it is flexible and adaptable. Because a variety of reading resources will be available, all students will have the opportunity to read materials that are of interest to them and at the appropriate level of reading challenge. Lessons will be flexibly planned and to an appropriate degree will be based on students' needs and interests. For example, while some students may need extra practice with a strategy or skill, others may need additional time for writing or independent reading. This flexibility is central to thematic teaching.
- *Learn effectively in self-contained classrooms.* The flexibility of cross-curricular thematic teaching makes it an effective tool in self-contained classrooms. It allows teachers to implement a variety of instructional approaches that best meet the students' needs and promotes team planning and cooperation with colleagues.

### *Family Engagement*

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

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

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

- **Monthly EPS newsletters**, in English and Spanish, will convey important details about upcoming school events and news, celebrate student successes, and provide worthwhile tips and strategies for parents in a simple, accessible format. For example, the newsletter might highlight a quick fact such as “Did you know that studies show that students who are read to daily – in **any** language – develop their own English literacy skills more rapidly? So go ahead and read some of your Spanish newspaper to your child!”
- **Monthly classroom newsletters or calenders** sent by teachers to provide a brief overview of plans for the week and lessons that will be covered so that parents will know what their children are learning and feel more connected to their students’ daily activities, along with any special information about celebrations or activities in which parents are invited to participate
- Formal and informal **student/parent/teacher conferences**
  - A minimum of three (3) follow up, formal conferences are scheduled during the months of October/November, January/February, and May/June to discuss academic progress, student grades/report cards, motivation, social behaviors, strengths and concerns, home support, and goals for learning
  - Informal conferences will be conducted as requested by parents/guardians or teachers
- **Orientation meetings** are held before the start of the school year, or mid-year as needed, for newly enrolled families. Orientation meetings occur after families have been enrolled from the lottery; attendance in no way impacts enrollment.
- **Monthly “Coffee and Conversation with the School Director”** meetings, conducted in English and Spanish, provide regular opportunities for parents to dialogue with the School Director about important issues on an ongoing basis.
- Annual **“State of the School”** meetings are held in the fall and spring, where the School Director and/or CEO will make presentations on the school’s progress as well as current initiatives, issues, and school priorities. In order to encourage attendance at these important meetings, parents who attend will receive a recognition certificate and the name of their child will be entered in a drawing for small, school-related prizes (e.g., EPS pencils and erasers, or lunch with a favorite teacher or staff member).



- **Workshops** will be held on a monthly basis in English and Spanish, led by school leaders, faculty and community partners, on a wide variety of topics that are important to families, such as:
  - Basic math and literacy skills
  - Reading at home
  - Navigating the path to higher education, including A-G requirements, financial aid and more
  - Effective discipline
  - Organizing the home for success at school
  - Understanding Common Core testing
  - Interpreting Individual Student CAASPP Results
  - English as a Second Language (ESL)
  - Tutoring
  - Counseling services for students, siblings, and family members
  - Presentations by local service providers regarding legal, employment, health and human services available in the community
  - Nutrition
  - Emergency preparedness
  - Emergency aid
  - Gang prevention

*Family Events, Activities and Support* at EPS will similarly be comprehensive and multi-pronged, designed to benefit both our school and the families we serve.

- School-sponsored, bilingual **Family Events**, such as:
  - Annual Family Math Night: students come to school with their parent/guardian(s) or other adult relative for a night of fun games with a math focus (e.g., Guess My Number). Attendees choose from a variety of math activities that span all grade levels and learn that math can be a fun, quality family activity.
  - Annual Family Literacy Night: similar to Family Math Night, this focuses on literacy, with shared story reading and small group activities in a fun, non-threatening environment that encourages community engagement in reading.
  - Annual Family Science Night: similar to the Math and Literacy Nights, science games and activities are featured (e.g., making ice cream).
  - Annual Boyle Heights History Hike: this community-building event includes students, parents and staff in an enjoyable day outdoors learning about key historical and community sites in the Boyle Heights area
  - All School Picnic: near the start of the school year, parents and students have a picnic to build community and get to know one another and the school's faculty and staff.

- Classroom Learning Celebrations: at the end of significant projects and units, students have the opportunity to demonstrate their work and learning in celebrations with their family members at school.
- Student Performances: twice each year, we feature student performances in song, movement, poetry, stories, visual arts and more for the entire school community.

### *Student Assemblies*

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

- “Trailblazer of the Month” Award for Outstanding Effort and Achievement
- “Reader of the Month” Award for Avid Readers
- “Mathematician” Award for Multiplying Quickly (or other math focus area)
- “Scientist” Award for Scientific Inquiry and Investigation

### *Health / Nutrition / Character Education & Service Learning*

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

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

EPS teachers utilize gardens as worthwhile teaching and learning tool. The gardening program at EPS has provided students with improved self-esteem and attitudes toward school, improved social skills and behavior, improve environmental attitudes, increase group cohesion, increased sense of ownership and responsibility regarding the care of the garden. The edible garden at

Extera Public School is not only an important teaching tool, it is a source of pride within the school community.

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

#### Director of Data and Assessment and CAO

To support our instructional design, Extera Public School will hire a Chief Academic Officer. This person's responsibility is to increase academic student achievement by supporting and mentoring teachers, planning and providing professional development in collaboration with the school Directors, Special Education Director, and the Director of Data and Assessment. The Chief Academic Officer plans, oversees, and implements the academic program, such as grading protocols, academic content and alignment through the grade levels, creating systems and monitors the instructional methods being used by teachers. The Chief Academic Officer will conduct classroom observations with school Directors and meet with grade-level teams to analyze assessment data and provide support in using the data to guide instruction. Through these interactions with teachers and through grade-level team meetings, the Chief Academic Officer gathers data that informs and drives teacher professional development and meets with the School Directors to review and analyze assessment data and classroom observations. The School Directors and the Chief Academic Officer then strategize and plan for professional development and grade level team meetings.

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

#### Differentiated Instruction

In order to implement both Data Driven and Differentiated Instruction, teachers receive professional development experiences and administrative guidance in designing artful assessment,

making objective observations and adjusting instruction and curriculum to best serve student needs. Computer based resources available as components within the programs listed above will be incorporated within the program. In addition, the Lightsail online literacy development curriculum will be used in grades K-2 to support literacy development and computer literacy across content areas; the Wonders with ELD, Reading A to Z, and MobyMax online literacy tools will be utilized in grades 3 and above to improve computer literacy skills and to facilitate the development of literacy skills across content areas.

### **Implement and Ensure Student Mastery of the CA Content and Performance Standards**

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

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

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

- Effective teachers draw connections to students' prior knowledge and experiences. At Extera Public School, student background knowledge is engaged and discussed as an important means leading to new learning. Teachers leverage student understandings as well as address gaps and misconceptions that might otherwise interfere with mastery of the skills and concepts outlined within the standards.
- Effective teachers diagnose student understanding in order to scaffold the learning process step by step.
- Effective teachers assess student learning continuously and adapt teaching to student needs. At Extera Public School, teachers implement a range of assessments, both formal and informal, that allow them to analyze instructional outcomes in order to inform future instruction and to provide timely intervention when necessary to ensure mastery.
- Effective teachers provide clear standards and constant feedback. Teachers at Extera Public School make lesson objectives and learning outcomes explicit to students at the start of each instructional day, and they revisit the objectives throughout the day. Clear expectations, a principal of effective learning that has been supported by the substantial work of Lauren Resnick, are established for student tasks and projects. Meaningful feedback is provided to students using rubrics, checklists, written and verbal comments, – feedback that incorporates Common Core standards so that students understand clearly their progress towards mastery and next steps for learning.
- Effective teachers encourage strategic and meta-cognitive thinking so that students learn to evaluate and guide their own learning. (Darling-Hammond, 2008.)
- Plan to grade students on project based grading which would entail a plan to develop teachers professionally, implement the plan, and inform and educate students and families of how grading will change and clearer.

## **STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY**

Extera Public School has greatly enhanced the technology infrastructure to support 21st century learning, NWEA MAP benchmark assessments, and the State's required assessments (CAASPP and ELPAC) to support student success and the development of technology related skills. In addition to improving the necessary infrastructure to increase internet speed, capacity and communication/phone system across all campuses we have also increased the number of technology devices available for classroom use by ensuring 1:1 technology for all Extera students. All Extera students and teachers also have access to Google for Schools accounts and the Google Suite (Google Docs, Google Sheets, Google Slides, Google Forms, Google Sites, Google Draw, Google Meet, and Google Classroom) to produce web-based documents and share them widely.

Students in grades TK-1 are provided with Apple iPads at a 1:1 ratio in which they utilize daily to support and reinforce teacher lessons. Students in TK-1 also use the iPads to take the NWEA Map benchmark assessments three times a year. The development of 21st Century skills begins with our youngest students.

Students in grades 2-8 are provided with Apple Macbook laptops at a 1:1 ration in which they use daily to support and reinforce teacher lessons, produce and submit assignments, and give and receive feedback on assignments. Students in 2-8 also use the laptops to take the NWEA Map benchmark assessments three times a year and EL students use the laptops to take the ELPAC. Students in grades 3-8 also use the laptops to take SBAC IAB's (Interim Assessment Benchmark) and ICA's (Interim Comprehensive Assessments), CAST (California Science Test), and CAASPP (California Assessment of Student Performance and Progress).

Additional learning websites and iPad applications subscriptions have been provided for Extra teachers in order to further understand student learning needs, develop students' 21st Century skills, provide timely feedback on student learning, and provide specific learning supports and accommodations for students such as ELs and students with IEPs.

Standard Reference	Reading	Writing	Listening & Speaking	Language	Math	Science	Social Science	Art	PE	SEL / Trailblazer Traits	ELD
<b>TK/Kindergarten</b>	Wonders Online Seesaw	Seesaw	Wonders Online Seesaw	Seesaw	Eureka In Sync Seesaw	BrainPOP Jr. Seesaw	BrainPOP Jr. Seesaw	YouTube Seesaw	GoNoodle Seesaw	Integrated into other subjects Seesaw	Wonders Online Seesaw
<b>1st Grade</b>	GetEpic! Seesaw	GetEpic! Raz Plus MobyMax Teach Your Monster to Read! Wonders Online	GetEpic! Wonders Online RazPlus	GetEpic! Wonders Online RazPlus	Eureka In Sync MobyMax Prodigy Math Zearn	BrainPOP Jr. Mystery Science GetEpic!	BrainPOP Jr. YouTube GetEpic!	YouTube	YouTube GoNoodle	Zoom SeeSaw Class Websites	GetEpic! Wonders Online Raz Plus
<b>2nd Grade</b>	Wonders Online Raz Plus GetEpic!	Seesaw	Zoom	Wonders Online Seesaw	Eureka In Sync Zearn	BrainPOP Jr. MobyMax	BrainPOP Jr. MobyMax	YouTube	GoNoodle	Sanford Harmony	Wonders Online
<b>3rd Grade</b>	Wonders Online Raz Plus	Wonders Online MobyMax Google Classroom	Wonders Online	Wonders Online	Eureka In Sync Khan Academy	BrainPOP Jr. MobyMax	BrainPOP Jr. MobyMax	Youtube	Youtube GoNoodle	BrainPOP Jr.	Wonders Online
<b>4th Grade</b>	Wonders Online Raz Plus	MobyMax Google Classroom	Wonders Online Raz Plus Podcasts Flipgrid EdPuzzle	Wonders Online Nearpod	Eureka InSync Zearn	FOSSweb BrainPOP EdPuzzle Flocabulary	BrainPOP EdPuzzle Flocabulary	MobyMax GoogleDraw	GoNoodle	GoNoodle ClassDojo PBIS	Wonders Online Raz Plus MobyMax
<b>5th Grade</b>	Wonders Online Raz Plus Khan Academy MobyMax NewsELA Flocabulary	MobyMax Google Docs Google Slides	Flipgrid	Wonders Online BrainPOP Flocabulary	Eureka In Sync Zearn	MobyMax BrainPOP Mystery Science	MobyMax	YouTube	GoNoodle PE w/ Joe	GoNoodle Class Dojo BrainPOP	Wonders Online Flipgrid
<b>6th Grade</b>	Study Sync Read Theory Newsela	Study Sync Writer's Workshop	Flipgrid	Study Sync MobyMax	Eureka In Sync Khan Academy	MobyMax	TCI Newsela	YouTube	YouTube	Newsela Study Sync Blasts	Study Sync Moby Max
<b>7th Grade</b>	Study Sync EdPuzzle Newsela	Google Suite	Flipgrid	MobyMax Interactive Notebook	Eureka InSync	MobyMax Newsela	TCI Mobymax, Newsela	Google Slides	YouTube	Zoom	StudySync Raz Plus
<b>8th Grade</b>	Study Sync MobyMax Newsela Reader's Workshop	Newsela Writer's Workshop		Newsela MobyMax Quill Grammar	Eureka In Sync	Ed Puzzle	TCI	YouTube	YouTube	YouTube Scenarios	StudySync Quill Grammar Reader's Workshop Writer's Workshop

These resources give students an understanding of the technology being used, practice reviewing their answers online, and assist with complying with common core skills needed to access, integrate, manage, and create information through online resources. Many of these sites also encourage in-depth reading, so they can understand the meaning of passages and analyze text. In

addition to these online resources Extera Public School continues to build our students' communication skills, academic base, and problem solving and critical thinking ability.

Extera Public School will provide Transitional Kindergarten (TK) integrated with Kindergarten as the first year of a two-year kindergarten program that uses an age and developmentally appropriate modified kindergarten academic curriculum that reinforces and builds upon expectations for learning at the preschool level (the California Preschool Learning Foundations). Extera's student-centered, hands-on learning approach aligns well to the Preschool Learning Foundations as well as Science and Social Science instruction that develops TK students' inquiry, observation, and identifying skills which are essential in the Preschool Learning Foundations Volume 3. The TK curriculum is grounded in the Kindergarten California Common Core State Standards and the California State Content Standards that includes social, emotional, and cognitive outcomes and benchmarks. TK students will be given the same assessments as Kindergarten students but will have differentiated performance and growth targets. TK students will also be issued progress reports and report cards so that families are informed of their academic progress.

A child who has his or her fifth birthday between September 2 and December 2 of the school year shall be admitted to a transitional kindergarten program maintained by the school district.

## ACADEMIC CALENDAR AND SCHEDULES



### 2021-2022 Academic Calendar - DRAFT

Month	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	Instruction	PD/Planning
AUGUST 2021	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				12	7
SEP 2021			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		20	1
OCT 2021					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	20	1
NOV 2021	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30				16	0
DEC 2021			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	13	0
JAN 2022	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					14	1
FEB 2022		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28					18	0
MAR 2022		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		22	1
APR 2022					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	16	0
MAY 2022	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				21	0
JUN 2022			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		11	1

KEY: **FD** First Day of Instruction  
**x** Regular Instructional Day  
**NS** No School  
**H** Holiday  
**S** Shortened Day: Dismissal at 1:55 pm  
**PD/P** Combined PD & Planning Day  
**M** Minimum Day: Dismissal at 12:55 pm

9/6/21: Labor Day Holiday

9/27/21: Pupil Free Day

11/11/21: Veteran's Day Holiday

11/22/21 - 11/26/21: Thanksgiving Break and Holiday

12/20/21 - 1/7/22: Winter Break (Holiday on 12/24 & 1/1)

1/17/22: Martin Luther King Jr. Holiday

2/21/22: President's Day Holiday

3/31/22: Cesar Chavez Birthday (observed)

4/11/22-4/15/22: Spring Break

05/31/22: Memorial Day Holiday

TOTAL DAYS:

183

12

#### Daily Instructional Schedule for Students

Monday, Tuesday, Thursday, Friday, 8:00-3:15

Wednesday, Early Dismissal, 8:00-1:55

[Professional Development for Teachers:

Wednesdays, 2:30-4:30]

8/16/21: First Day of Instruction for Students

6/15/22: Last Day of Instruction for Students

## SAMPLE DAILY SCHEDULES

Grades TK-5: Monday, Tuesday, Thursday, and Friday

Time	Instructional Focus
8:00 - 8:15	Community Circle / Morning Meeting
8:15 - 9:30	Mathematics ( <i>Sample curriculum: EurekaMath</i> )
9:30 - 9:50	Recess
9:50 - 11:30	English Language Arts & English Language Development ( <i>Sample curriculum: Calkins Units of Study / English 3D</i> )
11:30 - 12:15	Lunch
12:15-1:15	Character Education & Social and Emotional Learning / Physical Education / Art (alternating) ( <i>Sample curriculum: Sanford Harmony / SPARK</i> )
1:15-2:15	Science ( <i>Sample curriculum: FOSS</i> )
2:15-3:15	History & Social Science ( <i>Sample curriculum: TCI History Alive!</i> )

Grades TK-5: Wednesday (Early Dismissal)

Time	Instructional Focus
8:00-8:15	Community Circle / Morning Meeting
8:15-9:30	Mathematics ( <i>Sample curriculum: EurekaMath</i> )
9:30-9:50	Recess
9:50-11:30	English Language Arts & English Language Development ( <i>Sample curriculum: Calkins Units of Study / English 3D</i> )
11:30-12:15	Lunch
12:15-1:55	Character Education & Social and Emotional Learning / Physical Education / Art (alternating) ( <i>Sample curriculum: Sanford Harmony / SPARK</i> )

Grades 6-8: Monday, Tuesday, Thursday, and Friday

Time	Instructional Focus	Instructional Focus
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	<b>Class A</b>	<b>Class B</b>
8:00-8:30	Homeroom / Character Education & Social and Emotional Learning ( <i>Sample curriculum: Sanford Harmony</i> )	
8:30-10:00	Mathematics ( <i>Sample curriculum: EurekaMath</i> )	English Language Arts ( <i>Sample curriculum: Calkins Units of Study</i> )
10:00-10:20	Nutrition / Recess	
10:20-11:50	English Language Arts ( <i>Sample curriculum: Calkins Units of Study</i> )	Mathematics ( <i>Sample curriculum: EurekaMath</i> )
11:50-12:30	Lunch	
12:30-1:30	Science ( <i>Sample curriculum: FOSS</i> )	History & Social Science ( <i>Sample curriculum: TCI History Alive!</i> )
1:30-2:30	History & Social Science ( <i>Sample curriculum: TCI History Alive!</i> )	Science ( <i>Sample curriculum: FOSS</i> )
2:30-3:15	English Language Development / Physical Education / Art (alternating) ( <i>Sample curriculum: English 3D / SPARK</i> )	

Grades 6-8: Wednesday (Early Dismissal)

<b>Time</b>	<b>Instructional Focus Class A</b>	<b>Instructional Focus Class B</b>
8:00-8:30	Homeroom / Character Education & Social and Emotional Learning ( <i>Sample curriculum: Sanford Harmony</i> )	
8:30-10:00	Mathematics ( <i>Sample curriculum: EurekaMath</i> )	English Language Arts ( <i>Sample curriculum: Calkins Units of Study</i> )
10:00-10:20	Nutrition / Recess	
10:20-11:50	English Language Arts	Mathematics

	<i>(Sample curriculum: Calkins Units of Study)</i>	<i>(Sample curriculum: EurekaMath)</i>
11:50-12:30	Lunch	
12:30-1:55	English Language Development / Physical Education / Art (alternating) <i>(Sample curriculum: English 3D / SPARK)</i>	

### *“Early Out” Wednesdays and Minimum Days*

Every Wednesday students are dismissed at 1:55pm so that teachers can participate in professional development, faculty meetings, and collaborative planning. On minimum days, all students are dismissed at 12:55pm to allow for teachers to facilitate student-led conferences, which happens three times a year.

### *Attendance*

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

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

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

## INSTRUCTIONAL DAYS AND MINUTES CALCULATOR

The annual instructional calendar at Extera Public School includes a minimum of 183 days of regular instruction. As a result of having both an extended instructional day and additional days of instruction, students in all grades receive instructional minutes that substantially exceed the minimum number required for traditional and charter public schools according to California Education Code § 47612.5. The difference between the minimum number of instructional minutes required by the state and the instructional minutes provided within the EPS program is 102,690 minutes or nearly 2 years of additional instruction if they attend Extera Public School beginning in kindergarten and continue through grade 8.

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	129	370	41	290	13	230			183	36000	62610	26610
1	Yes	129	370	41	290	13	230			183	50400	62610	12210
2	Yes	129	370	41	290	13	230			183	50400	62610	12210
3	Yes	129	370	41	290	13	230			183	50400	62610	12210
4	Yes	129	370	41	290	13	230			183	54000	62610	8610
5	Yes	129	370	41	290	13	230			183	54000	62610	8610
6	Yes	129	370	41	290	13	230			183	54000	62610	8610
7	Yes	129	370	41	290	13	230			183	54000	62610	8610
8	Yes	129	370	41	290	13	230			183	54000	62610	8610
9	Select Y/N									0	64800	0	-64800
10	Select Y/N									0	64800	0	-64800
11	Select Y/N									0	64800	0	-64800
12	Select Y/N									0	64800	0	-64800

## PROFESSIONAL DEVELOPMENT

Extera's plan for professional development builds on the recommendations of current research and incorporates the identified characteristics that are most likely to be effective and have the greatest

impact on student achievement. Specifically, professional development will involve collaborative learning among teachers, engagement in the practical tasks of planning instruction and analyzing assessment data, and participation by teachers in ongoing research and inquiry into best instructional practices. The design features of professional development at Extera will incorporate the characteristics supported by relevant research findings, such as the recommendations made by Linda Darling-Hammond in 1995 in her book *The Right to Learn*. Darling-Hammond noted at the time that professional development strategies that succeeded in improving teaching shared several features and tended to be:

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

There is significant overlap in the above findings and recommendations, and together they serve as guideposts for the professional development program at Extera Public School. Frequent observations of classroom practice conducted by the School Director, as well as periodic classroom visits conducted by teachers, will provide data regarding the level of implementation of the practices promoted during professional development meetings. Data collected through classroom observations will also assist with the identification of next steps for follow up professional development. In addition, teachers are surveyed annually by the Extera's leadership to determine, among other job satisfaction factors, whether or not the practices of high quality professional development are in place at the school. Based on survey data, School leadership will adjust professional development topics to support teachers' reported area of needs and interests.

Teacher preparation and support for the continuing professional growth of teachers are critical to the quality of schools and to increases in student achievement. As Piaget aptly noted, "The heartbreaking difficulty in pedagogy, as indeed in medicine and other branches of knowledge that partake at the same time of art and science, is, in fact, that the best methods are also the most difficult ones: it would be impossible to employ a Socratic method without having first acquired some of Socrates' qualities." (Piaget, 1969.) Extera Public School strives to support the ongoing growth of teachers and began the BTSA Mentor program in August 2017, Extera is partnering with UCSD Extension to offer a BTSA induction program for Extera teachers at no cost to the classroom teacher. We are recruiting on-site Mentors (certified credential holders) who will participate in their own training and receive a stipend from Extera for their participation. This is an opportunity for our teachers to receive customized instruction online and collaborate with peers to develop goals for the year with guidance and administrative support.

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

As indicated, significant time and opportunity will be dedicated to providing teachers at Extera with the necessary support to grow as professionals, and teachers have ongoing and varied opportunities to participate in collaborative professional learning, in addition to multiple days before the school year starts to ensure a strong start from day one. School structures that support meaningful and effective professional development include but are not limited to:

- An annual professional development “retreat” for all Extera teachers to review the school’s philosophy, goals, and teaching methodology; to discuss professional readings and research; to analyze and discuss instructional practices and student outcomes; and to engage in collaborative planning for the year ahead
- Multiple days of professional development prior to the first day of instruction each year to revisit, extend and sustain effective, best instructional practices across all grade levels and campuses; teachers receiving training on curriculum, given time to plan with their grade levels, and vertically align their teaching with other grade levels
- The New Teacher Institute occurs over two days and before returning teachers return before the school year starts
- Weekly grade level planning meetings; periodic planning time across grade levels
- Weekly staff development meetings facilitated by the School Directors, accomplished teachers, and experts from outside the school
- Long-term lesson study or PDSA (Plan Do Study Act) projects within and across grade levels
- Clearly articulated expectations with respect to professional development outcomes
- On site peer classroom visits and observation
- Visits to other innovative and high performing schools
- Access to a professional development library and other professional resources
- Available stipend to attend professional development workshops or conferences on topics that have been agreed upon in advance by the School Directors
- Visits to other innovative and high performing schools
- Access to a professional development library and other professional resources
- Available stipend to attend professional development workshops or conferences on topics that have been agreed upon in advance by the School Directors
- Available stipend to cover membership fees to join professional organizations

## Professional Development Topics

As mentioned previously, research demonstrates that effective staff development is aligned with the work of teachers as well as the school's goals and priorities. The CAO (Chief Academic Officer), School Directors, and accomplished teachers will all have a voice in determining the specific scope and sequence of professional development at Extera. Professional development will be delivered by the CAO, School Directors, accomplished teachers, the teacher assigned to be the testing coordinator, and education consultants and experts in the field as appropriate. Topics for professional development and possible facilitators include but are not limited to:

- Common Core State Standards-based Instruction (CAO; accomplished teachers)
- Thematic teaching that emphasizes big ideas and concepts across disciplines (CAO; accomplished teachers)
- Developing the nature theme across content areas (CAO; accomplished teachers)
- Differentiating instruction for all learners (CAO; accomplished teachers; special education teachers; educational consultants)
- Universal Design for Learning (CAO; accomplished teachers; special education teachers; educational consultants)
- Sheltered English instruction/SDAIE (CAO; accomplished teachers)
- Multicultural education (CAO; accomplished teachers)
- Balanced literacy (CAO; accomplished teachers; educational consultants)
- The components of a comprehensive reading program (CAO; accomplished teachers)
- Phonics Instruction (CAO; accomplished teachers; special education team)
- Teaching mathematics for understanding (CAO; accomplished teachers)
- Writing across subject content areas (CAO; accomplished teachers)
- Inquiry and investigation in science (CAO; accomplished teachers; educational consultants)
- History/Social Science Standards for California Public Schools aligned-curriculum (CAO; accomplished teachers; educational consultants)
- Project-based Learning (PBL) (CAO; accomplished teachers)
- Meeting the needs of English learners (CAO; accomplished teachers; educational consultants)
- English Language Proficiency Assessments for California (ELPAC)
- ELD Portfolios
- Strategies for working with students with special needs (special education team; accomplished teachers; educational consultants)
- The Student Support and Progress Team process (School Directors; special education team)
- Maximizing time on task through effective classroom management (School Directors; accomplished teachers)
- Teacher evaluation (CAO; school administrators)
- Using assessment to inform instruction (CEO; School Directors; CAO; accomplished teachers)

- Student achievement data (fall, winter, spring) (CAO; School Directors; CAO)
- Gifted and Talented Education (School Directors; CAO)
- CCSS ELA and mathematics instruction in the middle school grades (School Directors; CAO; accomplished teachers)
- Differentiating instruction to meet the needs of diverse learners in grades 6-8 grades (School Directors; CAO; accomplished teachers; consultants)
- ELD instruction in the middle school grades (6-8) grades (School Directors; CAO; accomplished teachers)
- Suicide prevention training (School Director, consultants)
- Trauma-informed practices (School Director, consultants)
- PBIS training (School Director, consultants)
- Culturally relevant pedagogy (School Directors; CAO; accomplished teachers).
- Cultivating a positive classroom culture in the middle school grades (6-8) grades (School Directors; CAO; accomplished teachers)
- The social, emotional, and metacognitive needs of middle school students grades (School Directors; CAO; accomplished teachers; consultants)

## RECRUIT CREDENTIALLED, QUALIFIED TEACHERS

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

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

“It is common today, as in the past, to look elsewhere than to educational research for an understanding of the literacy problems of low income children and for ways of solving these problems. Currently, cultural and political theories are offered as reasons for the low achievement of poor children and for the lag between mainstream and at-risk children. Although cultural and political explanations may help us understand the broader picture, in the end they must be translated, in practical terms, into what can be done in schools and homes. Such translations ought to consider the historical findings of educational research – that **good teaching improves achievement and thereby can empower all children and especially those at risk.**” (Chall and Baldwin, 1990.)

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

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

Regardless of whether or not educators, policymakers, or the public believe that standardized tests have been overemphasized, there is no doubt that teacher quality directly impacts student performance and that the effects are both lasting and profound. For those reasons, recruiting exceptionally talented, hardworking, and dedicated teachers has been and continues to be a top priority at Extera Public School. EPS teachers have been recruited from some of the nation's top education programs at universities. EPS has uniquely strong ties with UCLA's Teacher Education Program and USC's Rossier School of Education. Extera Public School teachers possess the professional preparation, drive, initiative, and dedication to meet our students' needs. EPS has developed a diverse teaching corps, one that reflects the cultural, linguistic and ethnic diversity represented within the school community and Los Angeles. EPS also strives to balance teachers who are new to the profession with teachers who have demonstrated successful teaching experience and who can provide support by example to novice teachers.

Extera Public School makes every effort to recruit teachers who are committed to the vision and mission of the school. Job postings for teachers clearly state Extera Public School's vision and mission, education philosophy, and teaching pedagogy so that teachers who are ultimately selected for employment possess the desire, capacity and commitment to work successfully at an innovative charter school. To attract and retain outstanding teachers, EPS provides: competitive salaries; a challenging, rewarding and professional work environment; support and collaboration from colleagues and administration; an attractive workspace; and, the opportunity to participate in innovation, creativity and research within a model school program.

Teachers at Extera Public School have a commitment to be on site from 7:30 a.m. to 4:30 p.m. on Mondays and Wednesdays. Mondays are reserved for grade level planning and Wednesdays are professional development days from 2:30-4:30. Tuesdays, Thursdays and Fridays teachers have a commitment to be on-site from 7:30 a.m. -3:15 p.m.



As salaried professionals, it is understood that teachers have job-related responsibilities, such as instructional planning, communication with students and families, and special school events that continue beyond their on-site workday and occasionally take place on weekends.

## **MEETING THE NEEDS OF ALL STUDENTS**

### **STUDENTS WHO ARE ENGLISH LEARNERS**

Extera will meet all applicable legal requirements for English learners as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Extera Public School will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process.

Extera's goal is to ensure a quality instructional program that enables EL students to attain English proficiency, achievement in all academic areas, and full access to the range of educational opportunities available to all students. In order to do so, Extera Public School will adopt and implement LAUSD's English Learner Master Plan. Extera is committed to assisting EL students in successfully achieving English language proficiency at the fastest rate possible. Extera will employ a systematic and strategic approach for strengthening and accelerating the academic achievement of English Learners so they can successfully acquire the English language and be Reclassified Fluent English Proficient (RFEP). In addition to utilizing CCSS aligned ELA adopted curriculum, all teachers of EL students will utilize the state adopted English Language Development curricula. Extera will also use the most current version of the English Language Development Standards for California Public Schools and the English Language Arts/English Language Development Framework for California Public Schools, as guides to ensure all students reach full fluency in English.

#### **Identification**

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

within 60 days prior to the start of the school year or within 30 calendar days after the date of first enrollment at the school. Results from this assessment will be communicated to parents no later than thirty days after receipt from the testing contractor. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process. The students' teacher will also be notified of the results from this assessment.

The ELPAC consists of two separate assessments:

#### Initial Assessment (IA)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades TK–12 whose primary language is not English to determine their English proficiency status.

#### Summative Assessment (SA)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability. Both the ELPAC SA and IA are assessments administered in grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

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

- Assessment of language proficiency
- Teacher evaluation including, but not limited to, a review of the student's curriculum mastery
- Parental opinion and consultation

- Comparison of the student’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

## Placement

After identification and assessment, students are placed in a classroom with a California credentialed teacher who has earned adequate authorization to teach EL students as determined by the California Commission for Teacher Credentialing.

The Charter School offers EL students placement in a classroom which provides Structure English Immersion, which is an English Language Mainstream (ELM) classroom environment in which students receive appropriate instruction and support via their classroom teacher and teacher assistant. The classroom environment provides students English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) strategies to ensure they reach full English language proficiency in the shortest time frame possible. SDAIE strategies allow students to move forward with core academics such as mathematics, social studies and science while at the same time learning English through the contextual clues provided within instructional delivery. This pedagogy is based upon linguistic theories supported by a number of researchers including Dr. Steven Krashen and Dr. James Cummins. At the heart of the SDAIE theory are two major components that impact teaching and learning: “comprehensible second language input” and a “supportive affective environment.” Lessons implemented using SDAIE strategies provide equal access to the curriculum of study for all students and are consistent with multiple intelligence strategies, project-based learning theories, and special education best practices. SDAIE focuses on content comprehension, and language is acquired because of the context in which it is contained. Teachers build vocabulary with their students and have high expectations for success of language acquisition and the understanding of the concepts addressed within state standards.

## Instruction

Teachers at Extera will have an asset-based approach when working with EL students and families. Teachers will adopt the following values about EL students in order to deliver quality instruction and support the development of their English proficiency.

Values for Educating English Learners (from the ELA-ELD Framework for California Public Schools)

- Valuing Language and Culture as Assets: English learners receive instruction that values their home cultures and primary languages as assets and builds upon them for new learning.
- Ensuring Equity in Intellectual Richness: English learners benefit from the same high expectations of learning established for all students and routinely engage in intellectually rich tasks and texts across the disciplines.
- Building Content Knowledge and Language in Tandem: English learners engage in instruction that promotes content and language learning in tandem in all disciplines, including ELA, mathematics, social studies, science, the arts, and other subjects. Further, ELs have full access to a multi-disciplinary curriculum, including those subjects listed here.
- Attending to Specific Language Learning Needs: English learners' content and language learning is fostered when targeted language instruction builds into and from content learning and attends specifically to English language proficiency levels and prior educational experiences in the primary language and English.
- Integrating Domains of Communication: English learners develop full proficiency in English in the integrated domains of listening, speaking, reading, and writing, consistent with expectations for all students.
- Providing Appropriate Scaffolding: English learners thrive in instructional environments where teachers intentionally support them to fully engage with intellectually challenging content using strategic scaffolding. Scaffolding is tailored to student needs with the ultimate goal of student autonomy.
- Evaluating Progress Appropriately: English learners' progress in developing content knowledge and academic English are best evaluated with intentional, appropriate, and valid assessment tools that take into account English language proficiency levels, primary language literacy, and cultural backgrounds. Formative assessment as a pedagogical practice allows teachers to adjust instruction and provide feedback in a timely manner.
- Sharing the Responsibility: English learners' positive educational experiences and academic success is a responsibility shared by all educators, the family, and the community.

The instructional program for English learners at Extera Public School will be planned according to students' assessed level of literacy (reading and writing) in both English and their primary language and according to their proficiency (listening, speaking, reading, and writing) in English. Students will be instructed in both integrated ELD and designated ELD models.

- Integrated ELD is provided to ELs throughout the school day and across all subjects by all teachers of ELs. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to

use academic English as they simultaneously learn content. For example, teachers will use Jeff Zwiers' mathematical language routines during math instruction to elicit more academic discussion, develop English learner use of the English language, and support English learners in negotiating meaning.

- Designated ELD is provided by skilled teachers during a protected time during the regular school day. Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop the critical academic language ELs need for content learning in English. An example, is a teacher pulling a small group of homogenously grouped English learners to read a text related to a content area being studied, have an academic discussion about the article using Kate Kinsella's academic discussion frames, and then using the discussion as a foundation for a short written response on the topic. The teacher may use this text over consecutive days to teach additional ELD Standards.

In addition to the major program design features at Extera that support students who are English learners, teachers at Extera will employ the following specific strategies in their classrooms:

Six Key Strategies for Teachers of English-Language Learners (adapted from Alliance for Excellent Education)

### 1) Vocabulary and Language Development

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

### 2) Guided Interaction (collaborative learning)

- i) Teachers will structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.
- ii) Teachers will provide students with opportunities to negotiate meaning from language and text and to work in cooperative pairs or groups to develop problem-solving and social skills.
- iii) Teachers will group students flexibly, at times working in heterogeneous groups and at times not.

### 3) Metacognition and Authentic Assessment

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

#### 4) Explicit Instruction

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

#### 5) Meaning-Based Context and Universal Themes

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

#### 6) Modeling, Graphic Organizers, and Visuals

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

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

EPS teachers will engage in professional development on “Early Out” Wednesday that will further prepare them for working with students who are English Learners. Professional development will support the following practices designed to facilitate universal access of subject matter content for all students:<sup>4</sup>

- During lesson planning and preparation, teachers will identify lesson objectives aligned with state and local standards.

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<sup>4</sup> Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. (2004). *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon.

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

*Modified speech*

- slower speech rate
- clear enunciation
- controlled vocabulary
- use of cognates
- limited use of idiomatic speech
- words with double meaning defined

*Contextual clues*

- gestures and facial expressions
- meaning acted out
- color-coded materials/ graphic organizers

*Multisensory experiences*

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

*Comprehensible input*

- graphic organizers (maps, charts, graphs)
- word banks with picture clue

- bulletin boards
- explanation of word origins (etymology)
- use of examples and analogies

*Frequent comprehension checks*

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

*Formative assessment*

- confirmation checks
- clarification requests
- repetitions
- expansions
- variety of question types

*Summative assessment*

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

*Appropriate lesson design*

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

*Content-driven*



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

### Progress Monitoring

Extera Public School will utilize the student information system, to analyze English language assessment results (ELPAC), document student progress toward mastery of the English Language Development standards, and communicate English learner progress to families. Extera will maintain an English Language Development (ELD) folder system in which teachers will report on and document student progress through the ELD standards. Teachers will complete an English Language Development standards-based progress report every trimester that will be filed into the folder and then shared with families in order to keep them informed on their student's progress. Teachers will also collect student work samples and file them into the ELD folders as documentation of English language development progress through the standards. The ELD folder will be kept in the student's cumulative file.

### Reclassification

The goal for all English learners is reclassification to English proficiency at the fastest rate possible. In order to achieve reclassification, all students will be assessed and monitored annually to ensure adequate progress until meeting all reclassification criteria. These criteria are:

1. English language proficiency as demonstrated on the ELPAC, or equivalent statewide assessment
2. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age; such as proficiency in English Language Arts evidenced by CAASPP scores, benchmark assessment results, or an ELA unit summative assessment
3. Teacher evaluation, including but not limited to a review of the student's curricular mastery as demonstrated on student's report card
4. Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process

After reclassification, a student will continue to be monitored via assessment results in the SIS and student work samples for four years to ensure success in our educational program. An annual report will be run for K-2 students that have reclassified to see if they have reached their NWEA-

MAP RIT growth for the year and for 3-8 students that have reclassified, the report will have SBAC scores as well as NWEA-MAP scores to monitor student academic and growth progress.

### Program Evaluation

In addition to the progress monitoring of our students, Extera will monitor the progress of its ELD program via the English Learner Advisory Committee (ELAC). In accordance with California law, when the number of ELs at Extera reaches 21 students, we will establish an English Learner Advisory Committee (“ELAC”), comprised of parents of ELs, parents of non-ELs, and school staff. The ELAC will serve as an advisory committee to provide advice and input to school administration and the School Site Council (SSC) on school decisions and funding expenditures related to ELs. ELAC provides written recommendations to the SSC regarding programs and services for EL students to support their academic needs.

The ELAC shall:

- advise the Executive Director and staff on programs and services for ELs
- advise School Site Council on the development of the Single Plan for Student Achievement (“SPSA”)
- assist the school in the development of the school's needs assessment and ways to make parents aware of the importance of school attendance.

Annually, parent members of the ELAC will be elected by parents/guardians of ELs. Other members of the ELAC will be appointed. The percentage of parents of ELs on the ELAC shall be at least the same percentage as EL students at the school. In no event shall the percentage EL parents serving on the ELAC be less than 51%. Upon formation of an ELAC, appropriate funds will be allocated to support reasonable expenses that parents may incur in carrying out their duties as members of the ELAC. On an annual basis, the school shall provide the ELAC with relevant training that may be needed for members to carry out their duties.

### **STUDENTS WHO ARE GIFTED AND TALENTED AND ACHIEVING ABOVE GRADE LEVEL**

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

## Identification

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

## Instruction

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

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

create artifacts of self-directed learning

As a result of program differentiation using the strategies just described, the unique learning needs of advanced learners are met within the regular classroom program. Teachers will receive training through professional development annually regarding the characteristics of gifted, potentially gifted and advanced learners, the process for identifying those students, and instructional strategies that support those students in the classroom.

#### Progress Monitoring

The progress of gifted, potentially gifted and advanced learners will be monitored by classroom teachers and school administrators utilizing standardized assessments, class work, and student progress reports to ensure that their unique needs are being met and whether modifications to the program need to occur to improve the academic outcomes of these students.

The School Director is the onsite GATE designee.

### **STUDENTS ACHIEVING BELOW GRADE LEVEL**

Students who are identified as under-performing and demonstrate low achievement toward mastery of state standards will be reviewed by the Student Support and Progress Team (SSPT) following referrals from teachers or parents. The multiple intelligences emphasis in our program has been shown to be effective at engaging and developing low achievers, but we will not rely on our standard program alone to reach these children. The goal at Extera will be to provide a large variety of pedagogical practices as early as possible to determine methods that best fit the individual student and to implement appropriate intervention. In cases where students are struggling to achieve grade level standards at any of the grades (TK-8), during and after school intervention will be provided by teachers, apprentice teachers, support teachers, and members of the special education team.

#### Identification

It is anticipated that the academic needs of most students will be met through the core elements of the Extera program. Nevertheless, in some instances students who are achieving below grade level may require additional assistance to catch up to their peers. Extera teachers are in constant contact with parents/guardians about student academic progress and will communicate the identified needs to parents/guardians at either progress report conferences in which there are three each year or at a student-led conference in which there are three each year as well. Students are identified as under achieving if:

- Their classroom performance is considered to be one or more years below grade level based on class assignments and/or assessments

- They did not meet or nearly met standards in English language arts/literacy or mathematics on the CAASPP
- They fail to demonstrate a minimum of one year of academic growth in reading, writing, and/or mathematics during each year
- Progress monitoring through NWEA MAP scores
- They have special learning needs

## Instruction

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

- Early intervention in reading utilizing Fountas and Pinnell LLI (Leveled Literacy Intervention) System during school
- Before-school tutoring
- After-school tutoring
- An individualized support plan developed in consultation with the student, his or her parent or guardian, and/or the Student Support and Progress Team.
- Individual contract with the student
- Referral for mental health counseling
- Parent-workshop for parents/guardians of the student
- Other program modifications and supports as determined by the classroom teacher

## Progress Monitoring

Extera Public School will utilize the student information system (SIS) to capture student information and effectively track academic progress over time. The SIS provides an all-in-one system that combines data from assessments, report cards, grade books, data analysis, and parent communication. Using the data tracking system, students identified as academically low achieving are monitored by teachers and school administration in order to ensure satisfactory academic progress and to provide timely and targeted intervention when necessary. In the event low achieving students fail to make satisfactory academic progress despite targeted interventions implemented by the classroom teacher, the teacher may decide to refer the student to the Student Support and Progress Team.

## **SOCIO-ECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS**

Extera acknowledges that the students we might serve, may face many challenges within their local community, and some of the children might lack access to essential resources. Extera's

teachers and staff will receive training on recognizing symptoms and behaviors indicative of a child's need for additional support, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs. School administrators, the Student and Family Services Coordinator, and the Student Support and Progress Team (SSPT) will all play a role in identifying students and families in need of additional resources or supports, including referrals to community service organizations. As detailed extensively herein, we believe that all students can learn and succeed, and that all students, including students who might be considered "disadvantaged," are capable of academic excellence. Our emphasis on a school community and the responsibility we have to one another within that community extends to the parents and families of our students as well. The progress of students who are socio-economically disadvantaged or homeless will be closely monitored by classroom teachers, school administrators, and other school support staff to ensure that they receive adequate, appropriate and timely supports (i.e. referrals to outside agencies, increased communication with the school, SSPT meeting, homework assistance and after school enrichment) to ensure their successful progress in school.

Extera will provide a whole day program to students in grades TK/K-8, and a before- and after-care program for interested students in all grades to ensure full-day coverage from 7:30 a.m. to 6:00 p.m. to provide enrichment, homework support, and to accommodate the schedules of working families. The arts, music and physical education curriculum, as well as numerous school field trips and other enrichment activities, will expose disadvantaged students to enhanced learning opportunities and enrichment they might otherwise not have.

#### *Students with Disabilities*

Provisions addressing matters related to students with disabilities can be found in the Federal, State and District Required Language.

#### *Students in Other Subgroups*

##### *Student Support and Progress Team*

Extera recognizes there are students who may need additional academic, behavioral, language or social emotional support within the classroom. Extera uses a system of support to meet the needs of all students based on the multi-tiered systems of support (MTSS) model. Therefore, Extera uses supports inside and partnerships with outside organizations to meet the needs of all students. Before determining a students' eligibility for special education services, teachers make best use of available resources within the general education classroom context. A Student Support and Progress Team (SSPT) model is used, to the maximum extent feasible under law and policy, to attempt to meet student needs within the regular instructional setting prior to referral for formal assessment for special education services.

The purpose of the SSPT is to discuss issues and concerns related to a students' performance, identify intervention strategies which may help a student succeed, and monitor their progress to ensure learning and development. The team may suggest regular program interventions and/or support services available to all students. The SSPT referral process serves as a resource and first step before referring a student for formal assessment and eligibility of special education services. The SSPT consists of all or some of the following individuals; the student's teacher, parent, Special Education Coordinator, School Psychologist, and school administrator.

An SSPT uses a systematic problem solving approach to assist students with concerns which are interfering with success. The SSPT clarifies areas of concern; documents previous interventions; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student.

The SSPT process is a function of the general education program. All students can benefit from an SSPT, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues. Any parent, Extera teacher, or staff member, who has a concern for a student can refer that student to the SSPT for consideration. Anyone who is connected with the student can be included in the SSPT to provide information to share about the student's strengths, concerns and strategies which have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement. The meeting is designed to bring out the best in the people involved.

The Extera SSPT meeting steps include:

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 and supports to target focus areas are identified
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

After implementation of a SSPT plan and follow up, if the problem continues or if sufficient progress has not been made, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the SSPT.

### *Students who are in the Foster System*

Foster youth will be identified upon enrollment or at other times during the school year when foster parents inform school administration or office staff of the child's foster status. Extera will track foster youth via the school's student information system. The assigned Foster Student Liaison, Student and Family Services Coordinator, will support the school by providing support to foster students. Through that support, Extera Public School will meet the needs of each student individually (counseling, etc). Established partnerships with on and off site mental health providers will be readily available to assist with the mental health needs frequently associated with students in foster care. Interventions for foster youth will be provided as needed through the school's Student Support and Progress Team (SSPT) process, which is initiated as needed based on academic and/or behavior concerns and/or other factors that might be risk factors for school failure. Additional support to foster care families will be provided through our parent meetings, teachers, and school administration. As they do with other student subgroups, teachers and administrators will track the academic progress of foster youth to ensure that they are progressing satisfactorily at school.

### **“A TYPICAL DAY”**

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

It's 7:30 on a Wednesday morning when Mrs. Carmen Sánchez arrives at the entrance of Extera Public School with her two children, Miguel and Elena. Miguel is a second grader; his older sister is in the 5th grade. At the door Ms. Gorocica, the School Director, exchanges greetings with them. Miguel excitedly informs Ms. Gorocica that his class finally harvested the tomatoes they planted several weeks ago, and can't wait to finally taste them. He's really excited to compare and contrast color, texture, taste and smell. Elena asks if Ms. Gorocica might visit her classroom when she gives her presentation on whales that afternoon. She promises to try to stop by but tells her that if she misses it, perhaps she can stop by the office later in the day to share her presentation with other interested members of the leadership team.

As Miguel and Elena make their way to the breakfast area, Mrs. Sánchez heads towards this week's parent workshop. She has been looking forward to this week's topic: "Supporting Young Readers at Home." Although Miguel loves school, he has had some difficulty with reading in the past, and Mrs. Sánchez wants to learn more about what she can do at home to help. The presenter, a librarian from the local public library, provides fascinating information, in both Spanish and English, about the significant impact that independent reading at home has on academic achievement at school. Mrs. Sánchez discovers that the amount of free reading done outside of school has consistently been shown to be positively associated with vocabulary growth, reading comprehension, oral



reading fluency, and general knowledge. She is also reminded that students who read independently become better readers and score higher on achievement tests and above all, become more successful independent learners. The librarian provides tips for creating a quiet reading space and daily reading time in the home. The librarian reiterates the importance of making reading a family-centered, as well as independent activity, as she explains different fun and engaging strategies to encourage active reading at home. She also distributes paperwork to obtain a local library card. Mrs. Sánchez completes the forms and makes plans to take both children to the public library on Saturday. Because she is still learning English, the librarian recommends that she check out a CD player along with the recording of a story in English for Miguel. That way, they can both learn as they listen and discuss together.

Miguel and Elena begin their day at EPS with a healthy breakfast of black bean tamales and sliced organic tomatoes from the school's vegetable garden. Miguel is very proud because his class planted the tomatoes as part of their community service project, and his friends all comment that the tomatoes seem to be especially tasty. Miguel remembers that tomatoes are on his list of superfoods and returns for seconds.

After breakfast, the two children have time to chat and play with friends on the playground during the morning Meet and Greet. Elena seeks out her former third grade teacher, Ms. Vega, to tell her how excited she is to give her report on orcas. She explains how it seemed kind of boring, but her current teacher has helped her to learn to use both books and digital information to find, analyze, critique, and share important orca information for her presentation. Two years earlier, Ms. Vega had taken Elena's third grade class whale watching. It was Elena's first time on a boat. Elena was nervous at first, unsure what to expect, but at the time, Ms. Vega watched with pride as Elena joined her friends and enjoyed the sea breeze and sunshine, saying later it was one of the best days of her life. Now, as a fifth grader, Elena was already looking forward to her next ocean adventure: a trip to the Santa Catalina Islands!

Later this year, Elena's class is going to local tide pools and the Aquarium of the Pacific for a three-day investigative excursion. So, Elena chose to do her report on orcas and is very excited that she will be able to see some in person. Elena explains that she will not only be presenting facts about orcas but that she has also written a story about an orca that is born completely white. Elena shows Ms. Vega her story, and explains how the other whales at first are fearful and stay away, but in time they become friends and learn that being different is okay. Elena tells Ms. Vega that the story reminds her of the kinds of stories her grandfather tells her. Ms. Vega says she is very impressed and proud of Elena and knows that the other students will enjoy her presentation and that they are fortunate to have her as a classmate.

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

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

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

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

During math time, Elena's class plays a math game independently on a math app that each student has on their individual laptop. The game is called Guess My Rule.<sup>5</sup> On the math app the students learn about a magic fruit machine that when fruit goes into the machine, a greater or lesser quantity of the same fruit comes out. Students observe when using the math app that they can control the amount of fruit by clicking on a blue button on the machine. After working independently and playing Guess My Rule on the math app, Mr. Williams the classroom teacher, draws a picture on the board to reinforce what students observed on the computer app with whole group instruction:



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<sup>5</sup> With this lesson, Elena's teacher is introducing the concept of functions. The activity lays the groundwork for the 5th grade Algebra and Functions standard, —Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid.

Mr. Williams explains how it works. To do so, he draws a diagram that looks like this:

Apples In	Apples Out
4	8
5	9
6	

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

At lunch, Elena talks excitedly with her friends as they sit down together to eat. Freshly picked flowers from the flower garden decorate the tables in vases made of jelly jars with paper mâché – handmade and painted by the fourth grade students as part of their recycling project. Students enjoy an organic meal for lunch that includes fresh salad, roast chicken breast and brown rice. Students then select a piece of fruit or two for dessert.

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

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

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

Despite his newfound physical prowess, Miguel is excited to return to class after P.E. to meet the classroom's newest member: a frog! Although he doesn't know for sure that it will be a frog,

Miguel believes that he has solved his teacher's riddle. She told the class that during the life cycle unit and their study of metamorphosis, they would have a special visitor in the classroom. When the boys and girls pressed her to know who or what, her only answer was:

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

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

A Frog Tale

by Sue Chilton<sup>6</sup>

*(Music: The Ash Grove traditional Welsh folk tune)*

*In frog ponds and rivers, in summer rain puddles,  
Our cycle of life keeps on turning this day.  
No scales have we ever, no hair and no feathers; We're  
smooth-skinned and big-eyed, amphibians at play. We're  
born to the food chain: there's danger before us;  
Aquatics adore us, we're dinner they say!  
Long bird beaks, sharp fish teeth,  
Each day the fight repeats: find food and not BE feed,  
Survive one more day!*

*We look like little fish with our gills and tail waving,  
No way we can hop out to sit on a log.  
But we'll metamorphose, and you know how that goes:  
This fast-changing tadpole will soon be a frog!  
We're cold-blooded creatures with singular features: On  
land and in water, but not in the sea!  
Too cold? Hibernation. Too dry? Estivation.  
Survival's the life-game we've played through hist'ry.*

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

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<sup>6</sup> Sue Chilton is a retired LAUSD teacher and curriculum specialist. Ms. Chilton developed an exceptionally effective strategy of introducing academic content through songs while teaching in Los Angeles.

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

Afterward, as promised, Mr. Williams asks for thoughts about what might be happening with the trees on the yard. He documents their guesses on chart paper:<sup>7</sup>

*It has something to do with sunlight.*

*It must be too much water.*

*It must be not enough water.*

*The trees look different. They used to look the same.*

*It's the season. Some trees lose their leaves earlier than others.*

*There is poison in the ground.*

*The trees have different ages.*

*Insects are eating the trees.*

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

School dismisses at 2:00 on Wednesdays, but Elena and Miguel are enrolled in the after school program. In the after school program Elena is able to first relax with a favorite book, *The Island of the Blue Dolphins*. Even though she read it once already, she loves to imagine that she is Karana. Miguel must spend time in the homework center and begins to tackle his math assignment, a follow up to the work he was doing in class with multiplication arrays. Since Miguel knows his 2s, 5s and 10s, his after school program leader encouraged him to work on a challenge problem:

### How Many Animals?<sup>8</sup>

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<sup>7</sup> Source: This lesson was adapted from a lesson presented by the National Research Council in the publication *Inquiry and the national science education standards: A guide for teaching and learning*. (2000). Washington, D. C.: National Academy Press.

<sup>8</sup> This lesson is an adapted version of the lesson —How Many Animals? from *50 Problem Solving Lessons* (1996) by Marilyn Burns.

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

Later, with his homework complete, Miguel heads to the game room to challenge a friend to checkers and a few games of *Poison*<sup>9</sup>, a game he played for the first time in class earlier that day.

At 5:45, when their mother comes to pick them up, both children are already looking forward to returning to school the next day.

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<sup>9</sup> The game of Poison is a game for two people and teaches logical reasoning. Players usually begin with 13 objects, although a different number can be used to add new challenge. Players take turns removing one or two objects from the table and play until all of the objects have been taken. The last object to be removed is considered to be the poison. Whoever gets stuck taking it, loses. Source: *About Teaching Mathematics* (2000) by Marilyn Burns.

## **Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured**

*“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(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(c)(5)(C).)*

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(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.

## **1. MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

Student outcomes measure the skills and processes mastered and the concepts learned from the content of the school curriculum that is aligned to the Common Core State Standards, California's Next Generation Science Standards, and the California State Content Standards in Physical Education, and the core academic areas of language arts, math, social studies, science and visual and performing arts. Exit outcomes address the goals for all students, including: low achieving, low socioeconomic, English Learners, special education, and gifted.

### **MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

## **2. PERFORMANCE TARGETS ALIGNED TO STATE PRIORITIES**

The State Priorities table provided in Element 1 identifies and describes specific performance targets for all students and for subgroups that align with the eight state priorities. State standardized assessments provide data for performance goals, proficiency rates, reclassification rates, and subgroup progress.

## **3. ANNUAL MEASURABLE GOALS – K-2**

For grades that do not take standardized assessments in reading and math (TK-2), Extera Public School will utilize NWEA MAP as internal benchmark assessments given in the Fall, Winter, and Spring. These benchmarks are particularly important measures of annual student academic achievement. The State Priorities table in Element 1 includes all other measurable goals, outcomes, and assessment tools that are used to measure progress toward Extera Public School's goals.

## **4. GOALS FOR KEY FEATURES IN THE PROGRAM -N/A**

## **5. METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT**

Benchmark Assessments: Extera Public School uses NWEA MAP assessments as a tool to monitor the academic progress of all students, including sub-groups of students, throughout the school year. MAP assessments are administered three times each year: in the fall to provide benchmark achievement data; in the winter to provide mid-year benchmark data; and in late



spring to provide summative data of progress made during the school year. Teachers and administrators review student achievement data in order to identify program strengths and weaknesses and to provide differentiated instruction and maximize student growth. Teachers and curriculum specialists collaborate at weekly grade-level meetings to analyze data and tailor instructional plans based on individual needs.

**Skills Assessments:** Teachers in grades TK-2 will utilize skills assessments to track student progress towards early literacy skills mastery. Teachers will use the data to understand student needs and make data-informed decisions about proper teaching interventions for the student.

**SBAC Interim Assessments:** Teachers in grades 3-8 will utilize the CAASPP provided SBAC Interim Comprehensive Assessments and SBAC Interim Assessment Block assessments as formative assessments to gauge and understand student progress towards mastery of the Common Core State Standards.

**Reading Inventories:** Teachers in grades TK-8 will utilize Fountas and Pinell's Benchmark Assessment System (BAS) to perform tri-annual reading inventories. The BAS will provide teachers with the following information on each of their students: oral reading rate, accuracy rate, self-correction ratio, fluency score, and comprehension score. The information will assist teachers with understanding individual reading needs in order for them to support each student specific to their needs.

**Classroom Assessments:** Teachers will utilize a combination of curriculum-provided formative assessments and teacher-created formative assessments to measure students' daily learning and understanding of lessons. This includes but are not limited to entrance tickets, exit tickets, quizzes, student reflections, on-demand writings, etc.

## **6. DATA ANALYSIS AND REPORTING**

Results and accountability are an expectation from all stakeholders at Extera Public School. Data is relied on heavily for decision-making. Assessments are analyzed by teachers, administrators, and curriculum specialists, as well as reviewed and discussed by the Board of Directors, to monitor student mastery of grade-level content standards. Annually, the Board of Directors sets organizational goals for improved academic achievement based on the outcomes identified during data analysis. Benchmark assessment data is analyzed for all students, including sub-groups of students, and used to drive instruction for the next cycle of instruction until the next benchmark assessment occurs. Instructional areas of focus are identified and targets for improvement are set based on the Charter School's analysis of student achievement data. Students and subgroups of

students who are failing or struggling to achieve grade level achievement benchmarks are targeted for additional support and enrichment. For example, students who are not meeting grade level standards receive instructional modifications, such as: individual and small group instructional support the teacher; opportunities for review; strategic instructional intervention in ELA and/or mathematics that is provided during and/or after school; an SSPT meeting when appropriate; and follow up monitoring to ensure that satisfactory progress is made.

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

Extera will provide periodic Data Days for staff professional development that will focus on understanding and analyzing assessment results. During these Data Days, all teachers will analyze the recent assessment data and create a detailed action plan (including consideration for subgroups) for responding to the data using a provided template. This deep dive into the data ensures that teachers, with the support of school administration, have a clear plan for re-teaching whole-group, small group, and individual students to address any misconceptions or gaps in content. All data will be discussed with the Chief Academic Officer and feedback will be provided on each action plan to ensure the most robust response to the data.

In order to empower our students and to instill a sense of accountability, students will also receive data and set goals for their learning. Every student's progress will be tracked and displayed in the classroom in an age-appropriate way that appeals to the age group. Teachers hold goal-setting conferences with students to review their data with them and set goals for their learning.

The school administration and teachers will analyze data on a weekly, monthly, trimester, and annual basis to assess the rigor and implementation of Extera's educational program. The data collected will be used to create data reports to track student achievement and growth towards our rigorous end of year assessments. The data report will include student achievement data and analysis that is reported to the Board of Directors periodically, and the Board uses this data to hold the CEO accountable for alignment and progress towards the mission. Additionally, on an annual basis, academic data will be used for strategic planning purposes.

The School Site Council (SSC) will utilize academic data reports to inform their decisions and recommendations. Student achievement data will be disaggregated annually to clearly identify the academic performance of students by numerically significant subgroups, including but not limited to, ethnicity, gender, English Learner, socio-economically disadvantaged students, and students with disabilities. The SSC will then use this data to form their analysis and any programmatic recommendations to the LCAP (Local Control and Accountability Plan).

## **7. GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

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

### *Ongoing Assessment*

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

### *Student Progress Reports*

Students and parents receive reports on student progress in all content areas, including P.E., as well as an evaluation of student achievement of the school's Trailblazer character traits. Progress reports are issued three times each year. Progress-to-Date reports are issued at the mid-point of each grade reporting period for students who are not meeting grade level standards so that parents are informed prior to the issuance of the progress report that their child is struggling. Teachers are expected to assess students in all academic areas, including P.E., at least every two weeks and to upload assessment scores into the Charter School's database. If a student is severely below grade level in English language arts and mathematics, the student may be considered for a "bonus year" (retention) at the same grade level. In that case, parents are informed during the second and third reporting periods that their child is being considered for a bonus year (retention), and a Student Support and Progress Team (SSPT) meeting is scheduled with the parent. Because parent support of the decision is critical to student success, the Charter School seeks consensus with all team members, including the parent. During the SSPT meeting, a determination is made as to whether

a bonus (additional) year at the same grade level is an effective intervention to improve student achievement. The parent has a right to express support or disagreement with the decision of the SSPT during the meeting. In the event that the parent disagrees with the decision, whether to provide a bonus year or not, the parent has the right to appeal the decision to the School Director and, if agreement is still not reached, to the Extera Public Schools Chief Executive Officer. The following evaluation system is used to report student progress:

1) Not Meeting Grade Level Expectations

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

2) Nearly Meets Grade Level Expectations

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

3) Meets Grade Level Expectations

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

4) Exceeds Grade Level Expectations

- Student demonstrates exceptional skill/concept development toward mastery of the content standards
- Student applies learning to other subject areas independently

Student progress in all subject matter content areas will be reported to parents during each reporting period, and copies of each student's progress reports are maintained in the students' cumulative records, housed in the main office. In addition to providing scaled scores using the above evaluation continuum, teachers will include narrative descriptions within the progress reports to indicate completeness and quality of work, level of understanding, attitudes and behaviors at school, and other relevant information about the student's growth in performance during the reporting period. A record of attendance and tardies will also be included.

## **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(c)(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 not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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 comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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(c).

### **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.

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 California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). 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.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

### **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.

#### **1. GOVERNANCE STRUCTURE**

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

#### **Role of the Governing Board**

The Extera Public Schools Board of Directors (also referred to herein as "Board," "Governing Board" or "Board of Directors") role is to oversee the vision, mission, unique school design, related school performance and the fulfillment of the Extera Public School charter petition. Extera Public Schools Board of Directors is also responsible for monitoring related school policies, and applicable local, state and federal laws and regulations. Extera Public Schools Board of Directors is responsible for governing the operation and fiscal affairs of Extera Public School including but not limited to the following:

- Ensure Extera Public School meets its mission and goals
- Hire, supervise, and evaluate the Chief Executive Officer
- Approve all contractual agreements according to Extera Public Schools fiscal policies

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

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of Extera Public School the duties of ensuring Extera Public School meets its mission and goals, promote, guard, and guide the vision and mission of Extera Public School, monitor student achievement to ensure progress toward fulfillment of the charter school's mission, and engage in ongoing strategic planning. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

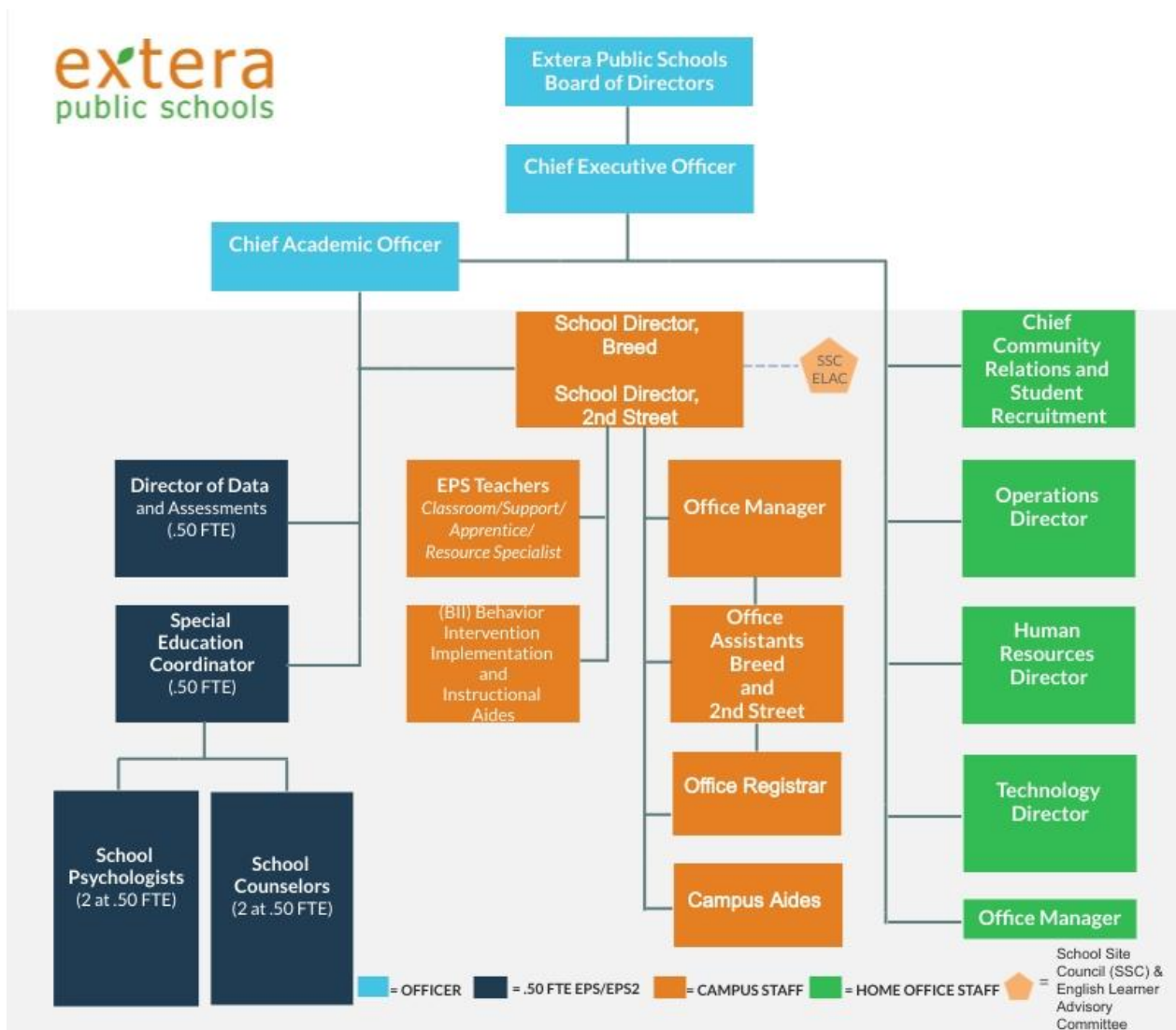
- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Extera Public Schools Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote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

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

## Legally and Operationally Independent

Extera Public School is a directly-funded independent charter school and operates as a California Nonprofit Public Benefit Corporation, pursuant to California law. Extera Public Schools has been granted tax exempt status by the Internal Revenue Service under section 501(c)(3) of the Internal Revenue Code. Extera Public School and LAUSD shall not in any way or for any purpose become or be deemed to be agents, partners, joint ventures, or a joint enterprise. Pursuant to Education Code Section 47604(c), LAUSD shall not be liable for the debts or obligations of the Charter School, or for claims arising from the performance of acts, errors, or omissions by the Charter School, if the authorizer has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code Sections 47604.32. Extera Public Schools is governed in accordance with applicable Corporations Code sections and will be responsible for all debts and obligations of Extera Public School.

## Organizational Chart



## **Chief Executive Officer**

Reports to: Primary: Board of Directors

Classification: Full-Time, Non-Exempt, At-Will Employee

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

Among other responsibilities, the Chief Executive Officer:

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

- Curriculum Design
- Assessment of student academic achievement
- Analysis of student academic achievement
- Data driven decision-making utilizing student achievement data
- Budget requests and recommendations aligned to the Charter School's LCAP and LEA Plan
- Technology Plan, including acquisition and utilization of classroom technology
- School site administration and human resources
- Participates in the dispute resolution procedure and complaint procedures when necessary

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

### **Chief Academic Officer**

Reports to: Primary: Chief Executive Officer Secondary: Board of Directors  
Classification: Full-Time, Non-Exempt, At-Will Employee

The CAO sets and implements the academic vision for Extera and has primary responsibility for the academic performance of Extera schools. The CAO serves as the senior instructional leader and expert in the organization. Working in close partnership with the CEO, the CAO is the primary person responsible for supervising and supporting school leaders and Extera's instructional programs. Accordingly, the CAO regularly presents to Extera's Board of Directors and is responsible for reporting instructional goals, priorities, practices, and outcomes to the Extera Board.

### **Main duties and daily responsibilities include:**

#### **Academic Program Leadership**

- Develop, lead, and implement the academic vision for Extera, setting and monitoring academic priorities and goals;
- Develop and refine the Extera education model and approach, balancing consistency across Extera schools with the unique needs of each campus;
- Understand and interpret student performance data to identify areas for development and develop data-driven strategies and approaches to address gaps in instruction and learning;
- Provide leadership and support on adopting and implementing research-proven, standards-based instructional practices and aligned curriculum and assessment materials;
- Drive collaboration across schools.

#### **Team Leadership and Professional Development**

- Build the capacity of a team of school directors at all Extera Public Schools charter schools to ensure quality instructional leadership across the system;

- Collaborate with the school leadership teams at all Extera Public Schools charter schools to establish instructional priorities by school site and coordinate the deployment of resources to ensure high quality implementation of school educational design, including standards, assessments, instructional guidelines, and school culture;
- Develop ongoing training, coaching, and professional development programs for school leaders and teachers to ensure each school is staffed with high quality instructional staff.
- Hires, supervises, disciplines and dismisses School Directors, teachers (including apprentice teachers and support teachers),

#### School Culture

- Ensure that all Extera Public Schools develops and maintains a positive, engaging culture that combines high academic expectations and rigor with a focus on the whole child and strong SEL practices;
- Regularly observe and evaluate student work and school culture through classroom walkthroughs and observations;
- Support school leaders at all Extera Public Schools on creating coherency in culture and routines within the school.

#### School Director

Reports to: Primary: Chief Academic Officer Secondary: Chief Executive Officer  
Classification: Full-Time, Non-Exempt, At-Will Employee

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

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

- Relevant experience with school and organizational leadership and educational innovation; a Master's Degree in Education and/or Administrative Credential
- Relevant successful experience as a school leader and teacher
- Expertise in curriculum design, supervision and evaluation
- Knowledge of special education programs, policies, and best practices
- Ability to communicate effectively with diverse groups, the Board and the community; Spanish language fluency strongly preferred

- Interest in the charter school model of public education and commitment to the charter school's success
- Experience with school operations including finances, fundraising, facilities, health and safety and other operational management
- Other qualifications and/or qualities deemed important by the Board

Among other responsibilities, School Directors:

- Report directly to the Chief Academic Officer
- Oversee the day-to-day operations of the Extera Public School
- Actively promote and sustain the school's vision and mission at the school site and within the surrounding community
- Work to ensure the safety and well-being of all students and staff at the school
- Participate with the CAO in the recruitment, hiring and professional development of highly qualified teachers
- Review teacher credentials annually
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal to the CAO
- Make recommendations to the CAO regarding the hiring and dismissal of Charter School teachers (including apprentice and support teachers), office staff, and supervision staff
- Assist with the development of the annual School Accountability Report Card (SARC)
- Conduct informational meetings no less than four (4) times each year for parents regarding the Charter School's goals, priorities, achievements, and other pertinent information
- Effectively supervise and evaluate teachers (including apprentice and support teachers), office staff, and supervision staff
- Organize and lead teacher workshops and professional development
- Facilitate teacher common planning time
- Oversee programs and policies relating to students who are English Learners (EL), students who receive special education services, gifted students, and socioeconomically disadvantaged (Title I) students
- Schedule, monitor, and serve in the role of administrator at IEP meetings
- Assist with student discipline, suspension, and alternatives to suspension as necessary
- Report to the Board of Directors at regular Board meetings regarding student academic achievement and progress of the school in achieving educational outcomes stated within the charter petition and organizational goals
- Organize and facilitate the School Site Council (SSC)
- Be a liaison to community and business partners
- Represent the Charter School at meetings, forums, and school wide events
- Call meetings with faculty and staff as needed
- Work in collaboration with the Parent Engagement Coordinator to provide support to parents, organize parent information meetings and workshops, and increase parent involvement
- Work in collaboration with the Chief of Community Relations and Student Recruitment and/or Parent Liaison to recruit new families and students
- Take responsible steps to secure full and regular attendance of all students at school

- Complete and submit required documents as requested or required by the charter and/or Extera Public School Board of Directors and/or the District
- Identify and make recommendations to the CEO regarding the staffing needs of the school and offer staff development as needed
- Facilitate the development and effective implementation of the Charter School's Safe School Plan and collaborate with the LAUSD principal as needed and/or required to plan and conduct emergency drills as stated within Prop 39 agreements
- Promote and publish Extera Public School's program and activities in the community, promote positive public relations, and interact effectively with media
- Attend District Administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.

## **2. GOVERNING BOARD COMPOSITION**

Extera Public School is governed by a Board of Directors who maintain active and effective governance in accordance with its charter petition and its adopted corporate bylaws that shall be consistent with the terms of this charter. Governing Board members will demonstrate the desire and the commitment as well as possess the educational and professional backgrounds, skills, and experience to effectively govern charter schools.

The Board shall have a minimum of five (5) and no more than fifteen (15) directors. The existing Board of Directors designates all directors, with the exception of one director who is a representative of the Charter School parents and who is selected by the parent community. Pursuant to education code Section 47604(b), a charter school authorizer may have representation on the board.

## **3. GOVERNING BOARD MEMBER SELECTION**

Any member of the community may refer a potential candidate to the Board's Membership Committee for consideration. The Membership Committee utilizes criteria to select new members and meets with all prospective candidates to determine whether or not recommended candidates fit the stated needs of the Board recruitment strategy and should be recommended as candidates to the Board. Criteria for board membership includes, but is not limited to: commitment to the Charter School's mission, connection to the community the Charter School serves, diversity among board members that reflects the city of Los Angeles, availability to attend board meetings, professional expertise and experience as it relates to the needs of the Charter School. Board members shall have expertise and experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, real estate, or public relations. Community members will be sought who have strong ties and recognition in the local community through volunteer activities, philanthropy, public employment, or local business. If a candidate meets the needs of the Board at that time, the Membership Committee presents the nomination and the candidate's resume during a Board meeting for discussion. If any Board members have questions or want to



meet the potential member, the Membership Committee facilitates such a meeting. If support exists, the Membership Committee brings the nomination to the Board for a vote. Although the Board strives for unanimous support for new Board Members, per the by-laws a simple majority is all that is required.

### **Term of Office**

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

### **Conflict of Interest**

No member of the Governing Board will be compensated for his/her role as a Board member, and no member shall have a financial interest in the organization or contracts coming before it. The Governing Board has adopted a Conflict of Interest Code in accordance with the Political Reform Act and as defined in Education Code section 47604.1 that is submitted to the Los Angeles County Board of Supervisors. Board Members shall complete and sign an annual Statement of Economic Interests (Form 700) disclosure statement concerning possible conflicts of interest.

## **4. GOVERNANCE PROCEDURES**

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

## **5. GOVERNING BOARD'S DECISION-MAKING PROCEDURES**

A Board meeting occurs whenever a majority of members hear, discuss, or deliberate on any item related to the governance of the school. This meeting definition also applies to standing committees. A majority of board members (quorum) must participate, either physically or

telephonically, for governing board action to take place.

Telephonic participation by board members will comply with the Brown Act and is permitted provided that: all votes are taken by roll call; the agenda is posted in all locations where board members are located, all locations are listed on the agenda; all locations will be fully accessible to the public; and full data transmission will be available in all locations so that everyone can participate.

Committee meetings also adhere to Brown Act requirements.

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

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

### **Board Committees**

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

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

## **6. STAKEHOLDER INVOLVEMENT**

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

### **School Site Council (SSC)**

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

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

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

activities such as:

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

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

### **Parent Volunteers**

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

To support parents seeking guidance as to how they can increase their involvement at the Charter School, School Directors, in collaboration with the School Site Council and, maintain a list of volunteer opportunities including but not limited to the following: volunteering in the

classroom/school; attending parent-teacher conferences; attending SSC meetings; attending parent information, Back to School, Open House, and board meetings; and participating in the planning of and/or execution of special events, field trips, and activities.

### **Teacher, Staff and Parent Surveys**

Teachers and staff at Extera Public School receive end-of-year employee satisfaction surveys designed to elicit their feedback regarding the effectiveness of programs and operations of the school. Parents at Extera Public School receive end-of-year parent satisfaction surveys designed to elicit their feedback regarding school programs, activities, and overall satisfaction with the school. All survey responses are anonymous. In addition to the annual end-of-year surveys, teachers, staff and parents are frequently surveyed by School Directors to gauge stakeholder perceptions and needs on many topics throughout the year through informal google form surveys. These ad hoc surveys are advisory in nature and are used to assist school leadership with decision making in many areas such as the academic program, school event planning and communication with parents and the community.

## **Element 5 – Employee Qualifications**

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

### ***Employee Positions and Qualifications***

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

## **1. EMPLOYEE QUALIFICATIONS**

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

## 2. EMPLOYEE POSITIONS

Extera Public School may employ the following staff positions (This list is not exhaustive and EPS may develop additional roles as needed throughout the term of this charter petition. Roles that are not reflected in the budget submitted with this petition are indicated as potential roles below.):

<b>Position</b>	<b>Current or Potential</b>	<b>School Based/.50 FTE/ Home Office (School Services)</b>
Apprentice Teacher	Potential	School Based
Assistant School Director	Potential	School Based
Behavior Intervention Implementation Specialist (BII)	Current	School Based
Campus Supervision Aide	Current	School Based
Chief Academic Officer	Current	Home Office (School Services)
Chief Executive Officer	Current	Home Office (School Services)
Chief of Community Relations and Student Recruitment	Current	Home Office (School Services)
Chief Operating Officer	Potential	Home Office (School Services)
Director of Data and Assessment	Current	.50 FTE (EPS and EPS2)
Human Resources Director	Current	Home Office (School Services)

Office Assistant	Current	School Based
Office Manager	Current	School Based
Office Registrar	Current	School Based
Operations Director	Current	Home Office (School Services)
Parent Liaison	Potential	School Based
Resource Specialist Teacher (RST)	Current	School Based
School Counselor	Current	Home Office (School Services)
School Director	Current	School Based
School Psychologist	Current	.50 FTE (EPS and EPS2)
Special Education Coordinator	Current	.50 FTE (EPS and EPS2)
Support Teacher	Current	School Based
Teacher	Current	School Based
Technology Director	Current	Home Office (School Services)

#### *Apprentice Teacher*

All Apprentice Teachers at EPS are required to possess and maintain a current Commission on Teacher Credentialing Certificate, permit, or other document that satisfies school district requirements and meets all legal requirements to teach in California public schools. In addition,



EPS only hires Apprentice Teachers who possess a Cross-cultural, Language, and Academic Development (CLAD) certificate or equivalent California Commission on Teacher Credentialing EL certification and ensures that all Apprentice Teachers at EPS possess appropriate EL authorization as well as academic preparation to address the needs of students who are English learners. EPS seeks Apprentice Teachers who have received Specially Designed Academic Instruction in English (SDAIE) or similar training who are able to knowledgeably and effectively implement instructional strategies that support students who are English learners. EPS also actively seeks to recruit and hire Apprentice Teachers who possess a Bilingual Crosscultural, Language, and Academic Development (BCLAD) certificate or equivalent. The responsibilities of Apprentice Teachers are, among others:

- Commit to the vision and mission of Extera Public Schools as well as the goals and expectations described within the charter petition
- Work in a committed way to advance the academic and social success of every student
- Participate as an integral member of the teaching team to which you are assigned
- Assist regular classroom teachers with providing a quality, enriched and highly effective instructional program designed to engage students in the process of learning and to meet individual learning needs
- Provide substitute coverage as needed when a regular classroom teacher is absent
- Work in collaboration with teaching team colleagues and others
- Participate in grade level planning meetings
- Attend and participate in all professional development meetings pertaining to teachers
- Provide after school intervention to students who are struggling to meet academic expectations
- Assist classroom teachers with the ongoing assessment of student progress
- Assist classroom teachers with providing a safe, nurturing and effective classroom environment that reflects and facilitates the academic program described in the Extera Public School charter
- Utilize educational technology in the classroom when appropriate to facilitate learning and enrich the curriculum
- Actively strive for continuous and open communication with teachers, staff, parents and community members
- Maintain regular, punctual attendance

#### *Assistant School Director*

The Assistant Director will assist the School Director in overseeing and managing the instructional program, school site day-to-day operations, and teachers and staff. The Assistant Director will work in close collaboration with the School Director.

#### Instructional Program

- Oversee the implementation of the academic program at the school site
- Work in collaboration with administrators, teachers and staff at the other Extera Public

Schools sites to establish and maintain consistency and continuity of Extera's programs and best practices across campuses

- Support the supervision the instructional program of the school, including evaluating lesson plans, providing feedback to teachers, and daily visits to all classrooms on your campus
- Encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development
- Establish and promote high standards and expectations for all students and staff for academic performance and responsible behavior
- Ensure that the instructional programs engage the learner in tasks that require analytical and critical thinking, questioning the known, problem solving and creativity, that they address the range of skills and developmental needs found in the classroom, that they encourage the student to define individual goals and accept responsibility for learning, and that they provide a variety of methods for the student to demonstrate performance and achievement
- Provide opportunities for effective staff development that address the needs of the instructional program and needs of the staff, including workshops, conferences, etc.
- Demonstrate knowledge and understanding of curriculum development and program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning
- Provide instructional leadership, guidance and support to teachers
- Provide administrative support to teachers in their work to provide a quality, enriched and highly effective curriculum

#### Day-to-Day Operations

- Support the supervision of the day-to-day operations of the school site
- Ensure compliance with all laws, administrative codes, Extera Public Schools policies and regulations
- Execute school level plans set forth by the School Director to ensure the development, implementation, and evaluation of all school programs and activities
- Provide and supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of Extera Public Schools, in accordance with due process and other laws and regulations, ensuring a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students. Incorporate procedures for the early identification of potentially disruptive students and the conditions that create or enhance unacceptable behavior (e.g., bullying), and implement programs to address such conditions
- Establish a professional rapport with students and with staff that earns their respect.
- Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school
- Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession
- Organize and supervise assembly programs and comprehensive extra-curricular programs

appropriate for students that support the Common Core

- Implement procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities, working in collaboration with the District school as needed
- Assume responsibility for the health, safety, and welfare of students, personnel, and visitors
- Develop clearly understood procedures and provide regular drills for emergencies and disasters, following State, local, and LAUSD guidelines
- Maintain visibility with students, staff, parents, and the community, attending school and community functions regularly to demonstrate a genuine interest in the students and staff
- Facilitate student discipline, parent communication regarding discipline, and teacher feedback regarding student discipline and classroom management
- Participate as the school administrator in IEP, 504, and SSPT meetings as necessary and appropriate
- Work in collaboration with Extera teachers, staff, administration, parent liaison, after school program director, and other program leaders to ensure smooth, effective and high quality programs at the School

#### Staff Management

- Support in supervising all personnel assigned to the school, establishing clear expectations for role, responsibilities, and performance to ensure that all job responsibilities are met and exceeded.
- Recommend to the School Director the renewal, dismissal, withholding of increment, promotion or other actions for all personnel assigned to the school, following established procedures which the staff shares successful practices and strategies.
- Keep the staff informed and seek ideas for the improvement of the school
- Conduct meetings as necessary for the proper functioning of the school
- Monitor and ensure that all staff indicates his/her presence for duty by signing in and out or clocking in and out according to Extera Public Schools' Policies and Procedures.
- Monitor the professional conduct of teachers and school staff.

#### Collaboration with Leadership

- Actively promote and sustain the School's vision and mission.
- Work in close collaboration with the CEO and Leadership Team to establish effective procedures, best practices and protocols that are aligned to the School's vision, mission and charter petition.
- Communicate regularly with the School Director to set priorities, discuss issues, and seek guidance and feedback
- Inform the School Director of issues affecting students, staff, teachers, parents, and the overall effective functioning of the school site
- Collaborate with the School Director regarding initiatives and activities that advance the School's programs, outcomes, and culture.
- Notify the School Director immediately of any unusual circumstances that could impact the safety or well-being of students or staff.
- Communicate with the School Director regularly about the needs, successes, and general operation of the school

- Actively strive to increase parent participation in the School's programs and activities and parent support for the school site
- Continue to grow professionally through collaboration with colleagues and professional growth experiences. Seek professional growth according to the instructional and programmatic priorities of the school
- Perform any duties that are within the scope of employment and certifications, as assigned by the School Director and not otherwise prohibited by law or regulation

#### Minimum Qualifications

Qualifications include:

- California Teaching Credential
- Master's Degree in Education or a related field
- Minimum of 3-5 years of teaching in a school
- Passion for providing equitable educational experiences for all students using data as a means to improve student learning and achievement
- Ability to train all levels of employees and deliver professional development
- Ability to work with educators and district staff to edit and create communications on various platforms
- Excellent written and verbal communication skills
- Experience with Student Information Systems (SIS)
- Ability to maintain effective working relationships with supervisors and coworkers
- Ability to interact with and respond appropriately to staff
- Ability to work independently
- Proactive approach to problem solving
- Ability to organize time and resources
- Knowledge of curriculum, instruction, best teaching practices and technology
- Ability to interpret and analyze school and student data
- Strong technological skills

#### Desirable Qualifications

- Bilingual Spanish speaker preferred

#### *Behavior Intervention Implementation Specialist (BII)*

In collaboration with the School Director, Extera's Special Education Team, and Classroom Teacher the BII will provide Behavior Intervention Implementation services and support to the student assigned in the classroom, on school premises, and outside venues during field trips.

#### Main duties and daily responsibilities include:

- Assist individual student(s) who exhibit severe behavioral challenges in and outside of the classroom setting.
- Assist the classroom teacher in the implementation of specific goals and objectives for assigned student(s).
- Assist in implementation of behavior plans and track/monitor data daily to provide necessary information for the purposes of developing annual IEP goals and objectives for

assigned student.

- Assist the Resource Specialist Teacher (RST) with the delivery of services to student(s) as needed under the guidance of the RST.
- Apply behavior analysis principles to work with assigned student(s).
- Provide individual and group assistance to special needs students in the classroom.
- Supervise student(s) during recess time.
- Communicate with school staff regarding student progress.
- Encourage appropriate social skills, interaction with peers, playing games, and conversation with partners or small groups.
- Commit to the vision and mission of Extera Public Schools as well as the goals and expectations described within the charter petition.
- Assist classroom teachers with providing a safe, nurturing and effective classroom environment that reflects and facilitates the academic program described in the Extera Public School charter.
- Actively strive for continuous and open communication with teachers, staff, parents and community members.
- Maintain respectful written and oral communication in responding to inquiries, taking messages, and directing calls to appropriate person.

Additional responsibilities as assigned:

- Assist student(s) with hand-washing, eating and other personal care needs if necessary
- Perform classroom-related clerical activities as required
- Assist with the general supervision of students before school, during recess and lunch, and after school as needed.
- Assist with the daily distribution of breakfast, lunch and snack to student(s) as needed. • Work in collaboration with colleagues.
- Utilize educational technology in the classroom when appropriate to facilitate learning and enrich the curriculum.
- Maintain regular, punctual attendance.
- Complete other related duties as assigned or needed
- Travel to various Extera Public Schools campuses if required.

Additional tasks, as assigned by Extera Public Schools

Minimum Qualifications

- Completion of at least 48 semester units or 60 quarter units.
- One year of paid or volunteer experience working with students with disabilities
- Training in implementing Behavior Intervention techniques as well as demonstrated experience implementing Applied Behavior Analysis (ABA) based behavior intervention techniques
- Desire to work with students with exceptional behavioral needs
- Ability to remain calm and professional in challenging situations
- Excellent communication/interpersonal skills as well as a desire to collaborate with various different stakeholders to help develop a whole-school community

### Desirable Qualifications

- Associate's degree preferred
- Candidates pursuing a full-time teaching are encouraged and will be the first considered for future hiring

### *Campus Supervision Aide*

Under guidance of the Extera Public School's School Director, Campus Supervision Aides will collaboratively undertake the general supervision of students. By maintaining campus security, they are to ensure the physical and emotional safety of Extera students. Maintaining a constant fluid presence on school grounds throughout the day, and assisting with school meal distribution and completion. Campus Supervision Aides are not equipped with weapons of any kind.

### Main duties and daily responsibilities include:

#### *Student Supervision (65%)*

- Greet and assist students, parents, staff, and any visitors warmly and in a professional manner
- Greet students and parents during morning drop off, ensuring safe arrival to school grounds
- Report to designated supervision area in a timely manner (playground, restrooms, cafeteria, stairwells, and buildings)
- Maintain awareness and have visual of surroundings to ensure student safety at all times
- Set up and collect play equipment for student use at recess (cones, balls, hoops, nets, etc)
- Reinforce school policies with students to promote school culture and hinder challenges
- Line up students in preparation for returning to class after breaks
- Communicate with office administrators via use of walkie-talkie at all time
- Report / Escort any student injuries or behavior incidents' to main office and provide necessary written reports to designated administrator
- Be familiar with, and assist implement the School Safety Plan
- Complete required trainings assigned on safety, nutrition, and mandated reporting annually

#### *School Meal Program (25%)*

- Adhere to expected protocol in preparation for meal distribution (Wash hands, wear hair nets, and gloves etc)
- Assist in setting up lunch tables and retrieving food from respective spaces on campus
- Supervise students during lunch service, ensuring all students have a lunch and follow expected requirements for participation in lunch program.
- Supervise students and make sure they are seated while eating
- Assist in cleaning lunch tables and stow away of leftovers in office

### Additional non-daily responsibilities as assigned:

#### *Office Support- (5%)*

- Organizing student documents, making copies, answering phones as needed

- Collect school mail from main campus office for the School Director
- Documenting inventory, moving supplies, lifting boxes

*School Support- (5%)*

- Monitor student behavior in and outside classrooms when coverage is needed
- Classroom supervision and lunch distribution on rainy day recess and lunch schedules
- Assist in the setup and cleaning of school wide events
- Attend school wide events, as requested
- Additional tasks, as assigned by the Extera Public School School Director, CEO, CAO, COO or Human Resources Director

*Minimum Qualifications:*

- High school diploma or equivalent
- Ability to collaborate well with others
- Ability to communicate effectively

*Desired Qualifications:*

- Spanish language fluency strongly preferred

*Chief Academic Officer*

The CAO sets and implements the academic vision for Extera and has primary responsibility for the academic performance of Extera schools. The CAO serves as the senior instructional leader and expert in the organization. Working in close partnership with the CEO, the CAO is the primary person responsible for supervising and supporting school leaders and Extera's instructional programs. Accordingly, the CAO regularly presents to Extera's Board of Directors and is responsible for reporting instructional goals, priorities, practices, and outcomes to the Extera Board.

Main duties and daily responsibilities include:

Academic Program Leadership

- Develop, lead, and implement the academic vision for Extera, setting and monitoring academic priorities and goals;
- Develop and refine the Extera education model and approach, balancing consistency across Extera schools with the unique needs of each campus;
- Understand and interpret student performance data to identify areas for development and develop data-driven strategies and approaches to address gaps in instruction and learning;
- Provide leadership and support on adopting and implementing research-proven, standards-based instructional practices and aligned curriculum and assessment materials;
- Drive collaboration across schools.

Team Leadership and Professional Development

- Build the capacity of a team of school directors to ensure quality instructional leadership across the system;
- Collaborate with the school leadership teams to establish instructional priorities by school

site and coordinate the deployment of resources to ensure high quality implementation of school educational design, including standards, assessments, instructional guidelines, and school culture;

- Develop ongoing training, coaching, and professional development programs for school leaders and teachers to ensure each school is staffed with high quality instructional staff.
- Hires, supervises, disciplines and dismisses School Directors, teachers (including apprentice teachers and support teachers),

#### School Culture

- Ensure that each school develops and maintains a positive, engaging culture that combines high academic expectations and rigor with a focus on the whole child and strong SEL practices;
- Regularly observe and evaluate student work and school culture through classroom walkthroughs and observations;
- Support school leaders on creating coherency in culture and routines within the school.

#### Minimum Qualifications:

- Commitment to the Extera mission and values and an internalized belief that all students can learn at high levels;
- A proven track record of effective school leadership, ideally in a K-8 setting, with a minimum of five years as an administrator and/or principal getting outstanding results in low-income communities with similar student populations who have similar needs;
- Ability to effectively coach and mentor direct reports, peers, and executive level officers on instructional strategies and developing organizational culture;
- Strong interpersonal skills, with the ability to develop strong relationships with a variety of stakeholders;
- Deep experience in the design, integration, implementation, and management of a school including knowledge of curriculum, instructional practices, school operations and management, social emotional learning and leadership development;
- A nurturing, collaborative approach to leadership and an accessible and approachable style;

#### Desired Qualifications:

- Bilingual Spanish speaker preferred;
- Master's degree from an accredited four-year institution, Doctorate degree preferred.

#### *Chief Executive Officer*

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



and control over the corporation's business and officers, subject to the control of the Board of Directors. Selection of the CEO is based on proven experience meeting the following desirable qualifications:

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

Minimum Qualifications:

- Bachelor's Degree or higher in an appropriate field
- Relevant successful experience as a school leader
- Ability to fulfill the role of visionary leader for the organization
- Entrepreneurial ability
- Interest in the charter school model of public education and commitment to the charter school's success
- Relevant academic and professional preparation to be successful
- Ability to advocate effectively on behalf of the school and to spearhead fundraising efforts
- Experience with school operations including finances, fundraising, facilities, health and safety and other operational management

Among other responsibilities, the Chief Executive Officer:

- Has primary responsibility for designing and overseeing the successful implementation of the Charter School's educational model as outlined in the charter petition
- Evaluates the overall effectiveness of the Charter School's programs and activities
- Develops a strategic facilities plan in consultation with The Extera Public Schools Board of Directors
- Develops a strategic operational plan in consultation with The Extera Public Schools Board of Directors
- Develops a strategic development plan in consultation with the Extera Public Schools Board of Directors
- Hires, supervises, disciplines and dismisses all direct reports
- Ensures that Extera Public School enacts its vision and mission
- Provides general oversight of the Charter School's teachers and staff
- Facilitates the development of a community relations plan

- Cultivates and maintains positive relationships with community-based organizations, foundations, philanthropic organizations, and other potential donors and supporters of the school
- Develops university partnerships with teacher education programs, researchers and other university programs and resources
- Approves and monitors the implementation of general policies of Extera Public School, including effective human resource policies for career growth and compensation of the staff
- Regularly measures progress of both student and staff performance in collaboration with School Directors
- Regularly consults with School Directors regarding student progress and academic performance
- Regularly consults with School Directors regarding teacher and staff performance
- In collaboration with the Chief of Community Relations and Student Recruitment works to involve parents and the community in school related programs
- Recommends the annual school calendar for approval by the Board
- Serves as the Charter School's Custodian of Records
- Oversees the following efforts by staff at the school site level:
  - Instructional Leadership
  - Curriculum Design
  - Assessment of student academic achievement
  - Analysis of student academic achievement
  - Data driven decision-making utilizing student achievement data
  - Budget requests and recommendations aligned to the Charter School's LCAP and LEA Plan
  - Technology Plan, including acquisition and utilization of classroom technology
  - School site administration and human resources
- Participates in the dispute resolution procedure and complaint procedures when necessary
- Identifies, develops, and recommends charter amendments to the Board as necessary and, in collaboration with the CAO, submits request for material revisions as necessary to the District for consideration

The CEO also presents an independent fiscal audit to the Extera Public School Board of Directors and after review by the Board of Directors presents the audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education. Although Extera Public School and its Board will be in charge of all administrative financial functions of the Charter School, EPS has contracted with ExEd to provide support with school management services. The accounting systems EPS has adopted adhere to generally accepted accounting principles, giving EPS strong internal controls within the system. The Charter School's Office Manager serves in the capacity of on-site financial manager and bears primary responsibility for the fiscal administration of the school, in collaboration with the Operations Director and the CEO.

*Chief of Community Relations and Student Recruitment*

The Chief of Community relations and Student Recruitment ensure the successful implementation of all student recruitment efforts, during the Open Enrollment period and throughout the school year as necessary.

- Conduct student recruitment presentations and information sessions at various locations within the community and at the school sites
- Establish relationships with community organizations such as pre-schools and other community organizations to facilitate student recruitment
- Organize and oversee implementation community building events at Extera Public Schools
- Work collaboratively with the schools to effectively implement processes, procedures, and protocols that lead to developing and maintaining capacity enrollment at all Extera Public Schools' campuses
- Maintain consistent and frequent communication with the school offices and school directors to ensure timely, accurate, and efficient enrollment practices are in place
- Work with school administration and office staff to develop and maintain positive community and parent relations
- Assist with the identification, development and implementation of practices that contribute to positive relations between the school and the parent community
- Assist with the development of student recruitment materials and presentations
- Maintain a log of recruitment activities and outcomes
- Ensure the successful implementation of activities to obtain Intent to Enroll forms in the fall as part of the Prop 39 process
- In collaboration with the CEO, develop and implement a written parent engagement plan that addresses education and a high level of parent participation
- Contribute to the development of a parent calendar that includes parent workshops, classes, information sessions, parent meetings, and special events for parents and families
- Develop community partnerships with local organizations for the benefit of Extera students and families
- Be the point person and the primary contact for the coordination and implementation of High School orientation events and related activities

#### Minimum Qualifications:

- High school diploma or equivalent
- Ability to collaborate well with others
- Ability to communicate effectively
- Commitment to the Extera mission and values and an internalized belief that all students can learn at high levels;
- Bilingual Spanish speaker preferred;
- Experience and a track record of successfully performing student or parent engagement and outreach

#### Desirable Qualifications:

- High school diploma or equivalent

- Ability to collaborate well with others
- Ability to communicate effectively
- Commitment to the Extera mission and values and an internalized belief that all students can learn at high levels;
- Bilingual Spanish speaker preferred;
- Experience and a track record of successfully performing student or parent engagement and outreach

#### *Chief Operating Officer (COO)*

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

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

services

**Minimum Qualifications:**

- Bachelor's degree from an accredited institution; and
- Minimum of five years of relevant work experience working
- Demonstrated skills and knowledge of the tasks related to the position
- Demonstrated ability to work collaboratively with others
- Demonstrated ability to manage time and work load effectively
- Demonstrated ability to be organized and detail-oriented and to manage a variety of tasks simultaneously

**Desirable Qualifications:**

- Minimum of five years of relevant work experience working, preferably in the field of education and in a charter school environment

*Director of Data and Assessment*

The Director of Data & Assessments will oversee the reporting of data to various State and Federal entities as well as the coordination of state mandated assessments at all school sites. The Director of Data & Assessments will empower teachers to use data and assessments to drive excellence, equity, and engagement in their teaching practice to ensure students are prepared for 21<sup>st</sup> century life and careers. The Director of Data & Assessments will also develop and assist in data-informed decision-making processes at the organization level.

State Data & Assessments

- Manages student data in the SIS (Student Information System) to ensure accurate reporting to State and Federal entities
- Manages CALPADS data for accurate reporting to TOMS (for ELPAC, SBAC, and CAST)
- Oversees and coordinates the administration of ELPAC (English Language Proficiency Assessment for California) for both initial and summative assessments
- Reports ELPAC scores to TOMS, the SIS (Student Information System), and various stakeholders in a timely manner
- Manages the reclassification process and reports data accurately
- Oversees and coordinates the administration of SBAC (Smarter Balanced Assessment Consortium) and CAST (CA Science Test) interim assessment blocks, interim comprehensive assessments, and summative assessments
- Reports SBAC and CAST scores to the SIS (Student Information System) and provides differentiated data visualizations to various stakeholders in a timely manner
- Oversees and coordinates the administration of PFT (Physical Fitness Test) for grades 5 and 7
- Reports PFT data to Federal and State entities
- Gathers and reports accurate information to the California School Dashboard as the CA School Dashboard Coordinator

- Administers and interprets School Experience Survey data for grades 5 and 7
- Attends State mandated trainings and conferences
- Delivers training for California's statewide student assessments
- Provides various data displays to support School Site Council meetings, English Language Advisory Committee meetings, Coffee with the Director meetings, Local Control and Accountability Plan development, and Board of Directors meetings as requested
- Manage and maintain data on Extera Public School's website to reflect State requirements and the timely sharing of information

#### Data-Driven Instructional Coaching

- Plans, schedules and delivers staff training on district's educational and instructional curriculum and web applications including but not limited to assessment and report card systems
- Observes and provides feedback to teachers about English Language Development (ELD) instruction
- Trains and supports teachers in creating accurate and timely ELD Progress Reports
- Develops and supports teachers in using NWEA MAP assessment data, curriculum assessments, SBAC interim assessments, and formative assessments to drive instruction and support differentiation
- Researches latest assessment technologies and strategies for teaching
- Develops instruments and tools for staff training
- Provides on-site support to school staffs related to assessment and data analysis
- Supports classroom teachers with administration of assessments and data analysis
- Supports PLC groups with assessments and data analysis
- Keeps abreast of current assessment developments through continuing education, professional reading, participation in conferences, workshops, and professional groups
- Creates and distributes video tutorials to support Data and Assessment initiatives
- Assists and empowers teachers with using data regularly

#### Data-Informed Decision-Making

- Collaborates with Home Office staff and Leadership Team to make data-informed decisions
- Provides various data displays and visualizations to different stakeholder groups to inform decision-making
- Reports on assessment results to the Board of Directors to inform decision-making
- Meets regularly with School Directors to support data-informed decision-making at the site level

#### Minimum and Desirable Qualifications include:

- California Teaching Credential
- California Administrative Credential
- Master's Degree in Education or a related field
- Minimum of 3-5 years of teaching in a school
- Demonstrated high level of proficiency in assessment design, and data analysis

- Experience using data to drive classroom instruction
- Passion for providing equitable educational experiences for all students using data as a means to improve student learning and achievement
- Ability to train all levels of employees and deliver professional development
- Experience developing self-help videos and guides
- Ability to work with educators and other Extera staff to edit and create communications on various platforms
- Excellent written and verbal communication skills
- Experience with Student Information Systems (SIS)
- Experience with online assessment systems and other instructional web applications
- Ability to read and understand technical manuals
- Ability to maintain effective working relationships with supervisors and coworkers
- Ability to interact with and respond appropriately to staff
- Ability to work independently
- Proactive approach to problem solving
- Ability to organize time and resources
- Knowledge of curriculum, instruction, best teaching practices and technology
- Ability to interpret and analyze school and student data
- Strong technological skills

#### Desirable Qualifications:

- Experience with Infinite Campus preferred

#### *Human Resources Director*

The Human Resources Director's activities include but are not limited to: payroll, application paperwork, onboarding, exiting, district and federal teacher credentialing, benefits management, answering HR questions from staff, and all aspects of HR compliance. The HR Director provides a wide variety of both complex and routine administrative services, including researching, writing and implementing policies and procedures, developing and conducting employee on-boarding and off-boarding processes, managing personnel records in the appropriate information systems and leading customer service functions. This position also supports some administrative duties of the Operations Team.

#### General Responsibilities

- Partner with the CEO, CAO and other members of Extera's leadership team to develop and implement human resources policies and procedures to address HR related needs
- Research, write and implement policies and procedures according to changes in state and federal law, school's charter and/or best practices
- Manage the employee on-boarding and off-boarding process; partner with School Directors and Extera home office staff to ensure an understanding of related requirements and procedures
- Resolve employee concerns related to their employment, wages, credential and health and welfare plans

- Administer the maintenance of accurate and up-to-date records for all employees in the appropriate information systems and coordinates the implementation of new functions or modules. Prepare scheduled and special ad-hoc reports for a variety of stakeholders
- Perform other related duties as assigned

### Key Responsibilities Include

#### Manage payroll

- Execute monthly payroll processing
- Work with School Director, office assistants, the CEO, and the back office team to ensure the accurate payment of wages
- Manage special situations, including stipends, time-off requests and overtime

#### Manage employee benefits

- Ensure accurate benefit enrollments and payroll deductions
- Serve as point person for Extera Public School staff on all questions and concerns related to benefits
- Research, provide information, process requests and work cooperatively with staff on federal and state laws, including leave laws such as, Family Medical Leave Act (FMLA), California Family Rights Act (CFRA), and Paid Family Leave (PFL) and other return to work issues

#### Manage records and communications

- Coordinate timely completion of all new hire paperwork
- Manage all personnel records in compliance with federal, state, and audit guidelines
- Ensure new hire requirements are complete, including background checks, employment eligibility verifications, etc.
- Coordinate employee handbook updates and edits as necessary
- Coordinate end of school year and exiting processes
- Prepare, record, and distribute correspondence, forms, contracts, letters of intent, and reasonable assurance letters

#### Hiring

- Review, monitor, analyze, and recommend improvements to hiring process
- Represent Extera Public Schools at teacher hiring fairs

#### Other

- Serve as the initial contact person for all initial HR-related questions and issues
- Support Operations Team with administrative duties as needed
- Perform other duties as assigned

#### Minimum and Desirable Qualifications

- A minimum of 5 years experience in Human Resources
- Experience in the Education field and PHR/SPHR preferred



- Strong communication skills, both oral and written, ability to communicate concepts at all levels.
- Demonstrates flexible and efficient time management and ability to prioritize workload
- Excellent interpersonal skills, thinks in terms of a team player, while generating enthusiasm and building strong effective working relationships.
- Ability to represent themselves with the utmost discretion while communicating sensitive information to all levels of employees throughout the organization

Desirable Qualifications:

- Bachelor's degree preferred (or equivalent experience) in Human Resources

*Office Assistant*

Classified and other office personnel will be selected by the School Director or his/her designee (i.e. Office Manager) on an application and interview basis in consultation with other classified staff and teachers as appropriate. Selection will be based on experience, professional attitude, skills and ability to perform the job duties for the position. Classified personnel will perform duties appropriate to their job titles. Both full-time and part-time classified staff will be hired on an as-needed basis. Office personnel duties will include, but not be limited to:

- Answering telephones
- Filing reports
- Enrolling students
- Managing/monitoring office operations
- Ordering and purchasing office and classroom supplies, and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned
- Providing bilingual translation and communication with parents and community

Minimum Qualifications:

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

Desirable Qualifications:

- Spanish language fluency strongly preferred

*Office Manager*

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

Other job responsibilities include but are not limited to:

- Prioritize and monitor budget expenditures and entries and maintain current and accurate records of reimbursement and recap expenditures; invoices and purchase orders; and budget requests.
- On-site financial manager
- Manage and maintain student attendance records using the School's student information system; ensure the accuracy of students' daily attendance, as well as medical, tardy and early leave logs.
- Oversee the Charter School's meals program and supervise the timely completion of all related documents required for reimbursements and participation in the Federal meals program
- Ensure confidentiality and security of office spaces, files, and all information pertaining to students, parents, and staff.
- Prepare and make available the Master Calendar of Charter School activities and events.
- Maintain student records in accordance with federal and school-based policies as well as audit guidelines.
- Organize, secure, and maintain the reception area of the main office.
- Communicate with a variety of personnel regarding school operations and maintenance, payroll and personnel matters, supplies, policies and procedures, student information and budget discrepancies.
- Monitor record verification of incoming students; prepare transcripts for current students; prepare withdrawal forms for transferring students.
- Type from notes, rough draft or verbal instructions a variety of written materials including correspondence, bulletins, reports, records, lists, requisitions, evaluations and memoranda. Take and transcribe using any form of dictation or note taking skills correspondence, reports, bulletins or memoranda; attend meetings and serve on committees; prepare agendas and minutes and distribute as appropriate.
- Compile and organize information for the School's Administration; compose and respond to routine correspondence; record and tabulate data; type, proofread, edit and revise written materials and forms.
- Answer phones; take and relay messages; open, sort and route mail; provide information to students, parents, faculty, and site personnel; apply and explain school policies,

employee benefits packages; interpret, apply and explain school procedures and regulations.

- Greet and screen visitors; issue guest passes as appropriate; assist visitors by providing information in a friendly and professional manner.
- Coordinate workflow and assignments of office personnel; perform annual evaluations for office staff.
- Order, receive and distribute school supplies, materials and equipment as needed.
- Prepare and maintain a variety of records, files and reports related to payroll, class coverage, facility use, maintenance, industrial accidents, budget, personnel, evaluations and purchasing; maintain confidentiality of information related to students and personnel
- Provide orientation, keys, directions and pertinent information to substitute teachers.
- Update as necessary and distribute site emergency plan.
- Complete other duties assigned.

*Minimum Qualifications:*

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

*Desirable Qualifications:*

- Spanish language fluency strongly preferred

*Office Registrar*

Under the direct supervision of the Office Manager and School Director and guidance of the Office Assistant, the Office Registrar will work collaboratively to perform necessary functions for the effective processes of the school. In facilitating communications and procedures for faculty, staff, parents, and students, the Office Registrar will deliver on daily operations with professionalism.

Main duties and daily responsibilities include:

*Administrative/ Clerical Support (35%)*

- Greet and assist students, parents, staff, and any visitors warmly and in a professional manner.
- Keep the office environment consistent and functioning effectively
- Maintain respectful written and oral communication in responding to inquiries, taking

- messages, and directing calls to appropriate person.
- Fielding inquiries from staff, administrators, students, parents, and outside visitors to the appropriate person.
- Maintaining Charter School confidential records in an organized manner for students
- Assist with receiving and distribution of office and classroom supplies and mail as needed
- Operate and manage a variety of technology support tools and programs such as, MS Office, Student Information Systems, and meal tracking systems to enter, retrieve, or archive information and data reports
- Assist Office Assistant with duties

#### Student Support (35%)

- Manage attendance records and communication/ reconciliation of student attendance, tardy, and absence tracking; enter information into a proprietary student information system. Follow up and contact parents and guardians.
- Create and maintain student cumulative folders; verify residency and immunization information.
- Enroll, add, transfer, or drop students according to established procedures; maintain classroom rosters
- Manage student health records and monitor health issues in office as needed; administer medication, and provide basic first aid to ill or injured students. Make appropriate notifications to parents or guardians.
- Assist with processing of paperwork for students with disciplinary concerns and behavior management
- Provide assistance with the implementation of School Emergency Plans.

#### Parent Support and Communication (25%)

- Assist current and prospective parents and guardians with required paperwork and notifications (open enrollment, lottery and waitlist applications, meal plan applications, and general forms that require signatures)
- Maintain appropriate visitor documentation (TB/ Clearances) and provide necessary guest passes
- Assist in the communication, translations, and distribution of school wide information both in person, via written print or phone ( letters, flyers, newsletters)

#### Staff Support (5%)

- Work collaboratively with others.

#### Bookkeeping (5%)

- Receive and distributes office supplies
- Receive reimbursement and payroll checks and distributes to staff

#### Duties as Assigned

- Orders office, parent liaison and custodial supplies through SpendBridge and through LAUSD

- Contacts Vendors with questions or concerns for Teachers and Staff
- Open, date stamp, distribute USPS mail
- Collects cash from parents, provide receipts, secures funds
- Receive, review and uploads approved Reimbursements into SpendBridge

Additional non-daily responsibilities as assigned:

- Assist with supervision of students in and out of the classroom
- Partake in various trainings to be better equipped for specific tasks and responsibilities
- Provide assistance with translation for parents and teachers
- Assist Office Assistant with reporting and ordering student lunches daily (breakfast, lunch, field trip, snack)
- Assist in the setup and cleaning of school wide events
- Attend school wide events, as requested
- Available to open and lock the school gates
- Apply and explain Extera Public Public policies and procedures
- Additional tasks, as assigned by Extera Public Schools

Minimum Qualifications:

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

Desirable Qualifications:

- Spanish language fluency strongly preferred.

*Operations Director*

- Prioritize and monitor budget expenditures and entries and maintain current and accurate records of reimbursement and recap expenditures; invoices and purchase orders; and budget requests
- Strengthen processes of on-site financial activities
- Managing purchasing and procurement procedures by ensuring all purchases are authorized, preparing purchase requisitions, logging expenses under the appropriate revenue source, monitoring the receipt of goods
- Oversee the process for submitting invoices and packing slips
- Ensuring proper management of accounts receivable and payable, with timely processing of billings and payments
- Implementing procedures to gather and itemize receipts for all credit card purchases made by staff who are credit card holders
- Manage expense reimbursements

- Ensuring proper cash management
- Maintain contract and billing files
- Ensuring proper asset management and adherence to Extera's budget
- Maintaining inventory of supplies, classroom furniture, curriculum and other assets
- Supporting facilities needs
- Maintains internal controls and safeguards of revenue, costs, school budgets, and actual expenditures to produce accurate and timely information

#### Minimum Qualifications

- Bachelor's Degree
- Three years broad, varied and increasingly responsible experience with budgeting, computer information systems, and organizational procedures
- Knowledge of principles, methods and procedures, related to purchasing, operation, safety, computer networking programs, food service, budgeting and accounting, electronic data processing techniques and methods, purchasing and inventory control systems
- Knowledge of principles, methods, techniques and strategies of organization, management and supervision
- Knowledge of law, policies and regulations pertaining to youth and employee records
- Preparation of internal financial, statistical and data documents and reports
- Establish and maintain cooperative relationships with all partners including back office support
- Deal effectively and graciously with situations requiring tact and judgment
- Exercise patience, common sense, and good humor to thrive within the pressures, competing priorities and demands of a charter school environment.

#### Desirable Qualifications

- B.A. or B.S. degree required with course work in Business Administration, Organizational Management, or related discipline desired.
- Proficiency in Excel desired.
- Charter school experience desirable.

#### *Parent Liaison*

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

- Implement an annual Parent Satisfaction Survey and communicate the results to the school community, administration, and the Board of Directors
- Coordinate parent volunteer activities
- Track parent volunteer hours
- Create and implement a consistent system for rewarding volunteer hours for specific donations that is clearly communicated to EPS staff and families
- Train volunteers regarding school policies and procedures

- Assist with the development of a parent calendar that includes parent workshops, classes, information sessions, parent meetings, and special events for parents and families
- Assist with the implementation of the High School Orientation Event to take place annually in the Spring
- Work with School Directors and teachers in the coordination and implementation of Parent Education workshops

**Minimum Qualifications:**

- High School diploma or equivalent
- Knowledge of the Charter School and local community
- Ability to collaborate well with others
- Ability to organize and prioritize time and work load effectively
- Ability to problem solve
- Ability to communicate effectively with a range of groups and audiences
- Ability to be a self-starter and to take initiative for projects and activities
- Ability to multi-task

**Desirable Qualifications:**

- Spanish language fluency strongly preferred

*Resource Specialist Teacher*

Under the direct supervision of the School Director and guidance of the Special Education Coordinator, the Resource Specialist Teacher (RST) performs duties associated with the needs of our special education students. You will be required to work collaboratively with General Ed Teachers and other SPED staff to ensure students are receiving adequate accommodations and services.

Main duties and responsibilities include:

- Commit to the vision and mission of Extera Public Schools as well as the goals and expectations described within the charter petition
- Work in a committed way to advance the academic and social success of student with special needs, students who receive special education services, and all Extera students
- Participate as an integral member of the Special Education Team
- Work in a committed way with Extera's professional development partners
- Work in close collaboration with the Case Manager, Special Education Coordinator, Resource Special Education Teacher(s), and Special Education Team to fulfill the duties and responsibilities of the RST role
- Draft quality individualized education plans sufficiently in advance of IEP team meetings for participants to review

- Provide targeted small-group instruction using research based practices and curriculum in the Learning Center to help support students in goal achievement and closing learning gaps
- Assess students using appropriate formal academic assessments, such as the WJ IV, and develop well-written and detailed academic assessment reports.
- Assist classroom teachers with providing a high-quality, enriched and highly effective instructional program designed to engage students in the process of learning and to meet the individual learning needs and IEP goals of students who receive special education services
- Track and communicate progress and goal achievement with teachers regularly
- Participate in grade level planning meetings when appropriate to provide special education support to the general education program
- Develop weekly schedules and lesson plans prior to each week and share with teachers including for instructional aides that you supervise
- Updated service logs, assign providers, and track and document services in Welligent weekly including running 300 report to monitor services
- Schedule IEPs 30 days in advance of IEP meeting, including adding participants for the meeting in Welligent and Google calendar events
- Attend and participate in all professional development meetings pertaining to teachers and special education team meetings and professional development
- Collaborate with classroom teachers for the ongoing implementation of the goals, supports, behavior support plans, and other services as indicated in students' IEPs

Additional duties and responsibilities include:

- Work to successfully implement the literacy strategies promoted our special education partners
- Actively strive for continuous and open communication with teachers, staff, parents and community members
- Maintain regular, punctual attendance

Minimum Qualifications:

- Bachelor's Degree, including appropriate coursework in education
- Special Education Credential and Resource Specialist Certificate (or be eligible for an Emergency Credential or waiver)
- A valid California driver's license and proof of automobile insurance.
- Department of Justice fingerprint clearance
- Minimum three years teaching experience
- Language Skills: Have a great command of the English language.
- Mathematical Skills: Mastery of basic math and Algebra.
- Technology Skills: Able to use excel, Word, PowerPoint, communicate via email, Google Docs
- Reasoning Ability: Able to initiate tasks, plan, and problem solve



- Personal Qualities: Prompt, team player, flexible

Desirable Qualifications:

- Spanish Bilingual preferred

*School Counselor*

As a member of our social emotional and academic support team, the School Counselor will provide services to students in grades K-8, including compliance-based guided counseling services. The School Counselor will collaborate with classroom teachers, school administrators, and the special education team in providing support to our community of students and families. The School counselor will also support our social emotional team in reflecting and enhancing our organization-wide social emotional and PBIS program. The School Counseling will meet with students in individual and group settings to perform duties relevant to school based counseling needs and a small group of students to support with social-emotional IEP goals. This role is an integral part of the larger school team in working to build school culture and responsiveness to various needs of our community of students.

Main duties and responsibilities include:

- Manage referrals for tier 2 school based counseling services for students.
- Provide small group and individual counseling sessions addressing academic and social/emotional needs and goals
- Work collaboratively to maintain student records with regards to counseling services of students
- Deliver a school counseling program that includes personal and social development
- Demonstrate knowledge of child growth and development by identifying student needs, and, when necessary, referring to appropriate resources, such as health and psychological services
- Maintain appropriate data on students, including present levels of performance and intervention strategies; submit records, reports, and assignments promptly and efficiently
- Participate as a member of the SSPT and IEP team as needed, contributing and collaborating with all members of the team to develop education plans
- Participate in meetings when necessary
- Respond in a timely manner to scheduling/counseling referrals.
- Participate in Social Emotional Support team, Student Support and Progress Teams, and Positive Behavior Intervention Support (PBIS) Teams to plan/process interventions for students who evidence academic or social needs as needed
- Provide tools and strategies; which will assist pupils in making appropriate decisions regarding school programs and relationships with teachers, administrators and peers.
- Complete threat assessments and school violence assessments as needed, and follow-up with families, school directors, and other staff as needed.
- Support with student behavior crisis, or plan development and implementation, and

support with behavior as related to social emotional need under guidance of the school director.

Additional responsibilities as assigned:

- Assists in implementation or support of conflict resolution/peer mediation programs as needed
- Provides knowledge of academic and support resources in the community and makes appropriate referrals and follow up.
- Promotes counseling and guidance program to students, parents, and staff
- Additional duties as assigned by Extera Public Schools

Minimum Qualifications:

- A valid PPS Credential in School Counseling
- Experience with students grades K-8
- Knowledge of School Counseling Standards
- Commit to the vision and mission of Extera Public Schools as well as the goals and expectations described within the charter petition.
- Ability to establish and maintain cooperative relationships with students, school personnel, parents, coworkers and the public.
- Excellent organization, time management and follow-up skills; ability to successfully handle multiple cases concurrently.
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences.
- Demonstrated ability to adjust to and use new approaches and deal with obstacles and constraints positively.
- Ability to handle confidential information discretely and professionally;
- Ability to exercise appropriate initiative and work independently;
- Experience working with families from similar demographics.
- Must possess a valid California driver's license.

Desirable Qualifications:

- Spanish bilingual strongly preferred

*School Director*

A School Director is assigned to the role of general supervision, safety and instructional leadership at each of Extera Public School's campuses. The Chief Executive Officer is responsible for recruiting, interviewing, and selecting candidates for the role of School Director. Selection of the School Director by the CEO is based on proven experience in educational leadership, educational

vision and relevant experience with low-income and/or minority children, demonstrated ability in program design and/or development, prior successful experience working in a charter school, and interest and commitment to public education reform by way of developing and sharing effective educational programs and practices. The School Directors serve as the instructional leader at the school site to which they are assigned and work closely with the CEO to oversee the successful operations and management of Extera Public School.

Among other responsibilities, School Directors:

- Report directly to the Chief Academic Officer
- Oversee the day-to-day operations of Extera Public School
- Actively promote and sustain the school's vision and mission at the school site and within the surrounding community
- Work to ensure the safety and well-being of all students and staff at Extera Public School
- Participate with the CAO in the recruitment, hiring and professional development of highly qualified teachers
- Review teacher credentials annually
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal to the CAO
- Make recommendations to the CAO regarding the hiring and dismissal of Charter School teachers (including apprentice and support teachers), office staff, and supervision staff
- Assist with the development of the annual School Accountability Report Card (SARC)
- Conduct informational meetings no less than four (4) times each year for parents regarding the Charter School's goals, priorities, achievements, and other pertinent information
- Effectively supervise and evaluate teachers (including apprentice and support teachers), office staff, and supervision staff
- Organize and lead teacher workshops and professional development
- Facilitate teacher common planning time
- Oversee programs and policies relating to students who are English Learners (EL), students who receive special education services, gifted students, and socioeconomically disadvantaged (Title I) students
- Schedule, monitor, and serve in the role of administrator at IEP meetings
- Assist with student discipline, suspension, and alternatives to suspension as necessary
- Report to the Board of Directors at regular Board meetings regarding student academic achievement and progress of the school in achieving educational outcomes stated within the charter petition and organizational goals
- Organize and facilitate the School Site Council (SSC)
- Be a liaison to community and business partners
- Represent the school at meetings, forums, and school wide events
- Call meetings with faculty and staff as needed
- Work in collaboration with the Parent Engagement Coordinator to provide support to parents, organize parent information meetings and workshops, and increase parent involvement
- Work in collaboration with the Chief of Community Relations and Student Recruitment and/or Parent Liaison to recruit new families and students

- Take responsible steps to secure full and regular attendance of all students Extera Public School
- Complete and submit required documents as requested or required by the charter and/or Extera Public School Board of Directors and/or the District
- Identify and make recommendations to the CEO regarding the staffing needs of Extera Public School and offer staff development as needed
- Facilitate the development and effective implementation of the Charter School's Safe School Plan and collaborate with the LAUSD principal as needed and/or required to plan and conduct emergency drills as stated within Prop 39 agreements
- Promote and publish Extera Public School's program and activities in the community, promote positive public relations, and interact effectively with media
- Attend District Administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.

#### Minimum Qualifications:

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

#### Desirable Qualifications:

- Spanish language fluency strongly preferred

#### *School Psychologist*

In collaboration with School Directors and the Special Education Coordinator, the School Psychologist provides a range of school psychological services to children grades K-8 including screening and assessment, and work with outside agencies as appropriate. S/he is a member of the Individualized Education Plan team to determine student's eligibility for special services, appropriate programming, and ongoing progress.

#### Main duties and responsibilities include:

- Screen and evaluate referred children including selecting appropriate instruments, administering tests, observations, and writing reports which state the evaluation findings and provide for educational program recommendations.
- Serve as an integral member of the IEP team, contribute evaluation results, collaborate with all members of the IEP team to develop education plans.

- Facilitate IEP meetings as needed.
- Maintain appropriate data on students, including present levels of performance and intervention strategies; submit records, reports, and assignments promptly and efficiently
- Establish and monitor necessary caseloads, working with schools and other staff to plan assessments and meetings.
- Consult with parents, teachers, and other staff regarding any accommodations/modifications needed for a specific child.
- Collaborate with school teachers and staff ensuring students meet IEP goals.
- Collaborate with staff around Extera's behavior support planning team, and task force teams.
- Provide consultation, training, and staff development to teachers and parents regarding students' needs.

Additional responsibilities as assigned:

- Provide individual and group services to children that emphasize improved educational performance and/or conduct, as needed.
- Facilitate and participate in Student Support and Progress Teams and Positive Behavior Intervention Support (PBIS) Teams to plan interventions for students who evidence academic or social needs as needed.
- Additional tasks, as assigned by Extera Public Schools.

Minimum Qualifications:

- Master's degree in School Psychology
- Pupil Personnel Services Credential, School Psychology Specialization
- Spanish bilingual required
- Experience working with students between grades TK-8
- Excellent organization, time management and follow-up skills; ability to successfully handle multiple cases concurrently
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Demonstrated ability to adjust to and use new approaches and deal with obstacles and constraints positively
- Knowledge of compliance-oriented special education timelines, procedures and processes;
- Ability to handle confidential information discretely and professionally;
- Ability to exercise appropriate initiative and work independently;

- Experience working with families from similar demographics
- Must possess a valid California driver's license.

Desirable Qualifications:

- Same as the minimum qualifications

*Special Education Coordinator*

- Commit to the vision and mission of Extera Public Schools as well as the goals and expectations described within the charter petition
- Work in a committed way to advance the academic and social success of every student
- Supervise and develop all aspects of the Special Education Instructional Program including supervision and training of RSTs and other special education staff and service providers, and the development and implementation of the Special Education Program at Extera Public Schools
- Work collaboratively with special education staff, general education teachers, and school directors to provide a high quality, enriched and highly effective curriculum for all students
- Work collaboratively with director of human resources regarding staffing and placements of special education staff
- Work collaboratively with school directors and behavior intervention developer to support behavior of students with IEPs, regarding discipline including, but not limited to, suspension and expulsion
- Work collaboratively to monitor and advise CEO and COO regarding special education contracting NPA expenditures and staffing
- Successfully achieve annual performance targets set by the School
- Supervise the continual assessment of academic progress of Special Education students using formative and summative measures in order to plan and modify instruction, monitor student progress and provide appropriate intervention and support when needed
- Support special education and general education teachers with the evaluation of lesson outcomes in order to make data based instructional decisions that meet the needs of students
- Supervise the IEP process and ensure that timelines and other legal requirements are met
- Work collaboratively with special education and general education teachers to ensure safe, nurturing and effective classroom environments for all students that reflects and facilitates the academic program described in the Extera Public School charter
- Provide assistance and guidance to special education and general education teachers when appropriate and regularly collaborate with fellow teachers
- Maintain a professional portfolio that documents the features of your program, including long- and short-term instructional planning, student assessment, student work, meeting the needs of all students, collaboration with colleagues, and parent communication
- Continually seek professional growth according to the instructional and programmatic priorities of Extera Public School
- Support the use of educational technology in classrooms when appropriate to facilitate learning and enrich the curriculum

- Actively strive for continuous and open communication with parents and community members

#### Minimum Qualifications:

- Possession of a valid internship, Level I or Level II California Education Specialist (Mild/Moderate) credential
- Highly Qualified status defined by ESSA
- Belief that all students can achieve at the highest academic levels
- Ability to develop IEPs in accordance with federal, state and district standards
- Experience creating and maintaining Special Education documentation as required by federal, state and district regulations
- Demonstrated success teaching students from educationally underserved areas
- High level of professionalism
- Commitment to using assessment data to inform instruction

#### Desirable Qualifications

- Two years of successful, full time teaching experience in Special Education, preferred
- Knowledge and experience with Welligent, preferred

#### *Support Teachers*

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

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

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

### *Teachers*

- Commit to the vision and mission of Extera Public Schools as well as the goals and expectations described within the charter petition
- Work in a committed way to advance the academic and social success of every student
- Work in a committed way with Extera's professional development partners
- Provide a quality, enriched and highly effective curriculum
- Successfully achieve annual Classroom Teacher Performance Targets set by the School
- Provide continual assessment of student progress using formative and summative assessment measures in order to plan and modify instruction, monitor student progress, and provide appropriate intervention and support when needed
- Continually evaluate lesson outcomes in order to make data based instructional decisions that meet the needs of students
- Maintain a professional portfolio that documents the features of his or her classroom program, including long- and short-term instructional planning, student assessment, student work, meeting the needs of all students, collaboration with colleagues, and parent communication
- Provide a safe, nurturing and effective classroom environment that reflects and facilitates the academic program described in the Extera Public School charter
- Provide peer assistance when appropriate and regularly collaborate with fellow teachers
- Continually seek professional growth according to the instructional and programmatic priorities of the Charter School
- Utilize educational technology in the classroom when appropriate to facilitate learning and enrich the curriculum
- Actively strive for continuous and open communication with parents and community members



Minimum Qualifications:

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

Desirable Qualifications:

- Spanish Bilingual Preferred.

*Technology Director*

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

- Assist with the development and implementation of EPS's Technology Plan
- Assist with setup, training and implementation of student assessments
- Answer simple computer-related questions posed by Charter School and/or office personnel
- Troubleshoot basic computer and printer problems
- Resolve basic software problems
- Provide support services and troubleshoot simple data communications problems
- Recommend appropriate hardware and software, and assist in their acquisition
- Provide technology training to school personnel
- Provide technical support by answering basic to advanced questions
- Conduct training and maintain information on attendees
- Commit to the vision and mission of Extera Public Schools as well as the goals and expectations described within the charter petition
- Work in a committed way to advance the academic and social success of every student
- Assist classroom teachers with providing a quality, enriched and highly effective instructional program designed to engage students in the process of learning and to meet individual learning needs
- Assist classroom teachers with the continual assessment of student progress
- Work in collaboration with colleagues
- Implement, enhance, and maintain the educational technology to facilitate learning, enrich the curriculum, and facilitate student assessments
- Actively strive for continuous and open communication with teachers, staff, parents and

- community members
- Provide updates to the Extera Public Schools Board of Directors regarding issues and recommendations pertaining to technology
- Maintain regular, punctual attendance
- Perform related duties as assigned

Minimum Qualifications:

- High School Diploma or equivalent
- Minimum of two years' relevant successful experience in a similar position;
- Expertise with the tasks associated with the position;
- Ability to collaborate well with others
- Ability to organize and prioritize time and work load effectively
- Ability to multi-task

Desirable Qualifications:

- Bachelor's Degree or equivalent technology certification
- Five years' relevant successful experience in a similar position

## **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 require all of the following:*

*(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237*

*(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*

*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(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 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.

### **Comprehensive School Safety Plan**

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with

applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J)

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

#### **CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING**

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 Education Code section 44691.

#### **Medication in School**

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. 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.

#### **ATHLETIC PROGRAMS**

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac

arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

#### **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 schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

#### **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 related to student immunization, health examination, and health screening, including but not limited to screening for

vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, 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 any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, 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 and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

#### **HUMAN TRAFFICKING PREVENTION RESOURCES**

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

#### **FEMININE HYGIENE PRODUCTS**

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

#### **NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL**

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

#### **CALIFORNIA HEALTHY YOUTH ACT**

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

### **BULLYING PREVENTION**

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

### **LGBTQ RESOURCES TRAINING**

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

### **TRANSPORTATION SAFETY PLAN**

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

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

*“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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.

### COURT-ORDERED INTEGRATION

#### 1. *Plan for achieving and maintaining LAUSD’s racial and ethnic balance of a 70:30 or 60:40 ratio*

Extera Public School makes every effort to achieve a racial and ethnic balance among the students attending the school that is reflective of the general population residing in the District, recognizing that the targeted local community is disproportionately Latino and low-income in comparison to the District as a whole. Every year, Extera performs extensive and varied outreach efforts, conducted in English and Spanish, to ensure that families within the local neighborhoods are informed about the charter school and that they are readily able to pursue additional information about the programs and enrollment process at the school. Extera utilizes flyers, direct-mail campaigns, door-hangers, door-to-door outreach, and online promotional apps. Annually, Extera Public School has worked with and will continue to work with community-based organizations to educate families about the availability of the charter school in order to actively recruit students



from within the local community, particularly from traditionally underserved areas. Over the past ten years of operation, EPS has learned about the most appropriate times and locations for presentations to parents and other interested persons about Extera Public School. As a result of our efforts, outreach activities occur on an annual basis at the following local organizations, among others:

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

2. *How this plan will achieve and maintain the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio*

As a result of its combined annual local outreach efforts described above (flyers, direct-mail campaigns, door-hangers, door-to-door outreach, online promotional apps, events and partnerships with community-based organizations), Extera Public School has a student population that mirrors the communities surrounding the school. The outreach efforts Extera Public School uses will enable the school to achieve and maintain the LAUSD's Racial and Ethnic Balance goals because the outreach efforts will be fully inclusive of all demographic representation in the community. Also, the outreach efforts are very diverse and does not rely on one specific strategy and therefore enables Extera Public School to target many different neighborhoods so that all interested families are made aware of the charter school.

3. *Plan for achieving and maintaining the LAUSD's Special Education population percentages (12.1% for 2019-2020)*

As a result of its combined outreach efforts described above (flyers, direct-mail campaigns, door-hangers, door-to-door outreach, online promotional apps, events and partnerships with community-based organizations), and as reflected on the CA Dashboard, the current Extera Public School percentage of Students with Disabilities is 13.5% in comparison to LAUSD's percentage of 12.1% for 2019-2020. The outreach efforts Extera Public School uses will enable the school to achieve and maintain the LAUSD's Racial and Ethnic Balance goals because the outreach efforts will be fully inclusive of all demographic representation in the community. Also, the outreach efforts are very diverse and does not rely on one specific strategy and therefore enables Extera Public School to target many different neighborhoods so that all interested families are made aware of the charter school.

4. *Plan for achieving and maintaining the LAUSD's English learner population percentages including redesignated fluent English proficient pupils (21.6% English learner and 15.8% redesignated fluent English proficient for 2019-2020).*

As a result of its combined outreach efforts described above (flyers, direct-mail campaigns, door-hangers, door-to-door outreach, online promotional apps, events and partnerships with community-based organizations), and also as reflected on the CA Dashboard, the current percentage of English Learners for Extera Public School is 29% in comparison to LAUSD's percentage of 21.6%. Extera Public School's redesignation rate in 18-19 was 34.2%. The outreach efforts Extera Public School uses will enable the school to achieve and maintain the LAUSD's Racial and Ethnic Balance goals because the outreach efforts will be fully inclusive of all demographic representation in the community. Also, the outreach efforts are very diverse and does not rely on one specific strategy and therefore enables Extera Public School to target many different neighborhoods so that all interested families are made aware of the charter school. All of Extera Public School's outreach efforts are done in both English and Spanish.

Based on our results in achieving a student population that meets or exceeds LAUSD's levels of Students with Disabilities and English Learners, Extera Public School will continually review and expand its outreach efforts in order to maintain or exceed its goal of enrolling a student population that reflects the economic and academic balance of the community.

In addition to the ongoing outreach activities described above, informational meetings and when possible school tours are conducted at both campuses during the open enrollment period (September to October). These informational meetings inform families about the programs and opportunities available at Extera Public School as well as the process for admissions. In order to provide parents and other family members with accurate and thorough information about the school, the informational meetings and tours are conducted in Spanish and English by the School Director, in collaboration with the Chief of Community Relations and Student Recruitment. The School Director presents a detailed description of Extera Public School's program components, daily schedule, admissions process, and other relevant information.

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

- Plaza de La Raza at Lincoln Park (annually each fall, September – November)
- Belvedere Park (annually each Winter, December – February)
- Salazar Park (annually each fall, September – November)
- Catholics Charities (year-round for several annual events)
- Dionicio Mejia Park (annually each Spring, March – May)
- Pecan Park (annually each fall, September – November)
- Garcia Park (annually each Winter, December – February)
- Hollenbeck Park (annually each fall, September – November)
- YMCA: LAUP (annually each Spring, March – May)

- YMCA on Whittier Blvd. (annually each Winter, December – February)
- YMCA on Union Pacific(annually each Spring, March – May)
- Centro Estrella on Cesar Chavez (annually each Spring, March – May)

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

In summary, Extera Public School uses a wide variety of venues for the distribution of information about the Charter School, such as local events, community centers, parks and recreation activities, social service agencies, shopping centers, apartment complexes and other dwellings, day care centers, et cetera. Marketing and other informational materials about the school have also been developed in English and Spanish and are used during recruitment.

#### **Accountability for Racial and Ethnic Balance**

Extera Public School maintains an accurate accounting of the ethnic and racial balance of students enrolled in the school as well as an accounting of its special education, English Learner, and Redesignated fluent English proficient populations. Extera Public School also documents the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

## **Element 8 – Admission Policies and Procedures**

*“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(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 will 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, including immigration status, 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 School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

#### **PREGNANT AND PARENTING STUDENT ACCOMMODATIONS**

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

#### **SEXUAL HARASSMENT POLICY NOTICE**

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

#### ***Admission Requirements***

As a charter school, Extera Public School is a school of choice and is open to all students residing in California who wish to attend the school, as outlined in Education Code 47605 (e)(2)(A). Extera

Public School does not enroll pupils over nineteen (19) years of age unless continuously enrolled in a public school and making satisfactory progress toward high school diploma requirements.

### ***Student Recruitment***

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

### ***Lottery Preferences and Procedures***

If the number of students applying for enrollment exceeds the openings available, admission is determined by random public drawing in accordance with Education Code §47605(e)(2)(B). Enrollment to the Charter School is open to any resident of the State of California. Enrollment is done on a first come, first served basis unless there are more interested students than there are seats available. In this case, enrollment is done by random public lottery drawing. Admission to EPS is not determined according to the place of residence of the pupil or his/her parent. In the event that the number of students who wish to attend the Charter School exceeds the Charter School's capacity, attendance is determined by a public random drawing. Existing students are exempt from the lottery. In the event of a public random drawing, admissions preferences will be assigned to groups of students in the following order:

1. Students who are residents of LAUSD
2. Siblings of existing students who are residents of the District are given first preference
3. Residents of the District who are not siblings of existing students are given second preference
4. Siblings of existing students who are not residents of the District are given third preference
5. Children of any and all Extera teachers and staff who are residents of the District (not to exceed 10% of total enrollment) are given fifth preference

6. Children of teachers and staff who are not residents of the District (not to exceed 10% of total enrollment) are given sixth preference
7. All other applicants do not receive preference and are admitted according to available space.

#### *Admission Process and Enrollment Timeline*

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

1. Open Enrollment Period (first business day after September 1<sup>st</sup> through the third Friday in October)
  - a. Parent Information Meetings and School Tours (various dates September through October)
2. Completion of the Lottery Form
3. Random Public Drawing (conducted within five business days after the close of the Open Enrollment Period)
4. Notification of selected families following random public drawing (lottery)
5. Selected Families complete the Enrollment Packet (within two weeks of lottery)
  - a. Acceptance letter signed and mailed to school by parent/guardian
  - b. Completion of all necessary enrollment paperwork, including but not limited to:
    1. Proof of age
    2. Immunization records
    3. Home language survey
    4. Emergency medical information
6. New Parent Orientation Meetings
  - a. During the week prior to the start of school, parents of students who are new to Extera are invited to attend an orientation meeting to learn more about the logistics of the start of school, the procedures and policies contained within the Parent Handbook, meals program, and parent involvement. Parents of new students are strongly encouraged to attend. In addition, parents and students have the opportunity to familiarize themselves with the school campus.

#### *Open Enrollment*

Open enrollment occurs September 1<sup>st</sup> through the third Friday in October of the same year. All interested families are required to submit a completed Lottery Form directly to the Charter

School before 5:30 p.m. on the date of the annual open enrollment deadline. Submitted Lottery Forms are date- and time-stamped, and student names are added to an application roster to track receipt. Families who apply after the open enrollment deadline will be added to the wait list generated by the lottery (if necessary) in the order the Lottery forms are received. All Lottery Form materials are made available in English and Spanish. The open enrollment period is advertised in English and Spanish through flyers, post cards, and other media in the communities of Boyle Heights and East Los Angeles, the targeted communities that Extera Public School serves. Recruitment presentations and informational meetings for parents are conducted throughout these communities at day care centers, pre-schools, community organizations, and other locales. Open enrollment is also announced on the school's website. When feasible, Extera Public School informs parents about enrollment using local Spanish and English newspapers and radio.

Following the open enrollment period, applications are counted to determine if the number of applications exceeds available seats. In this event, the Charter School conducts a public random drawing to determine enrollment for the impacted grade levels.

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

#### *Public Random Drawing*

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

The Extera Public School School Director and at least one other Charter School employee will conduct the admissions lottery as a public event to ensure that lottery procedures are fairly executed. To maintain confidentiality, the student's first name and last name initial will be used during the lottery process. In the event that two students have the same name, birth date (month and day only) will be included to distinguish between students. Procedures include announcing each applicant's name and lottery number; recording the number on paper; and entering the number in the school's database.



If those who wish to attend exceeds capacity, the Extera Public School lottery will occur each year within five (5) business days following the close of the open enrollment period. The lottery will be open to the public and will be conducted during the evening hours on a weekday so that it is convenient for most interested parties. In addition to being described on the Extera website, the Extera Office Manager or Office Assistant will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery by email prior to the lottery date. The lottery will be held at an Extera Public School campus location.

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

Initial rounds of offers to students selected by public random lottery drawing are made by mail. Offers to applicants on the waiting list are made through contacting applicants by phone by the Office Manager. When an offer is made, Extera Public School will request that applicants notify the school in writing, either via email, regular mail, or in person within three business days to indicate whether or not they will accept; if offers are declined or applicants do not respond, the spot is then offered to the next applicant on the waitlist.

The waitlist remains active for the academic school year, and applications are only valid for the current academic year. All students that do not receive a placement during the random, public lottery will be placed on a waitlist to enroll should space become available. Waitlist ranking will be assigned in the order selected during the lottery. Families who apply after the open enrollment deadline will be added to the wait list generated by the lottery (if necessary) in the order the Application for Enrollment forms are received.

Families will typically be given three business days to decide whether or not to accept a space at the school. Acceptance must be perfected in writing to the School Director or office manager, via either email, U.S. mail, or in person. In the event that no such wait list exists where the space is available, the space will be made available on a first come, first served basis to the next applicant at the appropriate grade level.

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

## Element 9 – Annual Financial Audits

*“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(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(c)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
  - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
  - j. Other reports as requested by the District

### *Budgets*

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

revisions of the State budget. The budget and three-year projections will then be presented to the Extera Public School Board of Directors for discussion and approval.

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

### *Business Management*

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

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

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

### *Annual Audit Procedures*

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

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

Extera Public School engages an independent public accountant with education finance experience certified by the State of California and approved by the State Controller on its published list as an educational audit provider, to audit the school's financial statements in accordance with Generally Accepted Auditing standards and the audit guide issued by the Controller of the State of California.

1. *Specify what position at the charter school is responsible for contracting with an independent auditor to conduct the required annual financial audit.*

The Extera Public School Board of Directors is responsible for contracting and overseeing the independent audit.

2. *Specify what position at the charter school is responsible for working with the independent auditor to complete the audit.*

The CEO and/or the COO and Office Manager prepare and organize documents, materials, and other information as requested by the independent auditor.

3. *Describe how the charter school will ensure that the selected independent auditor is on the California State Controller's list of auditors approved to conduct charter school audits.*

Prior to the Extera Board approving the audit firm that will conduct the annual audit, the CEO in consultation with the back office provider (ExED) will check the most current list of auditors approved to conduct charter school audits and will only work with an audit firm that appears on this list.

4. *Describe the process that the charter school will employ to address and resolve any deficiencies, findings, material weaknesses, or audit exceptions, and the position at the charter school responsible for administering this process.*

The CEO also reviews any audit exceptions or deficiencies and reports to the Charter School Board of Directors with recommendations on how to resolve them. The CEO is responsible for presenting a corrective action plan to address audit exceptions or deficiencies to the Charter School Board of Directors. The Charter School Board of Directors will direct the CEO to address and resolve any deficiencies, findings, material weaknesses, and audit exceptions to ensure sound fiscal operations. The Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the District. The CEO will provide a final copy of the audit to LAUSD, LACOE and the CDE as required, by the December 15 annual deadline. The independent financial audit of the Charter School is public record to be provided to the public upon request.

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

Extera Public School will develop and maintain internal fiscal control policies governing all financial activities.

5. *Specify what position at the charter school is responsible for ensuring that the independent auditor sends the completed audit to the required agencies by the statutory deadline.*

Fiscal statements audited by the auditor, who is a Certified Public Accountant, are submitted to the District the County Superintendent of Schools, the State Controller, and to the CDE by the

15th of December of each year. The CEO of Extera Public Schools is responsible for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline.

## Element 10 – Suspension and Expulsion Procedures

*“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that 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 the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(c)(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.. 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

#### **HOMEWORK TO SUSPENDED STUDENTS**

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

#### **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 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, involuntary removals, 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.

### **School Climate and Student Discipline System**

Students shall not be suspended or expelled for academic failure. Students shall only be suspended or expelled for actions as defined by Element 10 of this charter petition.

Extera Public School creates a safe and nurturing school environment where students are able to focus on learning. The Charter School's goal is for all students to be present at school and ready to learn every day for the entire day. To that end, Extera Public School strives to develop and maintain a school culture that reinforces positive behavior and eliminates the distractions caused by student misbehavior. Expectations for appropriate behavior are clearly articulated to students and families during orientation meetings and are provided annually as written policy in the Student and Family Handbook. Parents and students who fail to sign the Student and Family Handbook do not relieve any obligation to adhere to Extera Public School's discipline plan, but by signing the Parent and Family Handbook, parents confirm receipt and acknowledge their understanding of and their responsibility to the standards set forth in the student discipline policy. Understanding the impact of a loss of instructional time, students are provided assignments for completion during an out-of-school suspension and are afforded the opportunity to complete work upon return should it not be available at the time of suspension.

#### *Schoolwide Positive Behavior Support and Professional Development*

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

EPS teachers receive training during professional development meetings on how to use effective classroom management strategies to maximize instruction and minimize student misbehavior and how to work successfully with students whose behavior is disruptive and/or non-compliant. Teachers are responsible for the day-to-day discipline in their classrooms. Teachers work with their students to meet their individual needs and work together to find a common ground in the classroom, to ensure that learning can take place. EPS teachers and staff shall enforce disciplinary rules and procedures fairly and consistently among all students. EPS teachers employ positive and negative consequences as appropriate when students do not adhere to stated expectations for behavior. Students who violate the Charter School's rules may expect consequences for their behavior. Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Encouragement to reinforce changed behavior
- Individual conference with the teacher
- Modeling and rewarding integrity and honesty

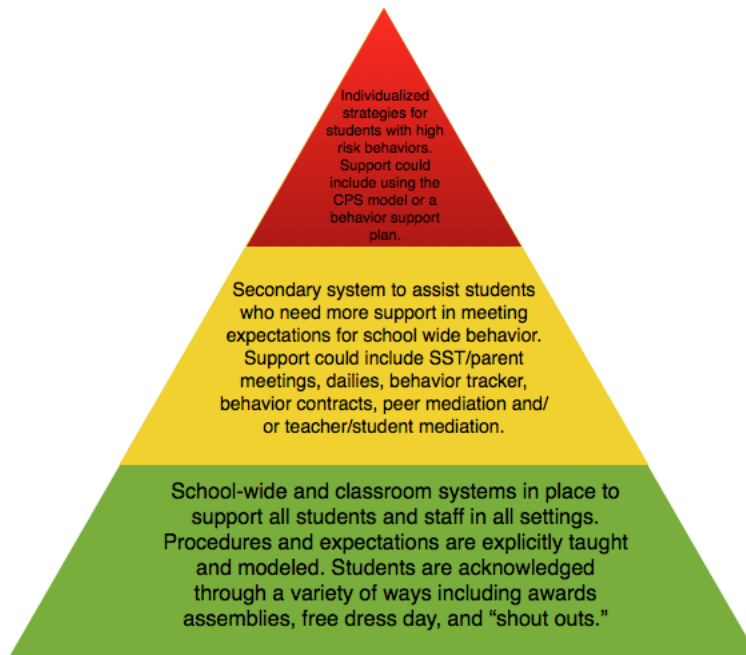
- Lost or delayed privileges
- Individual behavior contract
- Earned privileges or incentives
- Referral to the School Director or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Counseling Referral
- Suspension
- Expulsion

Extera also uses PBIS (Positive Behavior Interventions & Supports) as a way to support and foster a positive school-learning environment. PBIS is practiced school-wide and offers a multi-tiered framework used to encourage and explicitly teach positive behaviors to students.

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

EPS implements restorative justice practices in conjunction with school-wide positive behavior intervention and support which promote trust and respect in relationships, setting the foundation for teaching and learning. The practices provide meaningful opportunities for students to develop self-discipline and positive behavior in a caring and supportive environment. This restorative justice model is a three-tiered model of prevention, intervention, and reentry in response to conflict and/or harm. This discipline system is designed to create a safe, respectful, and cooperative community. There are three types of violations: Mild, Moderate, and Severe.

It is important to note that these lists in the Student Behavior Intervention Matrix are examples of behaviors and responses; not all behaviors and responses are listed. The response interventions noted are also typical and can vary. For example, depending on the severity of the infraction, suspension, expulsion and/or law enforcement intervention may be the legally required consequence.



The first tier is prevention. Students are introduced to and taught the school wide expectations during the first three weeks of school. Behaviors are reinforced and modeled throughout the year and lessons are revisited as necessary. These lessons and expectations are reinforced by all staff members on campus on a daily basis. Additionally, relationships based on trust and respect are developed between students and staff helping to strengthen the school culture. When a student engages in a behavior that does not match school-wide expectations, teachers and staff members use a variety of strategies to redirect the behavior.

Tier II encompasses a smaller group of students (15-20%) who require a more intensive intervention in order to consistently follow behavioral expectations. Tier III students (about 5%) require the most intensive interventions for progress toward mastery of behavioral skills. The CPS (Collaborative and Proactive Solutions) model is an approach to challenging behaviors that involves collaboration between adults and students and solicits student input and participation in identifying skills to resolve issues. The following table illustrates possible Tier II and Tier III behaviors as well as possible responses and/or consequences.



## Student Behavior Intervention Matrix

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

<b>Tier 1 Mild Behavior Infraction</b> Teacher Intervention	Mild infractions are <del>actions</del> that negatively <del>impact</del> our high achievement <del>culture</del> and community of <del>safety</del> , respect, and cooperation.  <b>*No Referral</b>	<ul style="list-style-type: none"> <li>-Chronically tardy</li> <li>-Cell phone use during class</li> <li>-Disruptive to class or non-compliance</li> <li>-Cheating or minor academic dishonesty</li> <li>-Computer, <del>IPad</del>, or minor technology violation</li> <li>-Infringement of personal space (non-fighting)</li> <li>-Inappropriate language</li> <li>-Off task</li> <li>-Shouting or calling out repeatedly</li> <li>-Making noises</li> <li>-Lying</li> </ul>	Teacher follows grade-level determined progressive discipline policy and appropriate classroom management strategies. <del>i.e.</del> <ul style="list-style-type: none"> <li>-Lesson design</li> <li>-Explicit directions</li> <li>-Positive/behavior narration</li> <li>-Redirections</li> <li>-Seat changes</li> <li>-Private conversations</li> <li>-Time owed</li> <li>-Parent/guardian calls</li> <li>-Reflection form (grade appropriate)</li> </ul>
<b>Tier 2 Moderate Behavior Infraction</b> Teacher Intervention.	Moderate infractions involve actions that <b>significantly</b> impact our high achievement culture and community of safety, respect and cooperation.  <b>*Teachers may call the office for assistance and then complete Behavior Referral &amp; Documentation Form</b>	<ul style="list-style-type: none"> <li>-Abusive or aggressive language, sexually explicit comments, or verbal attack</li> <li>-Threats, intimidating acts, or bullying</li> <li>-Physical attack</li> <li>-Using gang signs</li> <li>-Left class without permission</li> <li>-Theft or destruction of property</li> <li>-Habitual profanity</li> <li>-Chronic classroom behaviors</li> </ul>	<ul style="list-style-type: none"> <li>-Restorative Consequences (restorative circles, rapport building, repairing relationships, etc.)</li> <li>-Letter of apology</li> <li>-Mediation</li> <li>-Time owed</li> <li>-Parent Conference</li> <li>-Parent Shadowing</li> <li>-Loss of Student Privileges</li> <li>-Student Agreement/Behavior Contract</li> <li>-Counseling referral</li> <li>-In-School Suspension (ISS) at administrator's discretion</li> <li>-Special or additional assignment related to infraction</li> <li>-Reflection form (grade appropriate)</li> </ul>
<b>Tier 3 Severe Behavior Infractions</b> The student is <del>immediately removed</del> from <del>class</del> and taken <del>to</del> the School Director. Law <del>enforcement</del> <del>may</del> be <del>involved</del> .	Severe infractions involve actions that are serious violations of our Code of Conduct, and/or are criminal violations of California law.  <b>*Tier 3 Referrals are to be processed at the administrative level. Teachers will call the office for an escort and then complete the Behavior Referral &amp; Documentation form.</b>	<ul style="list-style-type: none"> <li>-Possession or brandishing weapons or look-alike weapons</li> <li>-Drugs, alcohol, or tobacco possession, use, or sale</li> <li>-Sexual harassment</li> <li>-Sexual assault</li> <li>-Hate speech</li> <li>-Physical attack that caused serious harm</li> <li>-Fighting, physical aggression, or safety violation</li> <li>-Serious threats, intimidating acts, or persistent bullying</li> <li>-Vandalism or graffiti</li> <li>-Other severe infractions as determined by the School Director</li> </ul>	<ul style="list-style-type: none"> <li>-Restorative Consequences</li> <li>-Parent conference</li> <li>-Parent shadow</li> <li>-In-School Suspension</li> <li>-Out of School Suspension</li> <li>-Discipline Review Board</li> <li>-Student Agreement/Behavior Contract</li> <li>-Probation</li> <li>-Expulsion</li> <li>-Citation and/or Arrest</li> <li>-Counseling referral</li> <li>-Special or additional assignment related to infraction</li> <li>-Reflection form (grade appropriate)</li> <li>-Other responses as determined by the School Director</li> </ul>

It is important to note that these lists are examples of behaviors and responses; not all behaviors and responses are listed. Depending on the severity of the infraction, suspension and law enforcement intervention may be the legally required consequence.

It is also important to note that all Charter School stakeholders have a vested interest in creating a positive and safe learning environment for all students and staff.

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

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

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

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

Any student who engages in repeated violations of the Charter School's behavioral expectations will be required to attend a meeting with the Charter School's staff and the student's parents. The consequence for not attending this meeting is the relinquishment of an opportunity to be heard for the student and parent. The Charter School will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion. EPS will support students who have engaged in repeated acts of misconduct using the tiered strategies outlined above.

EPS shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

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

Extera Public School will use age-appropriate alternatives to suspension to achieve student behavior objectives. The goal of the alternatives to suspension is to help students to understand the natural consequences of their behavior, and to give them logical consequences to address the current behavior issue and prevent the behavior in the future.

<b>Types of Alternative</b>	<b>Methods to Achieve Objective</b>
Peer Mediation	Students learn to resolve problems in small groups with peers under the guidance of trained school staff (i.e. RST).
Campus Beautification	Student is given predetermined number of days to clean up an assigned area of the school during recess and lunch.
Counseling	Individual or group sessions with trained school staff or agency staff to eliminate inappropriate behavior and reinforce desired behavior.
Conflict Resolution	Student writes a self-reflection about the problem and how the problem should have been resolved.
Letter of Apology	A letter of apology is written to the victim of the inappropriate behavior.
Parent Conference	A conference is scheduled with the student's parents by administration and/or school staff.
Behavior Support Plan/Daily Behavior Slip	A structured, coordinated behavior plan specific to the student is created and implemented by school staff. The behavior support plan focuses on identifying and modifying inappropriate behavior.
Non-Participation in Activities	The student may not participate in specific activities or events until the desired behavior is achieved.
Suspension from class	Student is suspended from their class. Arrangements are made to attend another class at the same grade level. The suspension is recorded and documented as a classroom suspension.
Loss of Privileges/Limits on Social Time	School privileges restricted or limited, play time at recess or other social time is restricted.
Parent Supervision in School	Parents are invited and encouraged to provide additional support.

### ***In-School Suspension***

If deemed necessary, Extera Public School will use in-School Suspension for Category III behaviors (student offenses with broad school director discretion). In-School suspension will be overseen by the School Director. If employed by the school, the following provisions for in-school suspension apply:

- In-school suspension will be preceded by a conference conducted by the School Director or designee with the student and his/her parent and, whenever practical, the teacher, supervisor, or Charter School employee who referred the student to the School Director or

designee

- Parents are notified via phone by the School Director or by the School Director's designee, written in-school suspension note and in person if possible
- A student serving an in-school suspension reports to school at the regular time
- A student serving an in-school suspension must adhere to the Extera's school uniform requirements as described in the Student and Family Handbook.
- Students will serve in-school suspension in the Charter School's main office, resource room or other assigned room
- Students will not attend any classes or school-scheduled breaks such as nutrition, recess or lunch
- Students will eat lunch in the assigned room designated to serve the in-school suspension
- The student will be supervised by a Support Teacher or by an appropriately credentialed Extera Public School staff member
- Teachers will assign work and meet with the student before school, after school, or during their prep period.
- Social-emotional learning curriculum may be used to allow for individual reflection and to prepare the student to reintegrate into the school community
- The maximum number of days of in-school suspension will not exceed two days per incident and five days in one academic year.
- Extera Public School will utilize out-of-school suspension and specifically not utilize in-school suspension for the following list of offenses in the Education Code as they are precluded for in-school suspension:
  - Caused, attempted to cause, threatened to cause, or participated in an act of hate violence;
  - Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel;
  - Made terrorist threats against school officials or school property, or both.

### ***Grounds for Suspension and Expulsion***

#### **Out-of-School Suspension**

Consistent with the School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013, and Education Code Section 48901.1, the Extera Public School Suspension Policy is intended to remove the student from peers and the class environment. This separation provides the student time to reflect on his or her behavior and a possible pattern of behavior that will be more positive, as well as to protect the student body as a whole from dangerous and disruptive behavior.

A student will be held accountable to all Charter School rules and policies while under the Charter School's jurisdiction and may be suspended or expelled for prohibited misconduct if the act is related to Charter School activity or school attendance 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.

Whether suspension occurs in or out of the charter school, the maximum number of consecutive days a student may be suspended is five (5) days, unless the suspension is extended pending an expulsion hearing. Students shall not be suspended for more than a total of twenty (20) school days in a school year, unless a suspension has been extended pending an expulsion hearing. For students on suspension pending an expulsion hearing, the Charter School entered a Memorandum of Understanding ("MOU") with the District. This MOU dictates that the District will provide instructional services for students on suspension pending an expulsion hearing. If the Charter School exits the MOU, the School will work directly with parents/guardians to facilitate the pick-up and delivery of academic work through the School's main office. Work may be picked up and delivered on a day to day basis, but this should occur at least once per week. The School Director will arrange for students to take exams, both teacher-administered and state tests, in the Extera main office under appropriate supervision as needed.

#### **Cause for Suspension and Expulsion**

A student may be suspended or recommended for expulsion for any of the following reasons:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) 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.

- p) 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.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation,

which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- a. 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.
- b. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- c. Causing a reasonable student to experience substantial interference with his or her academic performance.
- d. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
  - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
  - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph

or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

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

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee’s concurrence.

A student must be suspended and recommended for expulsion for any of the following reasons:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee’s concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

## **Suspension Procedures**

### *Step 1: Conference*

Suspension shall be preceded, if possible, by a conference conducted by the School Director, with the student and the student's parents or guardians and whenever practical, the teacher, supervisor, or school employee who referred the student to the School Director or designee.

The conference may be omitted if the CEO and/or School Director determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, subject to any omitted conference due to an emergency situation described in the preceding paragraph, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days of the date that the Charter School received knowledge of the suspendable offense, unless the pupil's parent/guardian 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 any pupil for failure of the pupil's parent or guardian to attend a conference with Charter School Director or designee. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### *Step 2: Notice to Parents*

Parents and students will have due process rights with regards to suspensions and expulsions. At the time of a student's suspension, the School Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Initial contact will be followed by a written notice. This notice will state the specific offense(s) committed by the student. In addition, the notice will also state the date and time the student may return to school. The notice will also include rights and procedures for suspension appeal. If Extera Public School officials (School Director or School Director designee) wish to confer with the parents regarding matters pertinent to the suspension, the notice may note that the parents are strongly encouraged to respond to the School Director or School Director designed by the next school day, and that violation of school rules can result in expulsion from the Charter School. There shall be no penalty to the student should the parent or guardian fail to respond to this request.

#### *Step 3: Determination of Length of Suspension*

The length of the suspension will be determined by the CEO and/or School Director based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for students shall not exceed a period of 5 continuous school days, unless the suspension is extended pending an expulsion hearing. A student may be suspended from school for not more than 20 school days in any school year, unless a suspension has been extended pending an expulsion hearing.

Arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension or pending an expulsion hearing. Suspended students/parents will be able to communicate with designated classroom teacher(s) or administrator(s) for any questions and for evaluation of work, and shall receive

homework assignments during their suspension and be provided the opportunity to make up any missed exams.

For students on suspension pending an expulsion hearing, the Charter School entered a Memorandum of Understanding (“MOU”) with the District. This MOU dictates that the District will provide instructional services for students on suspension pending an expulsion hearing. If Extera exits the MOU, the School will work directly with parents/guardians to facilitate the pick-up and delivery of academic work through the School’s main office. Work may be picked up and delivered on a daily basis, but this should occur at least once per week. The School Director will arrange for students to take exams, both teacher-administered and state tests, in the Extera main office.

#### *Step 4: Suspension Appeal*

If after the suspension conference, the pupil’s parent/guardian believes the suspension is not justifiable, he or she may appeal the suspension in writing to the School Director, who will convene a Suspension Appeal Committee to hear the appeal. The written request for appeal must be submitted within (5) school days following the last day of the student’s suspension. The School Director or designee shall provide the “Suspension Appeal Form” and advise the parent/guardian of the following appeal process:

Within five (5) school days following the last day of the student’s suspension, the parent shall submit to the School Director the suspension appeal packet including:

- a) The “Student Suspension Appeal Form” with a clear description of the complaint.
- b) The initial suspension documents.
- c) Any supporting evidence for the appeal.
- d) Unless impracticable under the circumstances, within five (5) school days of receiving the appeal packet from the parent/guardian, the School Director or designee shall form a Suspension Appeal Committee of three (3) Charter School certificated member(s) to conduct the suspension appeal review. The Appeal Committee shall not include the School Director, the pupil’s current teacher or any other administrator involved in recommending suspension.
- e) The School Director or designee shall provide the Appeal Committee with the documents submitted by the parent/guardian, along with the pupil’s discipline file and any other relevant information available about the suspension. The Appeal Committee shall review the documents submitted by the Charter School and the parent/guardian. The review will be limited to the documents available and no hearing shall take place.
- f) Within three (3) school days of the review, the Appeal Committee shall issue a written decision of the appeal. The results of the appeal are not limited to:
  1. Uphold the suspension in all respects.
  2. Modify the suspension imposed (e.g., reduce the suspension duration).
  3. Overturn the suspension and expunge the suspension from the student’s records.

The School Director or designee shall mail the decision of the Suspension Appeal Committee to the parent/guardian. The Appeal Committee's decision is final. Parent/guardian's written objections to the appeal decision may be included in the student's discipline records if the parent/guardian requests this in writing.

If the parent/guardian files the appeal of suspension while the student is undergoing an expulsion process, the suspension appeal shall be considered by the expulsion hearing panel. The suspension shall remain in effect, consistent with the expulsion procedures outlined below.

The written notice of the decision of the Suspension Appeal Committee shall be in writing in the native language of the student's parent or guardian or if the student is a foster child or youth or a homeless child or youth, the pupil's educational rights holder.

As required by Education Code Section 47605(b)(5)(J)(ii), students suspended for more than ten (10) days or students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be suspended for more than ten (10) days either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend the suspension of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

## **Expulsion**

A student may be expelled from Extera Public School for any of the violations listed above in the section titled: "Cause for Suspension and Expulsion," upon recommendation from the School Director.

If the School Director recommends expulsion, the student and the student's parents will be invited to a conference with the School Director or designee to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents or guardians, unless the pupil and the pupil's parents fail to attend the conference. Any extension will not exceed thirty (30) school days, unless a continuance of the hearing is requested by and granted to the parents.

This determination to extend suspension pending an expulsion is made by the School Director upon either of the following: (1) the pupil's presence is disruptive to the education process; or (2)



the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension is extended pending the results of an expulsion hearing. The student will have the opportunity to complete instructional activities missed due to his or her suspension and is able to communicate with designated school staff for any questions and for evaluation of work. Suspended students (or their parents) are able to communicate with designated classrooms teacher(s) or administrator(s) for any questions and for evaluation of work, and shall receive homework assignments during their suspension and be provided the opportunity to make up any missed exams.

### *Expulsion Hearing Procedures*

Students recommended for expulsion will be entitled to a hearing before an Administrative Panel to determine whether or not the student should be expelled. Unless postponed for good cause by the student/parent or the Charter School, the hearing, if requested, will be held within 30 days after the CEO and/or School Director determines that an act subject to expulsion has occurred and a recommendation for expulsion is made. A hearing will be held even if a student does not request a hearing for purposes of creating a record that the expulsion was done in accordance with the Charter School's procedures.

A student may be expelled following a hearing before an Administrative Panel to be assigned by the Extera Public School Board of Directors. The Administrative Panel will consist of three members or five members who are certificated administrators from other charter schools and teachers from the Extera Public School site who are not teachers of the pupil or teachers involved in the incident.

The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing will be forwarded by the CEO/School Director or designee to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice will be sent in English and the family's home language, if different, and will include:

- Student identification information
- The date and place of the hearing
- A statement of the specific facts, charges and offense(s) upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The applicable expulsion provision as listed in the above Suspension/Expulsion Recommendations
- The opportunity for the student and/or the student's parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel or an advocate
- The right to examine and acquire copies of all documents to be used at the hearing
- The opportunity to cross-examine all witnesses that testify at the hearing

- The opportunity to present evidence and witnesses on behalf of the student and the right to postpone the hearing
- The right to receive language translation
- The right to request a reasonable accommodation
- The right to request postponement

### *Record of Hearing*

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. A copy of the recording is available to the pupil, parent, or guardian with five (5) business days of a written request.

### *Presentation of Evidence*

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence, presented during the hearing, that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the Administrative Panel shall be in the form of written findings of fact. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

### **Written Notice to Expel**

The CEO/School Director or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offenses committed by the student; Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; Notice of the appeal process; rehabilitation/readmission/reinstatement processes; and, information about alternative placement options. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion, including but not limited to assisting parents/guardians with referrals to the school district of residence or County Office of Education.

The CEO or designee shall send a copy of the written notice of the decision to expel to the LAUSD. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student.

## **Appeal of Expulsion**

### *Right to Appeal*

If a pupil is expelled, the pupil or the pupil's parent or guardian may, within 15 school days following receipt of notice of the decision of the Administrative Panel to expel, file a written appeal by making a written request and submitting it to the Board, requesting the Board reconsider the expulsion determination.

If appealed, the Board shall hold an appeal hearing within thirty (30) school days following the filing of a formal request under this section. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Written notice of the appeal hearing shall be forwarded to the student and the student's parent/guardian (in their native language) at least ten (10) calendar days before the date of the appeal hearing. The notice shall include the date, time, and place of the appeal hearing.

During the appeal hearing, the student and/or the student's parent/guardian or other representative will be allowed to present a defense or explanation regarding the offense(s) charged in the expulsion decision. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing. The School Director or designee will send written notice to the student or parent/guardian of the Board's decision within three (3) school days of the appeal hearing. The Charter School Board's decision to uphold the administrative panel's decision to expel shall be final.

The pupil may submit a written request for a copy of the written transcripts and supporting documents from the Charter School simultaneously with the filing of the notice of appeal. The Charter School shall provide the pupil with the transcriptions, supporting documents, and records within 10 schooldays following the pupil's written request, unless impracticable.

## **Rehabilitation and Readmission**

Pupils who are expelled from Extera Public School shall be given a rehabilitation plan upon expulsion as developed by Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review, to ensure the student is complying with the rehabilitation plan as well as assessment at the time of review for readmission. The rehabilitation plan includes improved behavior, attendance and academic performance and shall include a date not later than one (1) year from the date of expulsion when the pupil may reapply to Extera Public School for readmission. The rehabilitation plan will also include the process for reinstatement and applying for expungement of the expulsion record.

The readmission process will include a meeting with the School Director, to determine whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil continues to pose a danger to campus safety. The School Director shall make a recommendation to the Extera Public Schools Governing Board for readmission unless there is a finding that the pupil has not met the conditions of the rehabilitation plan and/or continues to pose a danger to campus safety. The Governing Board will make the final determination. These procedures shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is issued. Extera Public School is responsible for reinstating the student upon the conclusion of the expulsion period.

### **Closed session**

The Board shall hear an appeal of an expulsion order in closed session. During closed session, if the Board admits any representative of the pupil or the Charter School, the Board shall, at the same time, admit representatives from the opposing party.

### *Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses*

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil/parent.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel from removing a support person whom the presiding person finds is disrupting the hearing. The

person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand/area where the witness will be seated during the hearing.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Administrative Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Administrative Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Administrative Panel from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

## 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(c)(5)(K).)*

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

### *Certificated Staff Members*

EPS teachers and certificated staff participate in the State Teachers’ Retirement System (STRS). The Charter School works directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data. All withholdings from employees and Extera Public School are forwarded to the STRS Fund as required. Employees accumulate service credit years in the same manner as all other members of STRS. For full-time certificated employees who participate in the State Teacher Retirement System (STRS), employees contribute the required percentage, and EPS contributes the employer’s portion as required by STRS.

### *Classified Staff Members and Other Staff Members*

Non-certificated and other Extera Public School employees participate in the federal Social Security system in accordance with applicable law. Non-certificated and other Extera Public School employees who are full time may opt into a 403(b) plan.

## 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(c)(5)(L).)*

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

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

No student may be required to attend the Charter School. Extera Public School is a school of choice that is open to anyone in the State of California. Those students who choose not to attend Extera Public School but who live within the LAUSD attendance area will have the right to attend any other school in the attendance area served by LAUSD in keeping with existing enrollment policies of the District. Alternatives to Extera Public School for these students living within the LAUSD attendance area will be the same as those offered to all other students currently residing in the District. The parent or guardian of each student enrolled in the charter school shall be informed on admissions forms that the students have no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such right is extended by the local education agency.

## Element 13 – Rights of District Employees

*“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(c)(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(c)(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 section 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  
Extera Public School  
2226 E. 3<sup>rd</sup> Street  
Los Angeles, CA 90033

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

#### **NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal  
Extera Public School  
2226 E. 3<sup>rd</sup> Street  
Los Angeles, CA 90033

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15)

business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

## **Element 15 – Charter School Closure Procedures**

*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(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(g) 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 Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

### **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(f)) 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(k) and 47607(j), 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 Schools Closure - Requirements and Recommendations” 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.

1. Identify the specific position(s) that will serve as the charter school's closure agent(s) in the event that the charter school closes.

In the event of a school closure, the CEO will serve as the charter school's closure agent.

## **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 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. 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. Whether this coverage is separately issued or included by endorsement to another policy, such coverage 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.

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. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each 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 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and 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."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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). (Ed. Code § 47606.5(b).)

## ADDENDUM

### Assurances, Affirmations, and Declarations

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(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”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(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 "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL 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(c)(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, 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(c)(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(c)(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(c)(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(d).)

#### **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.

## **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 Master Plan for English Learners and Standard English Learners *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). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

### **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.

### **Use of District’s Special Education Policies and Procedures and Data Systems**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

### **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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(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(c)(5)(C).)*

## **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(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(c)(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 not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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 comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited

to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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(c).

#### **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.

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 California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). 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.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

## **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(c)(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 require all of the following:*

*(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237*

*(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*

*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(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 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.

### **Comprehensive School Safety Plan**

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with

applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

#### **CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING**

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 Education Code section 44691.

#### **Medication in School**

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. 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.

#### **ATHLETIC PROGRAMS**

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

### **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 schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

### **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 related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, 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 any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, 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 and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

#### **HUMAN TRAFFICKING PREVENTION RESOURCES**

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

#### **FEMININE HYGIENE PRODUCTS**

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

#### **NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL**

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

## **CALIFORNIA HEALTHY YOUTH ACT**

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

## **BULLYING PREVENTION**

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

## **LGBTQ RESOURCES TRAINING**

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

## **TRANSPORTATION SAFETY PLAN**

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

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

*“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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 Policies and Procedures**

*"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(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 will 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, including immigration status, 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 School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

## **PREGNANT AND PARENTING STUDENT ACCOMMODATIONS**

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

## **SEXUAL HARASSMENT POLICY NOTICE**

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

## **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(c)(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)(c)(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 from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that 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 the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(c)(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. 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

## **HOMEWORK TO SUSPENDED STUDENTS**

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and

turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

### **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 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, involuntary removals, 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(c)(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(c)(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(c)(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(c)(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 section 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  
Extera Public School  
2226 E. 3<sup>rd</sup> Street  
Los Angeles, CA 90033

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice

("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

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

#### **NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal

Extera Public School  
2226 E. 3<sup>rd</sup> Street  
Los Angeles, CA 90033

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

## **Element 15 – Charter School Closure Procedures**

*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(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(g) 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 Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

### **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(f)) 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(k) and 47607(j), 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 Schools Closure - Requirements and Recommendations” 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 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. 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. Whether this coverage is separately issued or included by endorsement to another policy, such coverage 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.
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. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each 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 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and 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.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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). (Ed. Code § 47606.5(b).)