



ESPERANZA
COLLEGE PREP
powered by **ednovate** with **USC Rossier**

Charter Petition Submitted to the
Board of Education of the
Los Angeles Unified School District

July 1, 2025, to June 30, 2030

Date of Submission: August 21, 2024

TABLE OF CONTENTS

Assurances, Affirmations, and Declarations.....	3
Element 1: The Educational Program	5
Element 2: Measurable Pupil Outcomes and	137
Element 3: Method by which Pupil Progress Toward Outcomes will be Measured.....	137
Element 4: Governance	146
Element 5: Employee Qualifications.....	159
Element 6: Health and Safety Procedures	177
Element 7: Means to Achieve Racial and Ethnic, Special Education, and English Learners, including Redesignated Fluent English Proficient Pupils Balance.....	182
Element 8: Admission Policies and Procedures.....	184
Element 9: Annual Financial Audits.....	188
Element 10: Suspension and Expulsion Procedures	190
Element 11: Employee Retirement Systems.....	211
Element 12: Public School Attendance Alternatives.....	213
Element 13: Rights of District Employees	214
Element 14: Mandatory Dispute Resolution	215
Element 15: Charter School Closure Procedures	218
Additional Provisions.....	224

Assurances, Affirmations, and Declarations

Ednovate - Esperanza College Prep (also referred to herein as “Esperanza College Prep,” “Esperanza” 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.

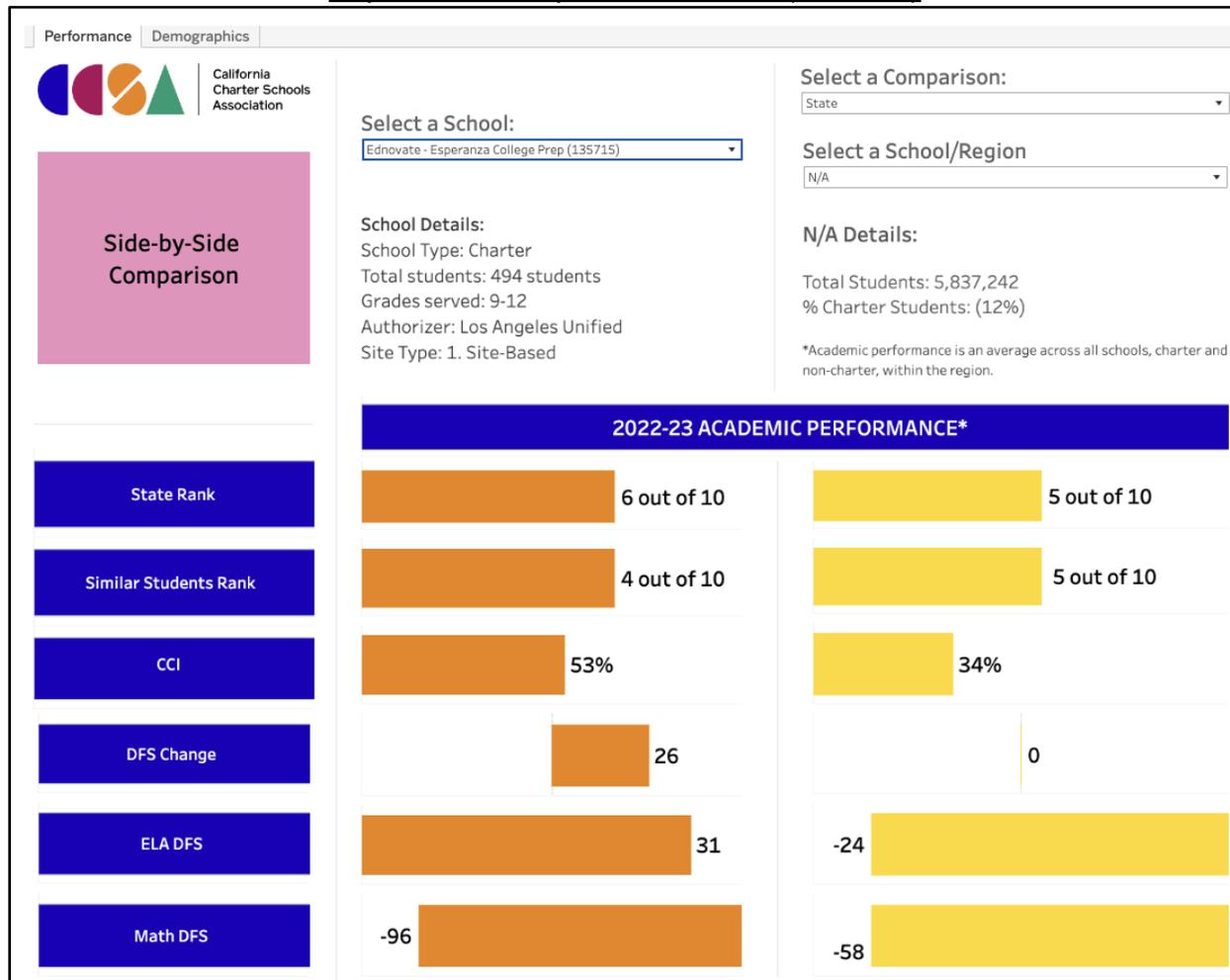
All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

GENERAL INFORMATION

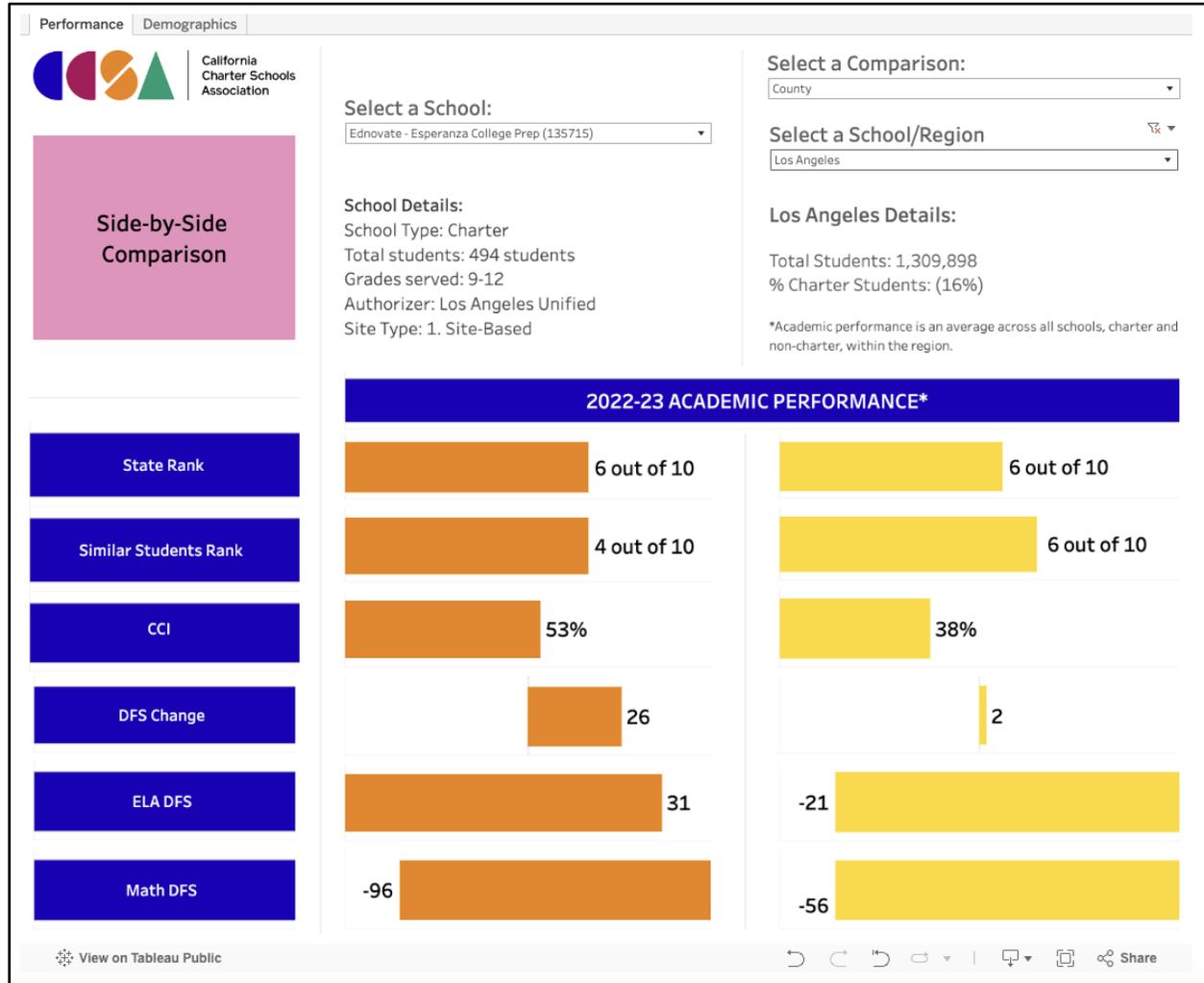
General Information	
The name and title of the contact person for the Charter School is:	Alejandra Chavez, Principal
The contact address for Charter School is:	414 S Atlantic Blvd, East Los Angeles, CA 90022
The contact phone number for Charter School is:	(323) 457-0050
The current address of the Charter School is: <ul style="list-style-type: none"> (Please note: As charter schools' eligibility for and allocation of Proposition 39 facilities are determined on an annual basis, a charter school's current occupancy of Proposition 39 facilities is subject to change in subsequent school years.) 	414 S Atlantic Blvd, East Los Angeles, CA 90022
This location is in LAUSD Board District:	2
This location is in the LAUSD Region:	East
The grade configuration of Charter School is:	Grades 9-12
The number of students in the first year (should align with year 1 of the rollout plan, as well as the budget) will be:	500
The grade level(s) of the students in the first year will be:	9-12
The Charter School's scheduled first day of instruction in 2025-2026:	August 6, 2025
The total enrollment capacity will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	500
The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	year-round, single track, extended day
The regular bell schedule (e.g., daily hours) for the Charter School will be:	8:00-3:30 with one day per week dismissing at 1:30 to allow for staff professional development
The term of this Charter for Middle and High performing schools:	July 1, 2025-June 30, 2030

The California Charter Schools Association prepares academic accountability reports for each of its member charter schools. Esperanza is proud of how it measures up, as detailed below.

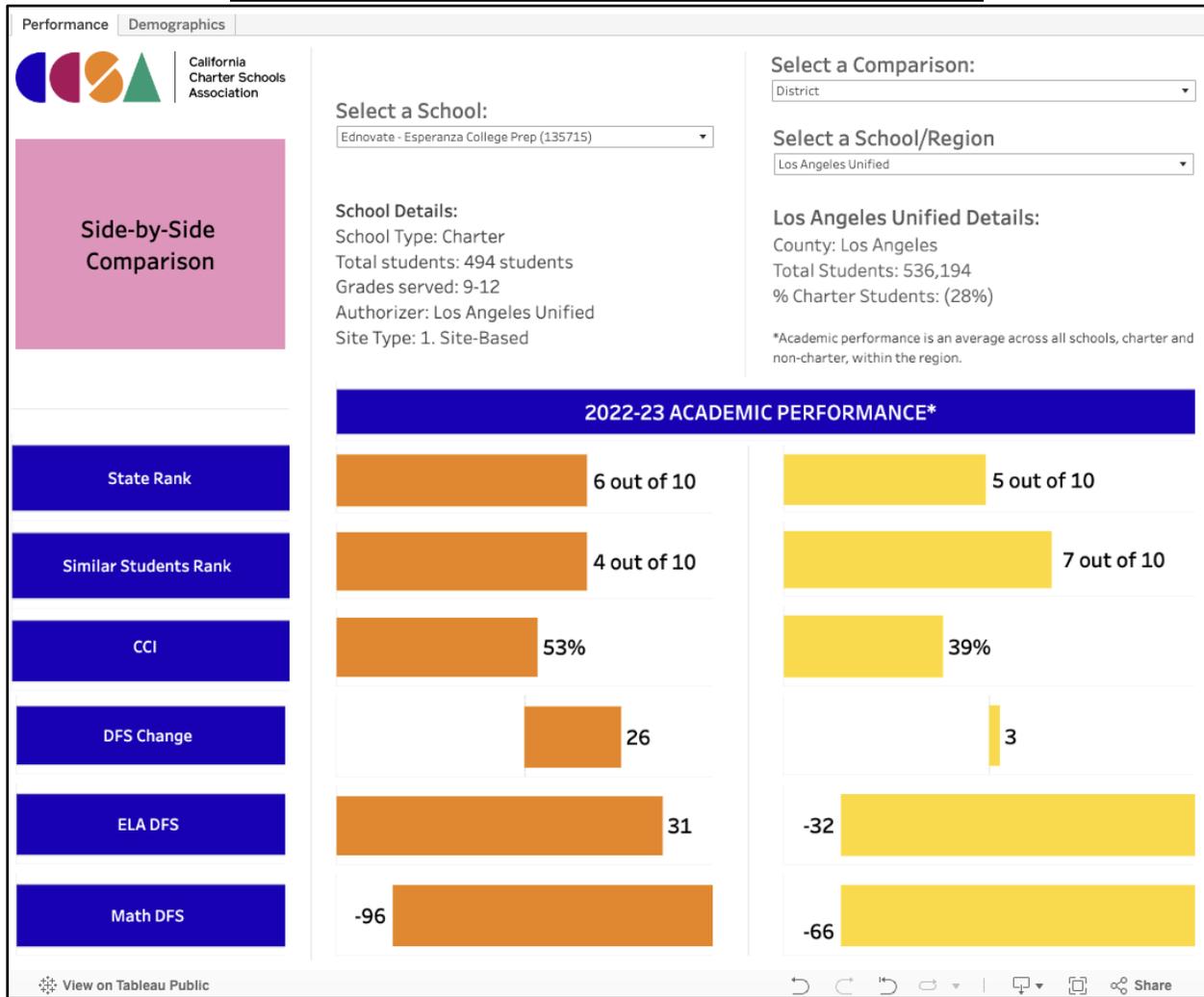
Esperanza Comparison to State (2022-23)



Esperanza Snapshot Comparison to County (2022-23)



Esperanza Snapshot Comparison to LAUSD (2022-23)



Annual Performance Based Oversight Visit by the LAUSD Charter School Division (latest 2 years)

SY24

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4, Accomplished	3, Proficient	4, Accomplished	4, Accomplished

SY23

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3	3	3	3

COMMUNITY NEED FOR CHARTER SCHOOL

Esperanza College Prep is a charter school operated by Ednovate, Inc. (“Ednovate”), a California nonprofit public benefit corporation founded in partnership with the University of Southern California Rossier School of Education (“USC Rossier”). Ednovate’s mission is to educate students who will use their college degrees and careers to enact Positive Multigenerational Change (“PMC”) in their communities, nation, and world. Our high school students serviced in the Ednovate Network include students from low-income families, underrepresented minorities, and English Learners. Ednovate’s education philosophy drives results for students through their sense of purpose as agents of PMC, a mastery-based personalized college prep curriculum taught through a blended learning model, and the development of key mindsets students need to thrive and persist through college graduation. Ednovate instruction aligns with Common Core State Standards (“CCSS”), fulfills California’s required A-G courses and meticulously prepares students for classes they will take at the university level. Esperanza College Prep students are prepared to graduate from college and pursue meaningful careers by developing college-ready habits and study skills and fulfilling rigorous promotion and graduation requirements that include data-driven advisory, social learning, art appreciation, and physical fitness. Ednovate students commit to making a difference that powers change throughout their communities for future generations.

Esperanza College Prep was founded in August 2017 through the continued partnership with USC Rossier with a class of 96 freshmen. Esperanza College Prep is proud to advance Ednovate’s mission of closing the college graduation gap and bringing positive multigenerational change through our personalized college prep curriculum and strong support that gives every graduate the confidence to persist through college. Its mission is to serve 9th-12th grade students who have traditionally been educationally underserved and are primarily first-generation college goers. Esperanza College Prep is located in the East Los Angeles neighborhood and is part of the Ednovate network as the 4th school. Esperanza College Prep is staffed with unique, accomplished, and dedicated educators who represent the communities we serve. Esperanza College Prep combines teachers’ expertise with Ednovate’s student-centered programs, including the Academic College Readiness Indicators (“ACRIs”) to support preparation for college and small classes to create a rigorous and supportive environment.

Esperanza exists to celebrate and uplift the cultura and strength of the community and prove the possible “por que somos Guerreros!” At Esperanza, we build authentic relationships with our students and families fostering an environment of familia, Ganas, and reflection. We provide our students with a joyful and rigorous personalized college prep experience that recognizes their identity and honors the sacrifices of their families and those that came before them. We help our students uncover their purpose so that they can profoundly impact their community, the nation, and the world. Our Guerreros will develop into confident, college-ready young adults who will make positive multigenerational change. Esperanza College Prep prides itself on the strong sense of familial community that is created for each student and their family in the East LA community.

Our new permanent home became a reality during the 2022-2023 school year on Atlantic Blvd. Our neighborhood is home to East Los Angeles College, Vincent Price Art Museum, TELACU Center, East Los Angeles Library, and the Mexican American Opportunity Foundation. East LA is a majority-minority community, with 96% identifying as Latino/Hispanic, 0.6% as Black/African American, 37% as white, 1.3% as Asian/Pacific Islander, and 9% as two or more races¹. The median household income is \$54,629, 54.9% of adults 25 and older hold a high school diploma or its equivalent, and 10% hold a bachelor’s degree or higher².

Esperanza College Prep is a staple within its community in the East Los Angeles area through its annual Dia De Los Muertos event, which includes its Ballet Folklorico performances that brings together over 600 attendees every year. Since our founding year, Esperanza has proudly showcased the exquisite art of Folklorico. The most recent performance in 2024 was a resounding success, with tickets selling out in record time. Our students all take part in this program, as it is a testament to the richness of our

¹ US Census 2022 American Community Survey (ACS) data

² Ibid.

community's culture and values. There were over 1,300 people in attendance and over 250 students participated. Esperanza College Prep has received national recognition through its Ballet Folklorico Dance Program from the County of Los Angeles receiving the "Latino Heritage L.A.-Tardeada de Mariachi Award", and a Commendation for their "Carnaval de Muertos" event recognizing their dedication and service to the affairs of the community and for civic pride demonstrating numerous contributions for the benefit of the residents of all Los Angeles County. Moreover, the founding dance director has also been recognized for the Ballet Folklorico as the "Educator of the Year Angel Award" from the East Los Angeles Community Youth Center. The Folklorico team has also partnered with the Latino Theater Group to create new plays for the community. Esperanza students also intern at Stomping Grounds Local Cultural Arts Center on the eastside of Los Angeles, which provides space and low-cost dance classes from professors at Cal State Long Beach and have led afterschool dance classes. Furthermore, Esperanza collaborated with Grandeza Mexicana Folk Company, where the teacher supported the choreography in the Esperanza End of the Year Annual Ballet Folklorico show.

Esperanza has immersed itself in the East LA neighborhood through multiple community partnerships such as East LA Rising, La Carreta, Stampa Designs, Soledad Enrichment Action (SEA), Thrive in Joy, Multiplying Good, Alma Family Services, USC Credit Union, YMCA, Los Angeles Centers of Alcohol and Drug Abuse, Youth Business Alliance, Facing History, Tree People, East Yard Communities for Environmental Justice, Forestry Challenge and South Coast Air Quality Management District And Create Now. Esperanza also returned to its annual participation in the East LA Annual parade with students, families, staff, and community members. Based on 2023-2024 student enrollment forms, Esperanza College Prep's incoming and returning students matriculated from 40 middle schools, including Belvedere, Stevenson, Griffith, Eastmont Intermediate, Brooklyn Elementary and Hollenbeck traditional public middle schools. Moreover, students matriculate from other public charter schools, such as KIPP LA Prep, KIPP Sol Academy, KIPP Academy Innovation, KIPP Comienza, KIPP Endeavor College Prep, Alliance College-Ready Middle Academy #8, Animo Ellen Ochoa Charter Middle School, Arts in Action Community Middle School, and Extera Public Schools; as well as private schools such as St Benedict Middle School, St Vincent, St Gertrude the Great and Resurrection Catholic school. In addition, Esperanza has transferred students grades 10-12 from Alliance Stern Mass Alliance Morgan McKenzie, Animo Oscar de la Hoya, Schurr High School, Bell Garden High School, Montebello High School, Torres High School Roosevelt and Garfield High School.

This year, we have also been honored through AP College Board with the AP Access recognition naming that "Esperanza College Prep as providing all students the chance to participate in AP, including students of underrepresented populations." Additionally, Esperanza was recognized as part of the *U.S. News and World Report Best High Schools* in 2024, in which rankings include data on nearly 24,000 public high schools in 50 states and the District of Columbia. Esperanza earned the distinction of a California Distinguished School award in 2024. This State of California distinction is awarded to the top 5-10% percent of California public schools with excellent academic performance on the California Dashboard and the ability to close the achievement gap between student identity groups.

Esperanza has had a 100% college acceptance rate since its founding graduating class of Guerrero seniors in June 2021, with 100% acceptances to a four-year college or university. Esperanza students have also been awarded the POSSE Scholarships in 2021, 2022, 2023, and 2024 school years to colleges such as Dickinson College (2), Bucknell University (1), Middlebury College (1), Northwestern University (1), Hobart William and Mary College (2), Kalamazoo College (2), and Tulane University. POSSE Scholarships are prestigious full-tuition scholarships from partner colleges and universities awarded to young people with significant leadership potential. Additionally, the class of 2021 Guerreros were awarded over \$1 million in total grants and scholarships, and the class of 2022 over \$4 million and a UCSB Promise Scholarship of \$120,000 and a KIPP Goldberg Scholarship of \$60,000. Esperanza saw continued success in the class of 2023, which received over \$10 million in scholarships and over 500 college acceptances, along with a Gates Foundation Scholarship, Occidental College - President's Scholarship of \$80,000, an Ednovate Scholars Program of \$20,000, a PMC Ednovate USC Scholar, a Dell Scholar Winner, and a Shaheen Scholar - A Place Called Home Scholarship. This year the graduating class of 2024 has received over \$8 million in total scholarships and grants, two Questbridge Scholars to Duke University and Boston College along with 746 college acceptances. The class of 2024 has also been awarded two KIPP Goldberg Scholarships of \$60,000, Ivy Centennial Scholarships of \$5,000, and a full ride to Columbia University. Our

students have been accepted to higher education institutions such as Duke University, Boston College, University of Pennsylvania, Berkeley, University of California Los Angeles (UCLA), University of Southern California (USC), UC Santa Cruz, UC Irvine, Dickinson, Pepperdine, Stanford, Princeton, Oregon State, Kalamazoo, Hobart and William Smith Colleges, and Ohio State.

Ednovate Schools

Ednovate, Inc., a California nonprofit public benefit corporation that currently operates seven excellent charter high schools across Southern California (with a countywide charter recently approved by OCDE). Ednovate originally was established to facilitate the historic development of USC Hybrid High School (“USC HH”). USC HH was authorized by the Los Angeles Unified School District and opened in 2012. USC HH was approved by the University’s Provost Council and given the right to be branded as “USC,” along with myriad in-kind support and collaborations that continue to benefit all of our schools. The then-Dean of USC Rossier, Dr. Karen Gallagher, was our Founding Board Chair and served on our Board for ten years. Today we have two USC representatives on our Board: Associate Vice Provost for Arts & Academic Affairs, Robin Romans, and Associate Dean, Experiential & Applied Learning, Tammy Anderson, providing an important link to our partners at the University.

University of Southern California Partnership: Ednovate was founded in partnership with USC Rossier: the Dean of USC Rossier, Dr. Karen Gallagher, was our Founding Board Chair and provided an important link to our partners at the University. Our flagship USC Hybrid High College Prep was approved by the University’s Provost Council and provided with myriad in-kind supports and collaborations that continue to benefit our schools. For example, Ednovate seniors now have access to all University of Southern California Libraries, to facilitate work on their senior theses. Also, two faculty researchers at USC Rossier have been conducting a longitudinal study of Ednovate alumni – at no cost to Ednovate -- to determine whether our high school model does, in fact, better prepare educationally disadvantaged students to persist in college and what qualities of the model best achieve this goal.

USC Scholarships

In 2019 USC started providing a full-ride scholarship to one student from each Ednovate campus every year, reinforcing their support of Ednovate and commitment to college access. Over 12 Ednovate students have received this scholarship and are successfully completing their undergraduate degrees at USC. The first recipients of this award recently graduated from USC in May of 2024. Members of USC’s faculty continue to support Ednovate and serve on our Board of Directors, including Tammy Anderson, Associate Dean of Experiential and Applied Learning, and Robin Romans, Associate Vice Provost for Arts and Academic Affairs.

USC Teacher Residency Partnership

In April 2023 USC Rossier and Ednovate launched a groundbreaking teacher training residency program. The teaching fellows’ program will allow candidates to complete a year of teaching in high-performing Ednovate classrooms alongside mentor teachers while earning their Masters at USC and working toward their credentials. A cohort-based program, the inaugural year kicked off with 6 residents across Ednovate charter schools. Ednovate is excited to be able to have a pool of trained teachers to hire for the upcoming season. The program will continue into its second year. 8 residents have been selected for the SY25 school year. Dr. Pedro Noguera, Dean of USC Rossier stated, “Rossier is excited to work with Ednovate to prepare a new crop of teachers to meet the educational challenges of our times. Ednovate’s commitment to high standards and innovative practice combined with Rossier’s commitment to excellence in teaching will allow us to build a partnership to prepare teachers who are able to help all students excel academically and in life.”

Recent Ednovate Network Highlights

- **97% of Ednovate Schools’ graduates have been admitted to four-year colleges and universities.** Our students have been admitted to some of the nation’s most selective schools such as Harvard, Yale, Stanford, USC, UCLA, Cornell, NYU and Princeton. Our combined 2,300+ graduates to date have garnered more than 5,500 4-year college acceptances and more than \$76M

in college grants and scholarships, including prestigious scholarships from the Posse Foundation and Questbridge Scholars.³

- **84% of Ednovate Schools' graduates have enrolled in college** as of 2022, with three-quarters of these students enrolled in 4-year colleges and another 23% enrolling in a local community college or other 2-year degree program.⁴
- **99% of Ednovate Schools' graduates have completed A-G requirements** as of 2023 to be eligible for admission to University of California ("UC") and California State University ("CSU") systems (compared to fewer than half of high school graduates across the State).⁵
- As of 2024, four of our six schools have received the **California Distinguished School** award – USC HH earned this distinction in 2021 and Esperanza, East and Brio were recognized in 2024. This State of California distinction is awarded to the **top 5-10% percent** of California public schools with excellent academic California Dashboard performance and the ability to close the achievement gap between student identity groups.⁶
- Ednovate was honored as the **California Charter Schools Association 2021 Hart Vision School of the Year (South)**, recognizing our success in closing the achievement gap and ensuring more under-served students in low-income communities are enrolling in college.
- Parents and students are surveyed quarterly to assess their satisfaction and engagement with our programs with strong results: 85% of parents and 85% of our students believe Ednovate is a safe place and feel valued as members of the Ednovate community.
- USC HH has been recognized as part of the *U.S. News and World Report Best High Schools* for the 5th consecutive year (*recognized 2018, 2019, 2020, 2021, 2022*).⁷
- East was recognized as part of the *U.S. News and World Report Best High Schools* in 2022 and 2023, in which rankings include data on nearly 24,000 public high schools in 50 states and the District of Columbia.⁸
- Esperanza has received public recognition from various elected officials including California State Representative Wendy Carrillo at the Charter School's launch, as well as U.S. Representative Jimmy Gomez and L.A. County Supervisor Hilda L. Solis during a Dia de Los Muertos event.
- Esperanza has received national recognition through its Ballet Folklorico Dance Program from the County of Los Angeles receiving the *Latino Heritage L.A.-Tardeada de Mariachi Award*, and a Commendation for our *Carnaval de Muertos* event recognizing our dedication and service to the affairs of the community and for civic pride demonstrating numerous contributions for the benefit of the residents of all Los Angeles County. Esperanza's founding dance director has also been recognized for the Ballet Folklorico as the *Educator of the Year Angel Award* from the East Los Angeles Community Youth Center.
- Ednovate currently is undergoing a \$12 million campaign to support organizational growth, with \$4.8M secured to date, and an additional \$4M pledged. We currently raise \$2M per year through competitive grant writing from funders including the U.S. Department of Education, Charter School Growth Fund, NewSchools Venture Fund, Joseph Drown Foundation, Ralph. M. Parsons Foundation, Windsong Trust, and individual and corporate funders.
- We are proud to have an accomplished Ednovate alumna sitting on our Board of Directors: Alien Salazar Bravo graduated from USC HH – as the valedictorian of her class -- in 2017. After earning her bachelor's degrees in Sociology and Spanish magna cum laude from Cornell University, she

³ Internal data from 2016 - 2024.

⁴ CDE DataQuest. Retrieved from <https://dq.cde.ca.gov/dataquest> and Internal Data.

⁵ CDE DataQuest. Retrieved from <https://dq.cde.ca.gov/dataquest>.

⁶ California Department of Education. (2024). State Superintendent Tony Thurmond Announces 2024 California Distinguished Schools. Retrieved March 17, 2024 from <https://www.cde.ca.gov/nr/ne/yr24/yr24rel09.asp>. California Department of Education. Fingertip Facts on Education in California. Retrieved March 17, 2024 from <https://www.cde.ca.gov/ds/ad/ceffingertipfacts.asp>.

⁷ U.S. News & World Report. Best High Schools: USC Hybrid High. Retrieved from www.usnews.com/education/best-high-schools/california/districts/los-angeles-unified-school-district/usc-hybrid-high-140698

⁸ U.S. News & World Report. Best High Schools: East College Prep. Retrieved from <https://www.usnews.com/education/best-high-schools/california/districts/ednovate---east-college-prep-district/ednovate-east-college-prep-408453>

has returned to Los Angeles and is working as a Senior Consultant with EY People Advisory Services. We are thrilled to have an alumna's perspective on our Board.

- Ednovate was awarded the **California Community Schools Partnership Program Grant** in 2024 for Brio College Prep, Esperanza College Prep, East College Prep. USC Hybrid High College Prep. And South LA College Prep

SCHOOL PERFORMANCE OVER CHARTER TERM

Charter Renewal Criteria and Eligibility

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607.2(b)

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria— Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term —Education Code Section 47607.2(a).
- Middle Performing – Renewal for a five-year term unless closure is in the best interest of students, evaluated using the California School Dashboard (the "Dashboard") and Education Code Section 47607.2(b).

For the first time since 2020, the CDE has published a list of high-, middle-, and low-performing charter schools. Esperanza is pleased to have been deemed a middle-performing school by the CDE and is thus eligible for a default renewal standard, for a five-year term.

The 2023 Dashboard is the first since 2019 to display the intended red, orange, yellow, green, and blue colors for schools' status and change scores in the state indicators. The 2022 Dashboard uses one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021-22 school year data. As such, the 2023 Dashboard is not based on two years of color-based performance.

The state indicators include the following:

- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only (Note: The College/Career Indicator will not be reported on the 2022 Dashboard)
- Academic: grades three through eight and grade eleven – English language arts and Mathematics

Again, Esperanza fits into the middle performing category, as determined by law and the California Department of Education, and is eligible, and as clearly demonstrated by the evidence, meets the criterion for charter renewal for a term of 5 years, as shown below.

For middle-performing charter schools, Education Code Section 47607.2(b) mandates that the District consider the performance, schoolwide and for all student subgroups, of the Charter School on the state and local indicators on the Dashboard. The District shall provide greater weight to measurements of academic performance, which include the California Assessment of Student Performance and Progress (“CAASPP”) ELA and math assessments, the English Learner Progress indicator (“ELPI”), and the College/Career indicator (“CCI”).

Further, in addition to the state and local indicators on the Dashboard, the District shall also consider evidence, from assessments deemed verified data by the State Board of Education, showing measurable increases in academic achievement (at least one year’s progress for each year in school), or showing strong postsecondary outcomes (college enrollment, persistence, and completion rates equal to similar peers).

Esperanza College Prep’s focuses on student achievement and preparing students for college, and career readiness executes multiple methods of measuring academic growth and college preparedness over time. With each release of achievement data, Esperanza College Prep reviews and analyzes the data for intentional next steps in gaining better outcomes by adjusting professional development, better aligning curriculum to the state standards, and offering additional support for students, parents, and staff.

Esperanza Academic Highlights & Lowlights

Highlights

- **2023 English Language Arts (“ELA”) Performance:**
 - **Esperanza Students:** Scored 31.4 points above the standard (Blue) on the California Dashboard, significantly outperforming the state average (13.6 points below standard, Orange).
 - **Hispanic Students:** Also scored 31.4 points above the standard (Blue).
 - **Socioeconomically Disadvantaged Students (“SED”):** Scored 33.5 points above the standard (Blue).
 - **ELA Growth:** Esperanza College Prep grew 17% in students meeting the "Met & Above" standard from SY22 to SY23, and 4% from SY23 to SY24.
- **2023 Math Performance:**
 - **Math Growth:** Esperanza College Prep grew 7% in students meeting the "Met & Above" standard from SY23 to SY24.
- **Graduation Rates:**
 - **All Students:** 98.1% graduation rate (Blue), significantly higher than the state average of 86.4% (Orange).
 - **Hispanic Students and SED:** Both groups achieved a 98% graduation rate (Blue).
- **2023 English Learner (“EL”) Progress:**
 - **EL Students:** 52.3% making progress (Green) compared to the state average of 48.7% (Yellow).
- **Suspension Rates:**
 - **Esperanza College Prep:** Reduced suspension rate from 7.3% in SY19 to 1.2% in SY23, compared to California's rate of 3.6%.
- **Advanced Placement (“AP”) Courses:**
 - **Increased Participation:** Over 200 students took AP courses in the last two school years.
 - **AP Access Recognition:** Esperanza College Prep recognized by College Board for providing AP opportunities to all students, including underrepresented populations.
- **Reclassification of English Learners:**
 - **Improved Outcomes:** Reclassification rates improved from 50% in SY21-22 to 54% in SY23-24⁹.
- **100% College Acceptance Rate:**
 - **All Graduates:** Every student from the graduating classes since 2021 has been accepted to a college.
 - **Prestigious Institutions:** Students have been accepted to top universities such as Duke, Stanford, Princeton, UCLA, UC Berkeley, and the University of Southern California.
- **Scholarships and Grants:**
 - **Total Awards:** Over \$8 million in scholarships and grants were awarded to the class of 2024 alone.
 - **Full-Ride Scholarships:** Awarded to Columbia University, USC, and other prestigious institutions.
 - **QuestBridge Scholarships:** Two students were awarded full scholarships to Duke University and Boston College.
 - **KIPP Goldberg Scholarships:** Two students received \$60,000 each.
 - **POSSE Scholarships:** Awarded to students attending Dickinson College, Bucknell University, and Tulane University.
 - **Gates Foundation Scholarship:** Awarded to a 2023 graduate.
 - Recently awarded the California Community Schools Partnership Program Grant
- **Community Engagement:**
 - **Cultural Celebrations:** Ballet Folklorico Program: Nationally recognized, with events such as the annual Dia De Los Muertos celebration, drawing over 1,300 attendees and showcasing the rich cultural heritage of the community.
 - **Community Partnerships:** Collaborations with local organizations like East LA Rising, Alma Family Services, and YMCA to support student and community development.

⁹ Internal data.

- **Volunteer and Service:** Community Service: Students have completed over 43,000 hours of community service to date. Students who reach 200 hours during their 4 years are awarded a Community Service Cord.

Lowlights

- **2023 Math Performance:**
 - **All Students:** Scored 95.7 points below the standard (Yellow) on the California Dashboard, performing below the state average.
 - **Achievement Gap:** Significant gaps remain, particularly for students affected by pandemic-related learning loss.
- **English Learners and Students with Disabilities (“SWDs”):**
 - **Low ELA Scores:** No multilingual learners met the standard in SY22 or SY23.
 - **Equity Gap:** A 16% gap remains between SWD and general education students in earning "Met & Above" in ELA in 2023.
- **AP Pass Rates:**
 - **Low Pass Rate:** Despite increased participation, the overall AP exam pass rate remains low, with a pass rate of only 20% in SY24.
- **2023 CAASPP Math Results:**
 - **Growth Needed:** Although there has been a 12-point improvement in Math CAASPP scores, performance still trails behind LAUSD and state averages.
- **2023 College Career Indicator (“CCI”):**
 - **Below Target:** CCI rate remains below the school’s goal of 77%, indicating room for improvement in preparing students for college and careers.

CA School Dashboard

Positives of California State Dashboard Data

Esperanza College Prep has made significant progress across several areas on the Dashboard. Some of our greatest highlights include the following indicators on the 2023 Dashboard:

English Language Arts:

- All Students: 31.4 pts above standard (Blue) compared to the state average of 13.6 pts below standard (Orange)
- Hispanic Students: 31.4 pts above standard (Blue)
- Socioeconomically Disadvantaged Students (SED): 33.5 pts above standard (Blue)

English Learner Progress

- EL Students: 52.3% Making Progress (Green) compared to the state average of 48.7% (Yellow)

Graduation Rates

- All Students: 98.1% (Blue) compared to the state average of 86.4% (Orange)
- Hispanic Students: 98% (Blue)
- Socioeconomically Disadvantaged Students (SED): 98% (Blue)

At Esperanza College Prep, we have consistently improved upon our ELA results because of multiple factors: teacher coaching and development, improvement of ELA curriculum, revision of internal and network assessments, tracking and goal setting, working with an outside consultant to develop instructional coaching strategies, and finally, working to integrate rigor through a deep understanding of common core and AP course standards. We were thrilled to see the growth for our English Learners. Specifically designed instructional strategies and professional development focused on supporting English Learners (ELs) ensured students received the targeted support needed to improve their English proficiency. Actions such as providing an effective English language acquisition program and ensuring access to the academic core curriculum supported our ELs in making significant progress. *(More specific strategies are shared in our CAASPP ELA section)*

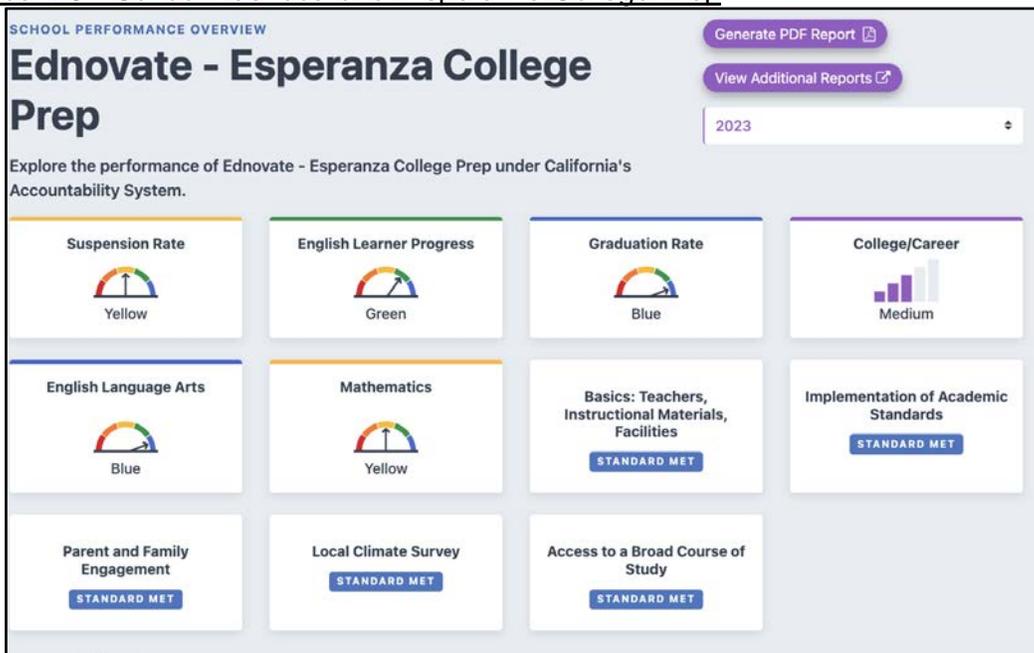
In comparison to LAUSD and neighboring schools, such as Garfield and Roosevelt, our students are outperforming in the metrics of ELA CAASPP, Graduation Rates, and EL Progress¹⁰. As a school, we have

¹⁰ CA School Dashboard

improved performance since our initial Dashboard data post-pandemic, however, the SY23 school year was our first school year with official academic records on the dashboard.

We continue to be proud of our high graduation rates that consistently outperform the state average. We attribute our success to the continued inclusion of college readiness courses that help prepare students for post-secondary education by guiding them through the college application process. This support ensures students are better prepared for college, thereby increasing the likelihood of graduation. Additionally, offering AP and honors courses provides students with challenging academic experiences that prepare them for college-level work, contributing to higher graduation rates as students are better prepared for the rigors of higher education. *(More specific strategies are shared in our Post-Secondary Outcome section)*

Most Recent CA School Dashboard for Esperanza College Prep



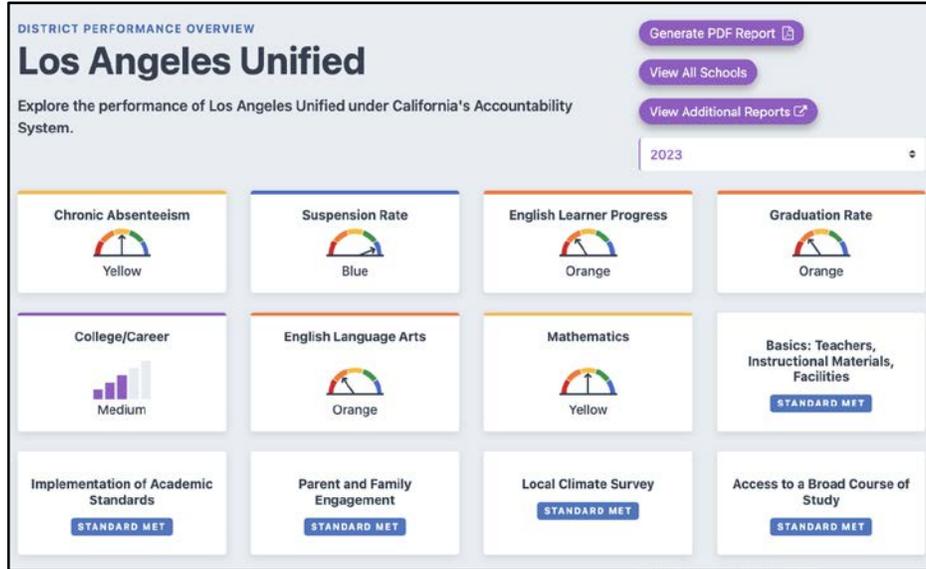
Comparison to California



Comparison to Los Angeles County of Education

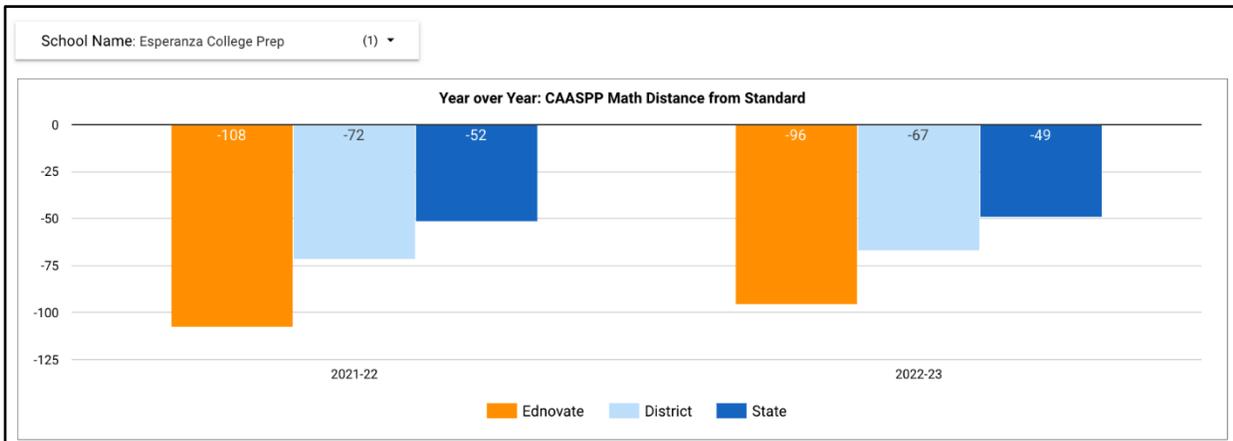


Comparison to Los Angeles Unified



Areas for Growth on Dashboard Data

While we did not have any performance indicators that were Red or Orange, math outcomes continue to be an area of growth for Esperanza College Prep, particularly as students have experienced pandemic-related learning loss.



Recent assessments show that students are entering with lower math proficiency levels compared to previous years, underscoring the need for targeted interventions. Between 2017-2023, California 8th graders dropped in proficiency on the Math CAASPP exam from 39% proficient in 2018 to 29% in 2023. Further, across Ednovate's high schools, the incoming Quantile measure for students dropped by 27 quantile points from 2021 to 2023 from the Star Renaissance Assessment given within the first three weeks of instruction at the start of the school year. Additionally, the introduction of a new assessment system by colleges, which replaces the traditional ACT/SAT requirements, further emphasizes the importance of strengthening math skills to meet evolving academic standards. As Esperanza College Prep adapts to these changes, the Dashboard serves as a crucial tool in identifying and addressing the gaps in math education exacerbated by the pandemic. To address this, we have already initiated several strategic interventions and will continue to enhance these efforts.

We have continued the implementation of the Common Core-aligned mathematics curriculum, aiming to ensure that our instruction aligns with the rigor of the Common Core standards. This alignment serves our overarching goal of best preparing students for the CAASPP. Across our network, we observe a consistent increase in the average percentage of correct answers that students achieve over time— from their initial pre-assessment to the Q3 interim assessment, students have exhibited growth in various mathematics domains. Our current 2023 CA School Dashboard performance shows a Yellow with 95.70 pts below standard for All Students, which is currently below the state average. As a result, we have put strategic interventions in place to support teacher and tutor development, student engagement and support, and rigorous, high-quality materials.

The SY23 school year was our first year of implementation for our new math curriculum, Illustrative Mathematics. Our school was also excited to collaborate with TNTP, The New Teacher Project, on continuous consulting to help our instructional staff and instructional coach with integration and improvement of our pedagogy and practices. In addition, with their support, we were able to have several meetings across the department on how to best tailor the curriculum to support students in performing better with critical thinking performance tasks and how to implement consistent rubrics that align with Illustrative Mathematics and Common Core Standards. In addition, tracking growth across quarterly interim assessments has also helped narrow the areas of focus to different math domains. Within the year, students consistently grew from interim to interim, starting off with 37.58% of students scoring a 3 or 4 in Math in August to 67.11% of students scoring a 3 or 4 in April. Though we recognize that our internal interim performance is not the only factor to predict CAASPP performance, tracking individual student progress has also been a tool to support teacher and tutor interventions. Focusing on these supports, students were able to grow 12 points collectively on the Smarter Balanced Summative Assessment for Math from the 2022 school year. *(more specific strategies are shared in our CAASPP Math section)*

Positives of Suspension Data

In SY23, Esperanza has a suspension rate of 1.2% compared to California's rate of 3.5%. Further, Esperanza's suspension rate has decreased from 7.3% in SY19 to 1.2% in SY23. Over the past four years,

Esperanza has committed to practices of restorative justice, positive behavior interventions, and community engagement, focusing on restorative conversations and support systems. As a result, Esperanza has established a caring and accountable culture system to ensure high accountability and high support for our students.

Behavior Support: Caring and Accountable

- **Shout Outs and Reminders:** The Guide to Thrive Handbook for students' details actions that earn Shout Outs and Reminders (Anti-Bullying Policy). Focusing on social justice and equity, Esperanza has eliminated 70% of reminders (formerly demerits). Shout Outs are given when students exhibit core values such as mastery, familia, cultura, reflection, Ganas, and joy. Students can redeem their Shout Points at the Shout Out Store.
- **Behavior Intervention:** Alternatives to Suspension
 - Restorative Conversation Log: Conducted to resolve conflicts, teaching the importance of peaceful and professional conflict resolution.
- **Student Conduct Contract:** Positive reinforcement to support students facing behavioral challenges.
- **Clean Weeks Opportunity:** Students are supported in making positive and lasting behavior changes.
- **Reflection Sessions:** Held on Fridays for students with 4 reminders, involving community circles, processing conversations, and behavior planning.
- **Self-Compassion and Mindfulness:** Tools to help students be aware of their feelings and those of others.
- **Responsible Social Media Strategies:** Assignments for students involved in social media conflicts.
- **Community Service Resources:** Opportunities for students to engage in community service as an alternative to suspension.
- **Parent Shadowing:** Allows parents to monitor their child's performance and behavior.
- **Consistent Parent Communication:** Daily contact through phone, text, email, and in person, fostering strong relationships that contribute to student success.

Through these comprehensive support systems, Esperanza maintains a positive school culture, helping students grow academically and behaviorally.,

The following suspension data¹¹ compares Esperanza College Prep to the State, LAUSD, and its Community of Schools¹² across all grades:

¹¹ CDE - Suspension Data: <https://www.cde.ca.gov/ds/ad/filesd.asp>

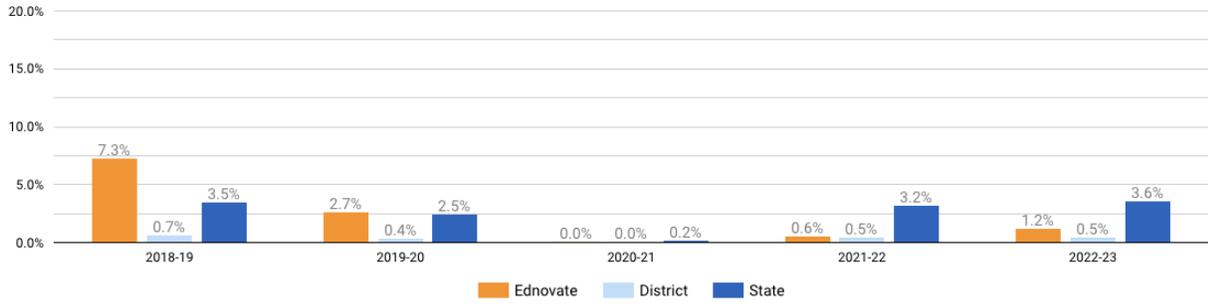
¹² According to LAUSD Board member Jackie Goldberg's website, "The District launched the Communities of Schools to make it easier and more efficient for students, families, and school staff to get the support they need. Each Community of Schools contains all of the schools in a particular neighborhood or small city." (<https://jackielausd.com/community-of-schools-directory/#:~:text=The%20District%20launched%20the%20Communities,particular%20neighborhood%20or%20small%20city.>) The Community of Schools for Esperanza include James A. Garfield Senior High, Alliance Morgan McKinzie High, Esteban Torres East LA Performing Arts Magnet, and Hilda L. Solis Learning Academy School of Technology, Business, and Education.

Sources: [Suspensions](#)

School Name: **Esperanza College Prep** (1) ▾

Academic Year ▾

Year over Year: Suspension Rates

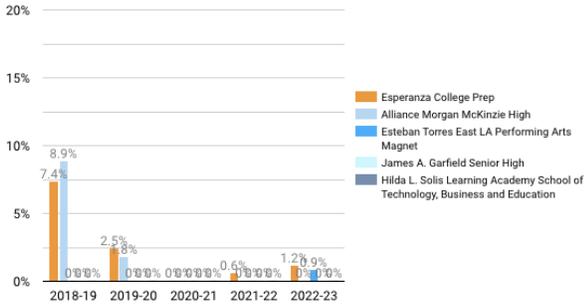


Sources: [Suspensions](#)

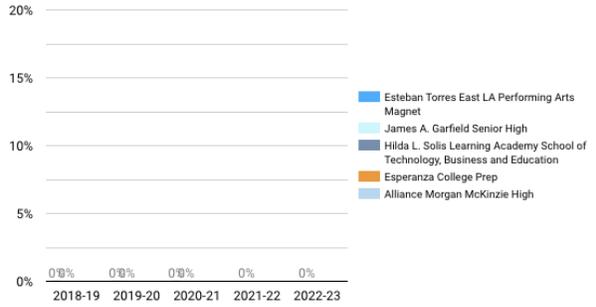
School: **Esperanza College Prep (1)** ▾

Academic Year ▾

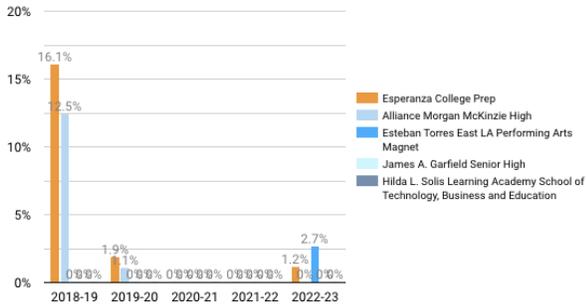
Year over Year: Hispanic or Latino Suspension Rates



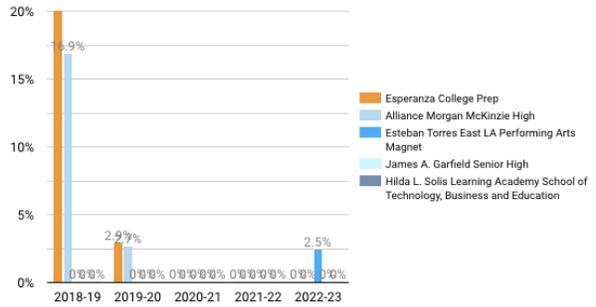
Year over Year: Black or African American Suspension Rates

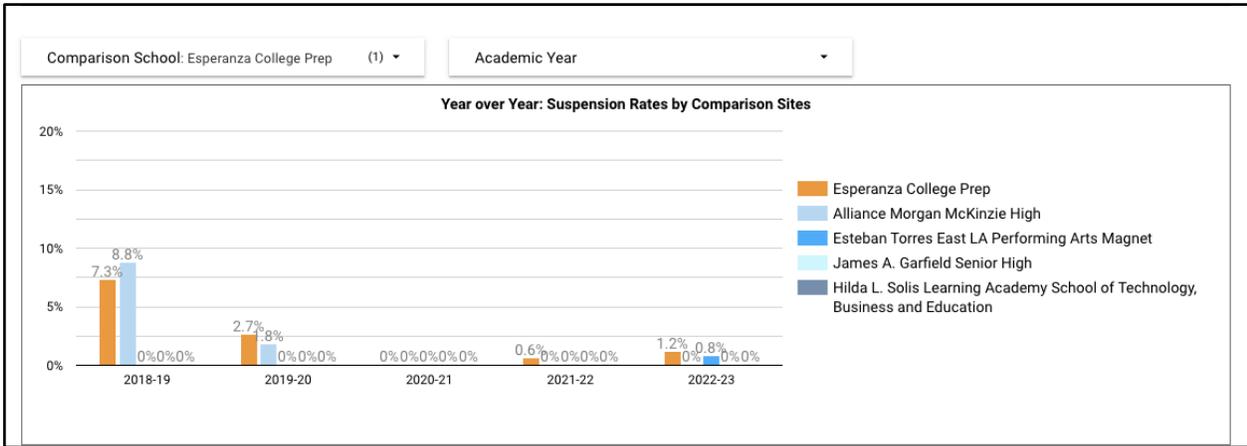


Year over Year: SPED Suspension Rates

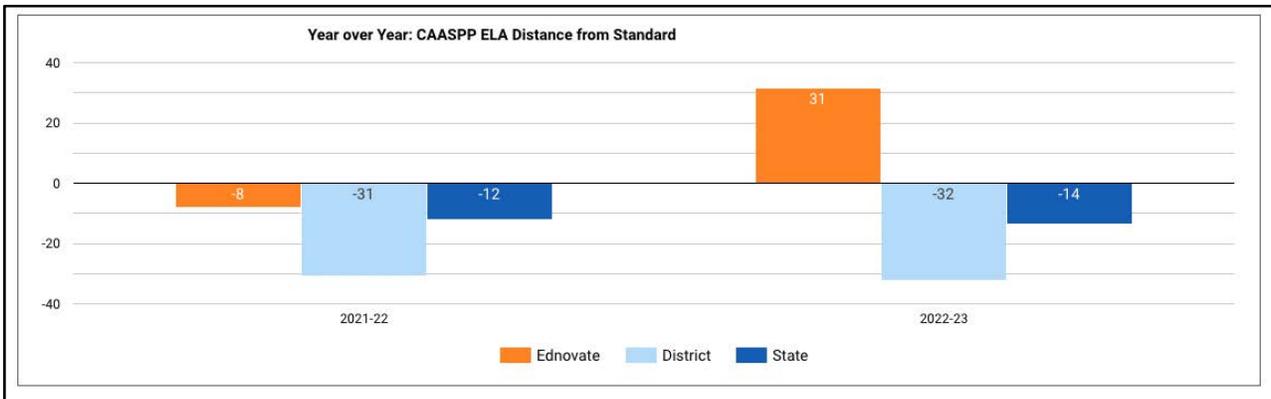


Year over Year: MLL Suspension Rates





CAASPP ELA



Esperanza outperformed both the District and State in ELA, as shown in the chart above. Esperanza performed 31 points above standard in 2023, while both the District and the State remained below standard.

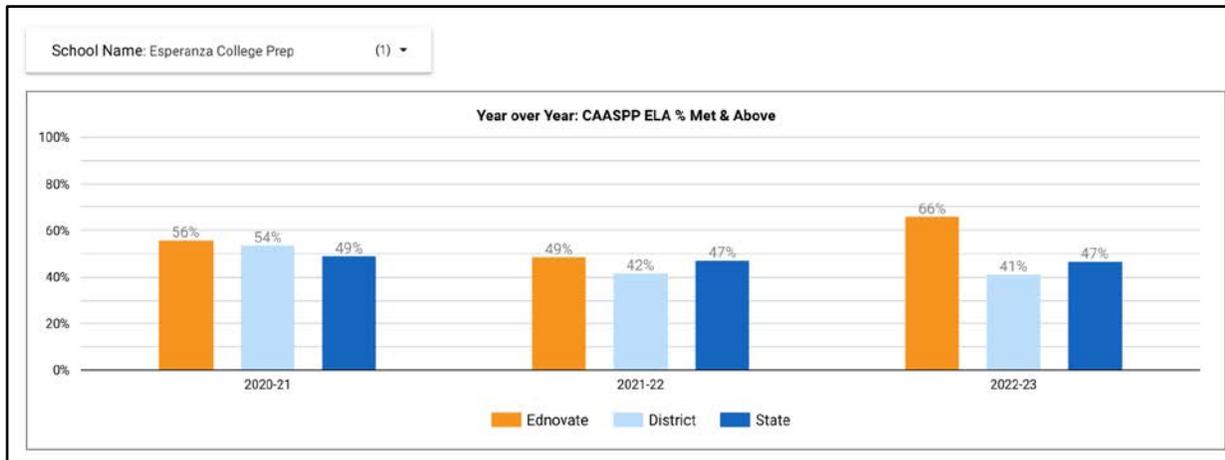
Positives of ELA CAASPP Data Compared to the State and District (Schoolwide)

On the CAASPP ELA exam, Esperanza College Prep students outperformed LAUSD all-grades by 25 percentage points (“pp”), and California all-grades by 19 pp. This performance is the direct result of having strong programming and interest in AP English Language and Composition and AP English Literature, as well as rigorous curriculum as outlined through College Board Pre-AP English I curriculum. In addition, teachers implement Common Core Standards and objectives through Springboard’s ELA 9, 10, 11, and 12 curricula. In the future, we aim to ensure all students are exposed to college level writing courses and materials to enhance their understanding and comprehension of grade level texts and tasks. This year, we have also engaged in departmental initiatives to increase student classroom discourse and vocabulary acquisition, which have led to positive results in internal writing assessments. In line with our internal approach to tracking data to predict CAASPP results in math, we track performance in ELA across different Common Core Standards in our internal assessments. This year, our 11th grade cohort began in August with 75% of students earning 3s or 4s on their internal assessment and ending in April with 88.18% of students earning 3s or 4s on their ELA interim assessment. Tracking progress and trends across individual students and standards helps our teachers in tracking content and skills that require additional intervention and support. Lastly, in our ELA Department, teachers have diligently worked to norm on rigorous rubrics and writing tasks to ensure vertical alignment across grade levels.

In addition, our commitment to ELs is paramount, and we have implemented strategic measures to continually enhance their outcomes. The introduction of new roles, curriculum support for language acquisition, and ongoing professional development for our staff have been pivotal. In the current year, our

Multilingual Learner (“MLL”) Coordinator has not only conducted class instruction but also provided professional development for staff and parent communication and education.

The following CAASPP ELA data¹³ compares Esperanza College Prep to the State and LAUSD across all grades:



Positives of ELA CAASPP Data¹⁴ Compared to the State and District (Student Sub-Groups)

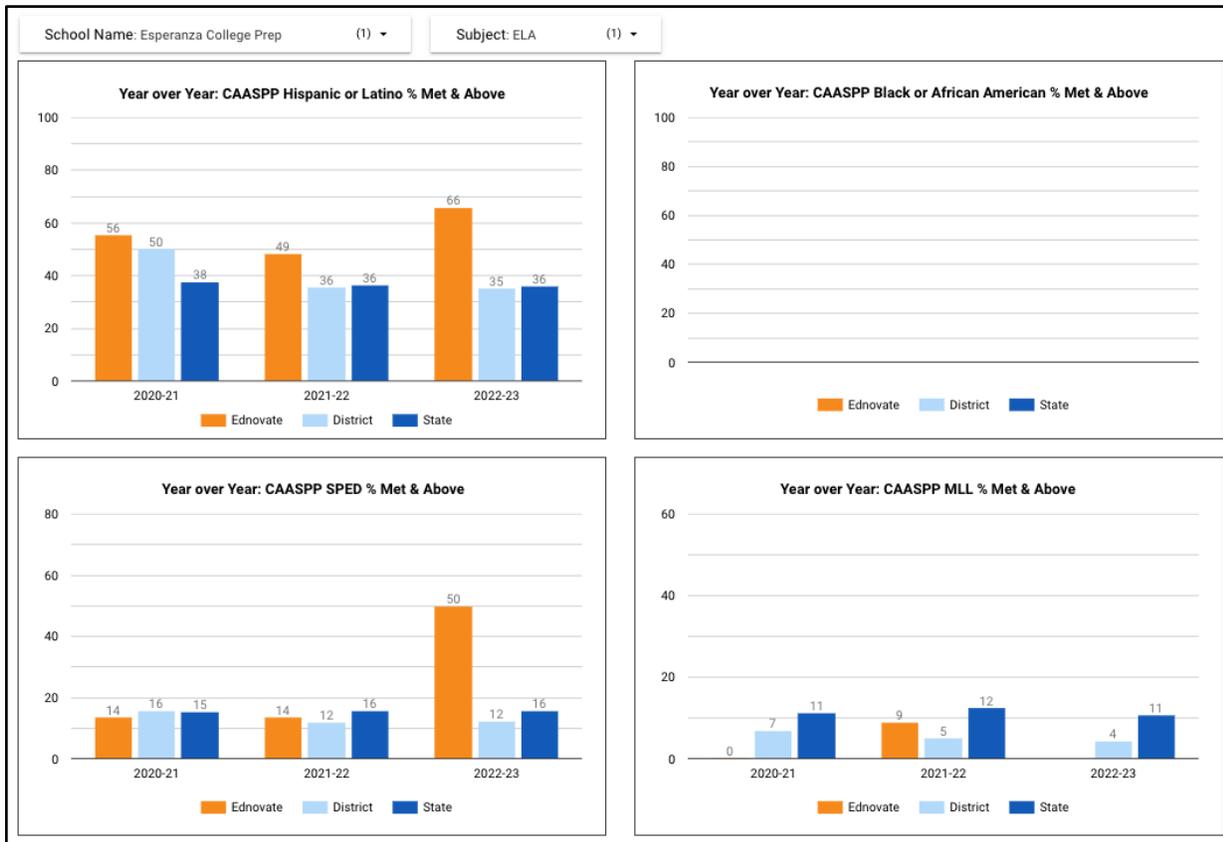
Esperanza’s Latinx population outperformed similar demographics in LAUSD by 31 percentage points (“pp”) and in the state of California by 30 pp. Further, Esperanza’s SWD population outperformed LAUSD by 38 pp, the state by 34 pp, and community schools by 8 pp whereby Esperanza experienced a 36-pp growth in students meeting Met & Above from SY21 to SY23 while both LAUSD and the state plateaued.

The following CAASPP ELA data¹⁵ compares Esperanza College Prep to the State and LAUSD across student subgroups:

¹³ CAASPP Research Files: <https://caaspp-elpac.ets.org/caaspp/Account/Login>

¹⁴ Ibid.

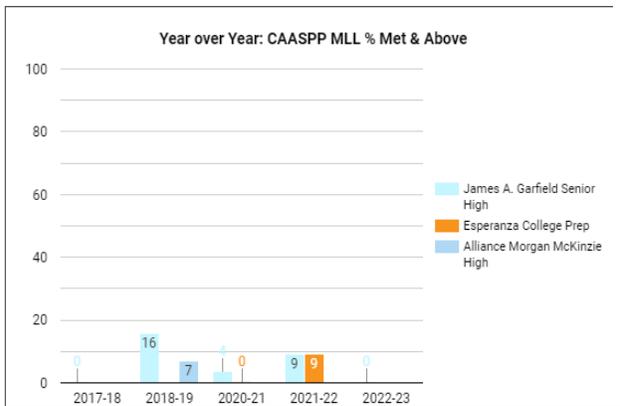
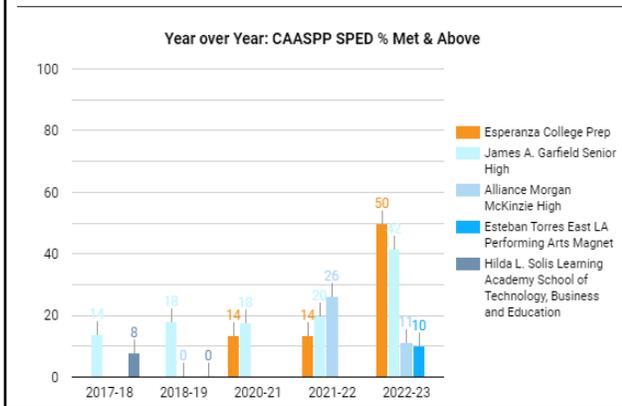
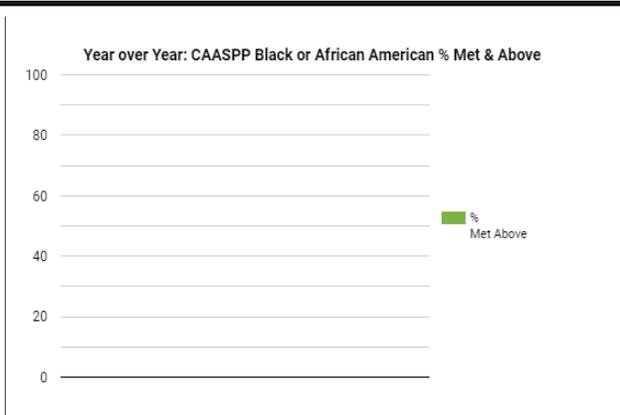
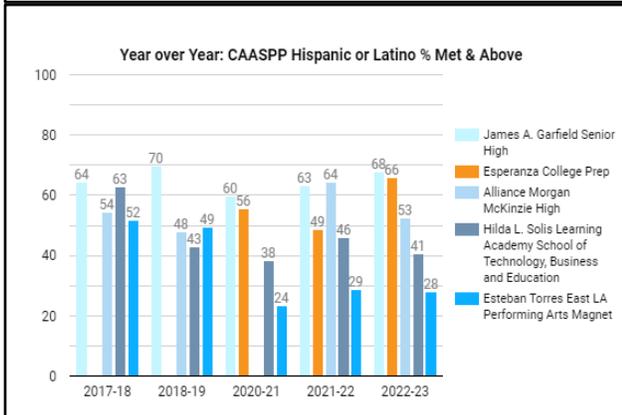
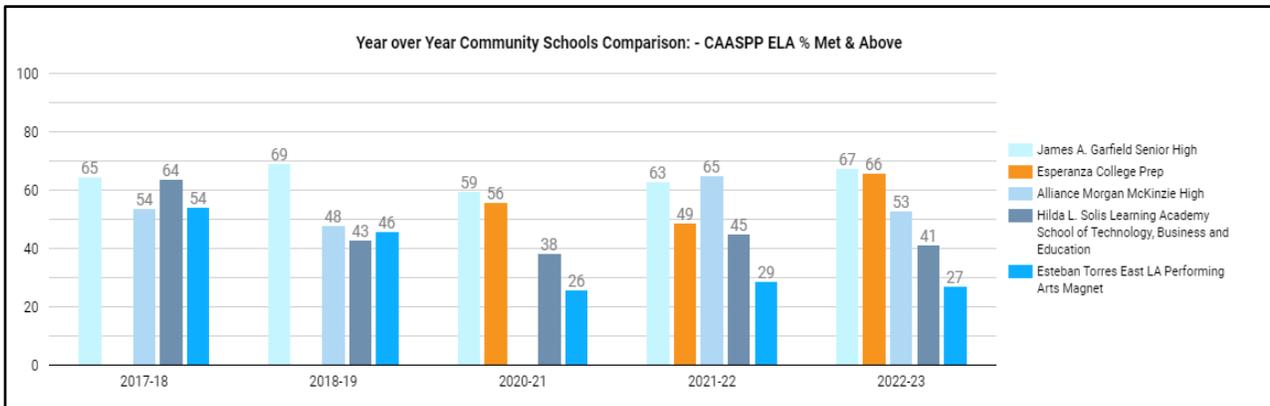
¹⁵ Ibid.



We've revamped our data collection approach to focus on student outcomes based on identity groups, allowing tailored instructional approaches to meet our English learning objectives. Schedules for MLL tutors and our MLL Coordinator have been established to actively participate in classes, offering additional support to our ELs based on ongoing assessment and progress monitoring and ongoing professional development to instructional staff. The creation of a new role meant to support multilingual learners is integral in ensuring students receive the individualized support they need to meet their goals as outlined by their ELA instructors and most recent ELPAC results. We look forward to ensuring that our multilingual learners continue to receive individualized support and goal setting to not only help them reclassify but also thrive as readers and writers.

The following CAASPP ELA data¹⁶ compares Esperanza College Prep to high schools within its Community of Schools schoolwide and student subgroups:

¹⁶ CAASPP Research Files: <https://caaspp-elpac.ets.org/caaspp/Account/Login>



Positives of ELA CAASPP Data Compared to the Community of Schools¹⁷ schoolwide and student subgroups

In the CAASPP ELA exam, Esperanza College Prep outperformed all but one community school in both the overall percentage of students meeting the Met & Above standard and in growth from SY22 to SY23. Esperanza saw a 17 pp increase in students meeting the Met & Above standard from SY22 to SY23 and moved from -8 DFS to +31 DFS in the same period. Additionally, Esperanza’s Latinx population

¹⁷ According to LAUSD Board member Jackie Goldberg’s website, “The District launched the Communities of Schools to make it easier and more efficient for students, families, and school staff to get the support they need. Each Community of Schools contains all of the schools in a particular neighborhood or small city.” (<https://jackielausd.com/community-of-schools-directory/#:~:text=The%20District%20launched%20the%20Communities,particular%20neighborhood%20or%20small%20city.>) The Community of Schools for Esperanza include James A. Garfield Senior High, Alliance Morgan McKinzie High, Esteban Torres East LA Performing Arts Magnet, and Hilda L. Solis Learning Academy School of Technology, Business, and Education.

outperformed all but one community school.

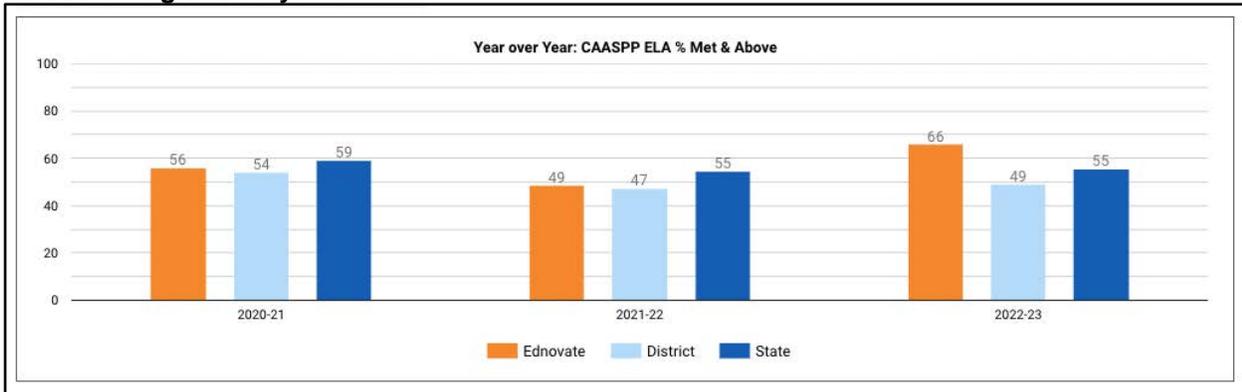
Our success can be attributed to our focus on weekly instructional coaching, which is grounded in student achievement data, particularly their performance on the CCSA. The consistency of these weekly coaching sessions has established a culture of continuous improvement through bite-sized feedback conversations centered on academic performance and student experience. Teachers also meet bi-weekly in their department meetings to engage in student work analysis and participate in professional development sessions on specific instructional best practices.

Furthermore, there is an internal scoreboard that teachers use daily to monitor student growth on CCSS. We have emphasized using data from the STAR assessment to personalize instruction for each student. These strategic changes ensure that all students receive the support they need to achieve continuous growth.

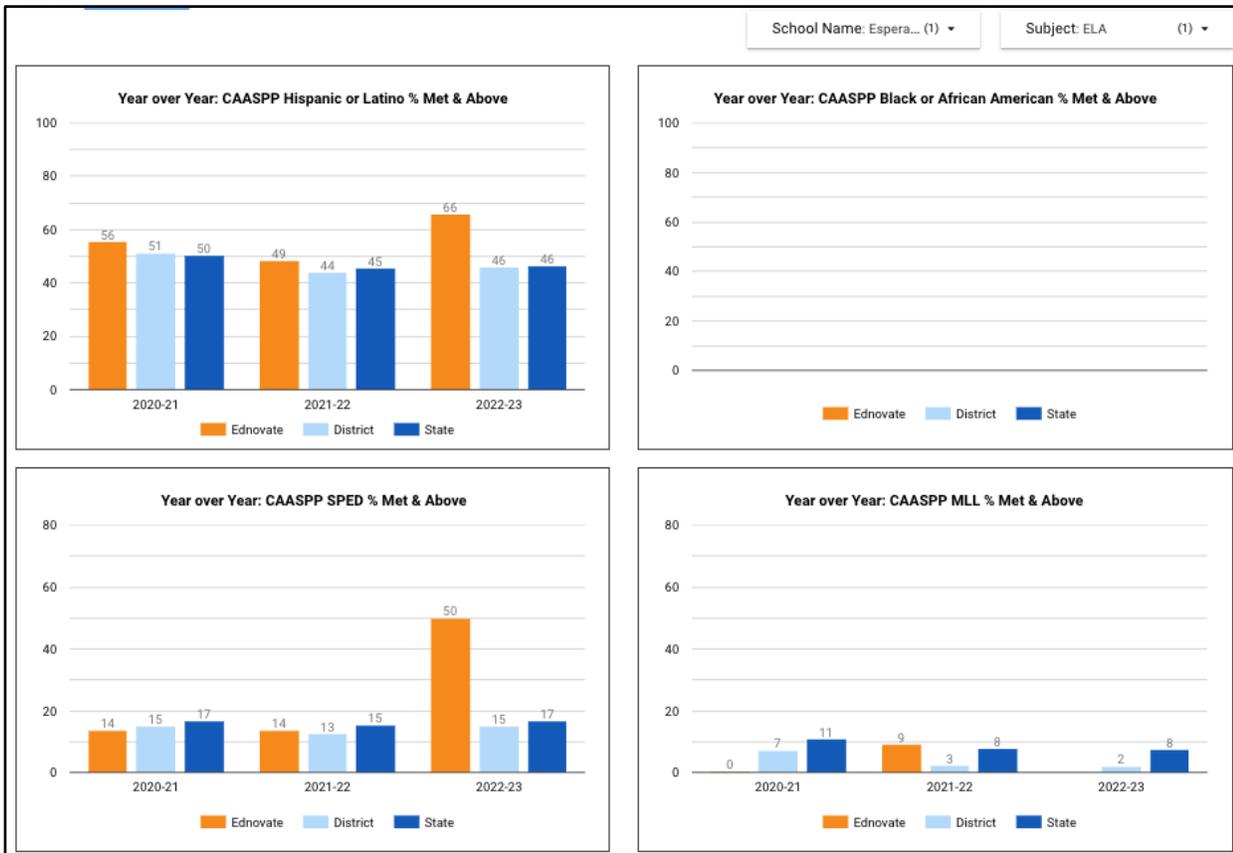
Positives in the ELA CAASPP Data Compared to the State and LAUSD across 11th grade only: Additionally, when comparing Esperanza’s performance in SY23 to LAUSD and California’s 11th-grade populations, Esperanza consistently outperformed their grade-level peers. Esperanza’s SY23 DFS for multilingual students improved by 27 points, from -70.7 in SY22 to -43 in SY23, which is significantly better than LAUSD’s average of -87.8. Additionally, Esperanza’s SY23 DFS for students with disabilities (SWDs) was -15.1, significantly outperforming the state, which has a DFS of -96.3.

This success can be attributed to consistent access to and response to data, such as STAR, interim, and standard-mastery data, which allows us to quickly identify gaps in ELA and respond appropriately. Upon reviewing data and identifying strengths and areas of need, our Instructional Coaches and MLL team, in partnership with our Assistant Principal of Instruction, are quick to action-plan and gear up for improvement. Additionally, the Assistant Principal of Instruction, along with our student advisors and Principal, play a critical role in motivating our students by helping them understand the importance of these state assessments for their overall success in college and career beyond high school.

The following CAASPP ELA data¹⁸ compares Esperanza College Prep to the State and LAUSD across 11th grade only:



¹⁸ CAASPP Research Files: <https://caaspp-elpac.ets.org/caaspp/Account/Login>



Areas of Growth on ELA CAASPP Data

While we are proud of our SWD and MLL comparative growth, we still recognize we can improve how we serve these student groups. No MLL earned a score of Met & Above Standard in SY22 or SY23, and there is a 16-pp equity gap between our SWD population and general education population in earning Met & Above.

While we are still outperforming LAUSD, the state of California, neighborhood schools, and making yearly growth, we will work to close this gap between SWDs and MLLs by targeting the instructional professional development to include more SDAIE strategies, host data conferences with MLL coordinators, SWD instructors, and the AP of Instruction to find our strengths and gaps sooner and address them during our scheduled tutoring sessions and in class instruction. We will also continue to strengthen the professional development and data scoreboards for our Multilingual Learning Coordinator and our two MLL tutors to better support our SWDs. Additionally, we will continue to strengthen the partnership and co-planning between our MLL program and our SWDs so best practices are aligned and executed.

CAASPP Math

Positives of Math CAASPP Data Compared to the State and District

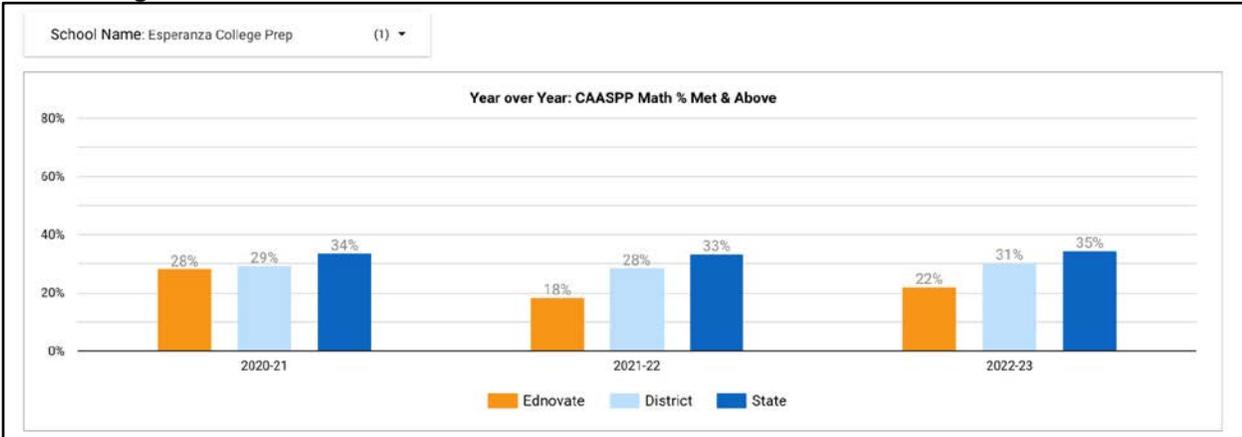
In the CAASPP Math exam, Esperanza College Prep grew 4 pp in Met & Above from SY22 to SY23¹⁹, meeting LAUSD and the state of California’s growth. This is attributed to the focus on math instruction and the focus on CCSS professional development. The school community also spent its department time analyzing the STAR data and identifying standards to intentionally spiral back during instruction to support with the growth of the skills and standards necessary to access current grade level content.

The following CAASPP math data²⁰ compares Esperanza College Prep to the State and LAUSD

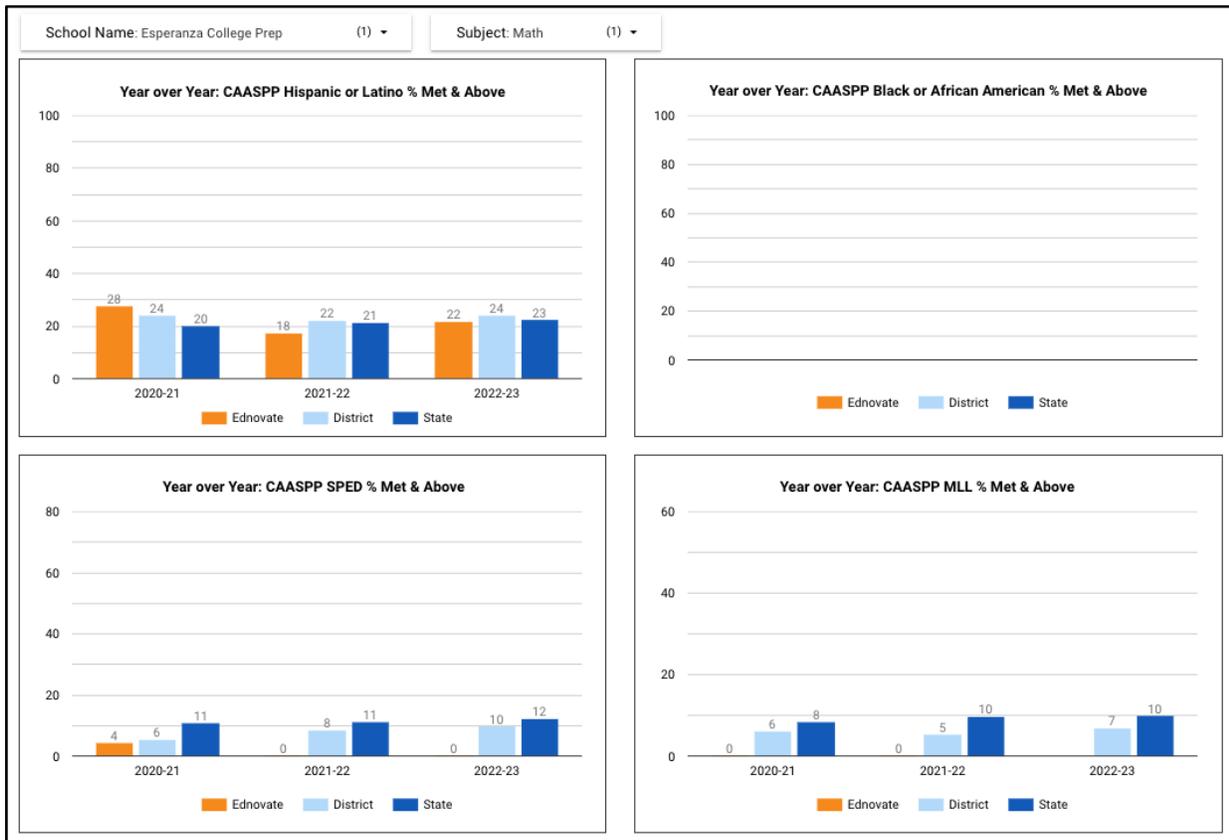
¹⁹ CAASPP Research Files: <https://caaspp-elpac.ets.org/caaspp/Account/Login>

²⁰ Ibid.

across all grades:



The following CAASPP math data compares Esperanza College Prep to the State and LAUSD across student sub-groups:



Positives of Math CAASPP Data Compared to the State and LAUSD across student sub-groups

In looking at subgroup performance, Esperanza’s Latinx population, which is almost 100% of its student body, is only 2 pp behind LAUSD and 1 pp behind the state of California; Esperanza also saw greater growth in this population than either LAUSD or the state.

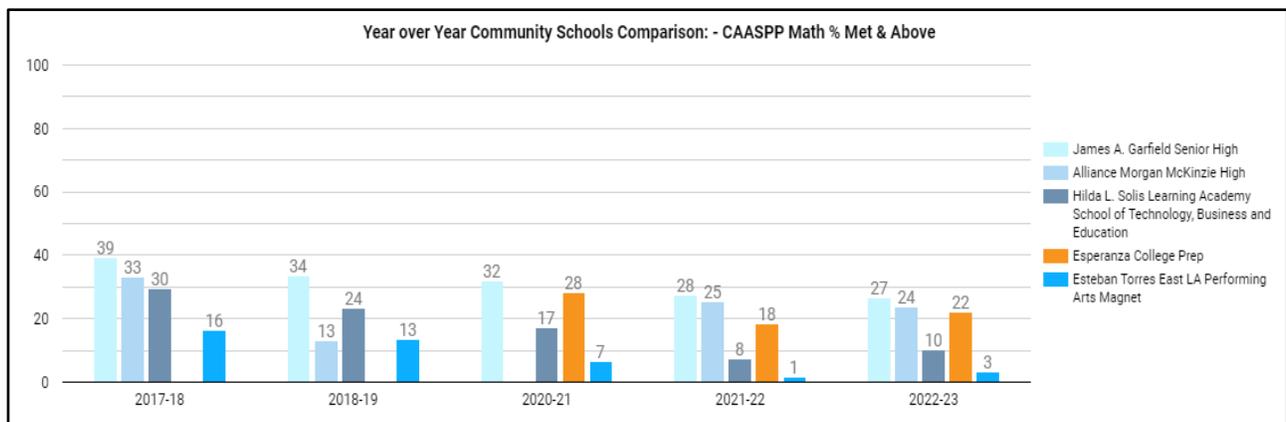
Positives of Math CAASPP Data²¹ Compared to the Community of Schools schoolwide and student subgroups

Further, while the percentage of students meeting or exceeding standards at the highest-performing community schools decreased from SY22 to SY23, Esperanza increased its percentage and is now within 2-5 percentage points compared to other schools. Over the past two years, Esperanza has launched a math initiative aimed at both instructional rigor and targeted instruction for students, as well as professional development and training for teachers. As a result, Esperanza’s DFS improved by 12 points from SY22 to SY23.

Although Esperanza College Prep is currently performing below LAUSD and state averages for Met & Above within CAASPP Math, the school is committed to closing this achievement gap. In addition to providing a holistic, vertically aligned Kendall Hunt Illustrative Math curriculum from Algebra 1 through Algebra 2, Esperanza is also focusing on teacher and principal development and training in Kendall Hunt methods, targeted intervention units through IXL learning, and dedicated math tutoring for students.

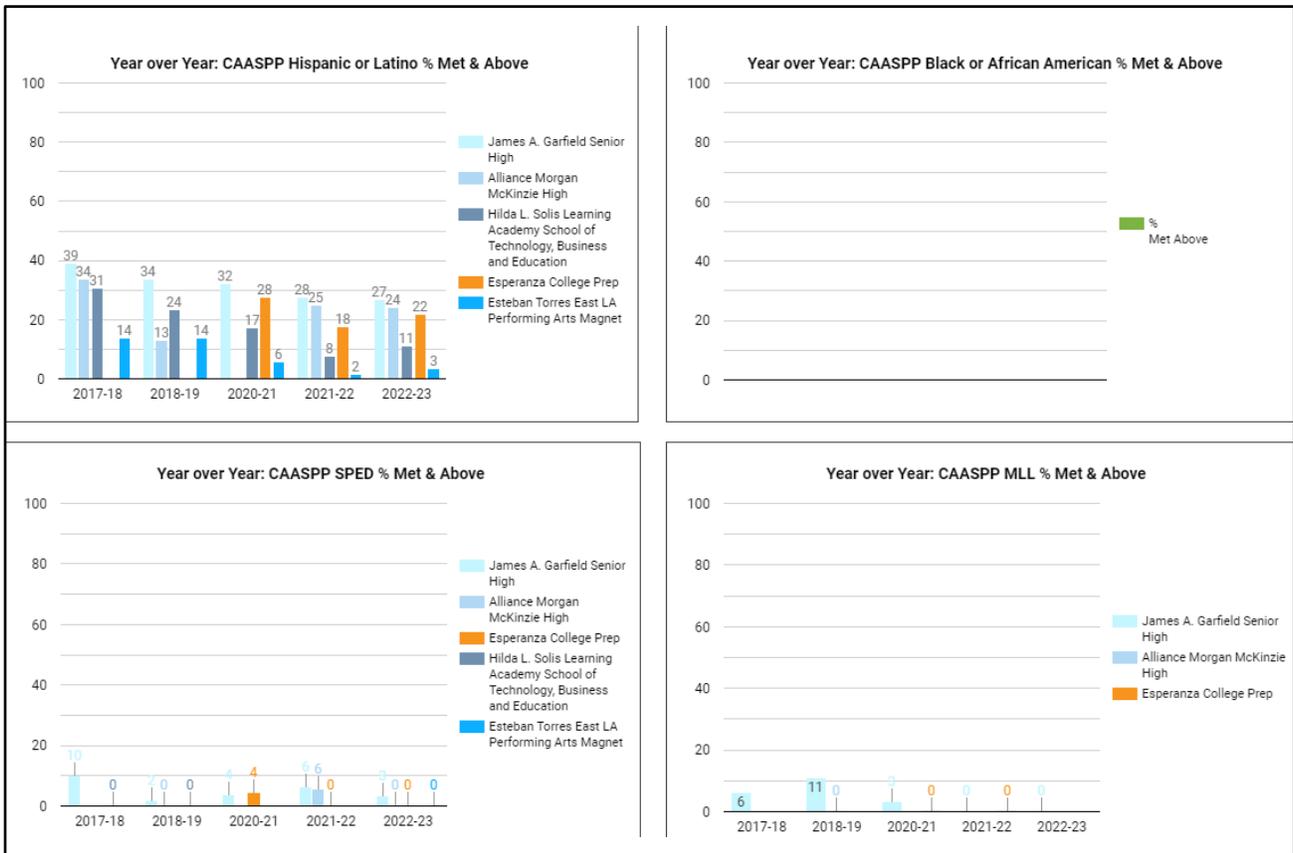
Additionally, Esperanza is investing in the development of its teachers by sending the entire math team to the Conference Of Leadership in Mathematics. In the 2024-2025 school year, Esperanza looks forward to the addition of a dedicated Mathematics tutor, who will support primarily in our 9th-11th grade classrooms.

The following CAASPP math data compares Esperanza College Prep to its Community of Schools²² schoolwide and student subgroups:

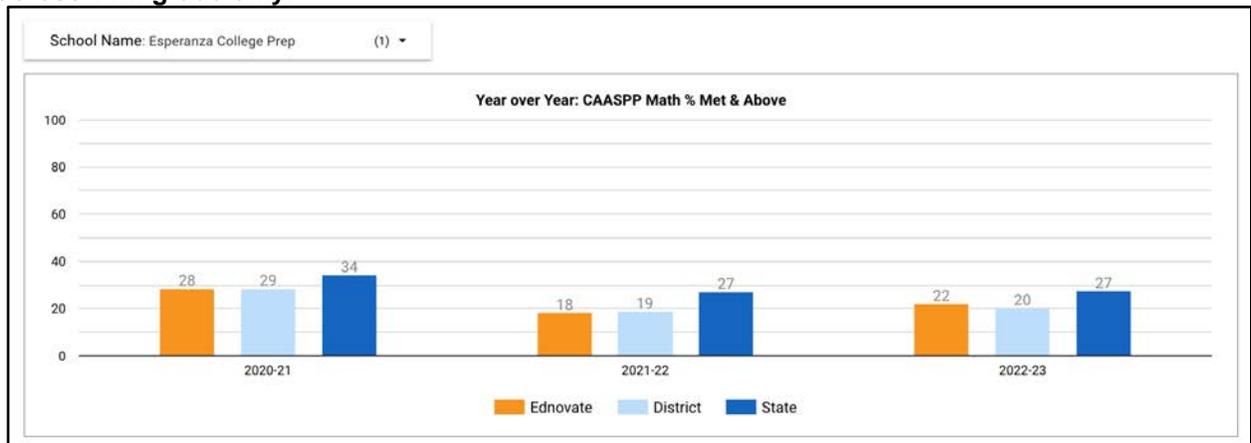


²¹ CAASPP Research Files: <https://caaspp-elpac.ets.org/caaspp/Account/Login>

²² The Community of Schools for Esperanza include James A. Garfield Senior High, Alliance Morgan McKinzie High, Esteban Torres East LA Performing Arts Magnet, and Hilda L. Solis Learning Academy School of Technology, Business, and Education.



The following CAASPP math data²³ compares Esperanza College Prep to the State and LAUSD across 11th grade only:



²³ CAASPP Research Files: <https://caaspp-elpac.ets.org/caaspp/Account/Login>



Positives of Math CAASPP Data Compared to the State and LAUSD across 11th grade only:

When narrowing in on Esperanza’s performance as compared to the District or state’s 11th grade populations, Esperanza is outperforming LAUSD by 2 pp. Further, when focusing on Esperanza’s students near 100% majority Latinx population, students are outperforming both the District and state by 6 pp.

Areas of Growth in the Data

Over the course of the last two years, Esperanza College Prep has launched a math initiative aimed to support both the instructional rigor and targeted instruction for students and professional development and training for teachers. While Esperanza is currently performing below LAUSD and state averages for Standard Met & Above within CAASPP Math, Esperanza is committed to closing this achievement gap. In addition to providing a holistic, vertically aligned math curriculum, Esperanza is also focusing on teacher development and training of the Kendall Hunt methods, targeted intervention units, and dedicated math tutoring for students. Additionally, Esperanza is focusing on the development of the AP of Instruction and Math Department lead alongside the Principal to monitor student progress weekly and respond to data instructionally. Esperanza College Prep is also committed to engaging families and students in investing in the continued growth for mathematics.

In reflecting on our CAASPP Math data, we will implement the following actions to increase student achievement:

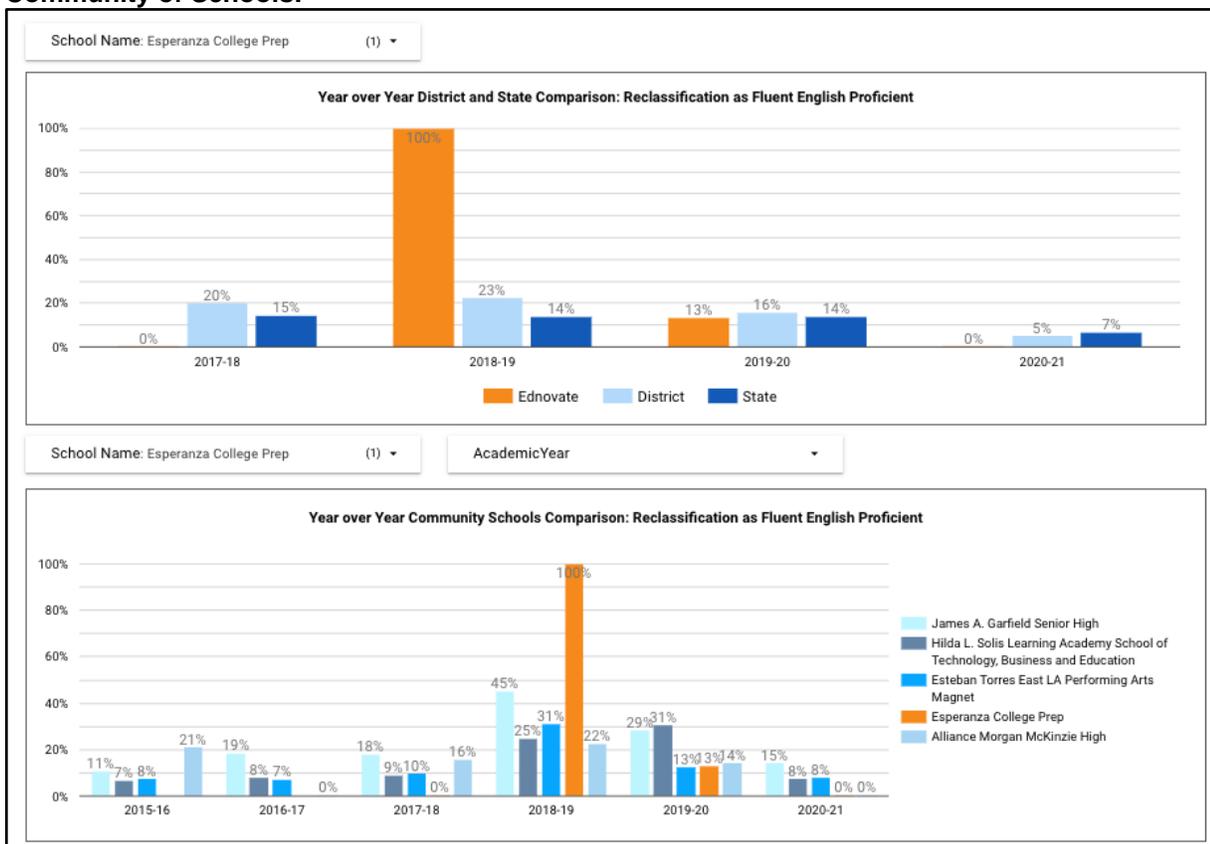
- Continued professional development in the implementation of Kendall Hunt Illustrative Math curriculum from Algebra 1 through Algebra 2 as it will be the third year of its implementation
- Student work analysis focused on the improvement of grade level math CCSS's
- Weekly instructional coaching and feedback observations

EL RECLASSIFICATION/ELPI- MEETING OR EXCEEDING

Positives in Reclassification Data Compared to the State and District

Esperanza outperformed State and District data in Reclassification of MLL students to Fluent English Proficient in SY19, taking a significant decrease in 2019 to 2020. Our programming has been strengthened because of strategic partnerships, like that with TNTP and the implementation of differentiated curriculum tailored to various English Language Proficiency levels using English 3D and Springboard. Additionally, streamlining data analysis through the Elevation platform has strengthened the collaboration between general education instructors, our MLL coordinator and tutors. Being able to track individual student progress has improved our academic outcomes and we hope, will continue to lead to higher levels of reclassification.

The following reclassification data compares Esperanza College Prep to State, LAUSD, and Community of Schools:

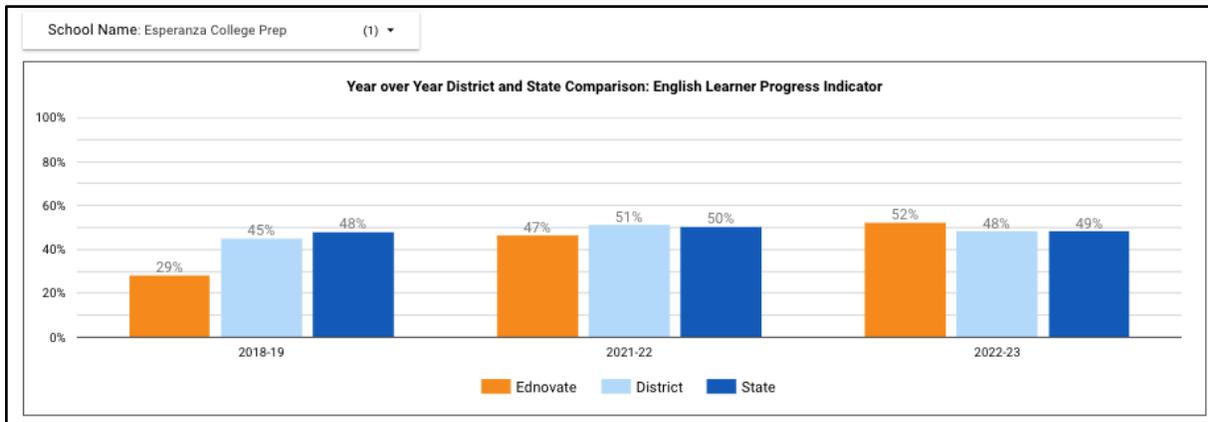


Positives of ELPI Data Compared to the State and District

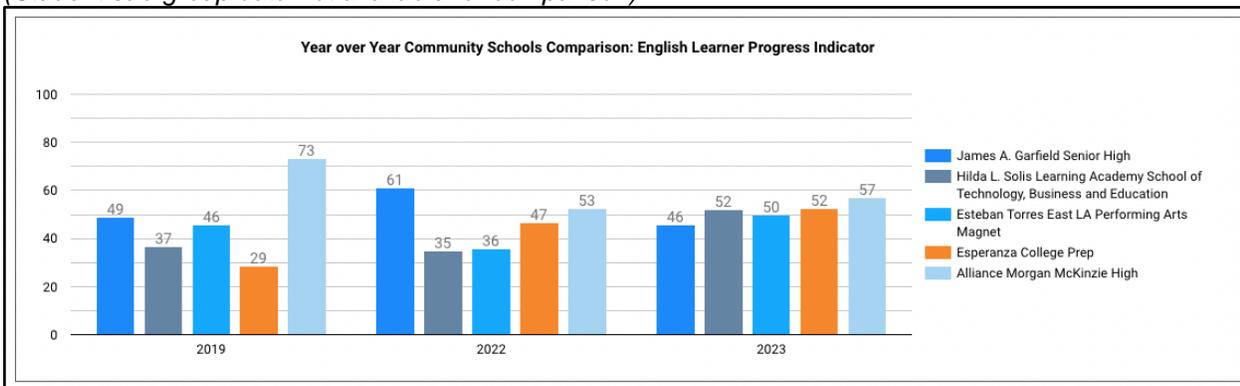
Esperanza is incredibly proud of our English Learner Performance Indicator progress, increasing by 23% from SY19 to SY23. In SY23, Esperanza outperformed LAUSD by 4 pp, the state of California by 3 pp. Esperanza saw a slight decrease in its ELPI rate from 55% in SY22 to 54% in SY23; however, there are bright spots in terms of creating consistent routines and support for our multilingual language learners. Furthermore, with strategic changes to our MLL team, curriculum implementation, teacher development and coaching, we are eager to see continued growth in these areas.

The following ELPI data²⁴ compares Esperanza College Prep to the State and LAUSD:

²⁴ CA Dashboard - English Learner Progress Indicator data files: <https://www.cde.ca.gov/ta/ac/cm/acaddatafiles.asp>



The following ELPI data²⁵ compares Esperanza College Prep to its Community of Schools schoolwide:
(Student sub-group data not available for comparison)



Growth of ELPI and Reclassification Data

One focus area for Esperanza College Prep will be translating success within our ELA department to increase our ELPI for the upcoming school years with effective and rigorous programming. This effort includes several programmatic improvements: assigning MLL tutors and the MLL Coordinator to specific grade-level English classes for targeted support, scheduling co-planning meetings between ELA staff and the MLL team, and ensuring regular communication between the MLL and SpEd teams to refine supports for Dually Classified students.

Moreover, Esperanza has adopted Kate Kinsella’s English 3D curriculum for designated ELD and invested in integrated ELD development for all instructional staff and assistant principals. They have also appointed a dedicated MLL Coordinator and MLL tutors to focus on MLL development and support. Together, this team has streamlined systems, created a comprehensive designated ELD curriculum map, provided focused English Language Proficiency Assessments for California (“ELPAC”) assessment support, and improved communication with families to involve them fully in their children’s English Language Development.

Looking ahead to 2025, Esperanza plans to re-introduce and refine MLL Snapshots tailored for each MLL, which will offer guidance to teachers and tutors on strategies and support that best suit each child’s individual language acquisition needs.

Internal Assessment (Verified Data): ELA and Mathematics

One of the methods we use internally to measure student growth for all grade levels is through the Star Renaissance Reading and Math assessments. Star Assessments are computer-adaptive tests, meaning

²⁵ Ibid.

each student’s testing experience is unique. When a student answers a question correctly, Star automatically selects a more difficult item to be the next question. When a student answers a question incorrectly, the opposite occurs, and the next item is less difficult than the current one. The system understands how skills relate to one another—and that a student correctly answering advanced items doesn’t need to be tested separately on the basic component skills.

We use Student Growth Percentile (“SGP”) to track student growth and progress. SGPs are a norm-referenced quantification of individual student growth derived using quantile regression techniques. The SGP score compares a student’s growth from one period to another with that of his or her academic peers nationwide (defined as students in the same grade with a similar scaled score history). SGPs range from 1–99 and interpretation are similar to percentile rank (“PR”) scores: lower numbers indicate lower relative growth, and higher numbers indicate higher relative growth. For example, an SGP of 75 means the student’s growth exceeds the growth of 75 percent of students with a similar score history.

A student on track for one year’s growth is expected to have an SGP of 35-65. An SGP of 66-99 exceeds one year’s growth.

Areas of Strength: Math

- SGP: In SY23, 63% of students made typical or high growth. In SY24, 64% of students are on track towards typical/high growth.

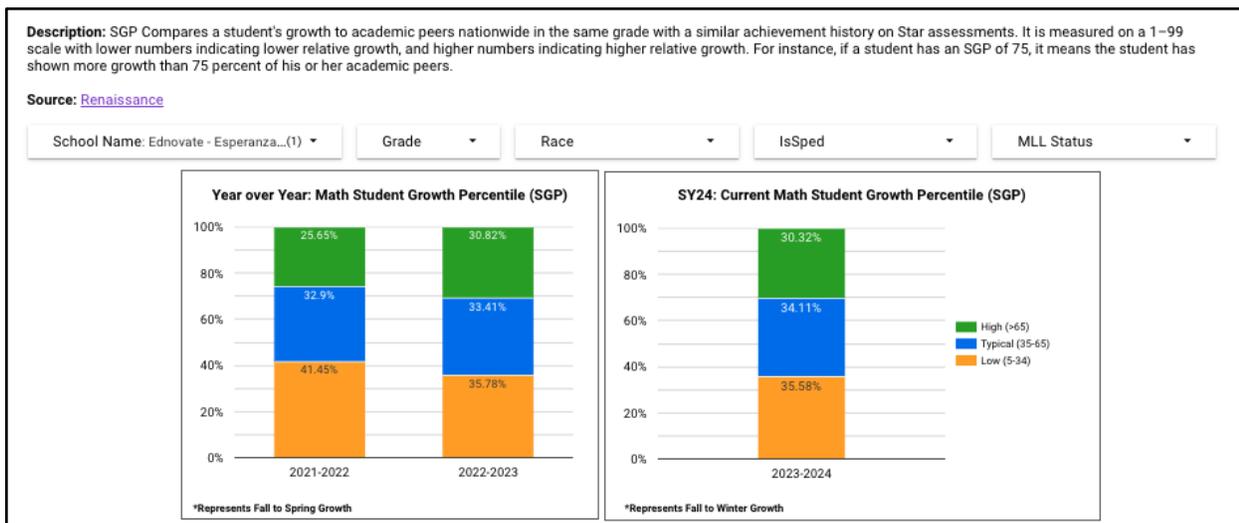
In Math, 63% of students made typical or high growth in SY23, with 64% on track for typical or high growth in SY24. Further, MLLs and SWDs are making outstanding growth in typical/high SGP with 72% and 71% respectively, a 31% and 21% increase since SY22.

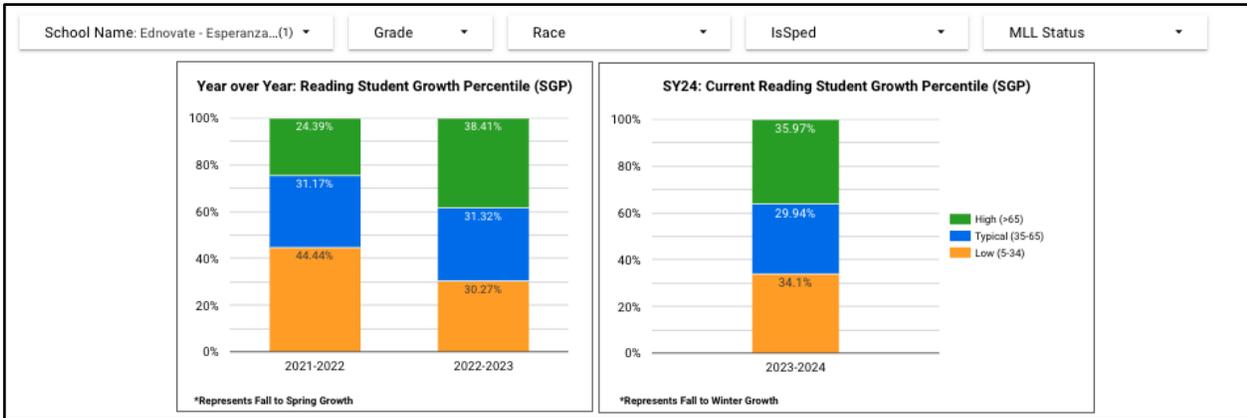
Areas of Strength: Reading

- SGP: In SY23, 63% of students made typical or high growth. In SY24, 70% of students are on track towards typical/high growth.

Esperanza’s Star SGP reveals students are consistently meeting or exceeding annual growth targets. In Reading, 63% of students made typical or high growth in SY23, while 70% are on track thus far in SY24 to make typical or high growth, while average Lexile scores have also increased year-over-year in 10th, 11th and 12th grade.

The following data represents Esperanza College Prep School Wide- Student Growth Percentile in Reading and Math:

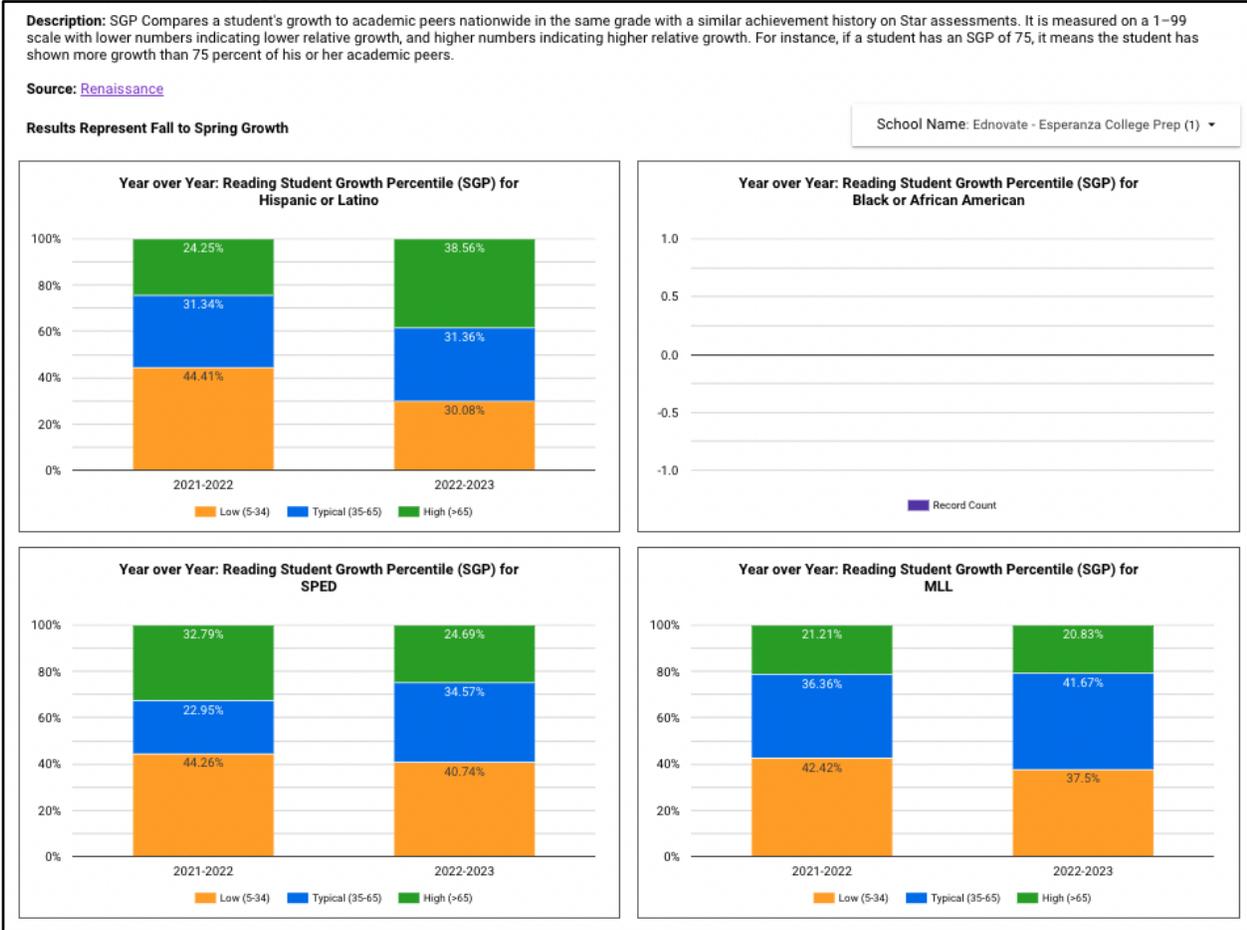




Positives of Data: Reading (subgroups)

Additionally, Esperanza is serving MLLs and SWDs particularly well, with 66% of MLLs on track for typical or high growth and 71% of SWDs on track for typical or high growth. SWDs have seen a 21% in students meeting typical/high growth since SY22, while MLLs have experienced a 10% increase since SY22.

The following data represents Esperanza College Prep Student Subgroups- Student Growth Percentile in Reading:



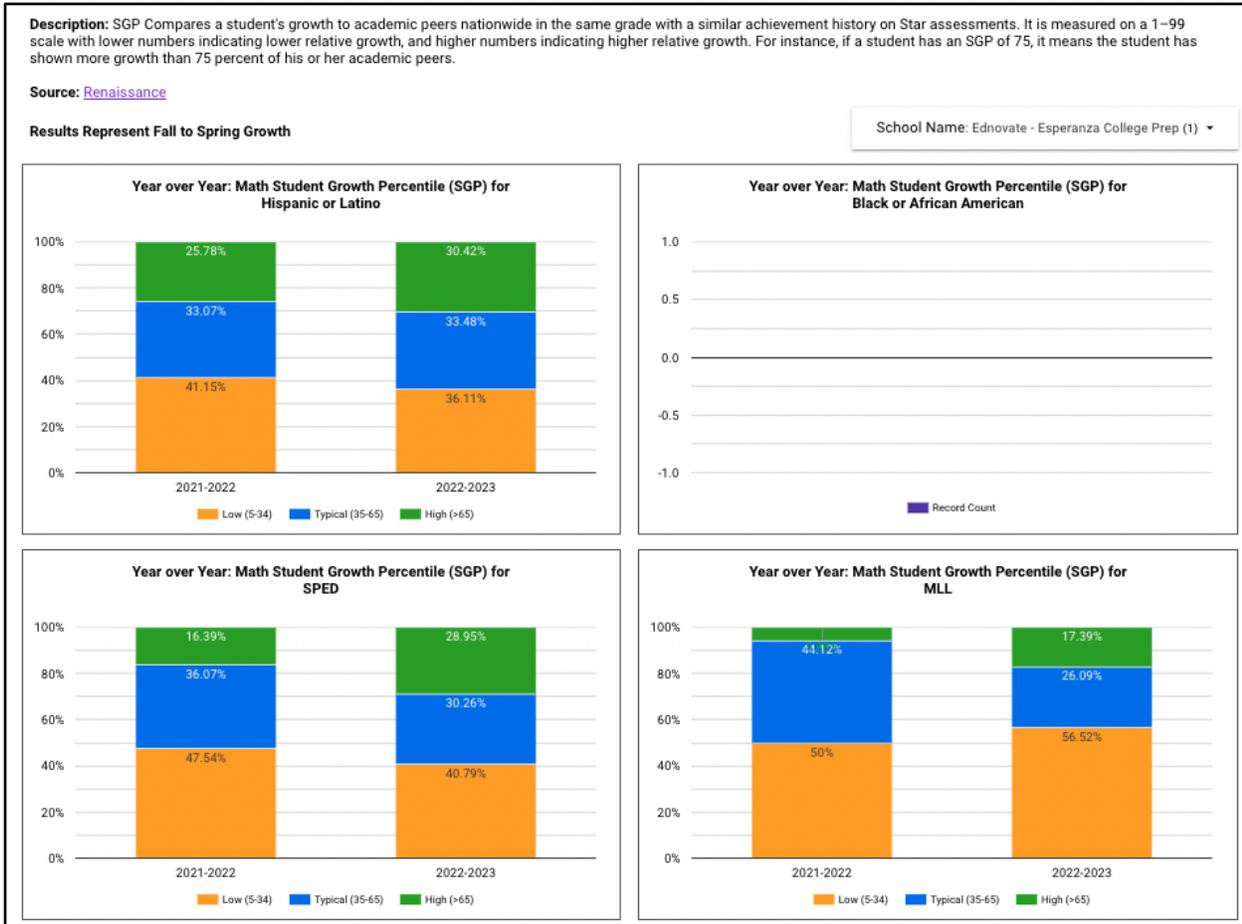
Positives of Data: Math (sub-groups)

- SGP: 72% MLLs making typical to high SGP growth as general education.
- SGP: MLL's 31% increase in typical/high SGP since SY22

- SGP: 71% SWDs making typical to high SGP growth as general education.
- SGP: SWD's 21% increase in typical/high SGP since SY22

Further, MLLs and SWDs are making outstanding growth in typical/high SGP with 72% and 71% respectively, a 31% and 21% increase since SY22.

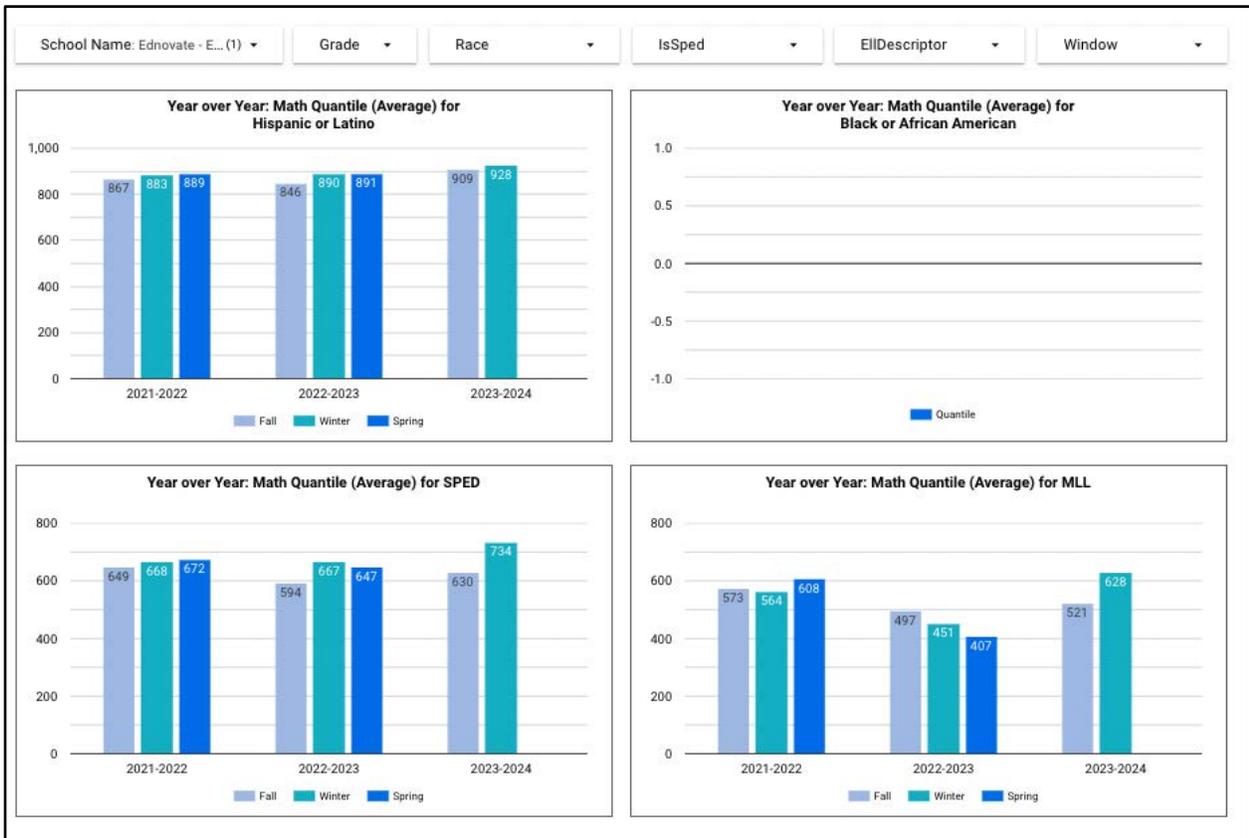
The following data represents Esperanza College Prep Student Subgroups- Student Growth Percentile in Math:



Positives in the Data: Math (sub-groups)

- Quantile average growth rose from 872 in SY23 to 917 in SY24 with 10, 11 and 12 making 41-135 quantile points growth since SY23.

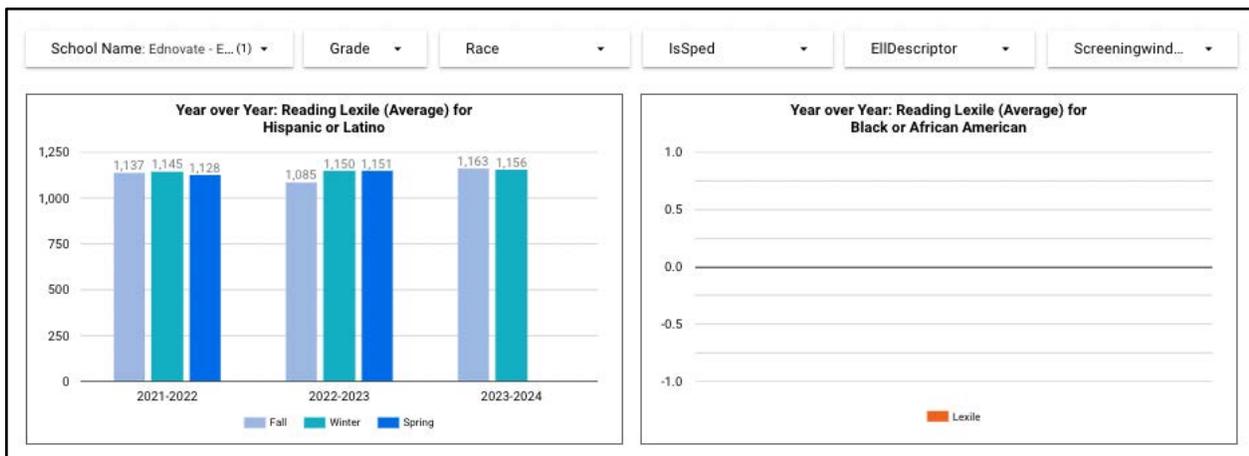
The following data represents Esperanza College Prep Student Subgroups- Quantile (Average) in Math:

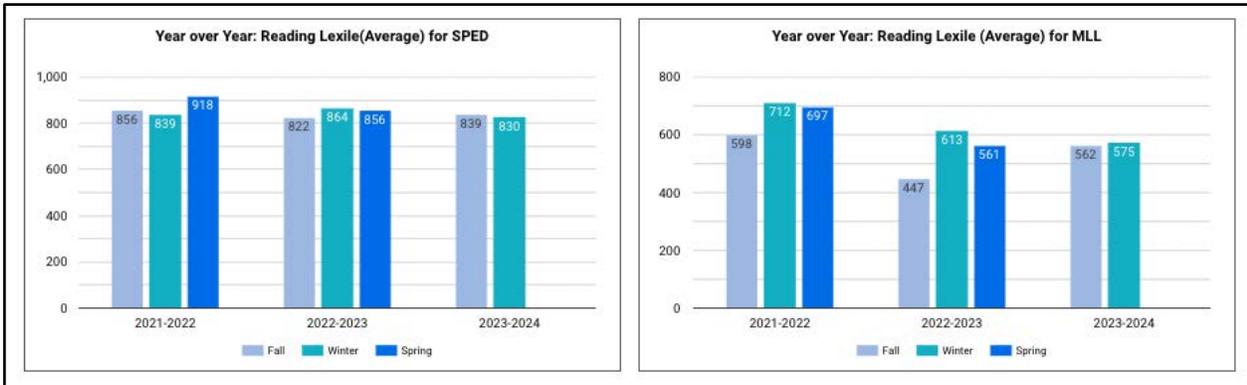


Positives of Data: Reading (subgroups)

Average Lexile rose from 1124 in SY23 Spring to 1156 in SY24 Winter; consistent Lexile growth in 10th, 11th and 12th grades from SY22 to SY24. Further, we are seeing all grades meeting, on average, Lexile grade-level bands.

The following data represents Esperanza College Prep Student Subgroups- Lexile (Average) in Reading:





Growth of Internal Assessment Data: Reading and Math

In both Reading and Math, Esperanza’s SGP data highlights a continued dedicated focus needed for multilingual learners and students with learning differences to increase overall Lexile and Quantile scores. While both subgroups are making incredible growth according to SGP, Esperanza will work to increase access to grade-level texts and tasks, discussions, and writing assignments for these two subgroups through more targeted scaffolds, small-group instructional supports, and differentiated instruction.

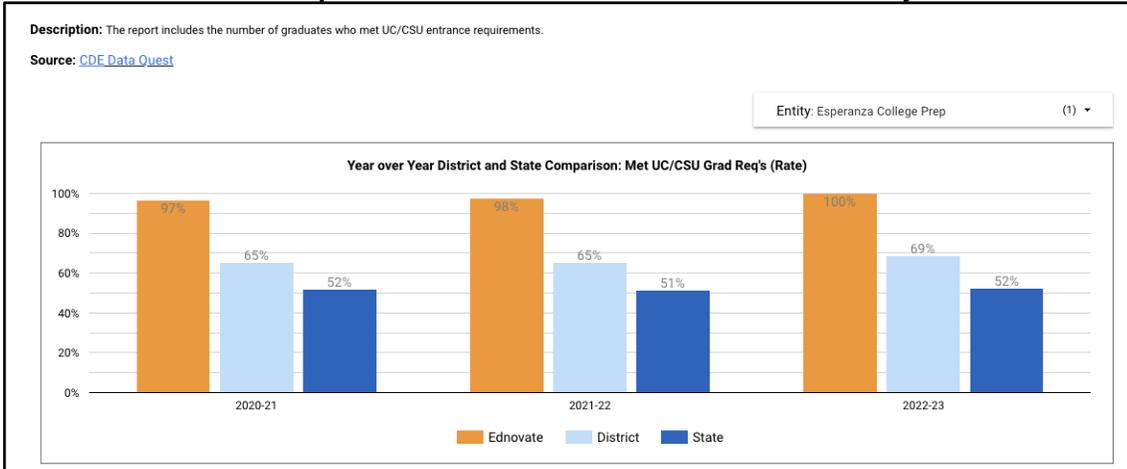
Looking ahead to our next school year, we will be working with staff to effectively communicate STAR benchmarks to parents and students to invest in their students’ progress. Tracking student progress can also help parents further understand mastery-based grades and the specific skills students are working on to improve their academic performance.

Postsecondary Outcomes

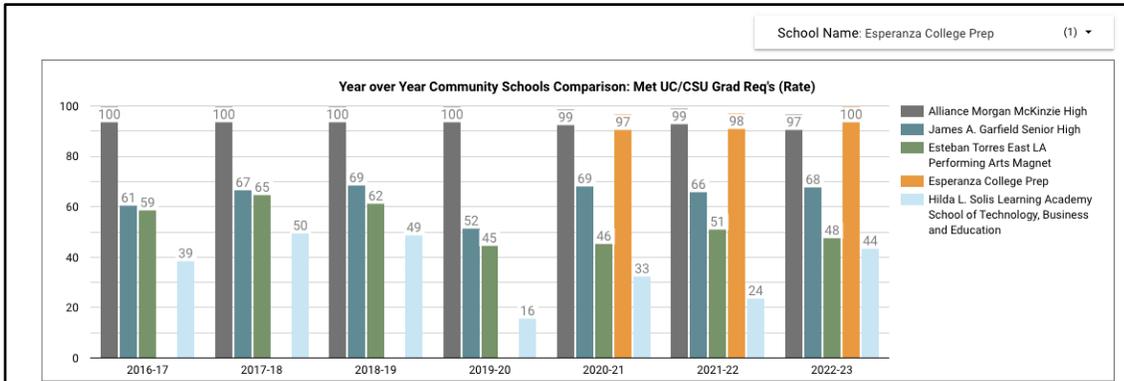
Positives in Graduation Rates

100% of graduates at Esperanza College Prep have completed A-G requirements, and 100% have been accepted to a college since its founding graduating class in 2021²⁶.

Graduation Rates Compared to the State, District, and Community of Schools:

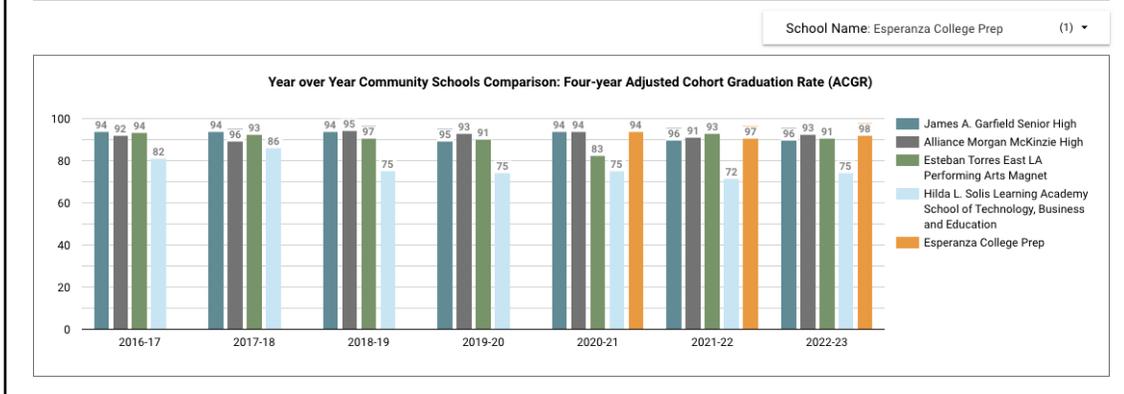
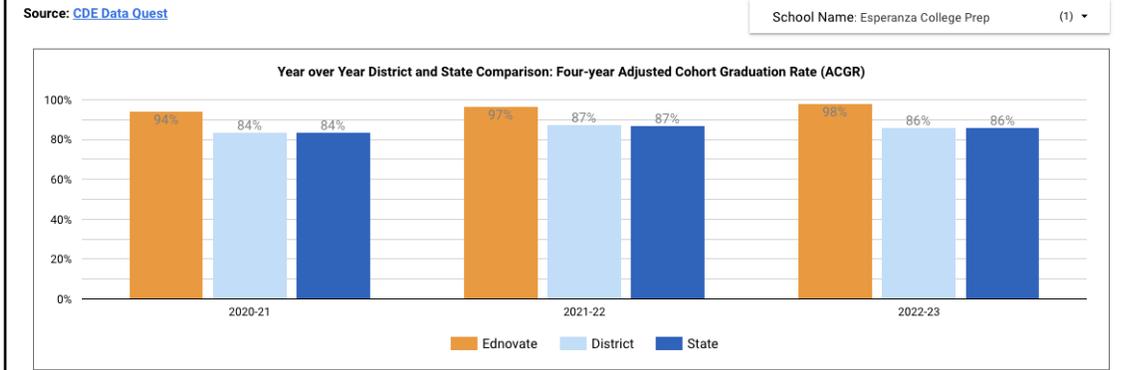


²⁶ CDE - Adjusted Cohort Graduation Rate and Outcome Data files: <https://www.cde.ca.gov/ds/ad/filesacgr.asp>



Description: The four-year ACGR is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. The four-year cohort is based on the number of students who enter grade 9 for the first time adjusted by adding into the cohort any student who transfers in later during grade 9 or during the next three years and subtracting any student from the cohort who transfers out. The data used to calculate the ACGR were submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of CALPADS state reporting.

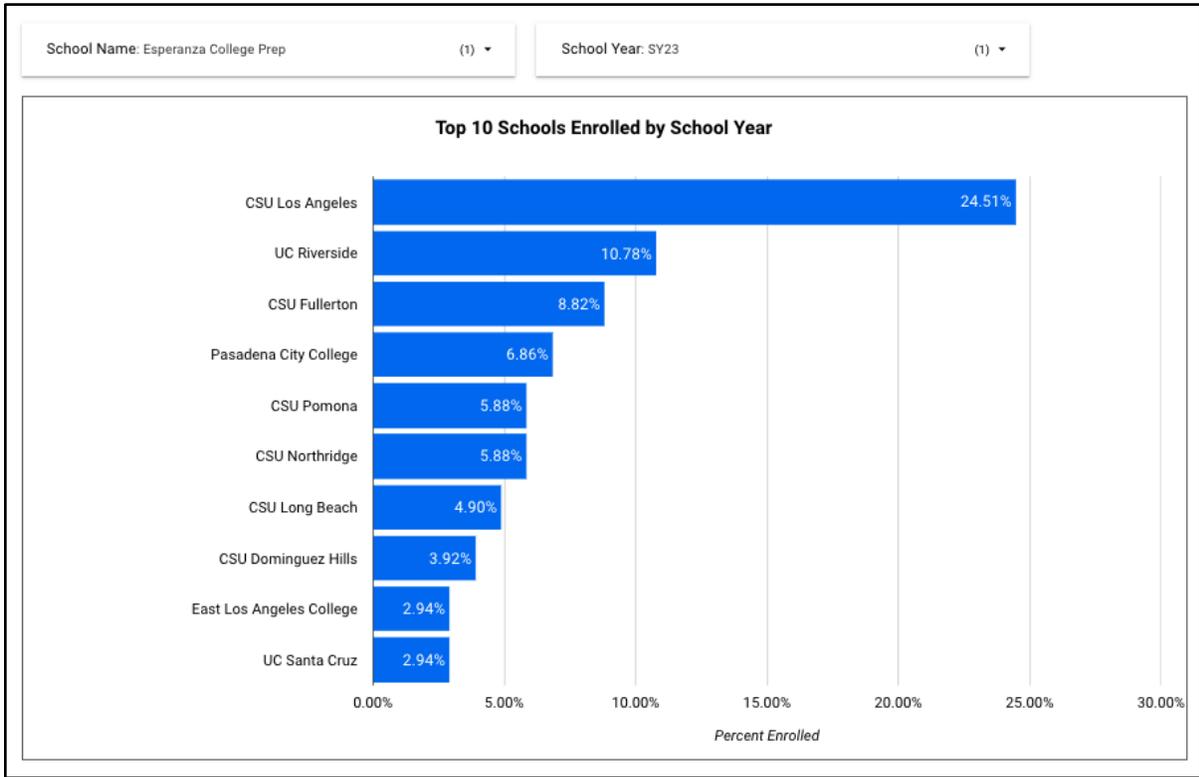
Source: [CDE Data Quest](#)



100% of students being Cal State Eligible. Examples of college acceptances include:

- Berkeley, University of California Los Angeles (UCLA), University of Southern California, UC Santa Cruz, UC Irvine, Dickinson, Pepperdine, Stanford, Princeton, Oregon State, Kalamazoo, Hobart and William Smith Colleges, and Ohio State.

Our top 10 enrolled colleges are shown below:



Positives in Advanced Placement Data²⁷

Esperanza offers AP courses and exams so that students can experience college-level coursework and earn college credits. AP participation and pass rates shed light on the number of students prepared for college-level academics. This year, we have been honored through AP College Board with the AP Access recognition naming that “Esperanza College Prep as providing all students the chance to participate in AP, including students of underrepresented populations.” We are proud to say that this year we founded two more AP courses, AP Physics and AP Spanish Literature. Currently, AP courses are offered in every grade level 10th through 12th grade, indicated by an interest-based application. Overall participation in AP courses and tests has grown significantly since students began taking AP tests in 2015, which can be seen in the chart below:

School Year	Tests Passed	Tests Taken	Pass Rate
2021	50	172	29%
2022	51	291	18%
2023	111	363	31%
2024	94	470	20%

The Charter School has also expanded its AP course offerings and now offers the following:

- AP Physics
- AP Calculus AB
- AP Pre-Calculus
- AP English Literature and Composition

²⁷ Data was obtained through College Board: <https://www.collegeboard.org/>

- AP English Language and Composition
- AP Environmental Science
- AP Modern World History
- AP United States History (not being offered in SY25 due to scheduling constraints)
- AP Spanish Language and Culture
- AP Spanish Literature
- AP Psychology

The school also offers Pre AP English for all 9th grade students in preparation for them to take AP classes the following year.

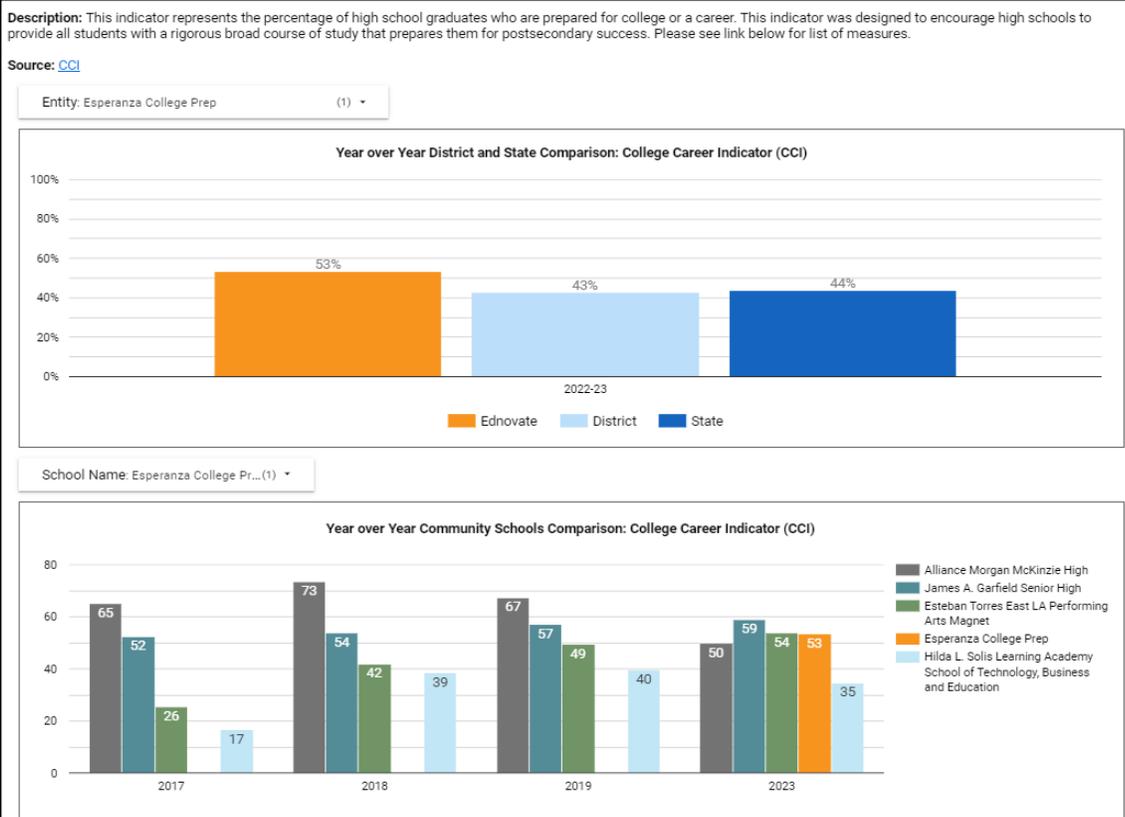
Growths of Advanced Placement Data

- At Esperanza, we are excited with the expansion of our AP Programming and being able to offer multiple AP courses to our students throughout their high school experience. Over 200 students have taken AP courses in the last two school years.

Positives in the Data: CCI

- Esperanza has outperformed the district and state averages in College Career Indicator.

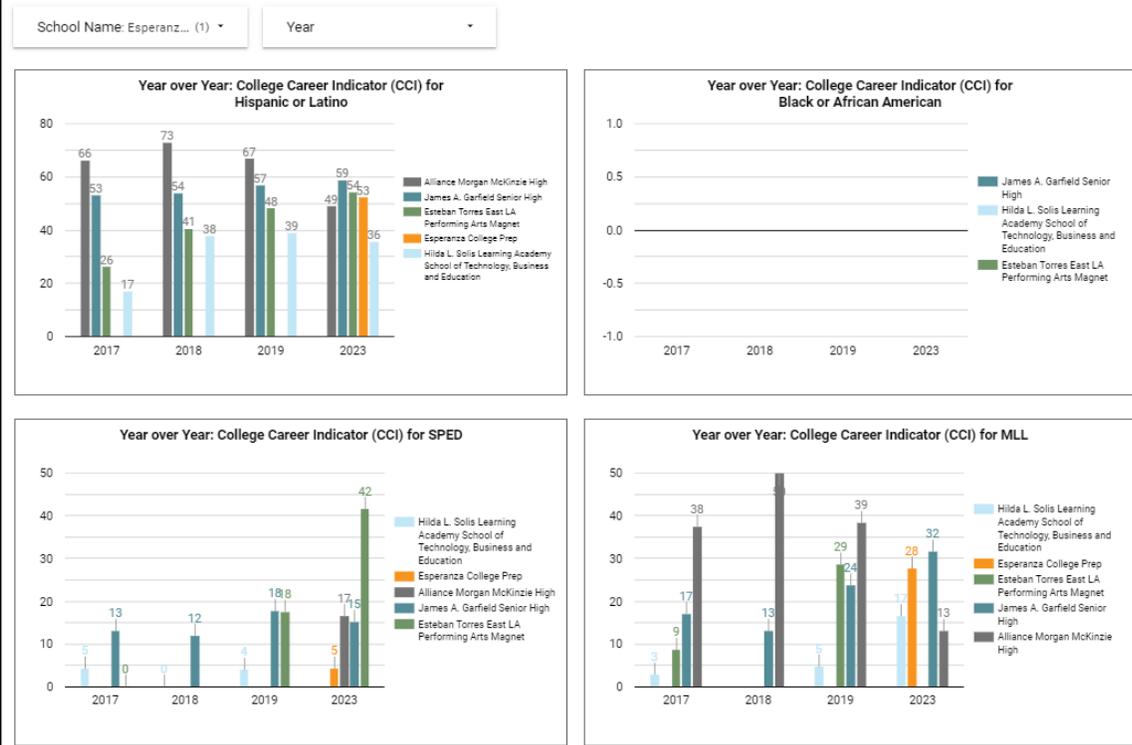
The following data²⁸ represents Esperanza College Prep CCI Data compared to State, District, and Community of Schools:



²⁸ CDE - College/Career Indicator Data files: <https://www.cde.ca.gov/ta/ac/cm/dashboardccr.asp>

Description: This indicator represents the percentage of high school graduates who are prepared for college or a career. This indicator was designed to encourage high schools to provide all students with a rigorous broad course of study that prepares them for postsecondary success. Please see link below for list of measures.

Source: [CCI](#)



Areas of Growth in the Data: CCI

- While Esperanza has achieved above district and state results by over 9 pp for our first graduating class, CCI rate is below our goal of 77% and above as our goal is to help all students be prepared for college and careers.

The MLL population of 10 students demonstrated an increased need for additional support to achieve reclassification and meet or exceed standards on the state assessment. To improve the CCI for this subgroup, Esperanza College Prep has introduced an MLL Coordinator to lead parent workshops, provide staff with professional development on best instructional practices, and monitor student growth in Lexile and Quantile scores using the STAR assessment. Additionally, targeted integrated and designated ELD instruction has been implemented to further support MLL students.

The SpEd subgroup, consisting of 22 students—7 of whom are also MLLs—showed a need for closer monitoring of progress through STAR Lexile and Quantile reports, with Pre-, Mid-, and Post-assessments conducted yearly. Emphasis has also been placed on collaboration between RSPs and General Education instructors in Math and English classes.

For senior students in the SpEd population, parents received guidance during the transition from high school to college. This ensured they understood the resources provided by the Alumni Coordinator, the support available from colleges, and how to access those resources.

Success of Key Features of Esperanza’s Program

Esperanza College Prep strives to prepare its students to effect Positive Multigenerational Change using a highly personalized, college-preparatory educational program. Esperanza College Prep uses technology in the classroom and strong advisory supports to ensure all its students are prepared for success in college or their chosen careers. Fundamental to our model is building a safe and welcoming school culture with high expectations while fostering student autonomy.

Personalization

Esperanza College Prep's goal is to empower our students to become not just accomplished scholars, but well-rounded individuals who make a lasting positive impact across generations. Our comprehensive academic program is carefully crafted to equip students with the necessary tools and knowledge to excel in college and beyond, fostering a deep mastery of academic skills and content through a highly personalized learning approach.

However, our commitment to student development goes far beyond academics. We understand the importance of instilling essential life skills that will serve our students well throughout their lives. Alongside their academic growth, students at Esperanza College Prep will cultivate vital abilities such as effective time management, proactive planning, self-monitoring of progress, resilience in the face of challenges, and the ability to seek out additional resources when needed.

By combining rigorous academics with holistic skill-building, we ensure that our students graduate as confident, well-prepared individuals ready to tackle the demands of higher education and the professional world. We believe that by nurturing the whole person, we can empower our graduates to create positive change not only in their own lives but also in the lives of future generations.

The success of Esperanza College Prep's program is best demonstrated by the graduating classes in the Class of 2023 achieving 100% A-G completion rate and college acceptance rates²⁹.

Purpose

We believe success in college requires skills beyond classroom academics. A key feature of Ednovate's program is PMC Journeys, which are purpose-driven projects aligned to the Charter School's mission of Positive Multigenerational Change. PMC Journeys also allow students to explore their own passions and interests as well as various careers and industries, resulting in not only positive academic outcomes, but also high student engagement. Students are required to complete semesterly PMC Journeys in each core course designed to extend and authenticate their core academic activities. Projects have oral and written components and correspond to the four annual themes. The four grade level themes give teachers a framework for helping students understand the impact they can have on their community, nation, and world. PMC Journeys are written to help students understand the world they live in through the themes.

- 9th Grade: Know Yourself
- 10th Grade: Know Your Community
- 11th Grade: Know Your Nation
- 12th Grade: Know Your World

PMC Journeys offer a blend of student choice and teacher direction. One example of a PMC Journey a teacher may assign in 10th Grade is a Community Engagement project. Students would be given a PURPOSE framework (Product, Universal Theme, Role, Process, Outside Organization, Situation and Success Factors, and Equity) to present the outline of the project. The PURPOSE framework allows the student to see exactly the professional career role and impact that this project aims to mimic. In this example, the Process is for students to collaboratively identify an area of need in their community. Students then work on a proposed solution to that problem, plan, act, and carry out the steps to help solve the area of need they identify. The Role would be one of the following, with each group having at least one person doing each:

- Lead Project Designer is the point person in charge of overseeing the project
- Marketing & Advertising oversees advertising the campaign's efforts
- Design Team oversees building, constructing, or creating any needed materials
- Community Liaison coordinates any outside partners students choose to work with (clubs, churches, etc.)

The Product would be outlined as the community that is impacted by the sort of engagement the student groups decide to do. This could be a certain age group, street, portion of a city, etc. The Universal Theme in this project is crucial: students are all valued members of the community, entrusted to create something

²⁹ CDE - Adjusted Cohort Graduation Rate and Outcome Data files: <https://www.cde.ca.gov/ds/ad/filesacgr.asp>

with a long-lasting positive impact. Each student group will have two Products and Success Factors: their event itself, and their reflection after. They would then be graded through Ednovate's Critical Thinking Rubric on their oral presentation, written work, as well as the success of their community outreach event itself. The rubric specifically targets a student's ability to find the significance, perspective, connection, supposition, and knowledge of the impact on the annual theme.

Examples of PMC Journeys done at Esperanza include:

1. Necropsy in Biology
2. Writing a Children's Book based on their identity in English
3. Creating a Roller Coaster in Physics
4. Making a to Scale Model of the School in Geometry
5. Stock Market Simulations in Government

PMC Journeys are completed every semester and culminate in the Senior PMC Capstone Project to answer the question "How will I use my skills and passions to meet the world's greatest needs?" Esperanza has 5 pathways seniors can choose from to complete their capstone project.

1. Community Action: students create, plan and implement a community service event that is responsive to the needs of our community
 - a. This also includes a sub pathway for Dance, where seniors who are part of Dance Company organize youth folklorico dance classes for 50 elementary and middle school aged students in the community.
2. Senior Thesis: students conduct research and write a full-length thesis essay that solves a big world problem
3. Art: students create an art insulation in a medium of their choice to represent a topic connected to their community and passion
 - a. This also includes a sub pathway for Theatrical Arts where students in the advanced theater class take on a leadership role in our annual theater production.
4. Design and Engineering: students design a novel solution to a global problem
5. Internship: students complete a minimum 50-hour internship at a local business

Community

- **Advisory:** One of the core aspects of Esperanza College Prep is advisory. Advisory is a homeroom type class, where a group of students forms a relationship with their advisor, who follows them through their four years at Esperanza. They go to advisory twice a day, every day. We support students during advisory by hosting one on one conversations with them, as well as support the entire advisory by teaching college-readiness lessons. Additionally, each quarter, our families meet with their student's advisor, to review all ACRI's and discuss their student's progress. The Advisory Council is our advisory student leadership organization. Each advisory across all 4 grade levels elects 1 representative to serve as the voice of their advisory.
- **PMC Hours:** To build student engagement around Positive Multigenerational Change, Esperanza College Prep includes volunteer and/or community service hours in its program. We believe these opportunities to give back to the community help broaden our students' worldviews and offer a sense of purpose. Students are required to complete 10 hours every year however students have completed over 43,000 hours of community service to date. Students who reach 200 combined hours during their 4 years at Esperanza are awarded with a Community Service Cord to honor their commitment to the community.
- **Student Leadership:** Esperanza has 5 distinct leadership pathways that serve to nurture the growth of confidence, responsibility, and develop our students into well rounded leaders.
 - **Club Leaders** meet to discuss how to run successful meetings and share ideas about whole school events or initiatives they want to implement.
 - **Advisory Council** is where student advisory representatives bring ideas and concerns to admin and GSG members about school events and school spirit.
 - **Sports Captains** meet to discuss what it means to be a sports captain, sportsmanship and norms on sports teams.

- **Guerrero Student Government (GSG)** is where students can impact Esperanza through developing school spirit, planning events and activities, and representing the student voice. GSG is our leadership organization, and it is at the heart of student life.
- **Esperanza Ambassadors:** Students can develop themselves as leaders through Guerrero Ambassadors, where they represent Esperanza through the recruitment of the next generation of Guerreros.

External and Community Partnerships

We also have numerous external programs that continue their education and allow our students to explore their career goals and interests, including but not limited to the following:

- **Thrive in Joy:** We have partnered with Thrive in Joy for several years to provide an afterschool club focused on mental health and community service. This year they have partnered with students to host a books giving event and an Easter basket giveaway event for foster children.
- **Puente Learning Center:** We partnered with Puente because they offer group classes and workshops as well as one-on-one counseling and mentoring. PUENTE closes the achievement gap for over 400 youth and young adults each year as they persist through high school and college on their way to achievement.
- **More Than Sex Ed:** New to Esperanza this year, we have partnered with More Than Sex Ed to provide sex education seminars for our 11th and 12th graders.
- **Stampa:** One of our founding partnerships, Stampa provides our school with uniforms, branded clothing and marketing materials. In recent years, we have helped Stampa grow by helping them build their website which enabled them to partner with 3 other schools.
- **LA Department of Public Health:** This year various departments with the Los Angeles Department of Public Health have presented to our parents about the Dangers of Lead and Narcan safety. They are also presenting at our upcoming Parent Resource Fair.

Key Community Events

- **Carnaval de Muertos:** Esperanza College Prep is known for bringing in the cultural richness of the East LA Community through our Folklorico Dance Program. Every 9th and 10 grade students participate in Folklorico Dance as their PE class. Students then have the chance to try out for Dance Company to continue their folklorico education in 11th and 12th grades. Carnaval de Muertos is an annual showcase Dance Company performs. Carnaval de Muertos takes place in November and honors Dia de los Muertos through the building of advisory altars, parent altars, kids' corner activities, food and dance performances from 9th grade, 10th grade and Dance Company. This year we had 50 parent volunteers and almost 800 family and community members who came to participate.
- **End of Year Dance Show:** The End of the Year Dance Show had over 3,400 attendees in two showings and is a fully costumed 60 min performance showcasing all students in our Ballet Folklorico dance program. Our Folklorico program has been nationally recognized on Univision, CBS, and locally on El Opinion and East LA Insider. Our students also train with two professional dances companies: Pacifico Dance Company and Grandeza Mexicana Folk Ballet Company. Over the course of the year, we also partner with many various community organizations and elementary schools to host dance classes and performances.
- **College Quest:** College Quest is an exciting new Esperanza event for 9th-11th grade. College Quest aims to inspire and guide students on their journey toward higher education by allowing them to explore a college campus of their choice. During this trip, students will get a tour of the campus led by an alumnus, eat lunch and visit the student store. This will allow students to gain insights into campus life, academic programs, and extracurricular offerings. It serves as a valuable experience for students to gain exposure to different colleges so they can make informed decisions about their future education.
- **Career Day:** Esperanza's held its Third Annual Career Day in 2024. We had 23 speakers ranging in a variety of careers from a Cyber Security Consultant to a Race Car Driver and an Emmy Award winning Producer. Students in 9th and 10th grade heard briefly from 4 different speakers while students in 11th and 12th grade got to attend an in-depth discussion from 2 speakers of their choice. Students also engaged in a resume building workshop and LinkedIn Workshop.
- **Workshop Palooza:** Workshop Palooza is a day full of joyful learning that takes place on the last

day of Quarters 1, 2, and 3 at Esperanza. Teachers, students and alumni organize workshops or field trips focused on a passion or skill they have and want to share with Esperanza students. We have had workshops ranging from Door Decorating to Make Your Own Lip Gloss and visiting the Barber Shop down the street to discuss small business ownership. Students get to select 4 different workshops or 1 field trip to attend.

- **Theater Performances:** To further expand our focus on the arts, we hosted our second annual full-length play, *She Kills Monsters*, this spring. We are also expanding this year to include an Advanced Theater class.

Success of Program in Meeting Specific Needs of the Student Population

Personalized Learning & Developing Student Autonomy

The academic model is, by design, highly personalized and built to allow for maximized differentiation across all academic ability levels, English Learner, or disability status. Online or offline, instruction is differentiated to challenge students performing at all levels and to meet the needs of students who learn best in different ways so all students can demonstrate mastery of the standards. The use of digital platforms allows teachers to efficiently provide scaffolds or accommodations, giving students personalized resources and tasks based on their individual needs.

Students come to Esperanza College Prep with varying degrees of readiness for high school and our personalized learning strategies enable each student to learn at their own pace. Students, therefore, have a deep understanding of what they are learning and why at any given point, and they know what they need to do to demonstrate their knowledge. Students can access their grades at any time on PowerSchool to monitor their progress and to identify specific skills to reassess to demonstrate mastery.

Esperanza College Prep engages in regular cycles of data review to continually assess the instructional model, refine the school program, and ultimately create a personalized learning environment for students. Thus, tangible learning outcomes are refined on a continual basis for all students to ensure they continue to meet their most urgent needs. Our culture of data review and analysis offers the following advantages:

- **Real Time Student Academic Data for Instructors:** Because of the online coursework that is a significant part of the Charter School's instructional model, teachers have access to a constant flow of real-time data with which to evaluate students' progress. Equipped with a wide variety of instructional strategies, teachers can quickly provide interventions (for example, 1:1 instruction, small group pull-out, reteaching or remediation using another modality, and peer-to-peer support) in the moment to ensure that instruction is consistently meeting the needs of all students.
- **Regular, Frequent Assessment:** Additionally, teachers utilize data from assessments described in Elements 2/3 to make instructional decisions in their classrooms, especially quarterly interim assessment data. Four times per year, administrators meet with teachers one-on-one to analyze interim data, reflect on instructional choices made in the previous quarter that led to that data, and adjust curriculum and instruction for the next quarter to constantly increase student achievement.
- **Teacher Autonomy:** The essential quality of an Esperanza College Prep classroom is that the teacher is empowered to act immediately as that teacher gains new knowledge about student learning. None of the data collection and assessment strategies would be meaningful for student learning if teachers weren't encouraged and expected to be responsive to each piece of information. To do so, teachers are given the autonomy to make instructional and curricular decisions that affect their students, balanced with a high degree of accountability for student achievement results.

ACRIs: Our Multidimensional Approach to College Readiness

We want our students to leave as well-rounded and accomplished scholars that use their college-degrees and careers to make a Positive Multigenerational Change. Therefore, we assess student progress towards 6 performance goals, called our Annual College Readiness Indicators ("ACRI"):

<p>Mastery: Pass all classes <i>Including all A-G classes and more</i></p>	<p>College Rigor: Meet annual CCSS minimum <i>Grade Level Targets</i></p>	<p>Critical Thinking: Performance Tasks (minimum of 1.5 average score)</p>
<p>Self-Regulation: Discipline Requirement <i>Fewer than 13 reflections each year</i></p>	<p>Presence: Attendance <i>17 or fewer total absences</i></p>	<p>Purpose: PMC Hours <i>10 Passion exploration/service hours</i></p>

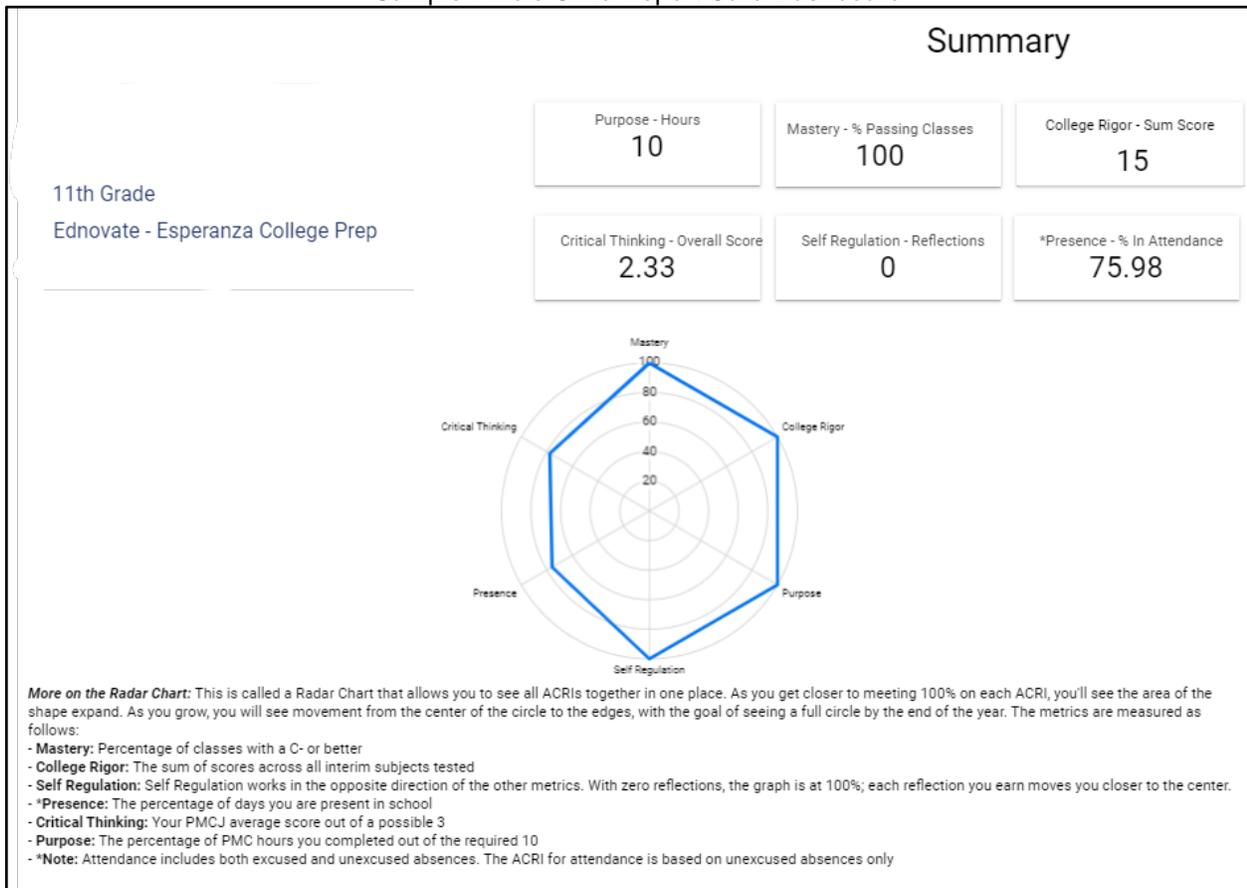
We measure and review the percentage of students meeting all ACRI requirements, enabling us to provide more targeted resources and support to students in need. These are the metrics that allow Esperanza College Prep to monitor the academic and nonacademic goals of our students, and cover GPA, performance on interim assessments, attendance, behavior, their PMC hours (community service or internship hours), their PMC Journey tasks that they are asked to complete at the end of each quarter to build their Critical Thinking skills. The Advisory Dashboard provides a quick, easy-to-read snapshot of schoolwide progress in each area, allowing teachers and staff to observe trends across the Charter School or grade level. Most data will be collected automatically, as interim benchmark assessments and online coursework will be integrated to the online system. Other data, such as grades on PMC Journeys are entered into the system by faculty. All staff members view this data at least weekly. Teachers can drill down to the individual student level to see a student’s progress in each of the areas. The Advisory Dashboard updates nightly so nearly real-time data can be used for decision-making at every level from school wide policies to individual students’ daily academic and non-academic behavior such as behavioral and attendance goals. The information presented on the advisory dashboard is available to students via their own individual dashboard. Esperanza College Prep is committed to transparency and accountability, and thus data will be shared widely.

The Advisory Dashboard drives several important conversations and decisions throughout Esperanza College Prep

Instructors: On weekly professional development days, the entire staff reviews the dashboard, discusses any changes from the previous week, and plans ways to improve in any areas of concern. If there are common trends throughout the Charter School, that will suggest to the administration that the whole staff may need professional development in a certain area to better support students. Also, on a weekly basis, teachers meet with their grade level teams to look more closely at the progress of the students in their grade level. The grade level team may identify areas where the whole grade level needs more support, or they may identify individual students that require certain interventions.

Advisors: All instructors also serve as advisors. In their capacity as advisors, they work closely with a cohort of 20-30 students over the course of their four years in high school. Advisors use the Whole Child Report Card dashboard (see example below) to guide counseling/ data conferencing sessions with their advisees. Approximately every two weeks, advisors meet one-on-one with each of their advisees to review each student’s progress in each of the promotion/graduation requirements and set goals for the student.

Sample Whole Child Report Card Dashboard



School Administrators: The school leadership team (typically consisting of the Principal, Assistant Principals, Deans of Culture, and Dean of Operations) meets weekly, using the Advisory dashboard to assess school wide progress from the previous week, identify trends, and plan school wide initiatives and interventions. The leadership team also uses this time to plan highly responsive weekly staff professional development based on what the data shows is needed at that time.

Students: As referenced above, students review data in their 1:1 session with their advisors and receive coaching toward their personal goals. Students also have real-time access to grades, attendance, and assessment data through PowerSchool, Esperanza College Prep's current student information system, as well as frequent, real-time feedback from their online modules and from their teachers' interventions during the class period.

Families: Esperanza College Prep parents and/or legal guardians receive progress reports every two weeks with their students' grades and progress toward goals. Parents and/or legal guardians have access to PowerSchool's 24/7 Parent Portal to access grades, attendance, and assessment data. On a quarterly basis, parents and/or legal guardians will be asked to come in for 1:1 conference with the student's advisor at Report Card Pick Up, and those conversations will also be grounded in data. The Whole Child Report Card dashboard data will also drive parent meetings to ensure that student outcomes are central to all decision-making.

Board: The Board of Directors are kept up to date on progress toward goals through the same data system that all staff members use. Board members receive a weekly email from the CEO that includes the scoreboard, a dashboard one pager that we share with our board of a high-level snapshot including student achievement, leadership pipeline, governance, legal and regulatory compliance, enrollment, finances, fundraising, and strategy as well as other highlights from the week.

All Ednovate Schools use a common student information system (“SIS”) and data assessment system to ensure alignment across schools. Currently, the SIS in use is PowerSchool.

Areas for Improvement

Esperanza College Prep is committed to continual improvement and expects its school model to evolve over time. We have especially prioritized a few areas.

Sy24 Math													
All Students													
		Scored	% Scored	1	2	3	4	3/4		SY23	Change	SY19	Change
Ednovate	663	659	99%	50%	27%	18%	5%	23%		18%	5%		
Esp	124	124	100%	44%	27%	22%	7%	29%		22%	7%		

Sy24 ELA													
All Students													
	Total	Scored	% Scored	1	2	3	4	3/4		SY23	Change	SY19	Change
Ednovate	663	657	99%	13%	20%	37%	30%	67%		62%	5%		
Esp	124	123	99%	15%	15%	38%	32%	70%		66%	4%		

Sy24 Math: EL							
EL							
		Scored	1	2	3	4	3/4
Ednovate	62	59	88%	10%	2%	0%	2%
Esp	7	7	100%	0%	0%	0%	0%

Sy24 Math: SpED							
SpED							
		Scored	1	2	3	4	3/4
Ednovate	94	92	76%	13%	9%	2%	11%
Esp	19	19	63%	16%	16%	5%	21%

Sy24 ELA: EL							
EL							
		Scored	1	2	3	4	3/4
Ednovate	62	59	61%	29%	10%	0%	10%
Esp	7	7	71%	29%	0%	0%	0%

Sy24 ELA: SpED							
SpED							
		Scored	1	2	3	4	3/4
Ednovate	94	92	37%	30%	23%	10%	33%
Esp	19	19	42%	26%	16%	16%	32%

Growth from SY23- Sy24 of 3/4s								
Math					ELA			
	% Scored	All	EL	SpEd	% Scored	All	EL	SpEd
Ednovate	99%	5%	-2%	8%	61%	5%	-5%	4%
Esp	100%	7%	0%	21%	99%	4%	-33%	-18%

CAASPP Math

In reflecting on our CAASPP Math data above, we will implement the following actions to increase student achievement:

- Continued support in implementing Common Core aligned math curriculum.
- Addition of a full-time Mathematics tutor.
- Continued Professional Development for our Math Team.
- Continued student and parent investment in the curriculum.
- Inclusion of two Math-specific growth goals, as a driver in our Strategic Plan (e.g., Class of 2026 achieves 40% meets or exceeds standards in Math CAASPP; 80% of students are on track to meet 1100Q by 12th Grade).
- Specific attention to student buy-in and confidence surrounding Math performance through activities such as guided Math reflections and Math Achievement contracts, encouraging students to always try their best.

- Enhanced Language Support through Professional Development: We are in our third year using the Illustrative Mathematics (IM) curriculum, designed to enhance understanding for all students, especially English Learners. Last year, teachers were trained in baseline lesson internalization, and this year, we focused on the execution of Mathematical Language Routines to bolster literacy support in math classes. This approach not only aids English Learners but also enhances mathematical understanding for all students when applied consistently.
- Equity in Math Education: Our Math Department attended a Leadership Seminar on Mathematics Professional Learning in Portland, Oregon, focusing on creating equitable learning environments in math courses. These sessions are crucial as they help our educators understand and implement strategies that ensure all students have equal access to quality math education.
- Leadership Engagement in Curriculum Mastery: Our Assistant Principal, along with other school leaders within our network, participated in an IM-facilitated curriculum overview. This training is vital for our leaders to effectively support the implementation of the curriculum at the classroom level.
- Targeted Assessment and Intervention: We introduced a new Math test aligned with the Math Performance Task portion of the CAASPP for our 11th graders. The results indicated a need for focused intervention, particularly as the median score was relatively low. In response, we are intensifying our support for underperforming subgroups, particularly English Learners and Students with Learning Differences. This includes placing additional tutors in classrooms specifically to assist these groups.
- Data-Driven Interventions: Our staff receives weekly updates (available daily) on performance data by identity groups, which we use to tailor Tier 2 and 3 interventions. These data-driven strategies are designed to address specific gaps and bolster support where it is most needed.

Through these comprehensive strategies, we aim to significantly improve our math outcomes, ensuring that all students have the resources and support the need to succeed in this critical subject area.

CAASPP ELA

In reflecting on our ELA data, we will implement the following actions to increase student achievement:

- Refine instructional responsiveness by frequently analyzing formative assessment data in collaboration with the Multilingual Learners team, which includes the MLL Coordinator and MLL tutors to provide timely interventions
- Enhance language support services in consultation with The New Teacher Project by training STEM, ELA and Special Education staff in language acquisition strategies, including language scaffolding and bilingual aides
- Support staff accountability to necessary and appropriate language supports, as well as student improve student commitment to academic rigor by achieving our strategic plan goal to support 85% of MLL students to achieve a 2.8 GPA or above
- Provide instructional staff with specialized training focusing on Universal Design for Learning and effective implementation of accommodations
- Provide targeted professional development to RSP Teachers to strengthen IEP goal monitoring, ensuring alignment with student progress and individual needs
- Strengthen family and community engagement via family workshops and regular communication with families of ELs and students with IEPs in their home language

STUDENT POPULATION TO BE SERVED

Esperanza College Prep serves Los Angeles students in grades 9-12 who have traditionally been educationally underserved. This group includes students from low-income families, underrepresented minorities, and English learners primarily living in the East Los Angeles neighborhoods.

Esperanza College Prep is well-equipped to meet the needs of students who fit that profile. The Charter School's model has elements that are particularly beneficial for students who are likely to be the first generation in their family to graduate from college. These elements include a) a strong school culture; b) a

rigorous college preparatory curriculum; c) personalized, highly differentiated instruction that enables self-paced and mastery-based learning and that provides real-time performance data to the student and school staff; d) and a strong data-driven advisory program that empowers students to set and achieve academic and personal goals.

Projected Enrollment by Grade Level

Enrollment/Roll-Out Plan					
Grade	2025-26	2026-27	2027-28	2028-29	2029-30
9	125	125	125	125	125
10	125	125	125	125	125
11	125	125	125	125	125
12	125	125	125	125	125
Total	500	500	500	500	500

GOALS AND PHILOSOPHY

Mission

Esperanza College Prep students will use their college degrees and careers to make a Positive Multigenerational Change.

Vision

Esperanza College Prep exists to disrupt the systemic inequities that continue to oppress individuals from low socioeconomic communities. We build authentic relationships with our students to provide them with an environment that fosters hope, love, agency, and a sense of belonging. Our students believe that they are important and have a sense of self-determination. We push our students to uncover and fulfill their purpose because we see them as agents of social change, co-creators of knowledge, innovators, and problem solvers. We are committed to developing our students to be critical thinkers that question, make meaning, and who see these skills as powerful tools that can be used to dismantle cycles of historical oppressions. We provide students with a rigorous and personalized college prep learning experience that recognizes their backgrounds, experiences, and interests. We believe that this environment, skill set growth, and unique set of experiences will develop confident and powerful individuals that will make a Positive Multigenerational Change.

What It Means To Be An Educated Person In The 21st Century

In most U.S. schools, instructional content and pedagogy have changed remarkably little relative to the ever-changing 21st century world.³⁰ According to Federica Cornali, "It is widely believed that countries' social and economic well-being will depend to an ever-greater extent on the quality of their citizens' education: the emergence of the so-called 'knowledge society', the transformation of information and the media, and increasing specialization on the part of organizations all call for high skill profiles and levels of knowledge."³¹

We know that we have extensive work to do to create schools that close achievement gaps and prepare today's students for a changing work world in the future. Ednovate is heeding the call for the creation and scaling of new, innovative school models that can demonstrate an impact on student learning. "Education not only needs new ideas and inventions that shatter the performance expectations of today's status quo; to

³⁰ Serdyukov, P. (2017) "Innovation in education: what works, what doesn't, and what to do about it?" *Journal of Research in Innovative Teaching & Learning*, 10(1), 4-33.

³¹ Cornali, F. (2012). Effectiveness and efficiency of educational measures: Evaluation practices, indicators and rhetoric. *Sociology Mind*, 2(03), 255.

make a meaningful impact, these new solutions must also “scale,” that is to grow large enough, to serve millions of students and teachers or large portions of specific underserved populations.”³²

To be truly college- and career-ready in this rapidly changing environment, students must add to the basics of fundamental academic skills the ability to:

- Evaluate and use information rather than simply memorize facts. They must develop critical thinking, collaborative work habits, problem solving, and technology skills. This is essential in a world where information is currently estimated to double every 3-5 years. “Simply put, students who are able to think critically are able to solve problems effectively. Merely having knowledge or information is not enough. To be effective in the workplace (and in their personal lives), students must be able to solve problems to make effective decisions; they must be able to think critically.”³³ This is essential in a world where 328 million terabytes of data are being created each day³⁴ and where the traditional manufacturing sector is being replaced by a growing service sector and higher-skilled industries.³⁵ The U.S. Labor Department states that a large percentage of the jobs available to our future graduates have not yet been invented.³⁶ Flexibility and the ability to adapt will be essential in the outlook of students stepping into their future. While Artificial Intelligence (A.I.) is developing at a rapid pace and people increasingly use A.I. in the workplace, given the current limitations of this technology, critical thinking skills are crucial to assessing A.I.-generated work product, rather than assuming the computer produces work of inherent value.”³⁷ At Esperanza College Prep, this type of deep critical thinking and problem solving will be the norm. Technology will allow for more efficient use of student and teacher time, creating space for the high-level thinking and collaboration that takes place through our Positive Multigenerational Change Journeys.
- Develop a strong comfort working with existing technology, including computers, tablets, phones, software, and the Internet, and have the skills to adapt to new technology as it becomes available. Esperanza College Prep features a 1:1 student to laptop ratio, and students will use technology to access the majority of their coursework. Technology allows for the type of flexible, highly personalized instruction that will take place every day at Esperanza College Prep, allowing students to work at their own pace to demonstrate mastery of the standards. In this type of setting, technology use becomes second nature to students. Research demonstrates that media and information literacy is important to develop critical thinking, recognize media bias, and be oriented towards absorbing quality media. According to the Stanford Center on Philanthropy and Civil Society, “The deliberate or unintentional spread of misinformation, despite capturing widespread public attention, remains as rampant as ever, showing up recently in the form of false claims”³⁸ in the news. “This ‘infodemic’ is polarizing politics, endangering communities, weakening institutions, and leaving people unsure what to believe or whom to trust. It threatens the foundations of democratic governance, social cohesion, national security, and

³² Shelton, J. (2011). Education innovation: what it is and why we need more of it. *Education Week*.

³³ Snyder, L. G., & Snyder, M. J. (2008). Teaching critical thinking and problem-solving skills. *The Journal of Research in Business Education*, 50(2), 90.

³⁴ Statista. (2023). Volume of data/information created, captured, copied, and consumed worldwide from 2020 to 2020, with forecasts from 2021 to 2025. Retrieved March 17, 2024 from <https://www.statista.com/statistics/871513/worldwide-data-created/>.

³⁵ Barnes, M., Bauer, L., & Edelberg, Wendy. (2022). Nine facts about the service sector in the United States. Brookings Institution.

McGregor, J. (2022). The Four Fastest Growing and Most Rapidly Spreading Skill Sets in the Job Market. *Forbes*. <https://www.forbes.com/sites/jenamcgregor/2022/12/07/the-four-fastest-growing-and-most-rapidly-spreading-skill-sets-in-the-job-market/?sh=18ca39417c2c>.

³⁶ United States Department of Labor. Futurework: Trends and Challenges for Work in the 21st Century. Retrieved from <https://www.dol.gov/oasam/programs/history/herman/reports/futurework/report.htm>.

³⁷ Carucci, R. (2024). In the Age of AI, Critical Thinking Is Needed More Than Ever. *Forbes*. <https://www.forbes.com/sites/roncarucci/2024/02/06/in-the-age-of-ai-critical-thinking-is-more-needed-than-ever/?sh=2c4950351f79>

³⁸ Lord, E. M., & Vogt, K. (2021). Strengthen Media Literacy to Win the Fight Against Misinformation. *Standard Social Innovation Review*.

public health.”³⁹ At Esperanza, we teach our students to responsibly use technology and to be critical consumers of what they see online. In alignment with AB 873, Esperanza College Prep will incorporate media literacy instruction as part of its English, math, science, and history courses.

- Learn and work autonomously in order to independently advance themselves by continuing their education and developing new skills on a lifelong basis.⁴⁰ Esperanza College Prep students will develop the skills to learn and work independently as a result of the school’s self-paced instructional model as well as its Advisory structure in which students learn to self-reflect, set goals, and seek out resources as needed.
- Develop not just the academic skills but also the specific mindsets and behaviors needed to be successful college students, employees, and adults.⁴¹ For example, David Conley lists four areas of college readiness: cognitive strategies, content knowledge, transition knowledge and skills, and learning skills and techniques.⁴² To be successful in their rapidly changing environment, students must be entrepreneurial and perseverant, must act with integrity, and must have a sense of joy.
- Learn about, develop, and engage in health-promoting exercise and nutritional practices while building a deeper understanding about personal and public health issues and how they affect their lives. This is vital in light of the fact that for the first time ever in this country, average life expectancy is declining.⁴³
- Appreciate and participate in the arts, discovering the joy and personal power in artistic expression. Such practice is recognized to help develop and sustain curiosity, wonder, and creativity—all essential to developing the mental agility and willingness to adapt in the face of rapidly changing situations. In his book, *Creative Schools*, Sir Ken Robinson notes that when a student’s “curiosity is engaged, they will learn for themselves, from each other, and from any source they can get their hands on.”⁴⁴ Understanding the arts also leads to increased knowledge about the world and its people, enabling them to appreciate the richness and vibrancy of other countries and cultures.⁴⁵ To this end, all Esperanza College Prep students will complete coursework in the Visual and Performing Arts, including participating in periodic performances and/or exhibitions.

How Learning Best Occurs

Simply put, learning best occurs in programs that are highly personalized and accessible, particularly for high-need students. This theory builds upon a short list of significant research findings about educationally underserved students and their learning that drive specific features of the Esperanza College Prep model as illustrated in the following table.

Summary Research Findings and Consequent Program Features

³⁹ Ibid.

⁴⁰ Betts, G. (2004). Fostering autonomous learners through levels of differentiation. *Roeper Review*, 26(4), 190-191.

⁴¹ Nagaoka, J., Farrington, C. A., Roderick, M., Allensworth, E., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2013). Readiness for college: The role of noncognitive factors and context. *Voices in Urban Education*, 38, 45-52.

⁴² Conley, D. (2013). *College and Career Ready and the Common Core: What Everyone Needs to Know*. Portland, OR: Educational Policy Improvement Center.

⁴³ Harvard T.H. Chan School of Public Health. (2023). What’s behind ‘shocking’ U.S. life expectancy decline—and what to do about it. <https://www.hsph.harvard.edu/news/hsph-in-the-news/whats-behind-shocking-u-s-life-expectancy-decline-and-what-to-do-about-it/>.

⁴⁴ Robinson, K., & Aronica, L. (2016). *Creative schools: The grassroots revolution that’s transforming education*. Penguin books.

⁴⁵ Fiske, E. (1999). *Champions of Change: The Impact of the Arts on Learning*. Washington, DC: The Arts Education Partnership and The President’s Committee on the Arts and the Humanities. Robinson, K., & Aronica, L. (2016). *Creative schools: The grassroots revolution that’s transforming education*. Penguin books.

Research Findings	Esperanza College Prep Program Features
High-need students respond better in school cultures where there are consistent and high expectations for appropriate behavior, academic achievement, and life goals. ⁴⁶	<p>Challenging annual promotion and graduation requirements for all students detailed in Ednovate’s six Annual College Readiness Indicators, defined below.</p> <p>Clear rules and consequences through our positive reinforcement system (shout outs/reminders).</p>
Personalized, mastery-based instruction allows all students to perform at high levels. ⁴⁷	Innovative personalized learning model that allows for students to receive instruction in an online, self-paced format facilitated by their teachers. Students who need more time or additional support can take the time that they need or access additional explanations and practice online, while students who achieve mastery faster can advance through content as quickly as they are able to.
Increased time on the right instructional task increases academic achievement for at-risk students. ⁴⁸	A strong commitment to increasing the amount of time spent on task for every student by prioritizing personalized delivery of instruction in varying formats (<i>online, teacher-led, peer collaboration, etc.</i>), eradicating anything that gets in the way of student learning such as inefficient schoolwide procedures, and ensuring “bell to bell” instruction in every classroom every day. Increased time on the right instructional task as measured by the task complexity rubric increases academic achievement for at-risk students.
Real-world learning experiences increase student motivation, collaborative skills, and critical thinking, and develop students’ personal habits of success, such as initiative,	Student engagement in PMC Journeys (<i>project-based, hands-on learning</i>), the Senior Capstone (year-long, student-designed passion projects), annual PMC hours via volunteer work and internships in the community.

⁴⁶ Brookover, W and Lezotte, L. (1977). *Changes in School Characteristics Coincide with Changes in Student Achievement*. East Lansing: Michigan State University, College of Urban Development. Cotton, K. (2003). *Principals and Student Achievement: What Research Says*. Alexandria: VA Association for Supervision and Curriculum Development.

⁴⁷ Bloom, B. (1984). The two-sigma problem: The search for methods of group instruction as effective as one-to-one tutoring. *Educational Researcher*, 13(6), 4-16. Twyman, J. S. (2014). Competency-Based Education: Supporting Personalized Learning. Connect: Making Learning Personal. *Center on Innovations in Learning, Temple University*.

⁴⁸ Alexander, K, Entwisle, D, Olson, S. (2001). Schools, Achievement and Inequality: A Seasonal Perspective. *Educational Evaluation and Policy Analysis*, 23:171–91. Bloom, D, Haskins, R. (2010). The Future of Children brief: Helping High School Dropouts Improve Their Prospects. Princeton-Brookings. Fisher, C., et al. (1980). Teaching behaviors, academic learning time, and student achievement: An overview. In C. Denham & A. Lieberman (Eds.), *Time to Learn: A review of the beginning*.

group collaboration, and time management. ⁴⁹	
High-need students persist and achieve better in schools where they see themselves as “connected,” i.e., where they identify with and are proud of their affiliation with the Charter School, feel trusted and respected, have positive social interactions with adults and peers, and feel cared for. ⁵⁰	Students assigned to the same advisor for 4 years (<i>where feasible</i> ⁵¹). Culture-building activities, including advisory groups, group projects, sports, clubs, and celebrations of achievement and learning.
More selective colleges are much more effective at retaining students, especially students from underrepresented backgrounds. ⁵²	A strong focus on increasing students’ access to more selective colleges by increasing their GPAs over four years of high school. Full-time College Counselor to support students in identifying their best fit colleges and Alumni Coordinator to support their transition and continued success beyond high school.
Access to dual enrollment at a local college improves high school graduation rates, college entrance rates into four-year institutions, student persistence in postsecondary studies, and accumulated college credits. ⁵³ Students also are more likely to save time and money spent on their college education. ⁵⁴	With our partnerships with local community colleges, such as our current partnership with LA Trade Tech, East Los Angeles College, and Southwest College, our students will be able to achieve success in college courses with comprehensive support from Ednovate faculty, earning transferable college credits at no cost.

Goals for Enabling Students as Self-Motivated, Competent and Lifelong Learners

Esperanza College Prep’s school design is aligned to our objective of enabling all students to become self-motivated, competent, lifelong learners. By merging our key philosophies and research-backed instructional approaches under one school roof, we have built a foundation from which students leave our doors equipped to continue evolving academically, professionally, and socio emotionally as ever-learners. Our gauge for ongoing assessing and ultimately graduating students ready to powerfully take on college, career,

⁴⁹ Avallone, A. (2019). Practitioner’s Guide to Next Gen Learning. <https://www.nextgenlearning.org/articles/learning-for-success-in-the-real-world>

⁵⁰ Karcher, M, Davis, C, Powell, B. (2002). The Effects of Developmental Mentoring on Connectedness and Academic Achievement. *The School Community Journal*, 12(2), 35-50.

⁵¹ Staff departures or other staffing changes may result in students being assigned different advisors throughout their enrollment at the Charter School.

⁵² Healey, K, Nagaoka, J, Michelman, V. (2014). The Educational Attainment of Chicago Public Schools Students: A Focus on Four-Year College Degrees. Research Brief. University of Chicago Consortium on Chicago School Research.

⁵³ Hughes, K. L.; Rodrigues, O.; Edwards, L.; & Belfield, C. (2012). Broadening the Benefits of Dual Enrollment: Reaching Underachieving and Underrepresented Students with Career-Focused Programs. Community College Research Center.

⁵⁴ Rodriguez, O. & Gao, N. (2021). Dual Enrollment in California: Promoting Equitable Student Access and Success. Public Policy Institute of California.

Lile, J. R.; Ottusch, T. M.; Jones, T.; & Richards, L. N. (2018). Understanding College-Student Roles: Perspectives of Participants in a High School/Community College Dual-Enrollment Program. *Community College Journal of Research and Practice*. 42(2): 95–111. Southeastern University. (2023). “8 Reasons Dual Enrollment Students Enjoy Success & Financial Savings in College. Accessed April 2, 2024 from <https://seu.edu/news/academics/8-reasons-dual-enrollment-students-enjoy-success-financial-savings-in-college/>.

and beyond are Ednovate’s Annual College Readiness Career Indicators, a set of six annual goals in academic and non-academic metrics.

While graduation from Esperanza College Prep is based on credits, students also need to meet our rigorous ACRI’s across six different areas to remain in good standing. Failure to complete the ACRI’s during the school year or in summer school may result in an alternate advisory placement and delayed graduation.⁵⁵ Esperanza College Prep utilizes an online dashboard system called the Whole Child Report Card dashboard to monitor all students’ progress toward the ACRI’s each year, with Advisors meeting regularly in 1:1 meetings with each student in their advisory to review the student’s progress and set short and long-term goals, including for GPA, performance on assessments, attendance, behavior, PMC hours (*community service or internship hours*), and the PMC Journeys they are asked to complete each semester:

<p>Mastery: Pass all classes Including all A-G classes and more</p>	<p>College Readiness Skills: Minimum Annual Common Core Assessment Grade Level Targets</p>	<p>Critical Thinking: PMC Journeys Minimum of 1.5 average score</p>
<p>Self-Regulation: Self-discipline Requirement Fewer than 13 reflections each year</p>	<p>Presence: Attendance 17 or fewer total absences</p>	<p>Purpose: PMC Hours 10 Passion exploration/service hours</p>

- Mastery:** Our emphasis on A-G completion means that we expect students to complete their courses with a grade of C or higher. To ensure transferability and consistency with local districts, credit is issued for a grade of D or higher, but Ednovate considers a D to be “failing”, and we thus require students who earn a D to take a recovery course. This helps to ensure our students are on track to complete A-G requirements and be UC/CSU eligible and do not fall behind. If a student transfers to the Charter School with any credit deficiencies, or a student is promoted to the next grade with 1 or more credit deficient courses, the Charter School’s college counselor and principal jointly determine how best to schedule that student to both ensure current academic success while remediating academic credits. Students will be expected to enroll in make-up classes to recover credits at the next available opportunity or a penalty make-up class may be imposed. Examples of penalty make-up classes students attending mandatory summer school or office hours to recover their missing credits. If the student is unable to make up all credits at least one week before the school year starts, he/she will not be in good standing and may be in jeopardy of not graduating as scheduled.
- College Readiness Skills:** All curricula are aligned to state standards (*CCSS, NGSS and other subject area standards*). Classes are designed to not only meet A-G requirements but also be rigorous enough to prepare students for the classes they will take at the university level. Teachers build appropriate scaffolds into their curriculum and instruction to ensure that all learners can be successful with rigorous work. Using STAR benchmark assessments in Reading and Math (*beginning, middle and end-of-year*) as our primary measure of student growth allows us to make comparisons from year to year, as well as with other schools and districts nationally that rely on these adaptive tests to measure student proficiency and growth over time.
- Critical Thinking:** Students must think critically about their purpose for their college and careers through our PMC Journeys and pass them with an average of 1.5 on our common rubrics for each

⁵⁵ Pending funds availability, Esperanza College Prep plans to offer a summer school program as we do at our existing schools; in the alternative, students will be directed to appropriate programs where they may earn credits over the summer.

grade level. For our Seniors, for example, they must address each of the following in their written work and oral presentations:

	Example Questions	Key thought processes to develop within each Ednovate scholar
Significance	Why is this important? Why should the world care? Why should I care about this problem within the world?	Expresses insights that: <ul style="list-style-type: none"> - Show importance of key concepts in information to other larger or more specific topics - Demonstrate personal understanding and meaning
Perspective	Who says? How do the author's experiences influence the ideas presented? What prior knowledge are you bringing to the problem?	<ul style="list-style-type: none"> - Considers multiple perspectives. - Demonstrates understanding of subtleties and differences among perspectives. - Detects bias, stereotypes, overgeneralizations, associations
Evidence	What argument is being made? What facts are used to support the argument? How do you know they are fact versus opinion?	<ul style="list-style-type: none"> - Organizes work in an understandable and compelling manner. - Shows clear understanding of issues and concepts. - Demonstrates ability to research key issues
Connection	How does this work connect to the real world? How has it been influenced by the past? How could it affect the future?	Expresses insights that: <ul style="list-style-type: none"> - Link concepts and issues with those from other subjects - Show how research connects to other topics, careers, local issues
Supposition	How would life be different if this wasn't true or never happened? What happens if you change part of the problem?	Draws conclusions from evidence to: <ul style="list-style-type: none"> - Hypothesize or imagine other issues relevant to this topic - Respond to "What if?" questions and changes of circumstance
Knowledge of Self within World	What comes of interactions with global issues? How did this experience affect me within the global context? How have I changed as a result of this process?	What might this look like? <ul style="list-style-type: none"> - Reflection that highlights your path to humility (how did you realize that you in fact might not have all the answers?) - Reflection that highlights your path towards self-actualization (narratives that deeply describe what experiences led you to feel like you have found your purpose or at least one of them)

- **Purpose:** Students must explore and identify areas of personal passion by completing ten hours per year of unpaid community service, internships, or volunteering for a total of at least 40 hours over four years of high school.
- **Self-Regulation:** Students must demonstrate maturity, self-control and self-discipline to be in good standing and on track to graduate. To do so, students earning 12 or fewer Reflections in one school year must serve all earned Reflections to be in good standing and graduate. A Reflection is a structured opportunity for students to engage in a restorative process that helps them reflect on their behavior, understand its impact, and learn strategies for improvement. We created this to structure to move away from the traditional term and structure typically called "Detention." It is not a traditional class, but rather a focused time designed to encourage self-awareness and accountability. During Reflection, students may be asked to participate in community circles, processing conversations to help them understand the reminders they've earned, behavior planning or other strategies to help them remain on track. Reflection can take several forms depending on the student's needs, including but not limited to:
 - Growth Reflections: Guided self-assessments where students identify areas for improvement.
 - Community Circles: Group discussions facilitated by a staff member that foster accountability and empathy.
 - Behavior Monitoring: One-on-one or small group sessions where students work on specific behavior goals.
 - Processing of Reflections Earned: Students discuss the reasons for their Reflections and develop action plans to avoid similar behavior in the future.

Students may serve Reflection each Friday that school is in session and during select times over breaks. Reflections are held on Fridays after school. Parents receive notification that the students have earned a reflection session typically on Wednesday/Thursday of that week. If a student earns more than one reflection for the week, the student is required to serve their reflection session in the following weeks. During our Fall and Spring Breaks, we offer opportunities for students who owe a reflection session to also attend sessions during this time to clear this requirement.

Students earning 13 or more Reflections in one school year must serve all earned Reflections and participate in summer school to remain in good standing. The reflection sessions are designed by the Dean of Culture in conjunction with their culture team member and school administration. The dean of culture or a designated staff member reviews the behavior that led to the Reflection to ensure it aligns with the school's behavior expectations and guidelines.

- **Presence:** If students are absent for more than 17 days in a school year, they will be required to complete summer school to make-up missed academic time.

It is important to note that the educational innovation at Ednovate goes far beyond blending online and offline instruction. Ednovate aims to redesign the American high school experience by creating a student-centered learning environment in which students develop the skills and mindsets to learn at their own pace and are given the autonomy to do so.

THE REQUIREMENTS OF EDUCATION CODE SECTION 47605(c)(5)(A)(ii)

Esperanza College Prep will pursue specific schoolwide and student group outcome goals, based on the state priorities detailed in Education Code Section 52060(d) and aligned to California Dashboard reports. Student performance and achievement of schoolwide, subgroup and individual student progress are measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (*including the CCSS*) and reflect proficiency measures required by the CAASPP, as well as state priorities detailed in Education Code Section 52060(d).

The following chart details the Charter School's goals, actions, and outcomes as of this petition submission, for all pupils (*including numerically significant student groups*) pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B) for each of the eight (8) state priorities identified in Education Code Section 52060(d), including specific annual actions the Charter School will take to achieve each of the identified annual goals. We note that as required under the Education Code, Esperanza College Prep's stakeholders engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan ("LCAP") as a basis for prioritizing allocation of funds. The Charter School shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled Board meeting. The following is intended to be illustrative of the goals and actions Esperanza College Prep anticipates at this point in time.

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2025)	
GOAL #1	
All students will receive quality instruction in State adopted learning standards from well qualified teachers.	<p>Related State Priorities:</p> <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
Specific Annual Actions to Achieve Goal	
<p>Priority 1 (Basic Services)</p> <p><i>Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching.</i></p> <ul style="list-style-type: none"> - Esperanza College Prep will hire, supervise, evaluate and retain qualified teaching staff. - Esperanza College Prep will ensure verification of proper credentials and Department of Justice clearance prior to start of employment. - Esperanza College Prep will actively recruit qualified teachers reflecting student ethnic demographics - 100% of teachers will receive Professional Development on CCSS ELA/ELD Frameworks, CCSS: Math, & NGSS <p><i>Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.</i></p> <ul style="list-style-type: none"> - Esperanza College Prep will provide appropriate, standards-aligned (including CA CCSS and the academic content and performance standards) online and text-based and project-based curriculum materials. - Esperanza College Prep will review alignment of instructional materials to standards. - Esperanza College Prep will maintain an annual inventory of instructional materials and respective purchase of materials. - Esperanza College Prep budget will be reviewed every year to ensure adequate budget for instructional materials is in place. <p><i>School facilities are maintained in good repair pursuant to Education Code section 17002(d).</i></p>	

- Esperanza College Prep facilities will be maintained and cleaned by custodial staff
- Esperanza College Prep will do annual and monthly facility inspections to screen for safety hazards.
- Esperanza College Prep will utilize site inspection lists and provide daily general cleaning and spot checks by custodial staff

Priority 2 (Implementation of State Standards)

Implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.

- 100% of teachers will receive Professional Development on CCSS ELA/ELD Frameworks, CCSS: Math, & NGSS.
- Esperanza College Prep will provide CCSS-aligned ELA and math instruction using integrated ELD instructional strategies to all students, including ELs.
- Esperanza College Prep will provide PD to teachers examining CAASPP/CAA data, and other state and internal assessment scores, to develop and maintain capacity for reporting and regularly reviewing progress to build on our data-driven decision-making.

Priority 7 (Course Access)

Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

- Esperanza College Prep will ensure all academic areas will be available to all students, inclusive of all student groups, and all grades.
- Instruction and curriculum will promote collaboration, creativity, communication and critical thinking through the use of project-based learning units
- Esperanza College Prep will provide 1:1 technology (Chromebook/iPads) to ensure access to web resources and curriculum tools.

Expected Annual Measurable Outcomes

Outcome #1: 100% of teachers will be properly credentialed and assigned.

Metric/Method for Measuring: Percentage of teachers who are properly assigned and credentialed in the Charter School’s HR Information System.

APPLICABLE STUDENT GROUPS	Baseline	2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*

Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: 100% of students (including all numerically significant student groups) will have access to standards-aligned materials and technology.

Metric/Method for Measuring: Percentage of Esperanza College Prep students who have sufficient access to standards-aligned instructional materials.

APPLICABLE STUDENT GROUPS	Baseline	2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Esperanza College Prep facilities will be maintained and cleaned through a contract with the custodial staff and include daily spot checks and site inspection lists, pursuant to Education Code section 17002(d).

Metric/Method for Measuring: 100% of items on the site inspection lists and daily spot checks that are in compliance/good standing

APPLICABLE STUDENT GROUPS	Baseline	2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Esperanza College Prep will ensure the implementation of academic content and performance standards for all core subjects with 100% math and ELA Common Core implementation.

Metric/Method for Measuring: Percentage of online and text-based curriculum and lesson plans aligned with Common Core Standards.

APPLICABLE STUDENT GROUPS	Baseline	2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%

African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: 100% of Esperanza College Prep students, including all significant student groups, will have access to a broad course of study (English Language Arts, Math, Social Studies, Science, Health/PE, visual/performing arts) outlined in the charter petition. Instruction and curriculum will be personalized and emphasize student mastery of content through self-pacing and scaffolded supports.

Metric/Method for Measuring: Percentage of students with access to all available programs and services outlined in charter petition according to the student information system.

APPLICABLE STUDENT GROUPS	Baseline	2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*

Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #2

Every Esperanza College Prep student will receive an engaging, personalized instructional program designed to meet their individual needs, including online/blended learning, project-based and collaborative activities, and highly differentiated instruction.	Related State Priorities:
	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities:
	<input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal

<p>Priority 4 (Pupil Achievement)</p> <p><i>Performance on standardized tests and overall schoolwide assessments including the California School Dashboard</i></p> <ul style="list-style-type: none"> - Esperanza College Prep will provide well qualified instructional personnel and Resource Teachers to implement high-quality instruction with continuous monitoring by the Principal's and central office personnel. - Esperanza College Prep will provide comprehensive professional development to support student achievement. - Esperanza College Prep will hold data conferences four times each year to analyze CAASPP/CAA, and other state and internal assessment scores to review progress towards annual targets. <p><i>Share of English Learners that become English proficient</i></p> <ul style="list-style-type: none"> - See above; plus: Esperanza College Prep will implement the Ednovate English Learner Master Plan - Esperanza College Prep will provide high qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs - Esperanza College Prep will identify English Learners by proficiency level, ensure ELD instruction is aligned to the new standards, and monitor student progress in program implementation. - Esperanza College Prep will provide professional development related to EL support, including ELPAC training and reclassification criteria. - Esperanza College Prep will ensure re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. - Esperanza College Prep will provide an alternate reclassification method for students with disabilities. - Provide professional development activities focused on CCSS implementation with ELs. - EL students will have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom (integrated ELD) and direct ELD instruction (designated ELD).

- Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring.

English learner reclassification rate

- Same as list above, plus:
- Esperanza College Prep budget will be reviewed every year to ensure adequate budget for appropriate EL instructional materials is in place.
- Esperanza College Prep will add additional supports for EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL student instructional needs

A-G Completion Rate

- Same as list under “share of English learners that become English proficient” above, plus:
- Esperanza College Prep will offer daily Advisory classes – with each student ideally staying with the same Advisor all four years – and programs preparing students for college readiness.

AP Test Passage Rate

- Same as list under “share of English learners that become English proficient” above, plus:
- Provide students with opportunities to take Advanced Placement courses based on student needs and interests.

Priority 5 (Pupil Engagement)

High School Dropouts

- Prevent dropouts by ensuring all students have access to the curriculum, parents are engaged and there is significant wrap-around supports for students at-risk of dropping out.
- Ednovate will provide training and support for Advisory and other non-scholastic support for students.
- Ednovate will support site-based student clubs.

Graduation Rates

- See list above, plus:
- Esperanza College Prep will offer individual graduation plans via student’s Personalized Learning Plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

Priority 8 (Other Pupil Outcomes)

Ednovate will offer all students, including all subgroups, a rigorous, high-quality curriculum that includes a highly personalized, self-paced curriculum that fosters student mastery of content, along with opportunities for hands-on/project-based learning and group/collaborative learning

- Esperanza College Prep will provide professional development to teachers on differentiating instruction, personalizing and pacing instruction, integrating projects and hands-on learning across the curriculum.

- Esperanza College Prep will provide resources, time and materials for all students to engage in meaningful, hands-on/project-based learning and other “best practices” learning opportunities.

Students with IEPs will excel in an inclusive, supportive learning environment and become prepared for post-secondary school and/or meaningful careers.

- Provide differentiated instruction, depth and complexity for all students.
- Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, and other assessments and protocols.
- Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments.
- Administer transition assessments to every student aged 16 and over.
- Develop an individualized transition plan for every student with an IEP aged 16 and over.
- Connect students with an IEP to community resources that support post-secondary plans
- Students will participate in PMC Journeys to explore various careers of interest on a quarterly basis.

Expected Annual Measurable Outcomes

Outcome #1: Esperanza College Prep students, including all significant student groups, will meet or exceed proficiency goals in ELA and Mathematics CAASPP (and CAA for students with special needs) to be determined by available data on Esperanza College Prep’s enrolled students and established annual LCAP goals. *(current LCAP goals for Ednovate are 60% for ELA, 30% for math)*

Metric/Method for Measuring: Scale scores and proficiency/growth targets for all students, including all numerically significant student groups, in ELA and Math on the CAASPP assessment system.

APPLICABLE STUDENT GROUPS	Baseline	2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)	22-23 SBAC ELA: 65.86% Math: 21.96%	67% ELA 24% Math	69% ELA 26% Math	71% ELA 28% Math	73% ELA 30% Math	75% ELA 32% Math
English Learner Students	N/A ⁵⁶	67% ELA 24% Math	69% ELA 26% Math	71% ELA 28% Math	73% ELA 30% Math	75% ELA 32% Math

⁵⁶ Data for this subgroup is not publicly available because fewer than 11 students were tested.

Socioeconomically Disadvantaged Students	22-23 SBAC ELA: 67% Math: 22%	67% ELA 24% Math	69% ELA 26% Math	71% ELA 28% Math	73% ELA 30% Math	75% ELA 32% Math
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	22-23 SBAC ELA: 50% Math: 0%	52% ELA 2% Math	54% ELA 4% Math	56% ELA 6% Math	58% ELA 8% Math	60% ELA 10% Math
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	22-23 SBAC ELA: 66% Math: 22%	67% ELA 24% Math	69% ELA 26% Math	71% ELA 28% Math	73% ELA 30% Math	75% ELA 32% Math
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Esperanza College Prep students, including all significant student groups, will meet or exceed CAST proficiency goals to be determined by available data on Esperanza College Prep's enrolled students and established annual LCAP goals.

Metric/Method for Measuring: Scale scores and proficiency/growth targets for all students, including all numerically significant student groups, on the CAST assessment system.

APPLICABLE STUDENT GROUPS	Baseline	2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)	22-23 CAST 23%	24%	26%	27%	28%	30%
English Learner Students	N/A ⁵⁷	24%	26%	27%	28%	30%

⁵⁷ Data for this subgroup is not publicly available because fewer than 11 students were tested.

Socioeconomically Disadvantaged Students	25%	25%	26%	27%	28%	30%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	0%	5%	10%	15%	20%	30%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	22%	24%	26%	27%	28%	30%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: EL students will advance at least one level on the ELPAC each year.
Metric/Method for Measuring: % of students who achieve at least one level of growth on the ELPAC each year.

APPLICABLE STUDENT GROUPS	Baseline	2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learner Students	52.3%	54%	55%	56%	57%	58%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Esperanza College Prep’s annual EL reclassification rate will meet or exceed the surrounding Districts’ reclassification rate for the same grade levels.

Metric/Method for Measuring: EL reclassification rates (currently using ELlevation as our EL Data Tracking Tool)

APPLICABLE STUDENT GROUPS	Baseline	2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learner Students	48%	49%	50%	50%	50%	50%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: Esperanza College Prep will maintain a low school dropout rate equal to or less than that of local comparison schools.

Metric/Method for Measuring: High school dropout rate using CALPADS

APPLICABLE STUDENT GROUPS	Baseline	2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)	0%	<4%	<4%	<4%	<4%	<4%
English Learner Students	0%	<4%	<4%	<4%	<4%	<4%
Socioeconomically Disadvantaged Students	0%	<4%	<4%	<4%	<4%	<4%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	0%	<4%	<4%	<4%	<4%	<4%
African American Students	*	*	*	*	*	*

American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0%	<4%	<4%	<4%	<4%	<4%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6: Esperanza College Prep will maintain a high graduation rate equal to or higher than that of local comparison schools

Metric/Method for Measuring: Four-year 100% cohort graduation rate using CDE Adjusted Cohort Graduation Rate and Outcome Data files

APPLICABLE STUDENT GROUPS	Baseline	2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)	98.1%	99%	99%	99%	99%	99%
English Learner Students	100%	99%	99%	99%	99%	99%
Socioeconomically Disadvantaged Students	98%	99%	99%	99%	99%	99%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	99%	99%	99%	99%	99%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	98%	99%	99%	99%	99%	99%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #7: 100% of graduating seniors will have successfully completed courses that satisfy the A-G requirements.

Metric/Method for Measuring: Percentage of graduating seniors who have successfully completed courses that satisfy the A-G requirements based on our student information system.

APPLICABLE STUDENT GROUPS	Baseline	2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #8: An increasing % of graduating seniors will have passed an AP exam with a score of 3 or higher.

Metric/Method for Measuring: Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher based on College Board data

APPLICABLE STUDENT GROUPS	Baseline	2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)	30%	30%	40%	50%	50%	50%
English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	32%	30%	40%	50%	50%	50%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	8%	30%	40%	50%	50%	50%
African American Students	*	*	*	*	*	*

American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	30%	30%	40%	50%	50%	50%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #9: Esperanza College Prep will maintain a high college enrollment rate equal to or higher than the college enrollment rates of the surrounding Districts.

Metric/Method for Measuring: Percentage of the graduating class who enroll in college according to National Student Clearinghouse Data.

APPLICABLE STUDENT GROUPS	Baseline	2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)	79%	100%	100%	100%	100%	100%
English Learner Students	* ⁵⁸	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	79%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	73%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	79%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

⁵⁸ Subgroup currently does not meet the 10 or greater student threshold to report. If subgroup becomes numerically significant in future academic years, our goal is to have 100% enrollment in college.

Outcome #10: All Esperanza College Prep students will participate in a rigorous, high-quality curriculum *that includes a highly personalized, self-paced curriculum that fosters student mastery of content, along with opportunities for hands-on/project-based learning and group/collaborative learning.*

Metric/Method for Measuring: 100% of students with personalized blended learning and access to hands-on/PBL and group learning; teacher PD logs; materials inventory lists and receipts; teacher lesson plans; classroom observations

APPLICABLE STUDENT GROUPS	Baseline	2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #3

Esperanza College Prep will engage parents and partners through education, communication and collaboration as a means to ensure student success. Parents, staff members, and students will be satisfied with the support, the quality, and the characteristics of the Charter School.

Related State Priorities:

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

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

Priority 3 (Parental Involvement)

Efforts to seek parent input in decision making.

- Esperanza College Prep will engage parents in a series of relevant and interesting workshops related to their child’s success along with monthly “Coffee with the Principal” events *(Includes Special education and English Learner parents as participants)*
- Esperanza College Prep will maintain the school website and utilize PowerSchool and Schoolzilla platform to facilitate two-way home/school communication. *(Includes Special education and English Learner parents as participants)*
- Esperanza College Prep will communicate with parents via weekly and monthly updates via email and text and Parent Square; the school sends weekly messages to parents. *(Includes Special education and English Learners parents as participants)*
- Esperanza College Prep will conduct annual parent surveys to seek parent feedback on the success of our program and areas for improvement. *(Includes Special education and English Learner parents as participants)*
- The Esperanza College Prep Parent Advisory Committee (“PAC”) will facilitate parent engagement and volunteerism in school life. *(Includes Special education and English Learners parents as participants)*
- Esperanza College Prep will invite parents for students with disabilities to all IEP meetings, parent workshops, and written input.

Priority 5 (Pupil Engagement)

School attendance rates and Chronic absenteeism

- Esperanza College Prep parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day
- Esperanza College Prep’s Dean of Student Culture will help improve attendance and decrease habitual truants through home calls, meetings with students and families, and positive reinforcement incentives.

Priority 6 (School Climate)

Pupil suspension rates

- Esperanza College Prep will provide training and support for restorative justice practices and positive discipline
- Esperanza College Prep will establish classroom management procedures, foster positive relationships, and implement a School wide focus on annual themes (Know Yourself, etc.) to support students’ psycho-social development and engagement with their peers and community

Other local measures including surveys of parents and teachers on the sense of safety and school connectedness

- As noted above, Esperanza College Prep will continue to implement annual surveys to assess stakeholder satisfaction

Expected Annual Measurable Outcomes

Outcome #1: Esperanza College Prep English Learner Advisory Committee (“ELAC”) will meet at least four times during the school year to advise the Principals on school policies and issues impacting English Learner students.

Metric/Method for Measuring: analysis of attendance, sign-in sheets, consistent membership

APPLICABLE STUDENT GROUPS	Baseline	2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learner Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Esperanza College Prep will maintain strong attendance ($\geq 95\%$) at parent-teacher conferences.

Metric/Method for Measuring: Sign-in sheets at parent-teacher conferences

APPLICABLE STUDENT GROUPS	Baseline	2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)	$\geq 95\%$					
English Learner Students	$\geq 95\%$					
Socioeconomically Disadvantaged Students	$\geq 95\%$					
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	$\geq 95\%$					
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*

Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	≥ 95%	≥ 95%	≥ 95%	≥ 95%	≥ 95%	≥ 95%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Esperanza College Prep Parent Advisory Committee will meet at least four times during the school year to advise the Principals on school policies and issues.

Metric/Method for Measuring: Analysis of attendance, sign-in sheets, consistent membership

APPLICABLE STUDENT GROUPS	Baseline	2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Esperanza College Prep will maintain an attendance rate of >92%.

Metric/Method for Measuring: Attendance rate using PowerSchool reports

APPLICABLE STUDENT GROUPS	Baseline	2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)	93.4%	>92%	>92%	>92%	>92%	>92%

English Learner Students	91%	>92%	>92%	>92%	>92%	>92%
Socioeconomically Disadvantaged Students	92%	>92%	>92%	>92%	>92%	>92%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	92%	>92%	>92%	>92%	>92%	>92%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	93%	>92%	>92%	>92%	>92%	>92%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: Esperanza College Prep will maintain a low chronic absenteeism rate (decreasing the rate by 1-2% annually until we meet or are below the State's average Chronic Absenteeism rate).

Metric/Method for Measuring: Chronic absenteeism rate using PowerSchool reports

APPLICABLE STUDENT GROUPS	Baseline	2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)	22.91 %	21.91 %	20.91 %	<20%	<20%	<20%
English Learner Students	31.25 %	28%	26%	24%	22%	<20%
Socioeconomically Disadvantaged Students	23.79 %	22.79 %	21.79 %	20.79 %	<20%	<20%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	21.95 %	21%	<20%	<20%	<20%	<20%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*

Filipino Students	*	*	*	*	*	*
Latino Students	22.99 %	21.99 %	20.99 %	<20%	<20%	<20%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6: Esperanza College Prep will maintain a suspension rate that is $\leq 4\%$.

Metric/Method for Measuring: % of student suspensions according to CDE suspension data

APPLICABLE STUDENT GROUPS	Baseline	2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)	1.2%	$\leq 4\%$				
English Learner Students	0%	$\leq 4\%$				
Socioeconomically Disadvantaged Students	1.3%	$\leq 4\%$				
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	1.2%	$\leq 4\%$				
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	1.2%	$\leq 4\%$				
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #7: Esperanza College Prep will maintain an expulsion rate that is $\leq 1\%$.

Metric/Method for Measuring: % of student expulsions according to CDE expulsion data

APPLICABLE STUDENT GROUPS	Baseline	2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)	$\leq 1\%$					
English Learner Students	$\leq 1\%$					
Socioeconomically Disadvantaged Students	$\leq 1\%$					

Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #8: Esperanza College Prep will have high parent, student and staff participation rates in the school climate survey and high approval rating on school climate surveys of students, parents, and staff.

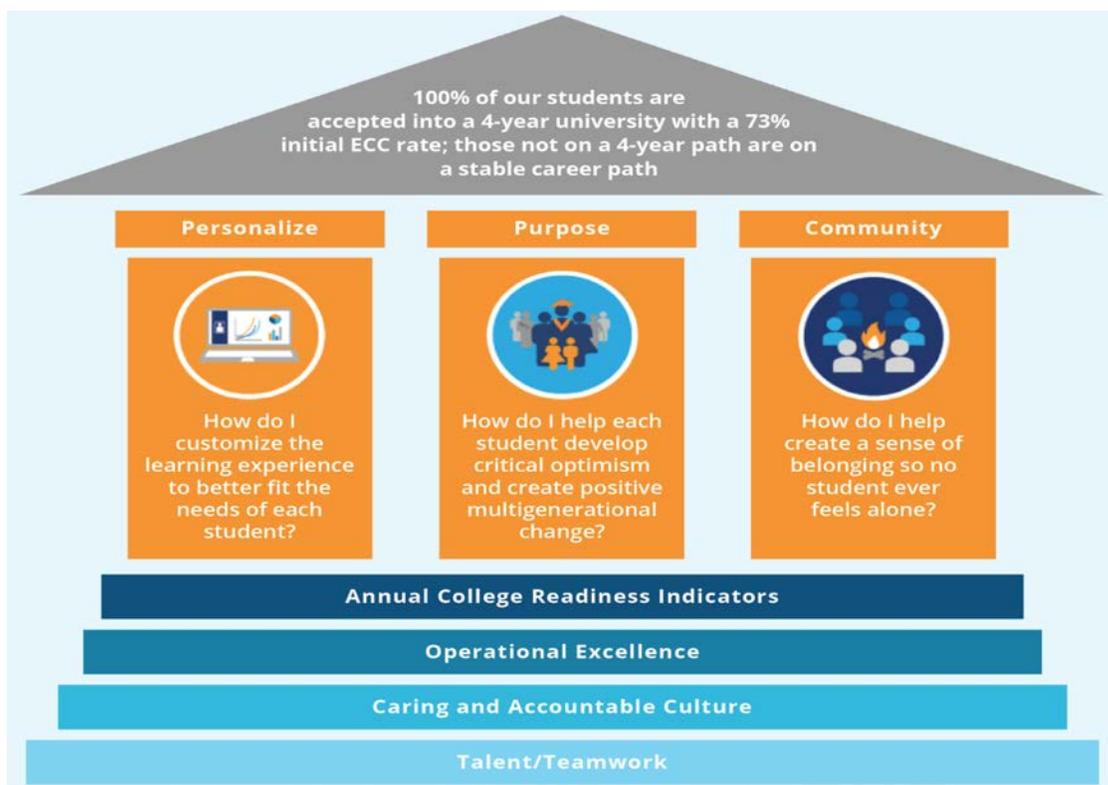
Metric/Method for Measuring: % of participation in school climate survey and survey results

APPLICABLE STUDENT GROUPS	Baseline	2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)	85%	87%	89%	91%	93%	95%
English Learner Students	85%	87%	89%	91%	93%	95%
Socioeconomically Disadvantaged Students	85%	87%	89%	91%	93%	95%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	85%	87%	89%	91%	93%	95%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	85%	87%	89%	91%	93%	95%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

INSTRUCTIONAL DESIGN

Esperanza College Prep is committed to preparing 100% of students for acceptance into and persistence through a four-year college or university. To that end, Esperanza College Prep offers a rigorous standards-based instructional program that will build a foundation for students' success in college, career, and beyond by enabling them and empowering them to become self-motivated, competent, lifelong learners.

Esperanza College Prep is committed to constant improvement, a quality that is critical in today's rapidly changing educational landscape. Esperanza College Prep students are taught to have a mastery mindset, persisting through challenges with perseverance and grit, and the Charter School's staff models that mindset through the instructional program. By design, Esperanza College Prep will evolve rapidly to constantly improve on its ability to meet the needs of our specific students. Esperanza College Prep teachers have the flexibility to innovate in their classrooms and the autonomy (balanced with high accountability) to select curricular tools, instructional strategies, and use of technology as they see fit. On an ongoing basis, they use real-time student achievement data to evaluate the efficacy of their instructional decisions. Tools and strategies that positively impact student performance will continue to be put to use (and often spread more widely throughout Esperanza College Prep), and what does not show positive results can be quickly abandoned. This model of data-driven iteration in classrooms and at the school level allows Esperanza College Prep to hold true to its basic tenets (Positive Multigenerational Change, personalized learning, purpose, and community) and intended outcomes while allowing for flexibility, creativity, and innovation to constantly increase student achievement.



Our “Parthenon” graphic above as a symbol to visualize the key tenets of our model. First, there is our overarching goal towards which all staff at all levels of the organization work to effect Positive Multigenerational Change: 100% of our students will be accepted into a 4-year university, with 73% Expected College Completion (“ECC”) rate, those not on a 4-year path are on a stable career path. We are committed to ensuring that every student not only gains admission to a four-year college but also possesses a strong foundation for completing their degree. The ECC rate estimates the likelihood that

students will complete their college education within a defined timeframe, taking into account factors like historical data, student demographics, and institutional support. This goal reflects our dedication to providing a comprehensive educational experience that equips each student with the necessary skills and support to succeed in higher education. By focusing on both college admission and completion, we aim to address the full spectrum of academic achievement and ensure that our students are prepared to thrive in their post-secondary studies, regardless of their background. The ECC rate is a crucial metric for us, as it helps guide our educational strategies and interventions, ensuring that all students have equal opportunities to complete their college education successfully.

As the foundation of this work (*the blue steps*), across all Ednovate schools we employ consistent practices including: a focus on talent and a commitment to teamwork with intensive and personalized professional development, coaching and structured collaboration; a caring and accountable school culture that is consistent and transparent; operational excellence; and our six ACRI's (Mastery, College Rigor, Self-Regulation, Presence, Purpose, and Critical Thinking).

The three pillars of our model are the areas in which our Principals and teachers will continuously innovate to customize the program to meet their students' needs:

Personalization: Ednovate believes that we can significantly advance the academic proficiency and depth of learning in educationally disadvantaged students through a mastery-based college prep curriculum that integrates technology to personalize the learning experience. Research indicates that “the average student who receives one-to-one, mastery-based instruction performs at the same level as the top 2% of students who receive traditional group instruction.”⁵⁹ We replicate that tutoring-like experience by putting technology at the center of teachers, students, and curriculum to provide every student with a truly personalized education.

All curricula are aligned to CCSS and NGSS. Classes are designed not only to meet A-G requirements but also to be rigorous enough to prepare students for the classes they will take at the university level. Teachers build in appropriate scaffolds into their curriculum and instruction to ensure that all learners are able to be successful with rigorous work. Using STAR assessments from Renaissance as our primary measure of student growth allows us to make comparisons from year to year.

Mastery-Based Learning: Mastery-based, personalized learning is the primary focus of our instructional program. This grading system ensures that students develop mastery of the standards and essential skills for college. Esperanza College Prep uses a mastery-based grading system in which students earn grades based on their demonstrated mastery of essential skills. This grading structure is aligned with Esperanza College Prep's mission and values in that it: (a) gives students and parents specific, actionable feedback about what skills students have learned or still need to learn; (b) shifts the focus to student growth over time; and (c) aligns with the Esperanza College Prep's personalized learning model in which students are provided with multiple opportunities to demonstrate mastery. Students who are able to move quickly through lessons will do so and then be challenged by rigorous extension learning tasks; students who work more slowly will be able to get the support they need, reviewing content from earlier in the lesson. Teachers serve as facilitators and coaches, providing support to all students throughout the lesson and implementing individualized and small-group interventions in the moment and as needed based on a constant flow of real-time data.

In order to ensure a mastery focus, teachers meet with their instructional coach (*the Principal or Assistant Principal*) weekly for observation debriefs, gradebook analysis and a deeper reflection into instructional planning and delivery in order to make plans for reteaching, reassessing and also to continue any bright spots and highlight best practices. Coaches additionally participate in a one hour Guided Analysis with each instructor quarterly to reflect on Interim Benchmark Assessments.

⁵⁹ Childress, S. (2013). How Instructional Technologies Can Help Personalize Learning. CIO Review, December 2013. Retrieved from <https://www.cioreview.com/magazine/How-Instructional-Technologies-Can-Help-Personalize-Learning-NOLX549643809.html>.

This helps instructors backwards plan, map to their content standards, and assure a mastery focus for all classrooms.

Blended Learning: We believe that a one-size-fits-all education is no longer enough to prepare students for the rigors of college; rather, differentiated instruction must be implemented in the classroom with fidelity. “To differentiate instruction is to recognize students' varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively.”⁶⁰ Online or offline, lessons are differentiated to challenge students performing at all levels and to meet the needs of students who learn best in different ways, so all students can demonstrate mastery on the standards.

As mentioned, the core academic curriculum at Esperanza College Prep is delivered through a combination of online coursework, which students complete through teacher-created “modules” via an online learning platform, Canvas or Google Platform, with support from their teachers, as well as more traditional, offline coursework. Class time is structured to deliver curricula in varying ways, personalized based on students' needs, to ensure mastery of content. Students have control over the pace at which they work as long as they are meeting a minimum expected pace established by the teacher to meet quarterly objectives. As students work online individually and collaboratively, teachers meet with small groups and one-on-one to provide direct instruction and targeted support.

In many of its many forms, hybrid/blended learning is a rapidly growing option for students in U.S. K-12 schools.⁶¹ Even prior to the COVID-19 pandemic, the option of blended learning models was already on the rise. For example, enrollment into full school-day K-12 blended schools increased to 25,000 students in 2014 compared to 2,500 in 2009.⁶² Meanwhile, to support the effectiveness of an increasingly used model, the United States' 2017 National Education Technology Plan recommended that the education system “develop a teaching force skilled in online and blended instruction.”⁶³ Two years after the COVID-19 pandemic started in the United States, 5 percent of public schools reported offering hybrid learning.⁶⁴ The increasing prevalence of the model matches rising demand by parents for a hybrid option. Based on an EdChoice survey, nearly half of parents indicated that “after the pandemic, if given the option,” they would “prefer one or more of home-based schooling for their children.”⁶⁵

The benefit of blended learning on student performance has also been studied extensively during its rise. According to a meta study reviewing 50 effects across 45 studies, researchers showed that students receiving online learning instruction moderately outperformed those in face-to-face instruction, with the benefit being significant in the studies distinguishing between hybrid vs face-to-face learning, as opposed to solely online compared to face-to-face.⁶⁶

⁶⁰ Hall, T. (2002). *Differentiated instruction*. Wakefield, MA: National Center on Accessing the General Curriculum.

⁶¹ Picciano, A., Seaman, J. (2007). *K-12 Online Learning: A Survey of U.S. School District Administrators*. Newburyport, MA: Sloan Consortium. Tucker, B. (2007). *Laboratories of Reform: Virtual High Schools and Innovation in Public Education*. Washington, DC: Education Sector Reports. Watson, J., & Gemin, B. (2008). *Using Online Learning for At-Risk Students and Credit Recovery. Promising Practices in Online Learning. North American Council for Online Learning*. Watson, J. (2008). *Blended Learning: The Convergence of Online and Face-to-Face Education. Promising Practices in Online Learning. North American Council for Online Learning*.

⁶² Gulosino, C. A., & Miron, G. (2017). Growth and performance of fully online and blended K-12 public schools. *Education Policy Analysis Archives*. 25(124).

⁶³ United States Department of Education: Office of Educational Technology. (2017.) *National Education Technology Plan Update*. Accessed March 14, 2024, from <https://tech.ed.gov/files/2017/01/NETP17.pdf>.

⁶⁴ National Center for Education Statistics. (2022). *Administrators Report Roughly Half of Public-School Students Began 2022-23 School Year Behind Grade Level in At Least One Academic Subject*. Accessed March 14, 2024 from https://nces.ed.gov/whatsnew/press_releases/2_09_2023.asp.

⁶⁵ EdChoice. (2024). *K-12 Education in America*. Accessed March 13, 2024, from <https://edchoice.morningconsultintelligence.com/reports/national-report.pdf>.

⁶⁶ Means, B., Toyama, Y., Murphy, R., & Baki, M. (2013). The effectiveness of online and blended learning: A meta-analysis of the empirical literature. *Teachers College Record*. 115(3): 1–47.

We know that every student is different. We thus work to create a customized learning experience that capitalizes on each individual student's strengths and interests, leaving behind a one-size-fits-all approach. Our blended model is thus defined by the following characteristics:

- Includes a blend of digital and offline curriculum aligned to the standards, balancing online, self-paced online modules with offline projects and group work
- Occurs for students in the confines of the physical school under the supervision of local, well qualified certificated educators
- Allows students to work at their own pace and receive frequent feedback on their performance.

Because Esperanza College Prep students are given the latitude to move at their own pace through digital content, teachers plan at least a full quarter's worth of content before each quarter begins. We establish breaks in our calendar throughout the school year to facilitate intensive review of teacher data, collaboration and planning time, and coaching sessions with individual teachers. Teachers start their instructional planning with the standards, backwards planning and breaking them down into units and lessons that allow students to move up through Bloom's Taxonomy for each standard. Digital content creation is especially conducive to differentiation, and teachers are expected to consider the needs of students who are struggling, students who are advanced, students with special needs, and students who are English Learners as they create their coursework.

In Esperanza College Prep's personalized learning model, instruction is highly dynamic to meet the needs of all students, and teachers must have a variety of tools and strategies in their instructional toolboxes, Esperanza College Prep teachers are trained to use classic research-based strategies to best meet the needs of each student, and are challenged to identify areas where technology can enhance these instructional moves.

Instructional strategies follow the Assess, Analyze, Act cycle; described as follows:

- Assess: Create methods for instant feedback
- Analyze: Sort and look for patterns in the data
- Act: Match your instructor moves to areas of need

After reviewing student data, teachers may use any combination of the following instructional moves:

- **Inductive thinking:** Students analyze data to develop principles, fostering critical thinking and pattern recognition skills.
- **Concept attainment:** Students actively identify and define concepts through comparison of examples and non-examples.
- **Synectic's model:** Analogies and metaphors are used to stimulate original thinking and problem-solving by encouraging students to draw connections between seemingly unrelated ideas.
- **Group investigation:** Students work together to investigate a topic.
- **Advanced organizer:** Students are given a conceptual framework or structure to help them organize and interpret new information.
- **Inquiry training:** Students engage in guided but self-led inquiry processes.
- **Awareness training:** Students develop awareness of their learning processes.
- **Non-directive:** Students have the opportunity to develop their ideas autonomously, directing their own learning process with the teacher acting as a facilitator.

As part of Esperanza College Prep's goal of preparing college-ready graduates, students are also taught to be self-aware about their learning. For students to be able to reflect on and drive their own learning, they must have a common language.

When using the Assess, Analyze, Act cycle, an instructor has a wealth of vetted tools easily accessible. If the World History teacher noticed that one group in their second period class is bored with their discussion, they may guide the group towards using a Platinum (advanced) Level Discussion, asking students to come up with their own solutions to the world problems they are currently studying. In another classroom, the Biology teacher may be practicing shout outs on Fridays with their Advisory in order to focus on areas where they are doing well and for public recognition. In a coaching meeting, the 12th Grade English teacher may be guided through the cycle of Assess, Analyze, Act in order to push even more of his students to reach mastery on a grammar application.

At Esperanza College Prep, our blended and personalized model aims to leverage technology within the classroom setting to simulate the tutoring experience using the resources available to public schools. Esperanza College Prep has a 1:1 ratio of students to Chromebook laptop computers. This empowers teachers and students to utilize technology to enhance the learning experience, simultaneously allowing for more flexibility and personalization than in a traditional classroom.

Our extensive use of technology helps students develop crucial 21st century workplace skills and provide teachers the means to collect, analyze, and respond to student performance and progress data in real-time. Students who are able to move quickly through lessons are then challenged by rigorous extension learning tasks; students who work more slowly are able to get the support they need, reviewing content from earlier in the lesson or pressing “pause” on a video to practice another problem. Teachers serve as facilitators and coaches, providing support to all students throughout the lesson and implementing individualized and small group interventions in the moment, as needed and based on a constant flow of real-time data.

By using the technology embedded in the instructional design of the Charter School, students work with a variety of cloud-based software, Internet applications, email, organizational tools and hardware. This builds the technological proficiency that has become a real-world essential skill set.

Regular, Frequent Assessment for Personalization and Differentiation: Using quarterly Interim Assessments given in English, Math, History and Science, teachers are able to strategically identify areas for re-teaching and/or intervention and to familiarize students with the content and format of such standardized assessments as the CAASPP. The results from these assessments will integrate with the Charter School’s online student information and assessment system, PowerSchool, so that all relevant data about each student can be found in one place and reports can be easily generated. These tests allow Esperanza College Prep to monitor student progress in the skills measured by the interim assessments to assess where learning is breaking down and what areas need to be targeted and retaught, if necessary. These are practices that are common at other high-performing public schools where students are achieving at the highest levels.

Since the online coursework is a significant part of the Charter School’s instructional model, teachers have access to a constant flow of real-time data with which to evaluate students’ progress. Equipped with a wide variety of instructional strategies, teachers can quickly provide interventions (such as one-to-one instruction, small group pullouts, re-teaching/remediation using another modality, or peer-to-peer support), in the moment to ensure that instruction is constantly meeting the needs of all students.

Additionally, students, teachers, and parents have access to real-time academic data through the use of our SIS, PowerSchool. With PowerSchool, our teachers can easily view and analyze student achievement data across the whole school, within a single grade level or advisory, or even for an individual student. With that information, teachers can make data-driven curricular decisions and differentiate based on the needs of individual students.

In addition to the schoolwide scoreboard, teachers utilize data from each of the network-wide interim assessments to make instructional decisions in their classrooms. Diagnostic and interim

assessment information allows teachers to know what content has been mastered and what needs to be reviewed, which students require intervention and in what areas, and which instructional strategies have been most effective in leading students to standards mastery.

Intervention: A focus on continuous improvement is extremely important for schools like Esperanza College Prep, where many students come in with academic skills that are below grade level. Reeves notes that frequent monitoring of student progress, coupled with providing students with multiple opportunities to improve performance are essential elements in effective schools that serve at-risk populations.⁶⁷ Esperanza College Prep has implemented a Multi-Tiered System of Supports (“MTSS”) to support student learning and mastery of grade level standards. MTSS is an evidence-based model that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention are delivered to students in varying intensities (multiple tiers) based on student need. Students who struggle to achieve mastery will receive targeted assistance from instructional and support staff and are provided with multiple opportunities to improve their performance and master content. Intervention strategies that Esperanza College Prep may employ include (but are not limited to): 1:1 instruction, small group pull-out, reteaching or remediation using another modality, and peer-to-peer support. Our MTSS framework identifies three tiers of instruction and intervention provided to students:

- Tier 1 consists of high-quality core instruction founded on research-based best practices and delivered to all students.
- Tier 2 involves instructing students in “pull-out intervention.” This typically consists of a group of students who receive focused instruction in study skills, problem-solving, and other areas needing improvement.
- Tier 3 is a more concentrated form of pull-out intervention in which specialized teachers work with students, either one-on-one or in small groups, to develop basic skills.

(See section on *Intervention and Enrichment*, below, for more details about intervention and support.)

Dual Enrollment: Research has demonstrated myriad benefits for students who are able to take dual enrollment courses for college credit while they are still in high school. One notable study researched outcomes of dual enrollment partnerships across California, with a student population that was 60% students of color and 40% of students from homes where English is not the primary spoken language. Overall findings demonstrated improved high school graduation rates, improved college entrance rates into four-year institutions, greater student persistence in postsecondary studies, and more accumulated college credits. Evidence from the study also suggests that when they participated in dual enrollment, fewer students who enrolled in college signed up for “remedial” basic skills courses.⁶⁸

Students also benefit from time and money saved. According to the Public Policy Institute of California, “more than 70 percent of community college dual enrollment courses are transferable to UC or CSU; 16 percent are transferable to CSU only and 11 percent are not transferable.”⁶⁹ Thus students who earn transferable credits in high school at no charge have to take fewer paid college courses to earn a degree. Students also save time by gaining early perspective into the college-student role, including practical skills, understanding what doors college can open, and building an

⁶⁷ Reeves, D. B. (2003). High performance in high poverty schools: 90/90/90 and beyond.

⁶⁸ Hughes, K. L.; Rodrigues, O.; Edwards, L.; & Belfield, C. (2012). Broadening the Benefits of Dual Enrollment: Reaching Underachieving and Underrepresented Students with Career-Focused Programs. Community College Research Center.

⁶⁹ Rodriguez, O. & Gao, N. (2021). Dual Enrollment in California: Promoting Equitable Student Access and Success. Public Policy Institute of California.

empowered sense of self-identity as a college student among a diverse student body.⁷⁰ Ultimately, dual enrollment can lead to costs saved for students given reduced tuition and student loan expenses from earning credits early, as well as early exploration of career and academic interests.⁷¹

Esperanza College Prep currently is working to establish comprehensive community college partnership programs in Los Angeles. Unlike Career Technical Education (“CTE”) pathways or specific themed course progressions, we do not intend to limit our students’ options, but rather will utilize dual enrollment options as another means for our students to explore their personal passions and interests. In alignment with the research on the importance of faculty professional development in implementing an effective dual enrollment program, where feasible Esperanza College Prep will ensure that professors that teach our students are specifically interested in and trained for teaching high school students.⁷²

Redesigning the Learning Environment: Ideally, the unique design of the Esperanza College Prep learning environment is shaped by the innovative use of physical space that enables our faculty and staff to better serve students through increased personalization. Unlike traditional schools with classrooms that open into silent halls, Esperanza College Prep environment feels like a blend between a college campus and a professional office setting. Esperanza College Prep including learning areas/rooms, the cafeteria/multi-purpose space, and offices, is intentionally designed to reflect the Charter School’s purpose and values.

Given Esperanza College Prep’s focus on personalization, students have access to different learning spaces for different types of learning. At its most basic level, this could look like arranging different desk configurations in a classroom to allow for independent work or group work or purchasing furniture that can be easily moved to allow for different configurations.

Purpose: Ednovate believes that if students develop a deep, personal sense of purpose, they will be more likely to graduate from college and excel in the career of their choice. We push our students to uncover and fulfill their purpose as agents of social change, co-creators of knowledge, innovators, entrepreneurs, critical thinkers, and problem solvers. Each quarter in each of their core classes at Esperanza College Prep, students complete PMC Journeys (project-based “real world” learning), designed to extend and authenticate their core academic activities. Students must complete 10 hours annually of PMC Hours by volunteering in the community or engaging in work-based learning through internships and other experiences. Newly developing dual enrollment partnerships with local community colleges enable our students to earn college credits – and experience success in college courses – while they are still in high school, and our comprehensive college prep program includes 1:1 college counseling, a senior year College Prep Seminar course, and intensive support in completing college and financial aid applications, test prep, college visits and parent education.

Project-Based Learning: Project-based learning stems from research that demonstrates that students learn most effectively by working on and solving real-world challenges.⁷³ As Stephanie Bell notes in her essay, *Project-Based Learning for the 21st Century: Skills for the Future*, “Students drive their own learning through inquiry, as well as work collaboratively to research and create

⁷⁰ Lile, J. R.; Ottusch, T. M.; Jones, T.; & Richards, L. N. (2018). Understanding College-Student Roles: Perspectives of Participants in a High School/Community College Dual-Enrollment Program. *Community College Journal of Research and Practice*. 42(2): 95–111.

⁷¹ Southeastern University. (2023). 8 Reasons Dual Enrollment Students Enjoy Success & Financial Savings in College. Accessed April 2, 2024 from <https://seu.edu/news/academics/8-reasons-dual-enrollment-students-enjoy-success-financial-savings-in-college/>.

⁷² Ryu, W.; Schudde, L.; & Pack-Cosme, K. (2023). Dually Noted: Understanding the Link Between Dual Enrollment Course Characteristics and Students’ Course and College Enrollment Outcomes. Columbia University: Community College Research Center.

⁷³ Barron, B., & Darling-Hammond, L. (2008). Teaching for Meaningful Learning: A Review of Research on Inquiry-Based and Cooperative Learning. Book Excerpt. *George Lucas Educational Foundation*. Thomas, J. W. (2000). A review of research on project-based learning.

projects that reflect their knowledge. From gleaming new, viable technology skills, to becoming proficient communicators and advanced problem solvers, students benefit from this approach to instruction.”⁷⁴ Students at Esperanza College Prep work with partners or groups to apply what they are learning to real-life applications, with the teacher serving as a coach or facilitator. Projects usually culminate in a presentation, event, or other public display of learning. Esperanza College Prep’s PMC Journeys are aligned to the Charter School’s mission of Positive Multigenerational Change (PMC) and allow students to explore their own passions and interests, resulting in not only positive academic outcomes but also high student engagement.

Under our PMC Journeys, Esperanza College Prep students in grades 9-11 are required to complete 2-3 projects in each core course (math, science, history, and English) designed to extend and authenticate their core academic activities. PMC Journeys are classroom projects in which students engage in critical thinking by taking on a role in various careers. Teachers who are new to Ednovate are asked to create 2 projects while returning teachers are asked to create 3. Teachers work with their coach to decide the project topic and timing of the project. These projects include oral and/or written components evaluated by our Critical Thinking Rubric:

- **Significance:** Connection to other specific topics and demonstration of personal understanding and meaning
- **Perspective:** Consideration of multiple perspectives, demonstrated understanding of subtleties and differences among perspectives, and detection of misrepresented perspectives
- **Evidence:** Organized work in an understanding and compelling manner, demonstrated clear understanding of issues and concepts, and demonstrated ability to research key issues
- **Connection:** Researched concepts and issues linked to those of other topics, careers, and/or local issues
- **Supposition:** Conclusions drawn from evidence to hypothesize or imagine other issues relevant to the topic, and to consider other what would happen with changes of circumstance
- **Knowledge of Self:** Reflection that highlights students’ limitations to discovering all the answers and describing what experiences led them to have found at least one personal purpose through the project

Projects also correspond to four annual themes. The four grade level themes give teachers a framework for helping students understand the impact they can have on their community, nation, and world. PMC Journeys are written to help students understand the world they live in through the following annual themes:

- 9th Grade: Know Yourself
- 10th Grade: Know Your Community
- 11th Grade: Know Your Nation
- 12th Grade: Know Your World

These themes allow students to further explore our school’s mission of creating PMC. Through thematic semesterly projects, Esperanza College Prep aims to expose students to different opportunities and give students a deep sense of purpose and inspire them to make a beneficial contribution to their communities. Projects are embedded in students’ course requirements. Examples of PMC Journeys could include exploring the use of an online simulation that models the real-world economy to test out their knowledge of the stock market and build a portfolio of investments.

PMC Hours: Students at Esperanza College Prep engage in community-based, hands-on experiences that are tied to their passions/career goals by completing PMC Hours. Students need to complete a minimum of 10 hours in a volunteer capacity throughout the school year. If hours are not completed during the school year, students may make them up during the summer. PMC Hours can be filled through community service or internship hours and are a demonstration of

⁷⁴ Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. *The Clearing House*, 83(2), 39-43.

career/passion exploration and/or service to the community, as students begin to see their ability to effect PMC on the community.

Through PMC Journeys, including their annual community service or work-based hours in the “real world,” students begin to answer this question, typically posed as a capstone or senior thesis project: *“How will I use my skills and passions to meet the world’s greatest needs?”* The Senior Capstone, designed for student freedom of choice after 3 years of engaging in PMC Journeys (described in “project-based learning” above) are yearlong senior projects that are led by students, who choose from different pathways to dictate their own project direction.

College Counseling: Esperanza College Prep has at least one full-time College Counselor. Counselors will lead a College Readiness course required for all 12th graders, during which time they will receive detailed and personalized assistance in completing college applications, essays and financial aid applications. After completing the application and financial aid process in the required College Readiness course, the focus will shift to being prepared to succeed in college, with “life skills” lessons and in such things as managing personal finances, time management, and identity/social-emotional work to support the transition to environments with people who come from very different backgrounds and circumstances.

College workshops are held for parents of juniors and seniors, and students in every grade participate in college visits annually. For example, students have visited USC, UCLA, UC Irvine, Cal Poly Pomona, Stanford University, San Francisco State University, UC Berkeley, and UC Merced, among others.

Arts & Physical Fitness: We recognize that developing adolescents benefit from both artistic and physical pursuits as they discover who they are and where their passions lie. In addition to core academic subjects, the arts (visual and /or performing) and physical education are required courses for all students. By the time they graduate, students will have developed an understanding of and appreciation for the arts as well as healthy nutrition and fitness habits, ensuring that the “whole child” is developed at Esperanza College Prep.

Community: Ednovate believes that students are driven to be successful in school by relationships: their relationships with each other, their family members, and supportive adults at school. Thus, structures are put in place to ensure that all students are able to build strong, safe relationships with at least one adult on campus and with their peers, anchored by our Advisory program. We recognize students for exemplifying our school values with daily shoutouts, quarterly award ceremonies, and perks such as dress-down days. These mindsets are embodied by teachers, encouraged by leadership, interwoven into everything on campus, and are taught both explicitly and implicitly. Esperanza College Prep has at least one full-time social worker that will offer 1:1 and group counseling, peer mediation, grief and crisis counseling, as well as referrals to outside partners that support our families. As needed, additional counseling needs will be fulfilled by qualified contracted services providers and/or network staff; as Esperanza College Prep grows, our Campuses may share resources and staffing fluidly as one Charter School.

Advisory: Our students meet in their Advisory twice daily (beginning and end of the day), with the same Advisor for all four years (where possible). Esperanza College Prep instructors also serve as Advisors. In their capacity as Advisors, they work closely with a cohort of 20-30 students over the course of their time in high school. This structure helps students develop a closer relationship with an adult mentor who knows their goals and dreams as well as factors that impact the student outside of school, their personalities and tendencies, all enabling the Advisor to perhaps know more readily when something is “off” with a student and ensure that appropriate interventions or supports are provided as quickly and effectively as possible. Keeping the same Advisory for four years also allows students to form bonds with a consistent set of peers who may be different from their main friend group or the students they see in most of their classes, helping expand their sense of community and belonging at the Charter School.

Students receive one-on-one academic, attendance, behavioral, and fitness support from their Advisor. Advisors use the Whole Child Report Card dashboard to guide counseling and data

conferencing sessions with their advisees. On most days, students use their Advisory period as a study hall while the Advisor meets one-on-one with each of their advisees on a rotating basis and uses the Whole Child Report Card dashboard to review each student's progress in each of the promotion/graduation requirements and set goals for the student. If many students are struggling in the same area, the Advisor may create a whole-group lesson plan addressing that area (for example, recurring behavior issues or challenges with homework completion).

On a quarterly basis, parents and/or legal guardians are asked to come in for 1:1 conference with the student's Advisor at Report Card Pick Up, and those conversations will also be grounded in data. The Whole Child Report Card dashboard data also drive parent meetings to ensure that student outcomes are central to all decision-making. Advisory ensures that no student falls through the cracks and that 100% of students have an on-site adult serving as a counselor and mentor to make sure that they remain in good standing and are on track to graduate. The Advisor's role is to support his/her advisees throughout their path to graduation in a variety of ways, including:

- Building healthy relationships and community
- Preparing students for a successful day
- Monitoring students' progress toward grade-level promotion and graduation
- Monitoring students' college and career planning
- Referring students for support services, including MTSS interventions
- Communicating with students, their parents, and their teachers

Advisory serves as a home base, where students form a tight-knit support network that lasts throughout high school. By thoughtfully and strategically scaffolding the level of autonomy students have from the beginning of their tenure in high school to the end, Esperanza College Prep helps students develop the habits and skills they will need to be successful college students. Through the self-paced learning aspect of the instructional program, students learn to manage their time, plan, monitor their own progress, persist through challenges, and seek additional resources, when necessary, all skills that will aid them in their path through college and adult life. These critical skills are developed through the self-paced modules, the online courses as well as the flexible study hall periods. Advisors help students know when to ask for help, "catch" those students who perhaps have not yet been noticed by an individual class teacher but a pattern across classes presents a potential issue, and partners with parents/families and students in planning for the student's future.

Social Learning: Esperanza College Prep students have frequent opportunities to learn with and from one another formally and informally through group work and partner work, class discussions, community service, and projects. With scaffolded independence over time, students learn to work productively with their peers without requiring facilitation on the part of the teacher. Esperanza College Prep's physical campus is conducive to this type of interactive, social learning as students will be able to flow into and out of various types of learning spaces depending on the type of task at hand. Esperanza College Prep will also offer a number of clubs, field trips and extracurricular activities based on both curricula being taught and student interest.

Caring and Accountable Culture: Ednovate's caring and accountable culture for learning has been designed to create the conditions in which rigorous learning can occur and will help to prepare students for continued success in school and their career. We want to create the most joyful and effective personalized college preparation experience for students that will help prepare students to make a positive multigenerational change.

We believe in the importance of holding students accountable to high expectations with kindness, while also affirming their identity and dignity. We utilize a number of school-wide systems on a day-to-day basis to intentionally create the type of positive culture that is conducive to learning and prevents negative behaviors. Positive behavior is recognized through the use of shoutouts. All staff members in the building can and do give shoutouts any time they see positive behaviors, such as demonstrating one of the Charter School's values below, serving as an example for their peers, or going above and beyond expectations.



Our school values include:

- **Integrity:** We have consistency between our values and actions.
- **Community:** We work hard to collaborate across stakeholders.
- **Mastery:** We constantly seek to improve upon our results.
- **Joy:** We express gratitude and celebrate our successes along the way.
- **Teamwork:** We work toward common goals and recognize our efforts.

Our culture system values and respects students' cultural identities and affirm their personal development. Ednovate uses culturally relevant instruction across all schools, grades and subjects, with comprehensive Professional Development provided to faculty each year. Culturally relevant instruction includes – but also goes beyond – things like using real world role models, cultural connections to what is being studied, acknowledgement and respect for dialect alongside instruction in Standard English, and awareness to avoid stereotypes and bias in curriculum content and materials.⁷⁵ Research shows that culturally relevant instruction tends to be important for the success of African American and Latino students, which are the largest student groups we serve.⁷⁶

We recognize students for exemplifying our school values with daily shout outs, award ceremonies, and perks such as dress-down days. These school values will be embodied by teachers, encouraged by leadership, interwoven into everything on campus, and be taught both explicitly and implicitly.

⁷⁵ Brown-Jeffy, S & Cooper, J. (2011). Toward a conceptual framework of culturally relevant pedagogy: An overview of the conceptual and theoretical literature. *Teacher Education Quarterly*. 38(1) 65-84.

⁷⁶ See, e.g., Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory Into Practice*, 34(3), 159-165; Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American educational research journal*, 32(3), 465-491; Brown-Jeffy, S., & Cooper, J. E. (2011). Toward a conceptual framework of culturally relevant pedagogy: An overview of the conceptual and theoretical literature. *Teacher Education Quarterly*, 38(1), 65-84; Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.

Support Services: Esperanza College Prep has at least one full-time social worker that offers 1:1 and group counseling, peer mediation, grief and crisis counseling, as well as referrals to outside partners that support our families. Social workers play a crucial role in supporting high school students, addressing a wide range of social, emotional, and behavioral issues.

- **Mental Health Support:** Social workers provide support and referrals for counseling and therapy services to students struggling with mental health issues such as anxiety, depression, stress, trauma, and self-esteem issues. They offer a safe and confidential space for students to discuss their concerns and provide coping strategies.
- **Crisis Intervention:** Social workers are trained to handle crises such as suicidal ideation, self-harm, substance abuse, or instances of abuse or neglect. They provide immediate support and intervention, connecting students with appropriate resources and services.
- **Unhoused Youth:** The social worker support students due to factors like homelessness, poverty, or family dysfunction. They connect these students with community resources, such as shelters, food assistance programs, or mental health services, to address their needs and help them stay in school.
- **Community Resources:** Social workers advocate for students' rights and assist students and families in navigating complex bureaucracies, such as accessing healthcare, housing, or financial assistance.
- **Prevention Programs:** They develop and implement prevention programs targeting issues such as suicide prevention, substance abuse, teen pregnancy, and violence. These programs aim to promote positive behavior and healthy decision-making among students.

Overall, social workers collaborate with teachers, administrators, school counselors, and other professionals to create a supportive and inclusive school environment. They also liaise with community organizations, mental health agencies, and government agencies to ensure students receive comprehensive support services. They play a vital role in fostering the social, emotional, and academic well-being of students, thereby enhancing their overall success and resilience.

Curriculum and Instruction

To ensure that all students can be accepted to a four-year university, every academic course offered at Esperanza College Prep is aligned to California's A-G requirements. All Esperanza College Prep curricula is guided by state and national standards. All curricula and instruction implemented at Esperanza College Prep meet the academic content standards of the CA CCSS, NGSS, CA ELA/ELD standards, and CA standards in History/Social Science. The guiding principles from the *Curriculum Frameworks for California Public Schools: Kindergarten through Grade Twelve* are incorporated by each of the core content areas, including updates as they are issued, such as the recent requirement from AB 873 (2023) for students to learn media literacy as part of the State's Frameworks in English, math, science, and history.⁷⁷

Esperanza College Prep's alignment to the CCSS and NGSS allows the Charter School to adequately prepare students for both college entrance exams as well as state standardized tests.

The following details the courses Esperanza College Prep anticipates offering during this charter term. Specific courses, and specific course descriptions, may be changed based on the needs of our students, teachers' capacity (i.e., for certain electives), or changes in published curricula utilized.

⁷⁷ Jones, C. (2023). "Recognizing fake news now a required subject in California schools." Cal Matters. Accessed from <https://calmatters.org/education/k-12-education/2023/11/fake-news-california-school> on March 3, 2024

English Language Arts (core)

All ELA courses are aligned to the CA CCSS for ELA and 2014 *English Language Arts/English Language Development Framework* (“*ELA/ELD Framework*”). The Common Core’s “College and Career Readiness Anchor Standards” dictate the broad goals for what all students should be able to do prior to graduating high school in order to be ready for higher education and a range of career options. The ultimate language arts program goal is to ensure access to high-quality instruction for all students, so they develop as competent English language users who can:

- Communicate effectively with a wide variety of audiences and for different purposes
- Acquire and access new information
- Respond to the needs and demands of society and the workplace that require literate behavior
- Attain academic, social, personal and economic fulfillment
- Develop a lifelong interest in reading and writing for pleasure

Esperanza College Prep prepares all students for college-level reading, writing, speaking, and listening. To that end, all students receive more instruction in English Language Arts and Reading than is typical for a high school. Every day, students have English and History/Social Studies with a strong emphasis in reading skills. Through their PMC Journeys, all students also get significant amounts of practice in speaking and listening.

Curriculum is supported by blended learning programs for students in need of remediation or advanced work. Students learn to closely read and analyze critical works of literature and an array of nonfiction text in a print and digital world. Through a balanced curriculum, students use research and technology to engage in collaborative conversations, sharing and reforming viewpoints through a variety of written and speaking applications. Students practice critical and innovative thinking, problem solving, and flexibility and adaptability. The literacy program emphasizes reading fluency, comprehension, writing for varied audiences and purposes, a love of literature, and a deep understanding of the significance of reading and writing to the goals of learning, working and living well.

All students are required to take four years of English classes.

English Language Development (Core 9th Grade, Non-Core others)

As detailed more fully in the section on English Learners, below, the ELD program implements both the California ELD Standards and the ELA/ELD Framework. Esperanza College Prep’s ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to “ensure that ELs are fully supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience
- Become aware that different languages and varieties of English exist
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia
- Develop proficiency in shifting registers based on task, purpose, audience, and text type.”⁷⁸

Designated ELD courses prepare ELs for success in English instruction, including ELA. Students are grouped according to proficiency levels in English (see the EL section below for classification criteria); skills in all four strands of language – listening, speaking, reading and writing – are methodically developed. During this designated ELD time, EL students benefit from a focused approach on language development

⁷⁸ ELA-ELD Framework, pp. 9-10.

that builds academic language, including the vocabulary and structure that provide fluency or language practice and encourage students towards appropriately rigorous language outputs.

Designated ELD course placement is determined by the student's individual ELD performance level as well as the programmatic offering the school feels would most benefit the individual given their academic performance and history. For example, students identifying as a newcomer or Level 1 would place into a specific D-ELD course that reflects their learning needs and supports. Students who present as limited English proficient but would benefit from more access to grade-level content and task complexity with specialized integrated ELD supports might receive smaller amounts of D-ELD outside their core content, with more direct push-in support.

Mathematics (core)

Our math program is entirely aligned with the CA CCSS. The mathematics curriculum is problem-based, offering all students the opportunity to learn mathematical concepts and procedures with understanding. Mathematics instruction draws on the six major mathematical content strands: number sense, algebra, geometry, measurement, data analysis and probability, and mathematical reasoning. Students engage in problem solving that require them to draw on knowledge of a wide variety of mathematical topics. At times, they solve problems by approaching them from different mathematical perspectives, and at other times by representing mathematics in different ways. Students have ready access to and learn to use a variety of tools effectively, including manipulatives and technology, as they explore, conjecture, analyze, and refine solutions to problems based on evidence. Students become skilled at analyzing their findings and the findings of others, and at communicating their understandings in both written and oral language. Finally, they will appreciate the value of integrating mathematics with other areas of the curriculum as they grow in their understanding of how math can be used as a tool to help them organize and better understand many different types of information.

Esperanza College Prep students are required to take four years of Math.

History/Social Studies (core)

The social studies curriculum is based on core knowledge in history and social sciences, the CA CCSS, and CA History-Social Science Frameworks. In addition to acquiring core knowledge in history and social science, the curriculum also requires students to develop the critical thinking skills that historians and social scientists employ to study the past and its relationship to the present. Teachers utilize literature from around the world, non-fiction, primary and Internet resources to develop students' critical understanding of history and their own identity. Instruction is aligned to guiding questions and projects, providing opportunities for students to explore and celebrate community, diversity and multiculturalism. Students apply what they've learned in presentations, projects, simulations, and productions. Students learn to distinguish the important from the unimportant, to recognize vital connections between the present and the past, to recognize the likelihood of the impact of the past and present on the future, and to appreciate universal historical themes and dilemmas.

Students read primary sources and historic literature, conduct research, write and present findings. Much of the grade level reading material is presented with scaffolds for comprehension, particularly primary source or other high-interest or high-authenticity materials that would otherwise be above students' comprehension levels. Social studies also include instruction in expository writing.

Esperanza College Prep requires students to take three years of History/Social Studies courses; all courses will be one-year in length, unless otherwise noted.

Science (core)

Drawing from the recommendations of the Next Generation Science Standards, the science curriculum develops students' scientific thinking and knowledge through exploration and analysis. Students develop critical thinking skills, as well as creativity in scientific inquiry. Students explore concepts through lab investigations, simulations, and mathematical problem solving, as well as practice lab procedures to develop sound reasoning and thoughtful questioning. The science curriculum is based on the scientific process of inquiry and will be organized around the following unifying themes: systems, order and

organization; evidence, models and explanation; constancy, change and measurement; evolution and equilibrium; and form and function. Specific content is united by these themes and will include physical science, life science, and earth systems science. Students learn more than just scientific fact, because they couple their knowledge of disciplinary core ideas with actual scientific practice.

Throughout the science curriculum, students engage in science as they learn to observe, question, develop hypotheses, experiment, analyze data they collect, relate them to their questions and hypotheses, and communicate results to each other and their instructor. The methods of doing science include use of the tools of science (e.g., hands-on materials, technology) as well as varied approaches of study (e.g., model building, investigations). Students come to understand how the union of science, mathematics, and technology informs the scientific endeavor, allowing it to be successful. Lab activities reinforce critical thinking, writing, and communication skills, and help students develop a deeper understanding of the nature of science. Reading, writing, listening, and speaking are emphasized for obtaining and communicating information.

Esperanza College Prep requires students to take three years of Science courses; all courses will be one-year in length, unless otherwise noted.

Visual and Performing Arts (Core)

Using the CA Visual and Performing Arts Standards as a base, Esperanza College Prep's arts program ground students in the discipline, detail and focus of the arts. Students explore their own creative processes and the skills and techniques of professional artists. The curriculum stresses the artistic process over the final product and strives to foster an appreciation for the creative endeavor and the willingness to take risks, the inherent discipline and rewards of the creative process, cultural relevance, a sense of art history, and a sense of one's own infinite creative possibility.

Esperanza College Prep students are required to take two years of Visual and Performing Arts.

Physical Education (Non-core)

This course aims for each student to make decisions that promote their overall health and wellbeing. The program is designed to help shape positive self-image while providing students with skills and strategies specific to a wide variety of movement and fitness opportunities. Students will develop cardiovascular endurance, muscle strength and endurance, and flexibility. Units of instruction include introduction to kinesiology and physical education with personal fitness emphasis, personal fitness concepts and techniques, cardiorespiratory endurance training, nutrition, and individual, team, and recreational games.

Esperanza College Prep students are required to take two years of physical education classes.

World Languages (core)

Esperanza College Prep is designed to prepare students for the 21st century, and we know that equipping students with proficiency in a language other than English is critical in our multicultural county, state and our increasingly interconnected world. All students have the option to take Spanish. The specific language courses available may vary year to year depending on student need. Counselors work closely with students wishing to take additional languages offered at neighboring community colleges or online, including high-quality summer school options.

Esperanza College Prep's World Languages program incorporates the California World Language Standards and the *California Framework for World Languages K-12*.

Esperanza College Prep students are required to take two years in a World Language.

Electives

Advisory (Non-core, College-prep)

Upon enrollment, each student will be assigned to an advisor. When possible, they will stay with the same advisor and/or advisory cohort for their **whole** four years in high school. Advisory is designed to build strong

relationships between classmates, their advisor, and other students in their advisory. The advisor's role is to support his/her advisees throughout their path to graduation in a variety of ways, including:

- Building healthy relationships and community
- Preparing students for a successful day
- Monitoring students' progress toward grade-level promotion and graduation
- Monitoring students' college and career planning
- Referring students for support services, including MTSS interventions
- Communicating with students, their parents, and their teachers
- Assisting students when they are absent.

College Preparatory Seminar Course (Non-core, College-prep)

Through a yearlong course, students are guided through the college application and financial aid process. College applications and decisions are guided through a lens of fit based on finances, career, support, and preferences. In the spring, the focus shifts to being prepared to succeed in and persist in college, with "life skills" lessons and instruction in such things as managing personal finances, time management, and identity and social/emotional work to support the transition as college will be the first time students will be immersed in environment with many peers who come from very different backgrounds and circumstances.

Intervention and Enrichment Programs

Esperanza offers a variety of intervention opportunities for students who need support or assistance in accessing the Charter School's curriculum. The personalized learning model allows instructors to effectively identify students who may need additional supports quickly. Once a teacher identifies a student who needs support, that teacher will employ a variety of scaffolded strategies to address the student's needs. For instance, teachers may offer additional assistance to struggling students in smaller group settings, additional input on tasks and assignments, or peer input. Furthermore, the mastery-based grading system allows a student to revise and resubmit assignments or reassess assessments to demonstrate mastery.

Multi-Tiered System of Supports

Esperanza ensures that all students can access a world class college preparatory experience. While the entire instructional program is inherently differentiated and personalized to meet individual students' needs, at times there will be students who need extra support. Esperanza has implemented a Multi-Tiered System of Supports, using evidence-based framework to provide "whole-child" targeted support to students at varying tiers.

MTSS is an evidence-based model that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention are delivered to students in varying intensities (multiple tiers) based on student need. Students who struggle to achieve mastery receive targeted assistance from instructional and support staff and are provided with multiple opportunities to improve their performance and master content. Our MTSS program also utilizes a number of behavioral interventions to promote the types of behaviors that will allow our students to be successful in college and beyond.

We make every effort to keep students in class and have a dedicated Student Support and Progress Team (described in the next section below) to lead efforts to support individual students' needs and provide differentiated behavioral support. This includes identifying the students who are in the most need of behavioral support, as exemplified by those who continue to not meet their behavior goals after a series of interventions (e.g., one-on-one consultations with the students, parent and student conferences). The Student Support and Progress Team implements behavior monitoring and coordinated behavior plans, including target goals, behavior trackers, and frequent communication with parents. For extreme cases, we take a problem-solving approach, developing contracts with students and families which include reinforcements for success and consequences for continuing problems, such as mandatory tutoring, regular reminder reports to parents, and anti-bullying contracts. Additionally, Esperanza employs a well-qualified full-time Social Worker to support our students' social-emotional needs and advise our staff on how best to meet our students' social-emotional needs as well.

The MTSS team includes the site administrators, special education resource teachers, a general education teacher, and the Dean of Culture. SpEd staff is included as an instructional and behavioral resource to the MTSS team. This team reviews academic and behavioral data, with whole-school deep data dives occurring after each quarterly interim assessment. With continuous monitoring of student progress, the MTSS team is able to refer students for academic or behavioral intervention as needed to ensure students meet or exceed proficiency. If a student is not demonstrating growth toward grade level expectations and/or is performing two grade levels below proficiency, the student will receive tiered support.

Students recommended for MTSS will have individual interventions implemented for 6-8 weeks with monitoring and data collection to determine effectiveness. Esperanza utilizes quarterly benchmark assessments to measure student progress. After every assessment, teachers analyze the results together in data conferences and plan how to effectively teach students of all levels in the next quarter. They intentionally plan differentiated lessons using such strategies as variations in grouping, re-teaching, and modifications to the curriculum. Flexible scheduling blocks allow for all students to receive additional support in an area of need or support advanced students with more rigorous opportunities. Students also have access to online resources that will help to supplement classroom instruction. Additionally, office hours are available to all students to request additional support.

Throughout the quarter, student progress is monitored on an ongoing basis by the assigned teacher of each course and by each student's advisor. When students do not keep up with expected pace or performance for a course, the teacher will immediately intervene in the classroom setting. If that intervention is not successful and existing out-of-class opportunities do not provide sufficient support, the teacher will request support from the grade level team. The grade level team, led by the student's advisor, will assist with additional problem solving and will plan for needed supports for students.

Student Support and Progress Team (“SSPT”)

SSPT Referral Process: If the strategies in place are deemed unsuccessful after initial interventions, struggling students will be referred to the Student Support Team. This team is composed of the student's teacher(s), Advisor, the Principal (or his/her designee), additional relevant staff such as a counselor, ELD Coordinator or Special Ed teacher, the parent(s), and the student (if appropriate). Any teacher or parent can request an SSPT review of a student's needs for additional support and intervention. Sped staff is included as an instructional and behavioral resource to the MTSS team. SSPT is designated for general education students.

SSPT Meeting: The Principal or his/her designee is responsible for scheduling an SSPT meeting when required participants are available and sends formal notification. The Principal or his/her designee prepares all materials for the SSPT meeting: sign-in sheet, meeting agenda, meeting minutes, referring documents and evidence. The Principal is the lead facilitator of the meeting, and will ensure all members participate. The SSPT discusses and documents concerns and develop and implement an action plan that targets the specific needs of the student. The Principal or his/her designee also prepares documentation of the plan the SSPT has devised and schedules the follow-up meeting (6-8 weeks after the initial meeting). All meeting participants that were assigned roles will gather evidence and provide feedback around the interventions and supports listed in the SSPT meeting.

At the follow-up SSPT meeting, the participants review progress and determine next steps.

- If there is progress: the SSPT will celebrate success with parents/guardians (and the student, if present) and determine which interventions/support will be continued and the need for any additional follow-up, or whether the SSPT process can be concluded.
- If there is a lack of progress or need for additional follow-up: the SSPT will prepare a plan to continue and/or revise interventions and, as needed, seek expertise from additional personnel, including other leaders or other experts. As needed, the SSPT and parent/guardians will discuss Esperanza's student retention policy if the student is at-risk of retention.

The Principal or his/her designee updates student records with SSPT documentation and schedule another 6–8-week follow-up meeting, if additional action steps are taking place.

This cycle will repeat, using the MTSS framework, until students are achieving. Referral for assessment to determine eligibility for special education services may occur after reasonable and consistent interventions have been implemented and determined to be unsuccessful.

These services fall along this scale, according to need:

LEVEL 1 SUPPORT STRATEGIES FOR ALL STUDENTS

- Additional instructional time
- Differentiated instruction
- Various options to demonstrate mastery
- Flexible groupings
- Additional exposure to the information and language being presented in the lesson
- Flex Block
- Progress reports to parents/guardians
- Planner checks
- Instructional Aide support
- Focus on accelerating student progress and meeting student needs
- Opportunities for breaks as needed
- Caring and Accountable Culture for Learning
- PBIS
- Teacher office hours for tutoring

LEVEL 2 SUPPORT STRATEGIES FOR SOME STUDENTS

MTSS Team to determine interventions and supports to meet student needs:

- Group and individual counseling
 - Parent meetings
 - One-on-one instruction provided by the general education teacher
 - One-on-one check ins with a culture team member and/or mentor
 - Peer tutoring
 - Additional focused assignments targeting areas of need
 - Behavior contracts
 - Alternatives to suspensions
- Clean weeks (opportunities to reduce Reflections):

LEVEL 3 SUPPORT STRATEGIES FOR SELECT STUDENTS

Formal MTSS Team meeting held to determine need for formal assessment for Special Education:

- Special education team providing academic support and learning strategies
- Special education/general education collaboration for instruction and assignments
- Related services for special needs, including Designated Instructional Service (DIS) Counseling and Educationally Related Intensive Services Counseling (ERICs), Occupational Therapy, Speech and Language Therapy, Adapted Physical Education, etc.
- Behavior Intervention Services
- FLEX Block

Flex Block

Our Flex Block sessions on Wednesdays and Thursdays provide 45 minutes of flexible time for students to participate in workshops, interventions, and various school activities. Depending on the student's grades and commitments they can choose which class they want to attend, as shown in the table below. Allowing students to exercise additional levels of autonomy in all grades exposes them to pieces of the collegiate experience and teaches valuable lessons in self-advocacy and time management.

If a student has:	Classroom:
-------------------	------------

a D or an F in <u>any</u> class	Students will be scheduled into the class they are failing and be required to attend.
a B or C (even 1)	Students will be able to pick which class they will go to.
Straight As	Students will be able to go to La Plaza to do independent work or enrichment opportunities.

Overall, our intervention and enrichment program aim to expose students to as many opportunities and supports as possible, enriching their high school experience and supporting their academic needs. As a result, we see invested students growing academically, socially, and emotionally.

Flex Fridays

Once per quarter Esperanza pauses and conducts a “Flex Friday.” On these days the schedule is shifted to 4 blocks lasting 55 minutes. These blocks generally include 2 Mastery Blocks similar to the Flex Blocks discussed in the section directly above, an assessments block, and a Whole School Pep Rally. Overall, each grade level has autonomy over programming for the day so specialized programming can be planned such as SBAC Pump Up for Juniors or Capstone Block for Seniors. We also invite outside organizations to present to whole grade levels at a time. Most recently we had the East Los Angeles Women’s Center present to our Seniors about Healthy Relationships.

Enrichment Programs

All students have the opportunity to participate in after school enrichment through clubs, tutoring and sports. Students also can serve in a student government and/or as student ambassadors detailed in the “community” section above. We also offer after-school opportunities including a variety of student clubs and enrichments including:

- Broadcast Club
- Debate Club
- Social Justice Club
- Chess Club
- Academic Decathlon
- Photography and Design
- Thrive in Joy
- Youth in Action for Environmental Justice
- Drama Club
- Student Newspaper
- Key Leaders
- GSG
- Filmmaking Club
- Garden Club
- Spark In You

In addition to these clubs, students can create their own student clubs based on student interests. The goal of student clubs is to provide a community space for students across lines of interests.

Students also can participate in sports, including:

- Baseball
- Basketball
- Cheerleading
- Cross Country
- Dance
- Soccer
- Softball

- Track
- Volleyball

Independent Study (“IS”)

Esperanza College Prep plans to offer both short-term independent study (1-15 school days) contracts and long-term independent study (>15 school days) contracts in compliance with State requirements to enrolled Esperanza students.

At no time will the number of students on independent study exceed 20% of the Average Daily Attendance (ADA) for the Esperanza. If more than 20% of the student body is eligible and opts for short- or long-term independent study at any given time, Esperanza will place students on a waiting list and, if requested, provide referrals to potentially appropriate independent study programs through a formal agreement between the schools. Participation in Esperanza independent study is the choice of the student and the parent/guardian; the Charter School will never unilaterally assign a student to independent study.

The independent study program will be consistent with the Esperanza course of study which is aligned with State Standards; students who participate in IS will have the same course requirements as their peers in regular classes. IS may be used at the discretion of the parent/guardian for circumstances such as special study to extend the content of existing courses or provide content not available at the Charter School, continue study during travel or periods of health risk, and provide learning and leadership opportunities e.g., community service. Requests for IS for students with special needs will require the IEP team to make an individualized determination as to whether the student can receive a free appropriate public education in an IS placement and the IEP updated to reflect the team's decision where the appropriate LRE/FAPE has been identified.

Esperanza will operate a legally compliant independent study program, as detailed in the Code sections 51745–51749.3. Esperanza has already adopted written policies governing the operation of independent study programs, including the maximum time between assignment and completion of assignment, the evaluation of progress to determine the efficacy of IS for the student, tiered reengagement strategies for students not making statutory progress or chronically absent, the timeline for completion of signed legally compliant agreements, the protocols for creating and maintaining electronic files, limits of resources provided to students and/or parents/guardians, the time valuation of student work, and the attendance computation methodology and documentation.

In accordance with the regulations, Esperanza will:

- Provide IS with a certificated staffing ratio of no greater than 25:1 FTE to ADA. Students in long-term IS will additionally be assigned to synchronous Advisory classes.
- Create a plan for the re-assignment to regular in-person classes within 5 school days of parent/guardian request.
- Schedule weekly synchronous instruction minimally in Advisory and at least weekly in other courses and maintain an engagement log.
- Create and implement a legally compliant agreement that will be signed during the school year for short-term IS and before initiation of long-term IS.
- Provide IS assignments, evaluate those assignments in relation to work product/day, and keep representative work products.
- Ensure that IS students participate in statewide testing.
- Keep attendance records by student, identifying grade level, units of the curriculum undertaken and units completed and report attendance separately.

In the event of a short-term emergency closure or other event affecting a significant percentage of students, Esperanza has established policies to offer independent study within 10 days of the first day of a school closure or material decrease in attendance. Students with exceptional needs will receive the services identified in their individualized education programs and may participate in independent study.

In the case of longer-term closure/response due to an emergency or disaster, Esperanza is prepared to follow the requirements of all official state/county declarations. Learning from the global Covid-19 pandemic, Esperanza is prepared to adapt rapidly and flexibly if needed to the transition to offsite learning.

Our Special Education teachers and consultants, supported by network staff as needed, will ensure continued services, including contracted services, for SWD. Our paraprofessionals will continue to provide RSP through Google Meet, Zoom, and/or one-on-one phone calls. Our Counselor(s) will host small group and one-on-one counseling sessions through Google Meet, Zoom, and by phone. 100% of our students with IEPs will receive services, and our Special Education teacher(s) will be in communication with families weekly. Similarly, our ELA/ELD teachers and instructional aides will continue to provide designated ELD instruction online to our EL students.

We also will provide meals (breakfast and lunch) for students as directed and supported by the State. Our staff will work to ensure all students are participating in school each day, contacting families when students are not attending online classes or turning in assignments. Esperanza College Prep staff also will help make referrals to community services as needed.

Curricular and Instructional Materials

As discussed above, all Esperanza College Prep courses are designed in alignment with state content standards. Given the importance we place on collaboration, we have our teacher teams work together to develop detailed pacing plans for each course using the key principles of backwards planning and Understanding By Design.⁷⁹ Therefore, the teachers start with the goal of having their students master all the CCSS/NGSS and then plan backwards to determine the most appropriate sequencing of instruction.

For our core textbooks/online curricula, Esperanza College Prep uses materials aligned with State Standards. Teachers in each content area may work with the Principal to gain approval for the use of alternative materials than those listed in this charter petition, to meet their students’ needs.

Content Area	High School (9 th -12 th) Instructional Materials
English Language Arts	<ul style="list-style-type: none"> ● Textbooks approved by the College Board for Advanced Placement Literature and Composition ● Springboard Curriculum ● Pearson ● The AP Classroom – College Board resources ● Common Core recommended texts, supplemental materials, etc.
English Language Development	<ul style="list-style-type: none"> ● English 3D by Houghton Mifflin Harcourt ● Oxford Picture Dictionary by Oxford University Press ● Rosetta Stone ● Pearson ● Common Core recommended texts, supplemental materials, etc.

⁷⁹ . Wiggins, G & McTighe, J. (2001) Understanding by Design. Prentice Hall.

Math	<ul style="list-style-type: none"> ● Kendall Hunt Illustrated Math Algebra 1, Geometry, Algebra 2 ● CPM: Pre-Calculus ● Statistics Modeling the World (AP Edition) ● IXL: https://www.ixl.com/ ● Texts approved by the College Board for Advanced Placement math ● The AP Classroom – College Board resources ● Pearson ● Common Core recommended texts, supplemental materials, etc.
Social Studies/ History	<ul style="list-style-type: none"> ● Stanford History Education Group: https://sheg.stanford.edu/ ● World History Project AP ● New Visions ● Textbooks approved by the College Board for Advanced Placement <u>US History</u> and World History ● National Geographics ● Pearson ● The AP Classroom – College Board resources ● Common Core recommended texts, supplemental materials, etc.
Science	<ul style="list-style-type: none"> ● Textbooks approved by the College Board for Advanced Placement science courses ● Newsela: https://newsela.com/ ● Edgenuity ● Activate Physics Textbook ● CK-12 Textbook ● Vision Learning ● Environmental Science for the AP Course, 3rd Edition, Friedland & Relyea ● The AP Classroom – College Board resources ● Pearson ● Next Generation Science Standards recommended texts, supplemental materials, etc.
Language Other Than English	<ul style="list-style-type: none"> ● DuoLingo ● Vista Higher Learning Spanish ● Pearson Virtual Schools ● The AP Classroom – College Board resources ● Common Core recommended texts, supplemental materials, etc.

P.E./Health	<ul style="list-style-type: none"> ● Pearson ● CDE reviewed literature and other supplemental materials
VAPA	<ul style="list-style-type: none"> ● Teacher-created materials, varies by level ● Sound Trap ● Pearson ● CDE reviewed literature and other supplemental materials
Other Content Areas	<ul style="list-style-type: none"> ● APEX, Pearson, school-curated curriculum, or online standards-aligned curriculum will be used for credit recovery intervention. ● Pearson Virtual Schools for independent study ● Goalbook - for IEP goal support (goal creation, progress monitoring and academic strategies) ● Common Core recommended texts, supplemental materials, etc. ● Wayfinder SEL Curriculum

All materials are selected based on rigor, alignment with the State Standards, and opportunities for scaffolding to meet the needs of all learners. Teachers carefully supplement the core curricular materials with additional materials and strategies to support our EL and special needs students as described below.

Comprehensive Course List

Subject Area	Grad Requirements	9th Grade	10th Grade	11th Grade	12th Grade
History/Social Science ("A")	3 Years	Ethnic Studies*	Modern World History* AP World History*	US History* AP US History*	US Government and Politics* US Government and Politics (H)* AP US Government and Politics* Macroeconomics Honors* AP Macroeconomics*
English ("B")	4	English 9* English 9 Honors	English 10* English 10 Honors*	English 11* AP English Lang*	English 12* AP English Literature & Composition
Math ("C")	4	Algebra 1*, Geometry*	Geometry* Algebra II*	Algebra II*, Pre-Calculus*	AP Calculus AB* AP Statistics*
Science ("D")	3	Biology*	Chemistry* AP Chemistry*	Physics* AP Physics*	Environmental Science* AP Environmental Science*
World Languages ("E")	2		Spanish I* Spanish II* Spanish III*	Spanish II* Spanish III* AP Spanish Lang*	Spanish III* AP Spanish Lang* AP Spanish Literature*
Visual & Perf. Arts ("F")	2	Theater I*		Theatre II*	Advanced Theatre*
College Prep Electives ("G")	1			AP Psychology*	College Readiness Elective*

Physical Education	2	P.E. I	P.E. I or II		
Advisory	4	Advisory			
*Denotes courses that meet A-G and graduation requirements					

History/Social Science Course Descriptions

Ethnic Studies:

This course introduces students to the histories, struggles, and contributions of diverse racial and ethnic groups in the United States. It uses a critical lens to examine how race and ethnicity have shaped American society, politics, and culture. Students will develop their critical thinking skills as they analyze primary and secondary sources, engage in class discussions and debates, and complete research projects.

Modern World History:

This course surveys the development of human societies from ancient times to the present, focusing on major historical turning points, civilizations, and cultures. Students will develop their historical thinking skills as they learn to analyze primary and secondary sources, interpret historical narratives, and construct evidence-based arguments. They will also explore the connections between past and present global issues.

AP World History:

This course is a rigorous, college-level survey of the development of human societies from ancient times to the present. It focuses on major historical turning points, civilizations, and cultures. Students will develop their historical thinking skills as they learn to analyze primary and secondary sources, interpret historical narratives, and construct evidence-based arguments. They will also explore the connections between past and present global issues. Students are expected to take the AP World History exam at the end of the course.

US History:

This course surveys the history of the United States from the pre-colonial era to the present. It focuses on the political, economic, social, and cultural developments that have shaped the nation. Students will develop their historical thinking skills as they learn to analyze primary and secondary sources, interpret historical narratives, and construct evidence-based arguments. They will also explore the impact of historical events on contemporary American society.

AP US History:

This course is a rigorous, college-level survey of the history of the United States from the pre-colonial era to the present. It focuses on the political, economic, social, and cultural developments that have shaped the nation. Students will develop their historical thinking skills as they learn to analyze primary and secondary sources, interpret historical narratives, and construct evidence-based arguments. They will also explore the impact of historical events on contemporary American society. Students are expected to take the AP US History exam at the end of the course.

US Government & Economics:

This course examines the principles and institutions of American government and economics. Students will learn about the Constitution, the three branches of government, the rights and responsibilities of citizens, and the basic principles of microeconomics and macroeconomics. They will develop their civic literacy and economic reasoning skills as they analyze current events, participate in simulations, and complete research projects.

US Government & Economics Honors:

This honors course provides an in-depth examination of American government principles and economic institutions. Students will analyze the Constitution, the functions of the three branches of government, and the rights and responsibilities of citizens, along with foundational microeconomic and macroeconomic

concepts. Through critical analysis of current events, advanced simulations, and independent research, students will deepen their civic literacy and economic reasoning, developing sophisticated perspectives on complex societal issues.

AP US Government & Politics:

This course is a rigorous, college-level examination of the principles and institutions of American government and economics. Students will learn about the Constitution, the three branches of government, the rights and responsibilities of citizens, and the basic principles of microeconomics and macroeconomics. They will develop their civic literacy and economic reasoning skills as they analyze current events, participate in simulations, and complete research projects. Students are expected to take the AP US Government and Politics exam at the end of the course.

Macroeconomics Honors:

This course provides a rigorous introduction to macroeconomic principles, exploring concepts like economic growth, inflation, unemployment, and international trade. Students will analyze economic models, interpret real-world data, and evaluate economic policies. Emphasis is placed on developing critical thinking and problem-solving skills through case studies, research projects, and simulations.

AP Macroeconomics:

This college-level course delves into the principles of macroeconomics, preparing students for the AP Macroeconomics exam. Students will investigate topics such as national income, monetary and fiscal policy, and international economics, using advanced analytical tools. The course emphasizes critical thinking, data analysis, and the application of economic models to real-world situations. Students are expected to take the AP Macroeconomics exam at the end of the course.

English Language Arts Course Descriptions

English 9:

This course focuses on developing students' reading, writing, speaking, and listening skills through the analysis of a variety of literary and informational texts. Students will learn to read closely, analyze text structure and meaning, and write clear and coherent essays. They will also develop their vocabulary and grammar skills.

English 9 Honors:

This course is an accelerated version of English 9, designed for students who demonstrate advanced proficiency in English language arts. Students will engage in more complex texts and writing assignments, and they will be expected to participate actively in class discussions and debates.

English 10:

This course builds upon the skills developed in English 9, with a greater emphasis on analytical writing and critical thinking. Students will analyze a variety of literary and informational texts, including novels, plays, short stories, poems, and essays. They will write analytical essays, research papers, and creative pieces.

English 10 Honors:

This course is an accelerated version of English 10, designed for students who demonstrate advanced proficiency in English language arts. Students will engage in more complex texts and writing assignments, and they will be expected to participate actively in class discussions and debates.

English 11:

This course focuses on developing students' ability to read, analyze, and write about complex literary and informational texts. Students will explore a variety of genres, including novels, plays, short stories, poems, and essays. They will write analytical essays, research papers, and creative pieces.

AP English Language:

This course is a rigorous, college-level course that focuses on developing students' ability to analyze and interpret complex texts, synthesize information from multiple sources, and write clear and persuasive arguments. Students will engage in a variety of rhetorical and literary analysis activities, and they will be expected to write timed essays and complete research

English 12:

This course builds upon the skills developed in previous English courses, with a focus on preparing students for college-level reading and writing. Students will analyze a variety of complex literary and informational texts from different genres and time periods. They will write analytical essays, research papers, and creative pieces that demonstrate their ability to think critically and communicate effectively.

AP English Literature:

This course is a rigorous, college-level course that focuses on developing students' ability to analyze and interpret complex literary texts from various genres and time periods. Students will learn to identify and analyze literary devices, themes, and historical and cultural contexts. They will write analytical essays that demonstrate their understanding of the nuances of literature. Students are expected to take the AP English Literature exam at the end of the course.

Math Course Descriptions

Algebra 1:

This course covers the fundamental concepts of algebra, including equations, inequalities, functions, and graphs. Students will develop their problem-solving and critical thinking skills as they learn to represent and analyze mathematical relationships. This course prepares students for further study in mathematics.

Geometry:

This course covers the fundamental concepts of geometry, including lines, angles, triangles, polygons, and circles. Students will develop their spatial reasoning and problem-solving skills as they learn to apply geometric principles to solve problems. This course prepares students for further study in mathematics.

Algebra 2:

This course builds upon the concepts learned in Algebra 1, covering more advanced topics such as quadratic equations, functions, logarithms, and matrices. Students will develop their problem-solving and critical thinking skills as they learn to model and analyze real-world phenomena using algebraic methods. This course prepares students for further study in mathematics, including pre-calculus and calculus.

Pre-Calculus:

This course covers the essential topics that prepare students for calculus, including functions, trigonometry, and analytic geometry. Students will develop their algebraic and problem-solving skills as they learn to model and analyze real-world phenomena using mathematical functions. This course is designed for students who plan to pursue further study in mathematics, science, or engineering.

AP Calculus BC:

This course introduces students to the fundamental concepts of calculus, including limits, derivatives, and integrals. Students will develop their problem-solving and critical thinking skills as they learn to apply calculus to model and analyze real-world phenomena. Students are expected to take the AP Calculus exam at the end of the course.

AP Statistics:

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will explore statistical methods for describing patterns and departures from patterns. Students are expected to take the AP Statistics exam at the end of the course.

Science Course Descriptions

Biology:

This course provides students with a foundational understanding of the study of living organisms. Students will explore the diversity of life, the structures and functions of living things, and the interactions between organisms and their environment. Through laboratory investigations and hands-on activities, students will develop their scientific inquiry skills and deepen their understanding of biological principles.

Chemistry:

This course introduces students to the study of matter and its properties, the changes that matter undergoes, and the energy associated with those changes. Students will explore the composition, structure, and behavior of atoms and molecules. Through laboratory investigations and hands-on activities, students will develop their scientific inquiry skills and deepen their understanding of chemical principles.

AP Chemistry:

AP Chemistry is a rigorous, college-level course that explores the central concepts of chemistry, including structure, properties, reactions, and energy changes in matter. Students will develop their laboratory skills through inquiry-based experiments and data analysis, while also mastering chemical calculations and problem-solving techniques. This course prepares students for the AP Chemistry exam and further study in chemistry or related fields.

Physics:

This course provides students with a foundational understanding of the study of matter and energy and their interactions. Students will explore the fundamental principles of mechanics, heat, sound, light, electricity, and magnetism. Through laboratory investigations and hands-on activities, students will develop their scientific inquiry skills and deepen their understanding of physical principles.

AP Physics:

AP Physics provides a rigorous, algebra-based introduction to fundamental physics principles. Students explore concepts in mechanics, energy, electricity, magnetism, and waves through inquiry-based labs, problem-solving, and critical thinking activities. This course emphasizes scientific inquiry and prepares students for the AP Physics 1 or AP Physics 2 exam, depending on curriculum focus. Students develop a strong foundation for college-level physics study.

Environmental Science:

Environmental Science explores the interactions between humans and the natural world, covering topics like ecosystems, biodiversity, pollution, and climate change. Students apply scientific principles to analyze environmental issues and develop solutions. Through investigations and data analysis, students gain a deeper understanding of environmental challenges and sustainable practices, fostering an informed perspective on environmental stewardship.

AP Environmental Science:

This AP course offers an in-depth study of environmental systems and the complex interactions between humans and the natural world. Students will explore key concepts such as ecosystems, biodiversity, pollution, climate change, and sustainable resource management, while applying scientific principles to analyze environmental issues. Through lab investigations, fieldwork, and data analysis, students will develop critical thinking skills and a deeper understanding of environmental challenges. This course prepares students for the AP Environmental Science exam and fosters an informed, scientific perspective on environmental stewardship.

World Language Courses**Spanish 1:**

This course introduces students to the Spanish language and the cultures of Spanish-speaking countries. Students will develop their listening, speaking, reading, and writing skills through interactive activities and authentic resources. They will learn basic vocabulary, grammar, and pronunciation, and they will explore the diverse perspectives and traditions of the Spanish-speaking world.

Spanish 2:

This course builds upon the skills developed in Spanish 1, with a greater emphasis on communication and cultural competency. Students will expand their vocabulary and grammar knowledge, and they will engage in more complex conversations and writing tasks. They will also deepen their understanding of the historical, social, and political contexts of Spanish-speaking communities.

Spanish 3:

Spanish 3 further develops students' communicative proficiency and cultural awareness in Spanish. Students will engage with more complex texts and authentic materials, refining their reading, writing, listening, and speaking skills. They will explore advanced grammar concepts and expand their vocabulary while continuing to investigate the diverse cultures of the Spanish-speaking world.

AP Spanish Language & Culture:

This course is a rigorous, college-level course that focuses on developing students' ability to communicate effectively in Spanish across the three modes of communication: interpersonal, interpretive, and presentational. Students will engage in authentic conversations, analyze and interpret a variety of texts and media, and produce written and oral presentations on a range of topics. Students are expected to take the AP Spanish Language and Culture exam at the end of the course.

AP Spanish Literature & Culture:

AP Spanish Literature and Culture is a college-level course that dives deep into the analysis of literary and cultural texts from Spain and Latin America. Students will explore a variety of genres, including poetry, prose, and drama, developing their critical reading, writing, and analytical skills in Spanish. This course prepares students for the AP Spanish Literature and Culture exam and fosters an appreciation for the rich literary heritage of the Spanish-speaking world.

Visual and Performing Arts Courses**Theater 1:**

This introductory course explores the fundamentals of theater, including acting, improvisation, voice, and movement. Students will develop performance skills, stage presence, and an understanding of theater terminology through engaging exercises and collaborative projects. Emphasis is placed on building confidence, creativity, and ensemble work.

Theater 2:

This course builds upon the foundations of Theatre 1, delving deeper into acting techniques, character development, and scene work. Students will explore various theatrical styles and genres, analyze plays, and participate in more complex productions. Emphasis is placed on developing critical analysis, performance technique, and collaborative storytelling.

Advanced Theatre:

This course challenges experienced theater students to refine their acting skills and explore advanced performance techniques. Students will engage in in-depth scene study, character analysis, and playwriting, with opportunities to participate in challenging productions and leadership roles. Emphasis is placed on individual artistry, ensemble collaboration, and preparing for college-level theater studies.

College Prep Electives:**AP Psychology:**

AP Psychology provides a comprehensive introduction to the scientific study of human behavior and mental processes. Students explore major theoretical perspectives and research findings in areas such as biological influences, cognition, learning, personality, and social psychology. This rigorous course prepares students for the AP Psychology exam and cultivates critical thinking skills for analyzing psychological phenomena.

College Readiness Elective:

This year-long course equips students with essential 21st-century employability skills. Through self-assessment, career exploration, and research, students develop a personalized career portfolio with potential career paths. They also learn about the college application process, including financial aid and support services. Guest speakers and presentations further enhance college and career readiness.

Physical Education Courses**Physical Education 1:**

This course introduces students to fundamental physical fitness principles, focusing on building cardiovascular endurance, muscular strength, flexibility, and coordination. Through a range of sports and physical activities, students will develop basic skills and strategies while learning the importance of nutrition, stress management, and healthy lifestyle choices. Individual and team-based activities foster cooperation, communication, and sportsmanship, laying the groundwork for lifelong wellness.

Physical Education 2:

This course builds on foundational skills with a focus on advanced techniques in physical fitness, refining students' cardiovascular and muscular endurance, flexibility, and agility. Students will engage in more challenging activities, exploring a variety of sports with an emphasis on strategy and skill development. This course also deepens understanding of wellness concepts, such as personalized fitness planning, advanced nutrition, and mental health strategies, encouraging students to apply these principles to maintain a healthy, active lifestyle.

Advisory Courses**Advisory:**

Students meet with their Advisor twice daily, fostering a supportive mentor relationship that lasts throughout high school. Advisors provide personalized academic, behavioral, and attendance support, ensuring every student has guidance on their path to graduation. Advisory builds strong connections within the group, offers resources for college and career planning, and provides a home base for students to develop key skills in self-management and goal setting. Through self-paced modules students gain autonomy and preparation for college and beyond.

Instructional Methods and Strategies to Deliver Curriculum & Support Student Development of Technology

Instructional methodologies and curriculum at Esperanza College Prep align directly with the CCSS in ELA and Math, Next Generation Science Standards, and are designed using the State's Educational Frameworks. Personalized learning is at the core of Esperanza College Prep's instructional methods and strategies. Teachers differentiate both online and offline coursework to provide scaffolds and supports for students who need additional help, as well as to allow for different ways for students to access content and demonstrate mastery. Instead of direct instruction with all scholars, teachers use various grouping techniques to address students' needs. For instance, teachers may pull a small group of students who are English Learners, students with disabilities, students who are struggling with a particular topic, or students who excel in-group discussion. Because of the flexible classroom environment, teachers can constantly adapt their methods to best fit their students' needs. In this way, students can make continual progress towards mastery of standards.

All faculty participate in comprehensive Professional Development each summer and throughout the school year along with targeted coaching to ensure they are aligning curriculum planning to desired outcomes via backwards planning.

The instructional program at Esperanza College Prep is strategically designed to incorporate technology in a manner that enhances student learning and ensures proficiency with digital platforms, preparing them comprehensively for computer-based state standardized assessments.

Our curriculum is firmly aligned with the Common Core Standards for English Language Arts and Mathematics. Central to our instructional approach is a commitment to personalized learning, which is greatly facilitated by our 1:1 technology initiative. Each student is provided with individual technology access, allowing for tailored educational experiences. This access enables teachers to diversify instructional methods and materials, providing customized support and scaffolding where needed. Students are given various ways to engage with content and demonstrate mastery, catering to individual learning styles and needs.

In our adaptive classroom environment, teachers utilize flexible grouping strategies to address specific educational needs—ranging from support for English language learners and students with disabilities to challenges for advanced learners. This ensures that all students receive the precise level of support and challenge they require to progress.

To ensure that our faculty effectively integrates technology and curriculum standards, Esperanza College Prep prioritizes comprehensive professional development. This is conducted each summer and continued throughout the school year with targeted coaching sessions focused on backward curriculum planning aligned with desired learning outcomes. This professional development ensures that our educators are not only proficient in using technology to support educational objectives but also skilled in preparing students for the digital demands of state assessments.

Graduation Requirements

Esperanza College Prep graduation requirements align with the A-G requirements of the University of California/California State University System and allow all students to graduate ready to enter a four-year college or university. Minimum requirements for a diploma exceed UC/CSU A-G requirements. Students are required to pass courses with a C- or better. Any course required over the UC/CSU requirement may count towards the “G” Elective.

While graduation from Esperanza College Prep will be based on credits, Esperanza students also need to meet rigorous Annual College Readiness Indicators to remain in good standing across six different areas. Failure to complete the Annual College Readiness Indicators during the school year or in summer school may result in an alternate advisory placement and delayed graduation. (See “How Learning Best Occurs” for defined indicators.)

Ednovate Graduation Requirements Compared to A-G Requirements

	Ednovate	UC/CSU A-G Eligibility	Credits
History/Social Science (“A”)	3 years	2 years	60 credits
English (“B”)	4 years	4 years	80 credits
Math (“C”)	4 years	3 years; 4 recommended	80 credits
Science (“D”)	3 years	2 years; 3 recommended	60 credits
Languages Other Than English (World Languages) (“E”) *	2 years	2 years; 3 recommended	20 credits
Visual & Perf. Arts* (“F”)	2 years	1 year	20 credits

College Prep Electives (“G”)	1 year	1 year	Covered with exceeded requirements in A-F
Physical Education*	2 years	N/A	20 credits
Advisory	4 years	N/A	40 credits
PMC Hours (Community Service/Real-World Learning)	40 hours (10/year)	N/A	n/a

**Physical Education (PE), Visual & Perf. Arts (VAPA), and Languages Other Than English: Yearlong classes of PE, VAPA, and Languages Other Than English at Ednovate are traditionally offered every other day for 5 credits per semester (10 credits total). Alternatively, the class may be offered every day for two years’ worth of credit (10 credits per semester, 20 credits total). Note this is different from our core classes, in which a yearlong course meets every day for 10 credits per semester (20 credits total).*

Credit Recovery

Students who earn a “D” or “F” in any class will be required to make up the credits during evening or summer credit recovery courses. Credit recovery may be offered on site or students may need to go elsewhere to complete credit recovery, such as the library when outside of school hours. Credit recovery and other intervention supports will be available to ensure that all students, including transfer students, have the opportunity to meet graduation and college entrance requirements. APEX, Pearson, school-curated curriculum, or online standards-aligned curriculum will be used for credit recovery.

Ensuring Transfer Students Can Meet Graduation and College Entrance Requirements

Upon enrollment, the Charter School works with individual students to follow A-G courses to meet the requirements for graduation. This plan will be monitored and updated each semester. School personnel help to ensure that each student is enrolled in appropriate courses, and that each student has the support the student needs to successfully complete graduation requirements. Every transfer student participates in an onboarding meeting which includes a review of his/her transcript and credit completion towards graduation, with the creation of a graduation plan for their remaining high school years. Every exiting student also receives a transcript to provide him/her with an official record of courses completed and credits earned.

Graduation Requirements for Homeless/Foster Youth

To obtain a high school diploma, a student experiencing homelessness or a foster youth shall complete all courses required by Education Code 51225.3 for students in traditional public schools and fulfill any additional graduation requirements established by Ednovate. All requirements are set forth in Ednovate’s Graduation Requirements for Homeless and Foster Youth Policy, which may be amended from time to time by the Ednovate Board of Directors.

Esperanza College Prep shall exempt a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers between schools after the second year of high school, or a student participating in a newcomer program for newly immigrant students in grades 11-12, from any graduation requirements established by Esperanza College Prep that exceed state requirements, unless the Charter School determines that the student is reasonably able to complete the requirements by the end of the fourth year of high school. (Education Code Sections 51225.1, 51225.2.)

Ensuring Students Meet CDE’s College/Career Indicator

Esperanza College Prep shall ensure all students meet the “Prepared” level on the CDE’s new College/Career Indicator by achieving a High School Diploma and any one of the following criteria for College and/or Career – we note that we focus intensively on the “College” preparedness factors through our college readiness curriculum, in particular:

Graduates classified as **“Prepared” for College** must meet at least one of the criteria:

- Smarter Balanced Summative Assessments: Receive a score of Level 3 “Standard Met” or higher on both English language arts/ literacy and mathematics
- Advanced Placement Exams: Receive a score of 3 or higher on two AP exams
- International Baccalaureate (IB) Exams: Receive a score of 4 or higher on two IB exams
- College Credit Courses: Complete two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/Career Technical Education subjects where college credits are awarded
- State Seal of Biliteracy (SSB): Receive the SSB and a score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments
- UC/CSU A–G requirements: Complete A–G course requirements with a grade of C or better and meet one of the additional criteria below:
 - Smarter Balanced Summative Assessments: Receive a score of Level 3 or higher in one subject area (ELA or mathematics) and a score of Level 2 in the other area
 - Complete one semester/two quarters/two-trimesters of College Credit Courses with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course
 - Receive a score of 3 on one AP exam or score 4 on one IB exam
 - Complete a CTE Pathway

Graduates classified as **“Approaching Prepared” for College** must meet at least one of the criteria:

- Smarter Balanced Summative Assessments: Receive a score of Level 2 “Standard Nearly Met” on both ELA and mathematics
- College Credit Courses: Complete one semester, two quarters, or two trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credits are awarded
- UC and CSU A–G requirements Complete a–g course requirements with a grade of C or better.⁸⁰

Graduates classified as **“Prepared” for Career** must meet at least one of the criteria:

- Leadership/Military Science: Complete two years of Leadership/ Military Science and receive a score of Level 3 or higher in one subject area (ELA or math) Level 2 “Standard Nearly Met” or higher in the other
- Career Technical Education Pathway: Complete a CTE Pathway with a grade of C- or better in the capstone course and meet one of the additional criteria below:
 - Smarter Balanced Summative Assessments: Receive a score of Level 3 or higher in one subject area (ELA or mathematics) and a score of Level 2 or higher in the other area
 - Complete one semester/two quarters/two-trimesters of College Credit Courses with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course

NOTE: If the CTE capstone course and CTE college credit course are completed in the same year, they must be in different CTE Pathways for the CTE college credit course to count toward Prepared. If the CTE capstone course and the CTE college credit course are completed in different years, they may be in the same CTE Pathways for the CTE college credit course to count toward Prepared.

- Registered Pre-Apprenticeship: Complete a registered pre-apprenticeship
 - Non-Registered Pre-Apprenticeship: Complete a non-registered pre-apprenticeship and meet one of the additional criteria below:
 - Non-DASS schools: complete a CTE pathway
 - DASS schools: complete a CTE pathway or complete one semester/two quarters/two trimesters of a CTE course with a C- or better
 - State and Federal Job Programs: Complete one of the programs* and complete one semester/two quarters/two trimesters of a CTE course with a C- or better
- *Workforce Innovation and Opportunity Act (WIOA), Job Corps, YouthBuild, California Conservation Corps (CCC), and Regional Occupational Centers and Programs (ROCP)

⁸⁰ <https://www.cde.ca.gov/ta/ac/cm/documents/cccollege.pdf>

- Transition Classroom and Work-Based Learning Experiences: Complete at least 100 hours of work experience and the equivalent of four semester courses of college and career exploration/preparation designed to prepare a student with an IEP for employment and independent living.

Graduates classified as “**Approaching Prepared**” for Career must meet at least one of the criteria:

- Leadership/ Military Science: Complete two years of Leadership/ Military Science
- CTE Pathway: Complete a CTE Pathway with a grade of C- or better in the capstone course
- Non-Registered Pre-Apprenticeship: Complete a non-registered pre-apprenticeship State and Federal Job Programs Complete one of the programs (i.e., WIOA, Job Corp, YouthBuild, CCC, or ROCP)
- Transition Classroom or Work-Based Learning Experiences: Complete at least 100 hours of work experience or the equivalent of four semester courses of college and career exploration/preparation designed to prepare a student with an IEP for employment and independent living.⁸¹

Ednovate uses the college readiness curriculum, capstone graduation requirements that exceed UC A-G requirements, a rigorous, mastery-based program of instruction that will prepare students to excel on the CAASPP exams, and an array of AP course offerings, dual enrollment opportunities and more, all of Esperanza students can and will meet these college/career readiness indicator criteria.

In the event a student fails to meet requirements for promotion or graduation, they will be expected to complete requirements over the summer; if this does not result in successfully meeting expected requirements, the Principal will determine on a case-by-case basis whether a student should be retained. Students who are not promoted will be required to repeat the classes in which they did not receive a passing grade and will move forward to the next level for classes in which they did receive a passing grade.

Western Association of Schools and Colleges (WASC) Accreditation

Esperanza College Prep is fully accredited by the Western Association of Schools and Colleges after the successful completion of the full Self-Study review through June 30, 2029.

Informing Parents, Including Parents with Limited English, About Course Transferability and College Entrance Requirements

At the close of each quarter, report cards are delivered during a one-on-one conference with each student’s advisor and family. Parents are also given progress reports on a weekly basis along with weekly behavior reports to track their child’s progress and review past assignments. The Charter School also has in place platforms in place as mass phone call and text systems for communicating important information in real-time. Esperanza uses this time to build a partnership with families, students, and advisory to support the student for the quarter.

All A-G courses are transferable to other public schools and meet the rigorous requirements for admission to the UC/CSU system. Parents are notified (in English and Spanish) about the transferability of courses and the eligibility of courses to meet college entrance requirements through the Parent Handbook and through meetings with their student’s Advisor during the first two weeks after enrollment and subsequent meetings to review A-G and course credit progress each quarter; the Handbook and these meetings are translated for parents who do not speak English. Every exiting student receives a transcript to provide him/her with an official record of courses completed and credits earned. Additionally, Ednovate at all times has the Transferability of Courses communication available on the school website.

ACADEMIC CALENDAR AND SCHEDULES

Esperanza College Prep shall offer, at a minimum, the number of minutes of instruction set forth in Education Code Section 47612.5, and the number of Charter School days required by California Code of Regulations, Title 5, Section 11960. For each fiscal year, Esperanza College Prep shall offer, at a minimum, 175 days of instruction and 64,800 minutes of instruction for all students in grades 9-12.

⁸¹ <https://www.cde.ca.gov/ta/ac/cm/documents/ccicareer.pdf>

Esperanza College Prep uses a quarterly calendar with 8-10 weeks of instruction followed by 2- or 3-week breaks for students at the end of each quarter, with teachers working one week of this break to collaborate, engage in professional development, and reflect on data. Research has shown that for students who have traditionally been underserved, more frequent breaks provide an opportunity for remediation and tutoring,⁸² as well as a time for staff members to rest, reflect on the previous quarter, and plan for the upcoming quarter. A draft of the Charter School's 2025-26 academic calendar can be found below.

⁸² Ballinger, C. (1995). Prisoners no more. *Educational Leadership*. 53(3): 28-31.



DRAFT

2025-2026

Academic Year Calendar

July 2025						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 25						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 25						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 25						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 25						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 25						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 26						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 26						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 26						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 26						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 26						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 26						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Notes

Holiday
Staff Professional Development (No School)
Network Staff Professional Development Day (No School)
New Staff Professional Development Day (No School)
Report Card Pick Up (Parent Conference Day, No School)
Minimum Day (1:30pm dismissal) Staff PD 2:00-4:00
Mandatory Instructional Days
Math/English STAR Window Opens/Closes
Pre/Post Day (minimum day)
Interim Assessment Day (minimum day)
Non-Instructional Days M-F (school closed)
Ednovate Closed

Sample Bell Schedules

Esperanza College Prep utilizes a schedule with 55-minute periods. Students attend four core subject courses each day as well as an elective such as physical education or music. Also built into the schedule are two Advisory periods. Morning Advisory is a brief check-in that includes attendance, announcements, and uniform checks in accordance with the dress code outlined in the Guide to Thrive student handbook. Afternoon Advisory is longer and includes study hall and one-on-one counseling with individual students to ensure they are on track for promotion to the next grade level. Certain courses may alternate on students' schedules, and in those cases, students would have them either on "A" days or "B" days (such as Physical Education on "A" days and World Languages on "B" days).

Based on the sample school calendar and bell schedules provided, Esperanza College Prep exceeds the required annual instructional minutes (64,800 for grades 9-12) by 915 minutes.

Esperanza Schedule			
9th and 11th Grade		10th and 12th Grade	
<i>Monday – Thursday Schedule</i>		<i>Monday – Thursday Schedule</i>	
Time	Period	Time	Period
8:00- 8:30	Student Arrival	8:00- 8:30	Student Arrival
8:30 - 8:40	Advisory (10 min)	8:30 - 8:40	Advisory (10 min)
8:45 - 9:40	A1 or B1 (55 min)	8:45 - 9:40	A1 or B1 (55 min)
9:45 - 10:40	A2 or B2 (55 min)	9:45 - 10:40	A2 or B2 (55 min)
10:45 - 11:40	A3 or B3 (55 min)	10:45 - 11:40	A3 or B3 (55 min)
11:45 - 12:10	Lunch (25 min)	11:45 - 12: 40	A4 or B4 (55 min)
12:15 - 1:10	A4 or B4 (55 min)	12:45 - 1:10	Lunch (25 min)
1:15 - 2:10	A5 or B5 (55 min)	1:15 - 2:10	A5 or B5 (55 min)
2:15 - 3:00	A6 or B6 (45 min) PLP/FLEX	2:15 - 3:00	A6 or B6 (45 min) PLP/FLEX
3:05 - 3:30	PMA (25 min)	3:05 - 3:30	PMA (25 min)
3:30 - 4:30	<i>After Hours!</i> Optional Afterschool Sports/Clubs	3:30 - 4:30	<i>After Hours!</i> Optional Afterschool Sports/Clubs
9th and 11th Grade		10th and 12th Grade	
<i>Friday Schedule</i>		<i>Friday Schedule</i>	
Time	Period	Time	Period
8:00- 8:30	Student Arrival	8:00- 8:30	Student Arrival
8:30 – 8:35	Advisory (5 min)	8:30 – 8:35	Advisory (5 min)
8:40 – 9:21	A1 or B1 (41 min)	8:40 – 9:21	A1 or B1 (41 min)
9:26 – 10:07	A2 or B2 (41 min)	9:26 – 10:07	A2 or B2 (41 min)
10:12 – 10:53	A3 or B3 (41 min)	10:12 – 10:53	A3 or B3 (41 min)
10:58 – 11:39	A4 or B4 (41 min)	10:58 – 11:39	A4 or B4 (41 min)
11:44 – 12:25	A5 or B5 (41 min)	11:44 – 12:25	A5 or B5 (41 min)
12:30 – 12:50	Lunch (20 min)	12:30 – 1:05	Advisory (35 min)
12:55 – 1:30	Advisory (35 min)	1:10 – 1:30	Lunch (20 min)
1:45 - 3:55	Staff PD	1:45 - 3:55	Staff PD

9th Grade	A Days	B Days
AM Advisory	AM Advisory	AM Advisory
Period 1	English 9	English 9
Period 2	World History	World History
Period 3	Algebra 1/Geometry	Algebra 1/Geometry
Period 4	Biology	Biology

Period 5	Dance 9	Theater
Flex Block	Designated ELD, Academic Supports	Designated ELD, Academic Supports
PM Advisory	PM Advisory	PM Advisory
10th Grade	A Days	B Days
AM Advisory	AM Advisory	AM Advisory
Period 1	English 10	English 10
Period 2	US History/APUSH	US History/APUSH
Period 3	Geometry/Algebra 2	Geometry/Algebra 2
Period 4	Chemistry	Chemistry
Period 5	Dance 10	Spanish
Flex Block	Designated ELD, Academic Supports	Designated ELD, Academic Supports
PM Advisory	PM Advisory	PM Advisory
11th Grade	A Days	B Days
AM Advisory	AM Advisory	AM Advisory
Period 1	English 11/AP English Lang	English 11/AP English Lang
Period 2	Government & Economics	Government & Economics
Period 3	Algebra 2/Precalculus	Algebra 2/Precalculus
Period 4	Physics	Physics
Period 5	Theater 2	Spanish
Flex Block	Designated ELD, Academic Supports	Designated ELD, Academic Supports
PM Advisory	PM Advisory	PM Advisory
12th Grade	A Days	B Days
AM Advisory	AM Advisory	AM Advisory
Period 1	English 12/AP English Literature	English 12/AP English Literature
Period 2	Ethnic Studies/AP World History	Ethnic Studies/AP World History
Period 3	AP Calculus/AP Pre-Calculus	AP Calculus/AP Pre-Calculus
Period 4	Environmental Science/APES	Environmental Science/APES
Period 5	College Seminar	Spanish
Flex Block	Designated ELD, Academic Supports	Designated ELD, Academic Supports
PM Advisory	PM Advisory	PM Advisory

Instructional Days and Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	Yes	141	390	0	0	39	275	0	0	180	64800	65715	915
10	Yes	141	390	0	0	39	275	0	0	180	64800	65715	915
11	Yes	141	390	0	0	39	275	0	0	180	64800	65715	915
12	Yes	141	390	0	0	39	275	0	0	180	64800	65715	915

PROFESSIONAL DEVELOPMENT

The Professional Development schedule is guided by Ednovate’s mission and the Principal’s vision, based on data, as to what the faculty needs. Professional Development begins with a strategic focus on building a functional team by using research-based practices. Team Building is followed by Professional Development for all teachers that is essential for supporting rigorous and well-designed instructional delivery. Each day is designed to include planning time for teachers to develop lessons with their grade level teams and to participate in meaningful data-driven conversations. Each year, faculty participate in setting goals that drive instructional practices.

Throughout the school year, our calendar includes an additional 13 pupil-free days for PD and collaborative planning time, including data analysis; students are also dismissed at 1:30pm on Fridays to allow for ongoing staff professional development. Topics for these sessions will vary depending on the needs of the teachers and will always be grounded in data, whether it is academic, discipline, attendance, or other data. Likely topics in our first charter term include:

- Making Grade-Level Texts Accessible to All with Text-Dependent Questioning
- Helping All Readers Make Meaning from Challenging Texts
- Supporting Struggling Mathematicians
- Close Reading Bursts
- Purposeful Monitoring
- Questioning for Greater Rigor
- Everybody Writes
- Strategies for Integrated and Designated English Language Development In the secondary classroom
- Reading and Writing Across Content Areas
- Positive Framing: Correcting Positively and Inspiring Excellence
- Using Daily Assessments to Distinguish “I Taught It” from “They Learned It”
- Error Analysis: Studying Wrong Answers to Improve Learning
- Fostering a Culture of Listening During Discussion
- Art of the Sentence
- Show Call
- Maximizing Road Miles with Shared Reading
- Responding to data with Affirmative Checking

Time is also be allotted for grade-level teams and/or department teams to meet to share best practices, tackle challenges together, and analyze data across the grade level or department.

Professional Development activities are led by administrators, grade-level chairs, veteran teachers and/or outside consultants.

Support for teacher performance begins with setting aligned development goals in collaboration with the teacher's Assistant Principal at the beginning of the year and then reviewing and refining those goals at least quarterly. Growth is supported via regular weekly or bi-weekly classroom observation, coaching and follow-up by the Assistant Principal, instructional coach or other administrators. Teachers also collaborate both on grade-level teams and in content-specific departments, which helps build continuity of academic content, school wide behavioral standards, academic vocabulary and performance expectations. In these meetings, teachers share lesson plans, instructional materials, booklists, Internet resources, and behavior charts for individual reinforcement of positive behavior goals.

Teacher Recruitment & Selection

Esperanza College Prep recognizes that high student achievement will depend on having excellent instructors in every classroom. Well qualified, credentialed teachers will teach all courses.

As identifying top talent is critical for the Charter School's success, Esperanza uses multiple strategies to attract and retain well qualified teachers. Esperanza advertises positions on Ednovate's website, www.ednovate.org, as well as a variety of online job boards and education publications. Esperanza also works with teacher preparation programs, such as USC, UCLA, UC Irvine, Concordia University Irvine, Teach for America, and LMU to identify strong instructors.

Esperanza uses a hiring process that reveals the alignment of candidates' educational philosophy and skills with Esperanza's instructional approach. Ednovate's network staff supports teacher hiring at each school site. An online application screening is the first step to ensure that candidates meet basic qualifications and to reveal the candidate's alignment with Esperanza's mission and vision. Ideal candidates have a track record of success in previous positions, a history of their own academic success, and a strong belief that all students can achieve at the highest levels. Candidates participate in multiple interviews and, as feasible, will demonstrate teaching skills through a demo lesson or video lesson. Administrators, teachers, parents, and students may participate in the hiring process; the Principal is ultimately responsible for hiring teachers and staff members.

Esperanza's goal is to foster a positive work environment for teachers that will allow excellent teachers to stay in the classroom year after year. Esperanza attracts and retains high-performing teachers by offering a competitive compensation package and by creating an attractive and highly innovative work environment. At Esperanza, teachers are given the opportunity to innovate in their classrooms as the Esperanza develops and refines its blended technology model year after year. With a 1:1 student-to-computer ratio and ample technology provided to staff, teachers are able to leverage technology to make their career more sustainable. Esperanza's unique advisory program will also appeal to teachers who thrive on forming close, supportive relationships with students and problem solving to help each student succeed.

In addition to having excellent instructors in every classroom, Esperanza is also committed to hiring talented administrators and classified staff. Positions will be advertised similarly to teaching positions, and qualified applicants will go through a rigorous selection process including application screen, phone interview, and in-person interview(s) to identify candidates who are the most qualified for each position.

Esperanza's calendar and budget reflect the high priority placed on teacher professional development to support quality program implementation and ongoing improvement of instruction, with 23 full days devoted to professional development and collaborative planning time, in addition to two hours weekly on early release days. Esperanza's instructional model involves sophisticated, innovative educational practices such as blended learning and personalization, detailed above, that take time to develop fully.

Every summer, teaching staff begin work in the middle of July for several weeks of intensive team building and professional development. Each school year begins with a two day offsite focused specifically on building a smart, healthy team, including building trust, engaging in healthy debate, committing to decisions, holding each other accountable and aligning around the school's collective results. Team building is followed by professional development for all teachers in a variety of areas, including Esperanza's instructional model, the use of data in decision-making, school culture-building, the use of technology in the classroom, how to ensure staff is serving all learners' needs, and students' social-emotional well-being. During summer professional development, operational topics such as the staff handbook, school data systems, school policies, and school operations are covered as well. A sample of summer PD and planning time includes the following:

Module 1: The CCSS Standards

- Do Now: Why College?
- Standards & Interim Assessments
- The Student Experience
- Deconstructing the Standards
- Unpacking your Base Curriculum
- Instructional Huddle: The CCCSs

Module 2: Building your Modules

- Do Now: That one time in high school...
- Exploring Modules
- Canvas Overview
- Internalization and Planning
- Project-Based Learning and PMC Journeys
- Teacher Growth Guide
- Instructional Huddle: Building Modules
- Teamwork Role Plays

Module 3: The Student Handbook

- Intro to the Student Handbook
- Caring & Accountable Culture
- Culture Role Plays
- Classroom Management Plan
- Instructional Huddle: Caring and Accounting

Module 4: Advisory

- Purpose, Best Practices, Week 1

Module 5: A Day in the Life

- Tech Tools (Hapara, PowerSchool, Deans List, Schoolzilla, Trello)
- Ednovate Teaching Model
- Assessment Tools, Data Analysis and Differentiating Instruction
- Mastery-Based Grading
- Culture Role Plays
- Why Are We Here
- School Vision + Community
- Strategic Plan + Snapshot
- *Team Time: Grade Level Goals & Vision*

Operations Part I

- Facilities
- Communication and Financial Procedures
- Ordering, R+R
- Tech Log-Ins
- *Course Planning Time*
- *Loving Our Kids*

Operations Part II

- Health & Safety Policies and Procedures
- Emergency Procedures
- Student Meds

- Social Work Overview
- *Course Planning Time (1:1s)*
- *Professional Norms + Culture Snapshot*

Intro to SPED

- SPED Overview and Supports
- Mandated Reporter
- *SPED Snapshots Deep Dive in Grade Levels*
- *Meeting the Needs of English Learners and EL strategies*
- *Gradebooks Office Hours Set Up*
- *Module Review Consultancies*

Strong Start

- Teacher Evaluation Rubric
- Coaching Cycle & Feedback
- Syllabi norms
- Grade level norms
- Classroom Set-Up & Planning Time

English Learners

The Charter School shall meet all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain 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. The Charter School shall implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Esperanza has an English Learner Advisory Committee composed of parents of EL students, which is required for schools with enrollment of more than 21 EL students. The ELAC is responsible for advising the Principal and staff on programs and services for English Learners, including but not limited to: LCAP goals, EL Master Plan, schoolwide needs assessment, and more.

As detailed below, designated ELD instruction occurs during flexible scheduling blocks as well as daily integrated ELD instruction across all content areas for all ELs. Students in need of additional supports beyond what we provide during the day or students who need more 1:1 or small group support may be invited to after-school Office Hours held each day. Curriculum resources are selected that align with best practices in English Learner instruction in acquiring foundational reading, academic language, and conversation skills in English in order to be successful in school. This includes targeted instruction for Emerging, Expanding, and Bridging EL students, adaptive learning to target support for foundational skills, and structured opportunities to practice and apply academic language. Currently we use Kate Kinsella's ELD 3D and Rosetta Stone, which include assessments that provide teachers with real-time student performance data to pinpoint a student's exact skill gaps to strengthen interventions.

We structure our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting with caring teachers and focused, personalized attention. Esperanza teachers, staff and Charter School leaders make every effort to communicate to parents in their home language -- but will use English instruction for the content areas in the classroom.

Identification of English Learners

Esperanza's EL program is designed to ensure English Learners (including those who are reclassified) have equal access to instructional materials and supports (including both integrated ELD throughout core subject learning, as well as designated ELD during specific time periods in the bell schedule) in order to achieve grade-level CCSS mastery and English-language proficiency.

In order to identify EL students in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a *Home Language Survey* upon enrollment in a California public school. A student whose primary language is not English will be assessed using the English Language Proficiency Assessments for California aligned to the CA ELD Standards if the student 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. The ELPAC assessment will take place within 30 days of the start of the Charter School year or within 30 days after the date of the student’s first enrollment at Esperanza.

The ELD Coordinator assesses the English language proficiency of all currently enrolled English learners in accordance with Education Code guidelines. Students with disabilities are permitted to take the ELPAC test with the accommodations listed in the Education Code if they are specified in the student’s IEP or Section 504 plan. An alternate assessment for English language proficiency may be administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student’s IEP. The Alternate ELPAC is designed for students with the most significant cognitive disabilities. These students are also English learners (Summative) or potential English learners (Initial), who have been identified as having a primary language other than English. The individualized education program (IEP) team will meet to determine eligibility for the alternate assessments and document as appropriate. The Charter School shall notify parents of the Charter School’s responsibility to conduct ELPAC testing and shall inform parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

Students are monitored in conjunction with the four Performance Level Descriptors (“PLDs”) approved by the State Board of Education.⁸³

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less-familiar tasks and topics.
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing). They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less-familiar tasks and topics.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less-familiar tasks and topics.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.

Parent Notification

⁸³ English Language Proficiency Assessments for California. (2019). Summative English Language Proficiency Assessments for California: Performance Level Descriptors. Accessed January 16, 2024, from <https://caaspp-elpac.ets.org/elpac/docs/elpac-reporting-performance-level-descriptors.pdf>.

Parents are notified of their rights and their child's ELPAC scores each year and are encouraged to participate in the reclassification process. Prior to English proficiency testing, parents will be informed of when their child will be tested, and how the test will be used to determine placement and reclassification. Parents are notified when a student is being considered for reclassification and again when they are officially reclassified. Parents of ELs will always be given the option to meet with a school administrator if they have questions regarding their child's assessment results, placement, or classification.

Parents of students who are administered the initial and annual ELPAC receive notification of the Charter School's responsibility for ELPAC testing and ELPAC results within thirty days of receiving results from the publisher. The Charter School shall also provide to parents:

- A description of initial or annual ELP levels, and how they are determined
- Current language classification
- Program placement
- Instructional Program Options
- Reclassification Criteria
- For ELs with an IEP: A description of how the program placement will contribute to meeting the objectives of the IEP
- Graduation Rate for ELs (secondary schools)

Additionally, all students who are classified as LTELs or At-Risk of becoming a Long-Term English Learner ("ARLTEL") will receive notification of the following, within 30 calendar days of the start of the school year:

- A description of the qualifications for being considered a LTEL or ARLTEL.
- A description of how the program placement will provide additional support to aid the student in making progress toward reclassification.

Educational Program for English Language Acquisition

All EL students learn with all other students in the classroom during instructional time. In addition, EL students have designated ELD instruction with a teacher in small groups during flexible scheduling blocks. During designated ELD, they complete curricular tasks in Reading Comprehension, Grammar, Word Meaning and Writing at their level of English proficiency, using Kate Kinsela's ELA 3D and/or Rosetta Stone curriculum, as well as receive direct instruction with the teacher.

As students engage in online adaptive learning with linguistic scaffolds through these curricular resources, teachers are provided point-of-use instructional supports to facilitate targeted instruction for each student based on their individual needs. The curriculum simultaneously develops academic vocabulary, ensuring EL students do not miss out on essential grade-level, standards-aligned instruction while increasing their literacy and language skills. Teachers use modeling, graphic organizers and visuals to support students' recognition of essential information in all academic subjects. Teachers keep the stages of language acquisition in mind as they plan instruction and differentiate within the classroom to meet the needs of each student as they work towards the next level of proficiency. Through 1:1 coaching, weekly grade level data analysis, and SRI Lexile testing, and network wide reporting on quarterly benchmark data (including student group data), instructors at Esperanza monitor ELs' progress toward English proficiency. On a daily and weekly basis, teachers examine student group data to adjust instruction and use Lexile data to differentiate readings, provide scaffolds, and to inform small group instruction. In addition, EL students receive Designated English Language Development for a target of 80 minutes each week.

All Esperanza teachers shall be trained to use Specially Designed Academic Instruction in English ("SDAIE") techniques to meet the needs of ELs. The instructional design model used by Esperanza will place a heavy emphasis on differentiating instruction to meet the needs of ELs based on their academic and language readiness. Esperanza's philosophy of personalizing instruction for all students also benefits ELs by providing entry points learning tasks and outcomes that are tailored to the student's needs.

SDAIE is grounded in a pedagogical commitment to meeting the needs of diverse learners, especially English learners. Teachers engage in the following practices to support universal access of subject matter content for all students:⁸⁴

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

SDAIE instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered. For example, SDAIE-enhanced instruction might proceed as follows:

- I. **Into:** Determining what the students know about the topic of study. Possible SDAIE strategies for "Into":
 - **Anticipatory Guide:** Students are given a series of statements that relate to concepts they are studying in their unit on Ancient Greece. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.
 - **Brainstorming** - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.
- II. **Through:** The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students take responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for "Through":
 - **Graphic Organizers** – Students complete a variety of graphic organizers as they read or listen to information. Graphic organizers used might include:
 - **Comparison-Contrast Matrix** - Students determine similarities and differences between two topics studied
 - **Flowcharts** – Students sequence important events in the content studied.
 - **Cause and Effect Chart** – Students chart the ways in which different characteristics effect changes and impact others.
 - **Reciprocal Teaching** - Two students work together to read a passage in the social science text. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.
 - **Picture This** – Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other's drawings.
 - **Reading Guide** Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with

⁸⁴ Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

their group, students predict what are discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

III. **Beyond:** To create further understanding, students go beyond rote memorization and demonstrate real-world application of the learned information. This process requires higher-level critical-thinking skills. Possible SDAIE strategies for "Beyond":

- **Roam the Room** - In groups, students write down their individual answers to a higher-level question posed by the teacher (e.g. if only one idea or invention from the Greek culture could be passed on to subsequent cultures, what should it be and why?). Students share their answers within their group and the group comes up with and records on chart paper one "best" answer for their group. Groups then walk around to view other groups' answers.
- **Quotes** – Students identify quotes from a fictional text related to the unit. They create a chart listing the quote and the point they feel the quote illustrates.

How the Program Will Meet the New State ELD Standards and Use the Results of the ELPAC

Esperanza has based its English Learner support program on the 2012 California ELD Standards.

As guided by the CA ELD Standards, Esperanza teachers provide integrated ELD instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students are expected to advance at least one ELD level annually. Our ELD Coordinator partners with the classroom teachers to include ELD goals on students' learning plans, including specific goals to meet during dedicated ELD instruction.

If students are not making sufficient academic progress as indicated through ELPAC data, we are committed to modifying our EL program as needed. Each year, the Charter School reviews ELPAC and ELPI data to determine effectiveness of our D-ELD programming, as well as I-ELD supports and scaffolds. In this review, we analyze the ELPI progress of our Level 1s, 2s, 3s and 4s, as well as their performance in the 4 domains of speaking, reading, writing, and listening to determine future tiers of ELD support, including: D-ELD class placement and i-ELD focus areas for teachers/departments/grade levels. Additionally, our MLL coordinator creates snapshots of our MLL's academic progress across core content and their ELD domains to aid teachers in implementing the most appropriate supports for these students. For example, if a student scored 3s or 4s in their reading and listening domains, but 2s in their speaking and writing domains, we would adjust our support of that student to focus on collaborative and productive modes of communications.

Esperanza ensures that teachers are qualified and supported to meet the needs of ELs. We hire teachers that have English Learner authorization and place a priority on hiring teacher(s) that speak Spanish and English and can provide strong instruction within a structured immersion classroom. We also support teachers by providing professional development on structured immersion instruction, SDAIE teaching strategies, language development, monitoring, and assessment of ELs. We commit to annual professional development specifically addressing the instructional effectiveness, reviewing assessment data and revising curriculum to meet our EL students' needs.

Parents will be notified regarding their child's English Language Development along with ELPAC scores every progress report or every semester and/or as often as needed.

Services and Supports For English Learners, Including Instructional Strategies And Intervention

Integrated English Language Development

Based on substantial research⁸⁵ proving the benefits of a Structured English Immersion (“SEI”) program, Esperanza implements a comprehensive structured immersion program in every mainstream classroom for their EL students. It is Esperanza’s goal that all students will graduate proficient in the English language.

To achieve this goal, teachers use the ELD standards set forth by the California Department of Education to assist in planning and assessing the progress of English Learners. Students of limited English proficiency receive the same academic content as those students who are native English speakers. All instruction is in English; however, there may be times when primary language support is provided to students.

Teachers employ SDAIE strategies to enhance the English Language Development of all students. While using SDAIE strategies, teachers organize the subject matter so that it is grade-level appropriate and cognitively demanding. Examples of SDAIE strategies that are being employed and that continue to be a professional development and instructional coaching priority included, but are not limited to, the following:

Metacognitive Development: Provides students with skills and vocabulary to talk about their learning.

- Examples: self-assessments, note taking and studying techniques, and vocabulary assignments.

Contextualization: Familiarizes unknown concepts through direct experience.

- Examples: demonstrations, media, manipulatives, repetition, and local opportunities.

Bridging: Establishes a link between the students’ prior knowledge and the material.

- Examples: think-pair-share, quick-writes, and anticipatory charts.

Text Representation: Invites students to extend understandings of text and apply them in a new way.

- Examples: students creating drawings, videos, and games.

Schema-Building: Helps students see the relationships between various concepts.

- Examples: compare and contrast, jigsaw learning, peer teaching, and projects.

Modeling: Modeling the language, you want students to use and providing samples of student work.

Additionally, Esperanza employs a unique personalized learning approach designed to meet each individual student’s needs. The academic model at Ednovate is by design, highly personalized and built to allow for maximized differentiation across all academic ability levels as well as English Learner status. Online or offline, instruction is differentiated to challenge students performing at all levels and meet the needs of students who learn best in different ways so all students can demonstrate mastery of the standards. The use of digital platforms allows teachers to efficiently provide scaffolds or accommodations for English Learners, giving students personalized resources and tasks based on their individual needs.

Additionally, given the nature of the Ednovate’s self-paced learning facilitated by use of technology, teachers have access to a constant flow of real-time data to assess student progress in the moment and deliver the right interventions at the right time. With real-time analytics, teachers can take action immediately to provide students with personalized support providing interventions such as one-on-one or small group instruction or scaffolded assignments. This differentiation allows most English Learners to be successful in grade level coursework in the general classroom where they also benefit from exposure to academic language with their English Only and RFEP peers.

⁸⁵ California Department of Education. (2020) Improving Education for Multilingual and English Learner Students: Research to Practice. Sacramento, CA.

Judson, E., & Garcia-Dugan, M. (2004). The effects of bilingual education programs and structured English immersion programs on achievement. Phoenix: Arizona Department of Education.

Baker, K. (1998). Structured English immersion breakthrough in teaching limited-English-proficient students. Phi Delta Kappan, 80(3), 199–204.

Arizona English Language Learners Task Force. (2007). Research summary and bibliography for structured English immersion programs [Online]. Phoenix, AZ

Curricular materials for integrated ELD have been chosen based on their alignment to the California ELD standards, the ELA/ELD Frameworks, as well as the ability to reach all learners. Our materials are internally created to align to state standards as well as to be supportive to ELs. Across content areas, teachers use online platforms (e.g., Canvas by Instructure or Google Classroom) to build easily accessible scaffolds, such as key vocabulary definitions, graphic organizers, and visually representations that support ELs with accessing the content both individually and collaboratively. Additionally, subject areas have formative assessments to track progress against the standards and to allow for real time data.

Designated English Language Development

Ednovate is committed to ensuring English Learners are provided explicit instruction to support the development of language proficiency. At Ednovate, designated ELD is:

- A separate and distinct instructional time, in addition to (not in place of) core content instruction
- Provided for a target of 80 minutes per week
- Offered for EL students at all levels
- Tailored to meet students' language proficiency levels
- Based on the English Language Development standards

ELD curricular materials are grounded in research-based best practices for supporting English Learners, such as explicit and direct instruction, a focus on academic English, ample structured interactions, teaching content-based forms and functions, corrective feedback, and ongoing formative assessment. Per our personalized learning approach, we also leverage technology to best reach students at various levels. For example, classes for newcomer students may utilize Rosetta Stone and students at higher levels or long-term English Learners may utilize Kate Kinsella's English 3D.

Teachers have access to ELD assessment results to inform program placement, reclassification, and instruction.

English Learners receive ELA and ELD standards-aligned instruction, personalized to each student. To personalize and differentiate instruction, teachers are trained to develop myriad techniques. Esperanza provides high-quality professional learning opportunities for all its educators to ensure that every English Learner has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional development focuses on enhancing teacher's knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the CA ELD Standards. Our ELD Coordinator also communicates the specific language needs of our EL students. Strategies such as front-loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers further ensure student access to academic content. Further strategies to support English Learners include small group instruction, scaffolded teaching, differentiated content, reteaching and spiral teaching. Flexible scheduling blocks are also utilized to support English Learners. Additionally, office hours are available for students to receive more support.

Process For Annual Evaluation of The Charter School's English Learner Program

The Principal at Esperanza is responsible for ensuring the quality and success of all instructional programs and reports to the Board on progress towards academic goals, including serving EL students. The Principal conducts regular classroom observations and provide feedback and coaching. In addition, the Principal works with relevant staff annually to review summative data on student progress, including our annual ELPAC scores. This data analysis is followed by conversation and, if necessary, additional staff training. We expect our English Learners to show proficiency in content areas and that our ELs improve at least one ELD level annually as measured by the ELPAC.

Teachers are expected to regularly evaluate student progress by reviewing EL data from formative and summative assessments. We leverage multiple systems and structures for analyzing student progress to inform instructional action plans. Annually, instructors are provided with an EL dashboard that houses language status and ELPAC scores and are notified immediately of updated relevant data (i.e., transfer students, initial testing). On a weekly basis, instructors complete data dives, utilizing our network-wide Looker Data Studio that summarizes mastery data (passing all classes), and which is viewable by student

group. Additionally, instructors reflect at a standards-based level weekly in their gradebook by student group, guided by instructional coaching and mastery reflection protocols. Additionally, quarterly analysis occurs at network- and campus-wide levels by student group for every annual college readiness indicator that we support for college readiness. This includes mastery by standard, summative assessment results, critical thinking projects, and more. Instructors complete a quarterly action plan in response to this data.

Process and Specific Criteria for Reclassification

The ongoing formative and summative data analysis described above create consistent progress monitoring and response to student learning in alignment to reclassification criteria. Additionally, teachers select assessments and work samples that accurately represent the student’s current level of performance in listening, speaking, reading, writing and language.

The following assessments are examples of additional evidence:

- Formative ELD assessments
- End-of-unit assessments
- Teacher/grade-level created PMC Journeys
- Checklists to informally observe student performance in everyday activities

It is the responsibility of the Principal, collaborating with the ELD Coordinator/Assistant Principal to work with classroom teachers to carry out the Ednovate EL Master Plan. The ELD Coordinator maintains ELD portfolios, monitors classroom instruction, updates ELD levels in the Esperanza Student Information System (PowerSchool), places ELs according to ELD level, reviews EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, reviews ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification or need for intervention. The ELD Coordinator works with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

EL student reclassification criteria shall meet the criteria of Education Code Section 313(f) and includes:

Measure	Performance Expectation
ELPAC	<ul style="list-style-type: none"> ● Overall proficiency level of 4 (Well Developed) on the ELPAC, with subscores of 4 (Well Developed) on Oral Language and Written Language.
Teacher Evaluation	<ul style="list-style-type: none"> ● Demonstrated mastery of grade level content with a C- or better in English 9, 10, 11, 12
Meets Proficiency in at least one annual assessment: <ul style="list-style-type: none"> ● Internal Ednovate College Rigor Benchmarks or Lexile score ● CAASPP 	<ul style="list-style-type: none"> ● Ednovate Benchmarks or Lexile Score: A score of “Met” (3) or “Exceeded” (4) standards on grade-level benchmarks or Lexile Score at/exceeding: 9th > = 850, 10th > = 890, 11th/12th >= 985 ● CAASPP: ELA score of “Met” or “Exceeded” standards (11th grade only)
Parent Opinion and Consultation	<ul style="list-style-type: none"> ● Parent approval

Students scoring an overall of a 4 on the ELPAC will be considered for possible reclassification. If a student scores below Level 3 on any subtest (Listening, Speaking, Reading, Writing), he/she will no longer be considered for reclassification despite an overall score of Level 3 or Level 4.

The Annual Review of Student Progress begins mid spring, after ELPAC scores become available. If the standards check-off sheet and work samples indicate Average Progress or Advanced Progress for their identified ELD level and ELPAC scores also meet the requirements listed above, the student will move forward on to the second step of the Reclassification process.

The reclassification team (which includes the teacher, the ELD Coordinator/Assistant Principal, and may include a parent) will review the information listed above as well as teacher recommendations and overall successful classroom performance in academic areas as indicated by report cards, and benchmark/summative assessment type tests. The reclassification team will also discuss if the student has met sufficient goals and the team will also consult with the parent for their input; if a student has satisfied all of these requirements, they will then be recommended for reclassification pending the release of CAASPP scores for that year (if applicable, i.e., for an 11th grader). If a student Meets or Exceeds standards on the ELA test, he/she will be officially reclassified, and their file will be updated to reflect Reclassified Fluent English Proficient in that academic year.

Students with IEPs are able to alternatively reclassify through the following criteria:

- **Criterion 1:** Assessment of English Proficiency Overall Score requirement is a 4 OR Growth in ELD areas in present levels (2 years) and comparative formative assessment data with peers
- **Criterion 2:** Teacher Evaluation of Academic Performance C or better on ELA or ELD (LEA's choice) OR Progress towards ELA/ELD goals, curriculum-based measures, work samples
- **Criterion 3:** Parent/Guardian Opinion and Consultation
- **Criterion 4:** Comparison of Performance in Basic Skills Proficient on SBAC or RI (LEA choice) or STAR reading OR The IEP team has determined the student has received ELD services for more than four years and has demonstrated an appropriate level of performance in ELA basic skills in comparison to peers

Process For Monitoring Progress Of English Learners And Reclassified (RFEP) Students

Reclassified students are monitored for a period of four years by our ELD Coordinator, both to ensure that they have not been redesignated too early, and that they are successfully participating in the academic program without incurring deficits. Monitoring of reclassified students' academic progress include a review of interim benchmark data, CAASPP scores, and ELA grades. Follow-up services for students who do not demonstrate satisfactory progress include but are not limited to additional tutoring, counseling, and enrichment classes. Students scoring at the lowest levels of the ELPAC will be provided supplemental English Instruction, focusing on skills, vocabulary and information that support both their oral and written English language acquisition. The goal is to ensure a quality instructional program that enables English Learners to attain English proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that Esperanza will provide for all students.

Students are monitored in conjunction with the CA ELD Standards Proficiency Level Descriptors (PLDs). As detailed above, the four PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each proficiency level. These descriptors guide Esperanza teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas.

English learners continue to be re-evaluated annually using the ELPAC assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). Esperanza sets a reclassification target annually as part of the Local Control Accountability Plan (LCAP) goal setting process.

Process for Monitoring Progress and Supports for Long Term English Learners (LTELs) and Students At-Risk of Becoming LTELs

Under California law, Long Term English Learners (LTELs) are defined as those students who: are enrolled in grades 6 through 12; have been enrolled in a U.S. school for six years or more; have remained at the same EL proficiency level for two or more consecutive prior years, or have regressed to a lower EL proficiency level, as determined on the ELPAC; and for students in grades 6 to 9, score at the "Standard Not Met" level on the prior year's CAASPP in ELA.⁸⁶ When LTELs enroll at Esperanza, or students are

⁸⁶ California Department of Education: Data Reporting Office. Glossary of Terms for English learner (EL) Reports). Accessed March 3, 2024, from <https://dq.cde.ca.gov/dataquest/longtermel/Glossary.aspx>.

classified as LTELs after enrolling at Esperanza, the ELD Coordinator and classroom teachers will work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. Esperanza will prioritize resources (e.g. curriculum for ELD instruction) for students at risk of being identified as LTELs. Students and parents will be made aware of the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

Further, Esperanza utilizes the following strategies and supports for students at-risk of becoming LTELs and students identified as LTELs:

- **Strength-Based Approach & Social Emotional Supports:** Esperanza has adopted a strength-based approach to working with LTELs and at-risk LTELs, focusing on their assets, abilities, and potential for growth. Teachers strive to recognize and celebrate students' cultural and linguistic strengths and provide opportunities for them to share their unique perspectives and talents with others. They work with parents, families, and community members in supporting the academic and language development of LTELs by providing resources, workshops, and opportunities for involvement that empower families to advocate for their children's needs and support their educational success.
- **Structured Language Support Classes & Scaffolded Instruction:** Based on measures to identify students at risk of language development delays or academic struggles, Esperanza offers structured language support classes specifically designed for high school English Learners. These classes focus on developing students' language skills in listening, speaking, reading, and writing, with an emphasis on academic language and literacy. Focus areas of vocabulary development and explicit vocabulary instruction, grammar, reading comprehension and academic writing are prioritized.
- **Content-Based Academic Language Instruction:** Esperanza provides explicit instruction in academic language skills and the content area instruction necessary for success in grade-level, high school content areas. Esperanza teaches students vocabulary and language structures commonly used in academic contexts and provides opportunities for practice and application in different subject areas, including sheltered instruction and content and language objectives to support language development across the curriculum.
- **Differentiated Instructional Strategies:** Esperanza provides differentiated instruction to meet the diverse needs of English Learners in high school classrooms and provides varied instructional modalities, such as visual aids, graphic organizers, and hands-on activities, to support students with different learning styles and language proficiency levels. Further, Esperanza integrates technology tools and resources to enhance language instruction and provide additional support for English Learners. Teachers use multimedia materials, language learning apps, and digital resources to supplement classroom instruction and facilitate language practice outside of school.
- **Peer Tutoring and Collaboration:** Esperanza facilitates peer tutoring and collaborative learning opportunities for English Learners to support their language development and academic achievement. Teachers pair students with proficient English speakers or provide structured group activities that promote language interaction and collaboration.
- **Culturally Relevant Curriculum:** Esperanza incorporates culturally relevant curriculum materials and texts that reflect the backgrounds and experiences of English Learners. Teachers use culturally responsive teaching strategies to create a supportive and inclusive learning environment where students feel valued and respected.
- **College and Career Readiness Support:** Esperanza provides English Learners with college and career readiness support to help them set goals, explore post-secondary options, and develop the skills necessary for success beyond high school. Teachers offer guidance on college admissions, financial aid, career pathways, and workforce readiness.
- **Data-Informed Decision Making:** Esperanza use formative assessment data and progress monitoring measures to track the academic and language progress of English Learners and make data-informed instructional decisions. Teachers adjust instruction based on student needs and provide targeted interventions as necessary.
- **Transition Support Services:** Esperanza offers transition support services for English Learners as they transition into high school and prepare for life after graduation. Teachers provide guidance on academic planning, credit accumulation, graduation requirements, and post-secondary opportunities to ensure a smooth transition to the next phase of their education or career.

Gifted and Talented (GATE) Students and Students Achieving Above Grade Level

At Esperanza, instructors and administrators (AP) regularly analyze data from formative assessments, online learning, as well as tests, papers and quizzes to monitor students' progress toward academic goals. Students may be identified as achieving above grade level in a given area as a result of any of the assessments described in Element 3, grades, or teacher observation.

Given the rigorous nature of the academic program at Esperanza and the personalized, self-paced learning that will take place in all classrooms, all students are challenged to reach their intellectual potential through the regular instructional program. Differentiation is an inherent part of the academic program, and students who have been identified as gifted (i.e., at a previous school) or who are achieving at high levels will receive differentiated, personalized instruction at their level. Esperanza therefore does not offer a formal separate Gifted and Talented Program. Students who are achieving above grade level are challenged to reach their potential in the following ways:

- Access to a rigorous, high quality, college preparatory curriculum
- Online, self-paced coursework that allows them to advance through material as quickly as they are able to, creating the opportunity for them to access higher-level content
- Project-based learning
- AP classes
- Extracurricular activities that allow them to explore new hobbies and interests and develop their leadership skills.

Esperanza's parents are informed about their students' progress in multiple ways. All parents receive progress reports every two weeks with their students' grades. Parents also have access to the student information system PowerSchool's 24/7 Parent Portal to access grades, attendance, and assessment data. On a quarterly basis, parents are asked to come in for 1:1 conference with the student's advisor at Report Card Pick Up, and those conversations will also be grounded in data. Parents may contact the Assistant Principal for questions regarding GATE.

Students Achieving Below Grade Level

At Esperanza, our entire program is designed to support students achieving below grade level, through our highly personalized, differentiated approach. Instructors and administrators will regularly analyze data from formative assessments as well as in-class coursework and quizzes to monitor students' progress toward academic goals. Students may be identified as needing additional support in a given area as a result of quarterly interim assessments, ongoing review on curricular assessments (e.g., online data), unit tests, PMC Journeys, grades, or teacher observation.

Esperanza will ensure that academically low achieving students succeed by offering differentiated instruction, through responsive problem solving as issues occur, and by continuously monitoring student progress and intervening as needed. Small group instruction will allow for extra teacher-led instruction, reteaching and spiral teaching. The SSPT program will provide tiered interventions and support to students in need, as detailed above. Students recommended for SSPT will have individual interventions implemented for 6-8 weeks with monitoring and data collection to determine effectiveness. Flexible scheduling blocks will allow for all students to receive additional support in an area of need or support advanced students with more rigorous opportunities. Students have access to online resources that will help to supplement classroom instruction, including, but not limited to, Albert.io, Desmos, and IXL. Additionally, office hours are available to all students to request additional support.

Socioeconomically Disadvantaged/Low Income Students

At Esperanza, the majority of our students qualify as socio-economically disadvantaged (identified via Free and Reduced-Price Meal forms and enrollment questionnaires), which means that they are more likely to be exposed to a range of risk factors associated with low academic achievement. To ensure that all students graduate from Esperanza prepared for success in college and in life, Esperanza's mission, vision, and

instructional program are designed to provide and ensure equal access for all students, particularly those students who are considered socioeconomically disadvantaged. These students are monitored closely by both our Dean of Operations and, specifically for homeless or foster youth, our Social Worker.

Esperanza supports students to meet high academic and social expectations by committing a variety of resources to make it possible for every student to meet their full academic and social potential. Classroom instructors and administrators, such as the Assistant Principal, regularly analyze data from formative assessments, online learning, as well as tests, papers and quizzes to monitor students' progress toward academic goals. Esperanza leadership is committed to working diligently to place a full range of social services within reach of families who need them. To that end, the Esperanza provides counseling services to students who need them. When applicable, Esperanza may refer families to outside counseling services as well. Over time, as other needs are identified, Esperanza may bring in community support services for families or refer families out to them as needed via its Student Support and Progress Team (SSPT) systems and structures. Once referred, a team of dedicated professionals including the Principal, Deans of Operations and Culture, Social Worker, and student's Advisor are able to consult with student and family to identify additional services that may be helpful to them.

Esperanza utilizes a variety of instructional approaches that research and other high-performing public schools have shown support socio-economically disadvantaged students' learning, such as the following:

- More time to increase the number of optimal learning moments per day and throughout the school year, including an extended school day and summer school for students who need it
- College-going culture
- Technology integration
- Higher order questioning
- Immediate feedback
- Pre-teaching of information
- Explicit disclosure of what the lesson is about
- Explicit instruction of the growth mindset⁸⁷
- Maintaining high expectations
- Multiple ways to learn
- Tutoring and homework support
- Field trips and college visits
- Inclusion of parents
- Building meaningful student-student and student-adult relationships

Esperanza also supports socioeconomically disadvantaged students by creating a safe, supportive school culture. Esperanza's emphasis on a warm and strict school culture, close relationships and school norms will achieve an environment in which people treat each other well and make Esperanza an emotionally restorative environment. In hiring, Esperanza seeks candidates who demonstrate a genuine passion for working with high school students, yet who also have the management skills to minimize challenging, distracting behavior that can distract from other students' focus and feelings of security.

Students with Disabilities

Please refer to the Federal State and District Required Language included at the beginning of Element 1, for a reasonably comprehensive description of serving students with disabilities.

Students in Other Student Groups

Esperanza offers a variety of supports for students with extraordinary needs, such as foster youth and homeless students. Our extensive intervention program provides several levels of guidance depending on the need of the student, including counseling, and referrals to outside resources. The Social Worker serves

⁸⁷ Blackwell, L.S., Trzesniewski, K.H. and Dweck, C.S. (2007). Implicit Theories of Intelligence Predict Achievement Across an Adolescent Transition: A Longitudinal Study and an Intervention. *Child Development*. 78: 246-263.

as the Charter School designee responsible for monitoring foster and homeless students' growth, support services and achievement of school and individual goals. Through the annual homeless and foster youth questionnaire, if a parent/guardian or student indicates they are living in a situation that would qualify as homeless, the Charter School will inform them of their rights under the McKinney-Vento Act. Esperanza will adhere to the McKinney-Vento Act and provide all required supports to our homeless youth.

As detailed above, the MTSS team and the student's teachers collaborate closely with the student's wrap-around team (social workers, etc.) and ensure close communication with external service providers (as appropriate) regarding the student's welfare and progress in school. Our MTSS team process and teacher training ensures that all students with special needs are promptly identified and provided the supports they need, including referrals for students and their families to outside support organizations.

"A TYPICAL DAY"

A visitor to Esperanza College Prep would see the Charter School's vision and values in practice throughout the day. The building is a warm and welcoming environment decorated to model common spaces you would find on a college campus. Students are greeted by a culture staff member who checks to make sure that they are set up for a successful day by being in full uniform, including their Esperanza College Prep polo shirt. Students catch up on homework, socialize with friends, and enjoy a nutritious breakfast before the day begins.

One student the visitor would see would be Yaretzy Barranco; a 17-year-old Junior who gets dropped off by her dad. She arrives and walks through the front door and with a smiling face says, "Good morning Mr. Rivera." Mr. Rivera greets her as she walks through the hallway onto the patio where she meets up with her best friends. Now a total of three, they walk to the breakfast table, and all grab a breakfast bag. They sit down and begin to talk about how their morning is going so far. Tania shares her morning rush from home to school since her younger siblings have to be dropped off too. Edwin just listens and smiles while eating his juicy orange. Yaretzy shares how glad she was that it didn't rain since she has Folklorico practice after school today.

At the beginning of the day, Yaretzy walks with Tania to their AM Advisory with Ms. Akey. As the bell rings at 8:30 a.m., Ms. Akey greets them warmly and begins to review student announcements. During AM Advisory, Ms. Akey takes attendance, collects forms like field trip permission slips, and reminds Yaretzy that her final PMC Journey in English is coming up. Ms. Akey sends them on their way saying a positive motivating message for students to carry with them throughout the day. Yaretzy grabs her Chromebook and checks her email on her way to 1st period.

After Advisory, Yaretzy heads to Math. During her math class, Mr. Hu welcomes everybody with a motivational Monday quote. Everybody takes out their Chromebook and he begins the class reviewing last week's topic. He notes that the goal for today is to create team PMC Journeys and that by the end of the week they should be done with the current module. Yaretzy has already finished the module for this week, but she is able to move on to gold and get ahead of next week's materials, since they are all on her class's online modules. The group she forms will be working on a money management plan for their first year of college using the excel sheet and math concepts she has learned in Mr. Hu's class.

Throughout her day, Yaretzy's classes are filled with rigorous, standards-based instruction. Her lessons are both online and offline, standard-based and objective-driven, and she spends almost every minute in her class period working and thinking hard. Before she leaves each class, the teacher checks for understanding in a measurable way, such as an exit ticket, so she has useful real-time data going into the next day's lessons.

On a typical day, Yaretzy has four core subject area classes as well as one A-G elective course or physical education. In her core classes, Yaretzy experiences various learning formats in her classrooms, showing that she and her friends and classmates are getting the right instruction for their needs at the right time. On a typical day, Yaretzy works independently in some of her classes on online modules, teacher-created lessons that students complete online at their own pace. In some classes, Yaretzy may log in to an online

curriculum such as English 3D to pick up where they left off the day before. In other classes, Yaretzy accesses the day's lesson from an online learning management system where the assignment is posted online. Yaretzy follows links to relevant articles, YouTube videos, digital science labs, or online assessments that will be necessary to complete the assignment. To facilitate this type of learning, Yaretzy has a Google email address and access to Google Apps for Education so she can easily share assignments with her teachers and with their classmates for group projects. Teachers are equipped with software that enables them to monitor each student's computer screen so they can easily intervene if they notice a student needs additional support or a reminder to stay on task. Students are mentally engaged from bell to bell, and teachers are free to circulate through the classroom providing individualized support and interventions as needed.

In other classes, Yaretzy is partnered or grouped dynamically to work on projects, PMC Journeys, literature circles, or other types of online and offline tasks. For example, today in English, Yaretzy took part in a Socratic seminar discussing the book "Othello." While many types of activities take place on a typical day, in every classroom, Yaretzy is engaged and working at a rigorous level to master content standards. Her experience is highly personalized, tied to a deeper purpose, and intended to instill specific mindsets to allow for success in college and in life. Yaretzy has realized she is a visual learner and is able to personalize her learning daily by choosing how to summarize the reading using iMovie. Additionally, she is able to choose PMC Journey options that allow her to demonstrate her knowledge through visual representations. Her friend Tania learns best through reading, so instead of video presentations, she often reads the summaries and presents her materials in writing.

In the middle of the day, Yaretzy heads to the patio where she is offered a nutritious lunch. She meets up with her friend Tania and they sit and talk about the upcoming basketball game happening after school. In the middle of lunch, Yaretzy pulls out an AP Literature assignment she is struggling with.

After lunch, Yaretzy heads to her afternoon classes. She goes to Mr. Hardegree's class for Physics and begins the class by pulling out her Chromebook and seeing what Mr. Hardegree is on the board to guide her through the online modules. Ms. Hardegree begins the class teaching about environmental policies that are being changed and connecting that to the biome's Yaretzy is learning about. After Mr. Hardegree finishes her teaching, Yaretzy and her friend Tania head to the standing desks to start moving through the modules and learning more about the history of environmental policies. In the other part of the room, Mr. Hardegree is sitting with a smaller group of students to review last week's assessment and walk them through the material in more depth.

Yaretzy's normal day ends with Afternoon Advisory, a session of at least twenty minutes that is a hallmark of Esperanza College Prep's college preparatory program. Yaretzy's group has been together since her freshman year and every day she looks forward to ending the day with them. Yaretzy is reminded of the upcoming 1:1 meeting she has with Ms. Akey tomorrow to review her quarter goals and how she is doing in her classes. The Advisor's goal is to ensure that all students are on track for promotion every year and for graduation at the end of their senior year. Ms. Akey will use the scorecards to drive conversations with Yaretzy on their progress toward each of the promotion and graduation requirements. On most days, Yaretzy uses this time as study hall while Ms. Akey meets one-on-one with other students looking at their individual data on the scorecard and sets goals accordingly. Sometimes, Ms. Akey will lead a whole-group lesson on topics such as: mindfulness, a certain academic area people are struggling on, time management, scheduling planning, and team building exercises. Advisory helps to ensure that Yaretzy feels that Ms. Akey will be sure she never falls through the cracks and that 100% of she and her classmates at Esperanza College Prep are accepted to a four-year college by the time they graduate.

When the bell rings, Yaretzy is dismissed from Advisory. Yaretzy gets changed for Folklorico practice and meets Tania downstairs and they head to practice together. Her friends all head to different activities such as tutoring, traveling club, volleyball, robotics club and other sports and clubs.

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.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM (FOR ALL PUPILS AND NUMERICALLY SIGNIFICANT SUBGROUPS)

Esperanza College Prep is committed to providing a consistent educational environment and experience for students that prepare them with the skills, experience, and knowledge to enter and succeed in college. A completed “LCFF State Priorities table provided in Element 1 of a petition meets this District requirement and is incorporated herein by reference.

Our goals, actions, measurable outcomes, and measurements for Esperanza College Prep are aligned with the state’s priorities and the CA Dashboard reports and are included in the Local Control Funding Formula (LCFF) table in Element 1 under *The Requirements of Education Code Section 47605(c)(5)(A)(ii)*. These specific, measurable, achievable, relevant, and time-bound (“SMART”) goals include measurable outcomes for all pupils and for each numerically significant student group, including specific assessment methods or tools listed for each outcome. These goals are appropriate, achievable, and aligned to the school’s mission

and instructional program.

How Pupil Outcomes Will Address State content and Performance Standards

Please refer to the LCFF table in *Element 1: The Educational Program*.

School-Wide Student Performance Goals

Please refer to *Element 1: The Requirements of Education Code § 47605(B)(5)(A)(II)*, including the LCFF table therein.

THE REQUIREMENTS OF EDUCATION CODE Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B)

Please refer to the LCFF table in Element 1.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Performance Targets Aligned to State Priorities

Specific Performance Targets for all pupils and for each subgroup

Please refer to the LCFF table in Element 1, as well as the entirety of *Element 1: The Educational Program*. The completed "LCFF State Priorities" table provided in Element 1 of a petition meets this District requirement and is incorporated herein by reference.

Other Performance Targets

For all other measurable goals, please see the LCFF State Priorities table provided in Element 1.

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

The use of data is fundamental to the culture of Esperanza in all areas, but especially in informing the instructional program to ensure that Esperanza's primary goal of increased academic achievement for all students is met. At all levels of the organization, from students to teachers, to leadership, and to the Ednovate network office, members of the Ednovate community utilize data to drive all important decisions impacting teaching and learning. While Esperanza's academic model is built to evolve, Ednovate and Esperanza are clear about goals and intended outcomes, and everyone throughout the organization is held accountable for collectively and individually achieving those goals.

Esperanza uses a variety of assessments to inform student progress throughout the school year.

Baseline Assessments

Esperanza utilizes California's state-adopted Common Core State Standards and the CAASPP system of assessments, as well as the STAR Assessment, as indicators of college-readiness. The STAR assessments establish a baseline for student performance and to document progress over time in English language arts, reading, writing and mathematics. STAR offers nationally normed data, is approved as Verified Data by the CDE, and helps instructors to understand where students are performing relative to grade level expectations, and further supports instructors in identifying and providing the strongest support for students. Diagnostic assessments are administered to new students at Orientation each summer before the start of each school year. Esperanza uses CCSS aligned diagnostic assessments in English language arts, mathematics, science, and reading. These assessments are used to identify students needing intervention to ensure that all reasonable steps are taken to promote each student's grade level academic performance. Student progress is monitored regularly. When student progress is not at the desired level, the Student Support and Progress Team will prescribe and monitor the effectiveness of interventions or other courses of action and continue to monitor student progress in MTSS until success is achieved. (*See Element 1: Meeting the Needs of All Students.*) Additionally, the ELPAC assessment is used as a baseline for English proficiency for all EL students and their progress are reviewed annually.

Formative Assessments

During the school year, teachers conduct formative assessments of student progress using a variety of measures. Students are assessed in each of the academic skill areas by a range of methods, including, but not limited to, standardized tests and assessments, diagnostic assessments, teacher-designed quizzes and tests, performance assessments, teacher observation, skills inventories, and homework and class work. These assessments help teachers regularly adjust instruction according to students' progress and ensure that instruction is differentiated to meet each individual student's needs. These tools provide teachers with a snapshot of each student's mastery of standards at regular intervals.

- **Interim Assessments (quarterly):** Using quarterly Interim Assessments that are designed from the CAASPP exam, teachers are able to strategically identify areas for re-teaching and/or intervention and to familiarize students with the content and format of such standardized assessments as the SBAC. The results from these assessments integrate with the Charter School's online student information and assessment system, PowerSchool, so that all relevant data about each student can be found in one place and reports can be easily generated. These tests allow Esperanza to monitor student progress in the skills measured by the SBAC to assess where learning is breaking down and what areas need to be targeted and retaught, if necessary. These are practices that are common at other high-performing public schools where students are achieving at the highest levels.
- **STAR Renaissance Exams (3x a year):** STAR assessments are given at the beginning of the year, middle of the year and end of the year. We use STAR Assessments to understand and benchmark student performance. STAR offers nationally normed data, is approved as Verified Data by the CDE, and helps instructors to understand where students are performing relative to grade level expectations, and further supports instructors in identifying and providing the strongest support for students.
- **PMC Journeys 9-12 (quarterly):** Esperanza's instructional design incorporates projects as a foundational component. Through projects embedded in their coursework, students explore a different theme each year: "know yourself," "know your community," "know your nation" and "know your world." Projects are intended to give Esperanza students a deep sense of purpose and inspire them to make a beneficial contribution to their communities, aligning with the Charter School's mission of Positive Multigenerational Change.
- **Real-Time Data (ongoing):** Because of the online coursework that is a significant part of the Charter School's instructional model, teachers have access to a constant flow of real-time data with which to evaluate students' progress. Equipped with a wide variety of instructional strategies, teachers are able to quickly provide interventions (*such as one-to-one instruction, small group pullouts, reteaching/remediation using another modality, or peer-to-peer support*), in the moment to ensure that instruction is constantly meeting the needs of all students.

Schedule of Assessments

Assessment	Purpose	Grade	Administration Timeline
STAR Assessments	Benchmark student performance in Math/English to nationally normed data, help instructors to understand where students are performing relative to grade level expectations, and further support instructors in identifying and providing the strongest support for students.	9-12	3x a year – Beginning/Middle/End of Year
Internal Tests and Rubrics for Performance-Based Tasks and Projects	Measure standards mastery in each subject and progress against IEP goals (<i>as applicable</i>)	9-12	Daily and /or weekly

Publisher-Designed Assessments (Online and paper-based)	Assess standards mastery	9-12	End of each unit
Writing Rubrics	Assess mastery of grade-level writing standards	9-12	Daily and/or weekly
CAASPP	State Criterion-Based Assessment in ELA and Math	11	May
California Science Test (CAST)	State Assessment in Science	9-12	Once a year
California Alternative Assessment (CAA)	Alternative assessment in ELA, Math and Science	11	Once a year
Interim Assessment	Summative ELA, Math, Reading and Science assessment of mastery	9-11	At end of units of study per curriculum
ELPAC and Alternate ELPAC	Measure English language acquisition	9-12	Upon enrollment; twice annually for all ELs
PMC Journeys	Assess critical thinking using internal rubric	9-12	Culminates with 12th grade capstone
Incoming Placement Exams	Measure mathematics ability for course placement into Algebra or Geometry; measure lexile level for reading.	9-12	Upon enrollment as needed

Esperanza utilizes a range of assessments to best understand and measure student achievement and strive to maintain a level of consistency in the types and frequency of assessments in order to evaluate the Charter School's outcomes over time. However, assessments are subject to change or become unavailable, particularly during unusual circumstances, such as COVID-19 in 2020. If needed, Esperanza may develop or use different assessments than those listed above.

Accountability for Results

Ednovate is a network of public charter schools operated with a mission to educate students through innovative teaching methods and a personalized learning environment. Our reporting structure begins with classroom teachers and staff who report to school principals and other administrators. These school leaders then report to the CMO's senior management, including the Chief Executive Officer ("CEO"), Chief of Schools ("CoS"), Chief Operating Officer ("COO"), and other executive positions overseeing various aspects of the organization's operations. The senior management team is responsible for the strategic direction, operational efficiency, and overall performance of the schools within the network. This team reports to the Board of Directors, which governs the organization. The Board of Directors is ultimately responsible for ensuring that the organization fulfills its mission, adheres to its charter, remains financially viable, and operates in compliance with all legal and educational standards. This structure ensures accountability, oversight, and strategic guidance from the top level down to the individual schools, facilitating a cohesive approach to achieving educational excellence.

The Board of Directors of Ednovate, Inc. monitors, documents, analyzes, and publishes implementation results and student outcome results. Ongoing evaluation serves to document exemplary teaching practices, provide longitudinal data for continuous improvement, and inform parents and the community on the degree to which Esperanza is achieving its stated goals for individual students and the Charter School.

The Principal at Esperanza has the primary responsibility and accountability to the Esperanza community for implementing the guiding principles, curriculum, and instruction and ensuring that each and every student gets what he/she needs to achieve individual and school performance goals.

The Principal of Esperanza is accountable for demonstrating progress toward and meeting applicable federal and state requirements along with annual goals set in the school’s LCAP and other performance goals. The Board of Directors of Ednovate is responsible for monitoring academic progress and documenting and publishing results to the parents, Charter School community, and the community of Los Angeles.

DATA ANALYSIS AND REPORTING

Esperanza utilizes an online dashboard system called the Advisory Dashboard (*run through Looker Studio online and a BigQuery data warehouse*) to monitor all students’ progress toward academic and non-academic goals, collectively defined as our Annual College Readiness Indicators.

We want our students to leave as well-rounded and accomplished scholars that use their college-degrees and careers to make a Positive Multigenerational Change. Therefore, as detailed in Element 1, we assess student progress towards six performance goals, called our ACRI’s:

Mastery: Pass all classes <i>Including all A-G classes and more</i>	College Rigor: Meet annual CCSS minimum <i>Grade Level Targets</i>	Critical Thinking: Performance Tasks <i>(minimum of 1.5 average score)</i>
Self Regulation: Discipline Requirement <i>Fewer than 13 reflections each year</i>	Presence: Attendance <i>17 or fewer total absences</i>	Purpose: PMC Hours <i>10 Passion exploration/service hours</i>

We measure and review the percentage of students meeting all ACRI requirements, enabling us to provide more targeted resources and support to students in need. These are the metrics that allow Esperanza to monitor the academic and nonacademic goals of our students, and cover GPA, performance on interim assessments, attendance, behavior, their PMC hours (*community service or internship hours*), their PMC Journey tasks that they are asked to complete at the end of each quarter to build their Critical Thinking skills. The Advisory Dashboard provides a quick, easy-to-read snapshot of schoolwide progress in each area, allowing teachers and staff to observe trends across the school or grade level. Most data are collected automatically, as interim benchmark assessments and online coursework will be integrated to the online system. Other data, such as grades on PMC Journeys are entered into the system by faculty. All staff members view this data at least weekly. Teachers are able to drill down to the individual student level to see a student’s progress in each of the areas. The Advisory Dashboard updates nightly so nearly real-time data can be used for decision-making at every level from school wide policies to individual students’ daily academic and non-academic behavior such as behavioral and attendance goals. The information presented on the advisory dashboard will be available to students via their own individual dashboard. Esperanza is committed to transparency and accountability, and thus data is shared widely.

The Advisory Dashboard will drive a number of important conversations and decisions throughout the Charter School community:

- Instructors:** On weekly professional development days, the entire staff reviews the dashboard, discusses any changes from the previous week, and plans ways to improve in any areas of concern. If there are common trends throughout the Charter School, that will suggest to the administration that the whole staff may need professional development in a certain area to better support students. Also, on a weekly basis, teachers meet with their grade level teams to look more closely at the progress of the students in their grade level. The grade level team may identify areas

where the whole grade level needs more support, or they may identify individual students that require certain interventions.

- **Advisors:** All instructors also serve as advisors. In their capacity as advisors, they work closely with a cohort of 20-30 students over the course of their four years in high school. Advisors use the Whole Child Report Card dashboard to guide counseling/ data conferencing sessions with their advisees. Approximately every two weeks, advisors meet one-on-one with each of their advisees to review each student's progress in each of the promotion/graduation requirements and set goals for the student.
- **School Administrators:** The school leadership team meets weekly, using the Advisory dashboard to assess school wide progress from the previous week, identify trends, and plan school wide initiatives and interventions. The leadership team also uses this time to plan highly responsive weekly staff professional development based on what the data shows is needed at that time.
- **Students:** As referenced above, students review data in their 1:1 session with their advisors and receive coaching toward their personal goals. Students also have real-time access to grades, attendance, and assessment data through PowerSchool, Ednovate's current student information system, as well as frequent, real-time feedback from their online modules and from their teachers' interventions during the class period.
- **Families:** Esperanza's parents and/or legal guardians receive progress reports every two weeks with their students' grades and progress toward goals. Parents and/or legal guardians also have access to PowerSchool's 24/7 Parent Portal to access grades, attendance, and assessment data. On a quarterly basis, parents and/or legal guardians are asked to come in for 1:1 conference with the student's advisor at Report Card Pick Up, and those conversations will also be grounded in data. The Whole Child Report Card dashboard data also drive parent meetings to ensure that student outcomes are central to all decision-making.
- **Board:** The Board of Directors is kept up to date on progress toward goals through the same data system that all staff members use. Board members receive a weekly email from the CEO that includes the scoreboard, a dashboard one pager that we share with our board of a high-level snapshot including student achievement, leadership pipeline, governance, legal and regulatory compliance, enrollment, finances, fundraising, and strategy, as well as other highlights from the week.

All Ednovate Schools use a common student information system (SIS) and data assessment system to ensure alignment across schools. At this time, the SIS in use is PowerSchool.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

Grading

To align to the GPA calculations used by the California public university systems (UCs and CSUs), Ednovate defines its **unweighted GPA** by the following scale:

Letter Grade	Percentage Range	GPA
A	89.5 - 100	4.0
B	79.5 - 89.4	3.0
C	69.5 - 79.4	2.0
D	59.5 - 69.4	1.0

F	0 - 59.4	0.0
---	----------	-----

To allow for additional differentiation of student performance, as well as to award students for taking more rigorous classes, Ednovate defines its **weighted GPA** using the following grading scale:

Letter Grade	Percentage Range	GPA
A+	96.5 - 100	4.3
A	92.5 - 96.4	4.0
A-	89.5 - 92.4	3.7
B+	86.5 - 89.4	3.3
B	82.5 - 86.4	3.0
B-	79.5 - 82	2.7
C+	76.5 - 79.4	2.3
C	72.5 - 76.4	2.0
C-	69.5 - 72.4	1.7
D+	66.5 - 69.4	1.3
D	62.5 - 66.4	1.0
D-	59.5 - 62.4	0.7
F	0 - 59.4	0.0

Advanced Placement classes will be awarded a 1.0-point bonus when calculating weighted grade point averages. Pass/Fail classes will be issued “P” or “F” and earn credit; however, they do not factor into grade point averages. Students must have a 70% or higher to earn credit and pass a Pass/Fail class.

Progress Reports

Students receive progress reports every two weeks of the semester; however, parents are strongly encouraged to attend Report Card Pick-Up each quarter and meet with their student’s advisor. Parents and students also have access to a variety of progress information online in real-time.

Promotion Requirements/Annual College Readiness Indicators

While graduation from Esperanza is based on credits, Esperanza students also need to meet rigorous ACRI to remain in good standing across six different areas. Failure to complete the Annual College Readiness Indicators during the school year or in summer school may result in an alternate advisory placement and delayed graduation. Each year, students have six College Readiness Indicators that must be completed to remain in good standing.

1. Mastery: Pass all classes, Including all A–G classes and more

Our emphasis on A-G completion means that we expect students to complete their courses with a grade of C or higher. To ensure transferability and consistency with local districts, credit is issued for a grade of D or higher, but Esperanza considers a D to be “failing”, and we thus require students who earn a D to

take a recovery course. This helps to ensure our students are on track to complete A-G requirements and be UC/CSU eligible and do not fall behind. Students are expected to enroll in make-up classes in order to recover credits at the next available opportunity or a penalty make-up class may be imposed. If the student is unable to make up all credits at least one week before the school year starts, he/she will not be in good standing and may be in jeopardy of not graduating as scheduled.

2. College Readiness Skills: Minimum annual Common Core, Assessment, Grade Level Targets

Students are given Common Core assessments at the beginning and end of the year, as well as three times annually in the form of “interims” on their way to taking the Smarter Balanced Assessment in 11th grade. This assessment measures skills in the Common Core Standards, and a Proficient or Advanced score in ELA and Math indicates college readiness. A Proficient score plus a C-or higher in English and/or Math, or an Advanced score, allows students to place into college level Math and/or English courses in the CSU system.

3. Self-Regulation: Self-discipline requirement, Fewer than 13 Reflections each year

Esperanza has high expectations for students to participate as members of our community and support our culture plan with maturity and self-discipline to be in good standing. 0-12 Reflections earned in one school year: Students must serve all earned Reflections to be in good standing. 13 or more Reflections earned in one school year: Students must serve all earned Reflections and participate in summer school to remain in good standing. Students may serve Reflection each Friday that school is in session and during select times over breaks. During Reflection, students may be asked to participate in community circles, processing conversations, or individual reflection activities, behavior planning or other strategies to help students understand the Reflections earned and how to ensure they follow the culture expectations in the future.

4. Purpose: PMC Hours, 10 Passion exploration or service hours

Students will have the opportunity to explore and identify areas of personal passion by completing ten hours per year of unpaid community service, internships, or volunteering in a workplace for a minimum of ten hours per year for a minimum total of 40 hours over your four years of high school. PMC hours cannot be earned at/for Ednovate and must comply with all requirements listed on the PMC hours form.

5. Critical Thinking: PMC Journeys, Minimum of 1.5 average score

Students must critically think about their purpose for their college and careers. This will be accomplished through the equity analyses and external connections made in their PMC Journeys. Students must earn an average of 1.5 on our common PMC Journey rubric.

6. Presence: Attendance, Fewer than 17 total absences

If students are absent for more than 17 days, they will be considered off track for graduation. Attendance is critical for academic learning and for school support and culture. Students who miss more than 17 days will be required to complete summer school to make-up for missed academic time, unless an IEP team or school team has made other arrangements to support a student's extenuating circumstances.

Esperanza provides a large number of supports and interventions to students at risk of not meeting our Annual College Readiness Indicators or not graduating, as detailed thoroughly in *Element 1 – Educational Program*. Given these supports, the vast majority of students meet the Esperanza's high expectations and complete all requirements by the end of summer school each year. As detailed here, there is frequent, ongoing communication between Esperanza, students, and families so all stakeholders are aware of students' progress toward promotion, including progress reports every two weeks and formal report cards every quarter. Only students who have completed all graduation requirements are eligible to receive a diploma and participate in graduation ceremonies. Students with disabilities, including those with 504 plans, will receive accommodations and modifications in regard to annual college readiness indicators

requirements as required by law and as determined appropriate by Esperanza administration and the students' parents/guardians as part of the IEP team.

In alignment with California Education Code, retention at the high school level is not typically recommended. Instead, the focus is on providing targeted interventions that help students catch up and stay on track for graduation. At Esperanza, our retention policy prioritizes academic support through personalized learning plans and various interventions. Students at risk of not meeting grade-level standards or graduation requirements are identified early through academic monitoring systems. These students receive tailored interventions, such as tutoring, credit recovery options, and individualized learning plans. Retention is considered only after these interventions have been exhausted, and the decision-making process is collaborative, involving the student, their family, and school staff. The final decision for retention is based on the student's academic, social, and emotional needs, with the ultimate goal of keeping the student on track for post-secondary success.

In the rare case that retention is warranted, Esperanza follows a structured approach that ensures compliance with California Education Code and prioritizes the student's well-being. The process begins with a meeting that includes the student, their family, college counselor, and school administrator. During this meeting, the student's academic progress, interventions attempted, and challenges are reviewed. If retention is deemed necessary, an updated academic plan is developed with input from the family and outlines the courses the student will take for the remainder of high school. This plan ensures that the student stays on track for graduation despite repeating a grade level. The student will then receive additional academic and social-emotional support to ensure their continued growth and success.

Throughout the process, Esperanza remains committed to providing the necessary resources to help students thrive. If a parent disagrees with the retention recommendation, California Education Code 48070.5 provides them the right to challenge the decision. The school will hold a consultation meeting with the parent(s) and student to review the student's academic progress, the interventions provided, and the rationale for the retention decision. If the parent continues to disagree, they may submit a written objection. However, under California law, the final decision rests with the school. Regardless of the outcome, Esperanza remains dedicated to working closely with families to ensure that the student's educational needs are met and that the student has the best possible chance for success.

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.

GOVERNANCE STRUCTURE

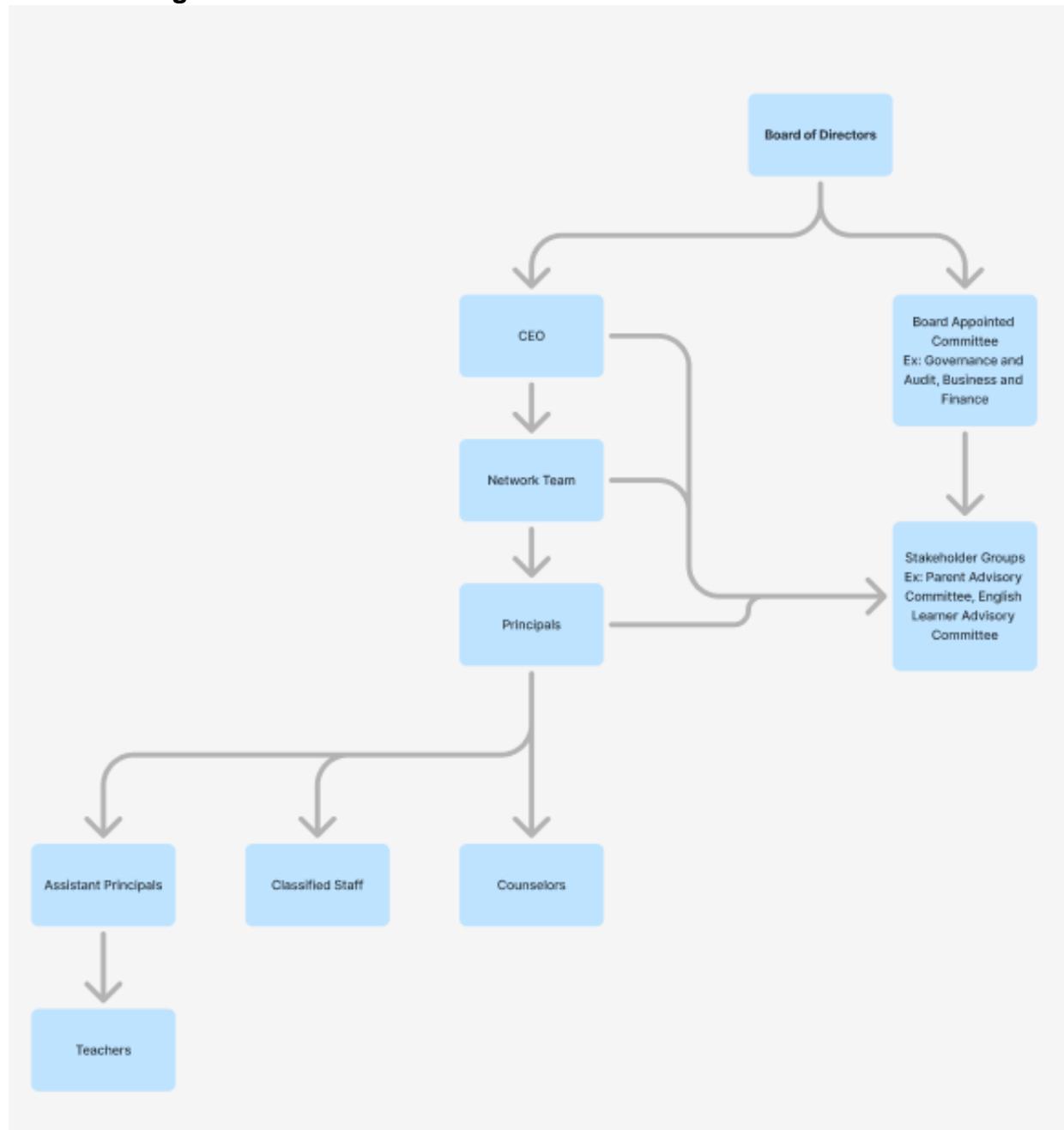
Esperanza College Prep is a direct funded, independent charter school that operates independently from the Los Angeles Unified School District. The affair of Esperanza is managed by and its powers exercised under the ultimate jurisdiction of the Board of Directors of Ednovate, Inc., a California Non-Profit Public Benefit Corporation with 501(c)(3) tax-exempt designation from the IRS. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

Esperanza College Prep operates under the charter authorization of Los Angeles Unified School District.

Esperanza College Prep abides by the current published, communicated and defined LAUSD policy applicable to charter schools. Charter School is and will be solely responsible for the debts and obligations of Charter School.

The Ednovate, Inc. Board of Directors (“Board”) is a policy-making board and supervises the leadership of the Ednovate, Inc. Charter Management Organization (“CMO”) and Esperanza College Prep. The Board delegates all school management decisions such as hiring teachers and school staff, day-to-day school management and adherence to Charter School policies to the CEO.

Ednovate Organizational Chart



Board of Directors

The Board advocates the organization's mission and provide expert guidance to the organization in law, real estate, financial management, governance, marketing, fundraising, community organizing, strategic planning, Charter School operations, and student learning. As the governing body for all Ednovate schools, the Board is responsive to the needs of various communities through school visits, regular updates from each site, and participation of parents and community stakeholders in board meetings.

The Board must have a firm belief in the philosophy on which Esperanza College Prep is based and must be committed to advancing the mission of Ednovate. The purpose of the Board of Directors is to direct, not manage, Esperanza College Prep. Board members must be able to ensure that the Esperanza College Prep vision is carried out, foster relationships with staff and the Charter School community, and oversee the budget.

In addition to the general and specific powers of the Board delineated in the California Nonprofit Public Benefit Corporation law and included in the Ednovate, Inc. bylaws, the Board of Directors will be fully responsible for the operation and fiscal affairs of Esperanza College Prep (*and the other Ednovate schools*) including but not limited to the following:

- Ensure Esperanza College Prep meets its mission and goals.
- Monitor student achievement to ensure progress toward fulfillment of the mission.
- Hire, supervise, and evaluate the CEO.
- Retain ultimate responsibility for hiring and terminating all other employees.
- Approve contractual agreements in accordance with approved Fiscal Policies and Procedures.
- Approve and monitor the Charter 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 the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of Esperanza College Prep.
- 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 the Charter School.
- Execute all applicable responsibilities provided for in the California Corporations Code.
- Engage in ongoing strategic planning.
- Approve the schedule of Board meetings.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Participate in ethics training at least every two years.
- Participate in Brown Act, Form 700, and Conflict of Interest Code annual trainings.
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration; and
- Approve annual independent fiscal audit and performance report

Ednovate Leadership Team

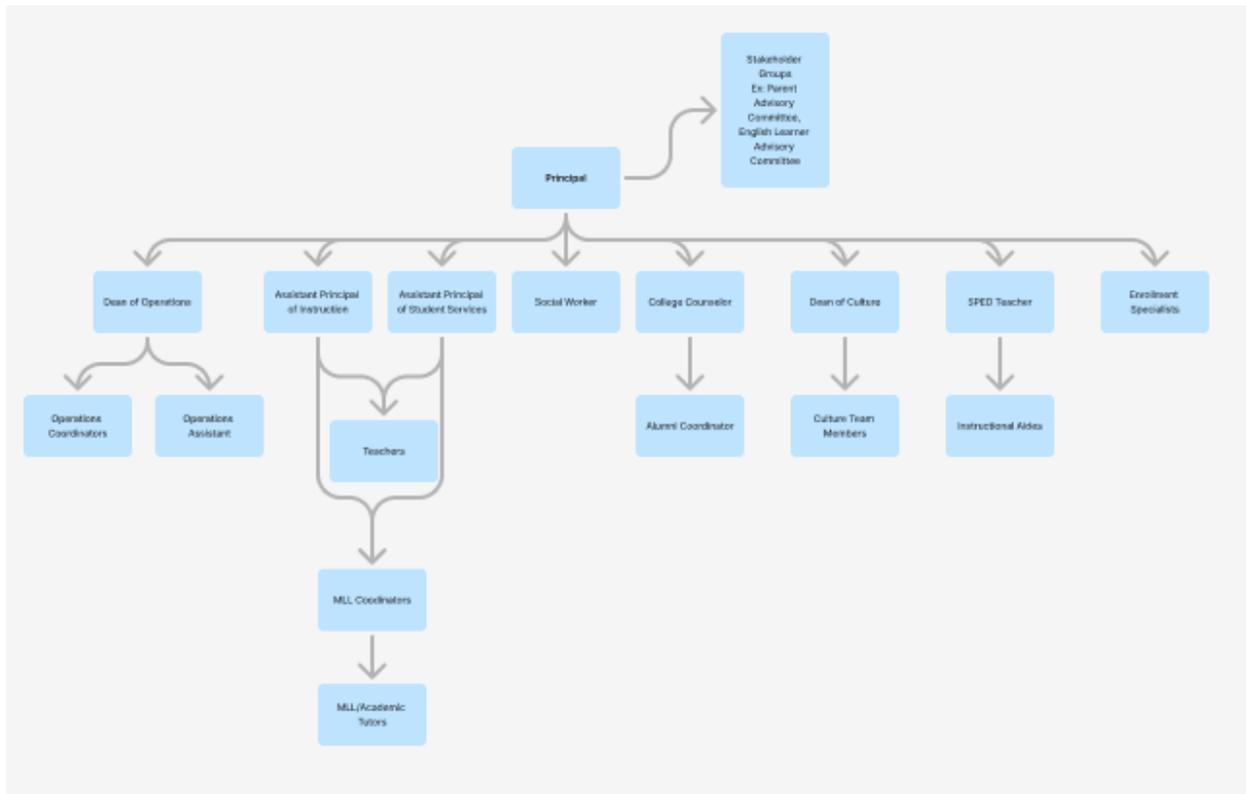
Ednovate Schools is led by a chief executive team that oversee and are responsible for all Ednovate Schools through the roles listed below.

- Chief Executive Officer: The CEO of Ednovate leads the organization's strategic vision, ensuring that it fulfills its mission to provide high-quality education. This individual is responsible for overall leadership, decision-making, and direction of the organization. They work closely with the board of directors, stakeholders, and educational leaders to innovate and implement educational models that enhance student achievement and operational efficiency.
- Chief Operating Officer: The COO at Ednovate oversees the organization's day-to-day administrative and operational functions. This role is pivotal in ensuring that the schools within the network operate smoothly, efficiently, and in alignment with the strategic goals. The COO

manages logistics, school operations, facilities, and technology, among other areas, to support educational excellence and student success.

- **Chief Financial Officer:** The CFO is responsible for managing Ednovate's financial strategy, including budgeting, forecasting, and financial planning. This role involves overseeing all financial operations, from accounting and compliance to financial reporting and analysis. The CFO ensures the organization's financial health, enabling it to invest in its mission and expand its impact on students.
- **Chief of Schools:** This role is focused on the academic and educational leadership within the Ednovate network. The Chief of Schools oversees curriculum development, instructional strategies, teacher training, and student performance across all schools. They work to ensure high standards of educational quality and equity, driving initiatives that support teachers and enhance student learning outcomes.
- **Chief of Staff:** The Chief of Staff at Ednovate acts as a right-hand to the CEO, coordinating executive-level projects, and ensuring alignment across the organization's strategic initiatives. This role involves a mix of strategic planning, project management, and internal communication.

School Site Organizational Chart for Esperanza College Prep:



While full job descriptions for lead CMO positions and all school site positions are included in Element 5, the following briefly summarizes the leadership team roles at Esperanza College Prep:

Principal

The Principal is the senior authority at the school site and is responsible for the day-to-day operations. The Principal is the educational and instructional leader and collaborates with the other Ednovate Principals on school operations and management.

The Principal at Esperanza College Prep will have authority to make decisions regarding their school site, including hiring and terminating teachers and staff, developing and leading teacher coaching and

professional development. The Esperanza College Prep Principal will be able to take advantage of the extensive support and collaboration Ednovate CMO offers, learning best practices and getting help on difficult problem-solving from their peers across Ednovate Schools.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

Board Composition and Committees

The Charter School's Board will maintain no fewer than three and no more than 15 positions at any time with the exact number of directors to be fixed, within the limits heretofore specified, by the Board from time to time. See below regarding "Board Member Selection and Replacement."

The Charter School's Board will also maintain two standing committees and will consider other committees as needed.

- The Governance and Audit Committee's main role is to institutionalize best practices in four areas: strategic board recruitment, effective board engagement, intentional revitalization, review and recommendation of audit. This includes handling board and CEO assessment, board development, and ensuring the board is diverse.
- The Business and Finance committee makes recommendations to the full board on the establishment of fiscal policies and management expectations and monitor according to those policies and expectations to guide the full board in upholding its fiduciary responsibilities.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

Board Member Selection and Replacement

No Board Director position shall be filled by any paid employee of Ednovate, and no Board Director shall be paid. Directors are elected for two-year terms and may renew their term or remain in office until a successor member has been designated. Candidates for each seat on the Board may be nominated by any Board member and shall be filled by a vote of a majority of the current members.

The Board shall strive to include Directors who have expertise in education, law, finance, non-profit management, and more. Although not required, the Board shall strive to create an odd number of Directors for voting purposes. The Board shall strive to seat new Directors as promptly as possible upon any vacancy or change in the Board's designated number of directors.

When a Board seat is open, the Governance and Audit Committee solicits names from amongst Ednovate employees, current board members, external stakeholders and Ednovate partners. Typically, the organization does not do a "job posting" on the Ednovate site or external job boards.

An ideal Ednovate Board member possesses a deep commitment to educational excellence and equity, underpinned by a robust understanding of the challenges and opportunities unique to the public charter school landscape. This individual should have a proven track record of leadership and innovation, ideally within the education sector or in fields that lend themselves to the strategic development and governance of a dynamic educational organization. Their expertise could range from educational policy and curriculum development to finance, law, or technology, each offering a distinct lens through which the board can navigate the complexities of managing and expanding a high-quality charter school system. Beyond technical skills, the Board member should embody a passion for the Ednovate mission, aiming to empower students from diverse backgrounds to achieve their highest potential through a rigorous, technology-enhanced curriculum that fosters lifelong learning and social responsibility.

Moreover, the ideal Board member should excel in collaboration and communication, bringing a perspective that both challenges and complements the existing board composition. This individual would

be adept at engaging with a wide range of stakeholders, from students, teachers, and parents to donors, community leaders, and educational authorities, ensuring their voices contribute to shaping the schools' vision and strategy. Emotional intelligence, integrity, and a commitment to transparency are essential, enabling the board to make decisions that are not only strategic but also ethical and in the best interest of the students it serves. With a forward-looking approach, the Board member should advocate for innovative educational practices and technologies that prepare students for the future, while also being deeply invested in the local community, working to ensure the schools serve as pillars of opportunity and excellence.

Qualifications of a Board Member

- Supports the mission and vision of the Charter School
- Agrees to comply with the Brown Act, Form 700, and Conflict of Interest Code
- Places a high value on professionalism
- Motivated to serve on the Board primarily to help guarantee the educational success of students
- Has prior board experience (not required, but helpful)
- Brings expertise in a desired area, such as law, real estate, financial management, governance, marketing, fundraising, community organizing, strategic planning, charter school operations, and student learning.

Board Recruitment Process

Objective: Our objective is twofold: (1) to recruit and cultivate potential Board of Directors candidates; and (2) to evaluate candidates' ability to meet Ednovate's strategic goals and add strength to the Board, particularly around specific priorities. Through the process, we want to ensure our Board members and prospective Board members have opportunities to become familiar with each other and with Ednovate's work.

Process: Prospective Board members will be considered quarterly. Candidates can be nominated by the staff (made through the Chief of Staff or CEO) or the Board. A shortlist of top candidates will be reviewed by the Governance and Audit Committee on an as-needed basis, and members of the Board and staff will help in the cultivation of Board prospects. Final candidates will be approved at any one of the four regular meetings after completing these steps.

We will follow the following steps:

- The Governance and Audit Committee will review and update the Board Composition Matrix on an annual basis.
- Candidates will be recommended by the Chief of Staff, CEO or any Board Member. Board Members can share names and ideas directly with the CEO in 1:1 meeting or via email.
- Candidates will be reviewed by the Governance and Audit Committee according to our Board Composition Matrix, and unless there are objections, candidates will have an initial cultivation conversation with Chief of Staff, CEO, or Board Member followed by a school visit if available.
 - Is the prospect interested in Ednovate's Board?
 - Do they meet basic criteria to join Ednovate's Board?
- Candidates will participate in an advisory working group meeting, a coaching call with the CEO or one or more engagement opportunities as listed below:
 - Advisory Groups
 - Donors
 - Partners
 - Event Participation
- If interested in board membership, candidates will have a topgrading interview⁸⁸ with the Board Chair, and other Board members may join as appropriate.

⁸⁸ A topgrading interview is a structured, in-depth interview process that helps identify the best candidates for a job or role. It is more holistic than a traditional interview and involves multiple interviewers and multiple interviews. The goal is to evaluate candidates based on their soft skills, core qualities, and personality, rather than just their skills and experience, by asking chronological questions about the candidate's job history and self-evaluation that build on each answer with sub-questions.

- As with all Ednovate roles, we will leverage a Board Member Scorecard
- If recommended, the Board candidate will meet 1:1 with Board members prior to the next scheduled meeting.
- At the next Board meeting, the Board candidate will be discussed and voted on.

GOVERNANCE PROCEDURES AND OPERATIONS

Meeting Requirements and Procedures

The Board will meet at least four times per year; additional meetings may be called as necessary. All meetings of the Board of Directors and Board committees shall be called, noticed, and held in compliance with the provisions of the Brown Act and Education Code Section 47604.1. Board and Board committee meetings rotate at different school sites of the existing Ednovate schools, or the home office, within the limitations of the Brown Act and Education Code Section 47604.1(c)(4). The schedule of regular meetings for the upcoming school year is determined by the board at the last meeting of the school year.

Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted near the entrances of Esperanza College Prep for public viewing at least 72 hours in advance of scheduled meetings. Notices for regular meetings will be posted on the Charter School's website and posted in the main office of each Esperanza College Prep campus at least 72 hours in advance of the meetings. Agendas for special meetings will be posted at least 24 hours before the meeting. Notices for special meetings will be posted in the main office and at the primary entrance to each Esperanza College Prep campus at least 24 hours prior to the meeting. Minutes of each meeting will be kept in the Board Book located in the corporate records available on the website (www.ednovate.org) and available for review by the public.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which Esperanza College Prep is established. 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 Esperanza College Prep any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

Decision Making Process in accordance with Bylaws

Per the Bylaws, the majority of the Directors in office constitute a quorum of the Board, with telephonic or videoconference participation available within the requirements of the Brown Act (i.e., agendas specifying location of teleconference participants and providing opportunity for the public to address the Board, posted at publicly accessible location with teleconference capabilities, at least a quorum of directors must participate from within the Board's jurisdiction, as defined by Education Code Section 47604.1(c)(4), all votes must be by roll call; or meeting requirements for personal emergency or just cause exceptions).

STAKEHOLDER INVOLVEMENT

At Ednovate, we have a robust feedback framework to provide parents and stakeholders an opportunity to provide feedback and for our organization and each school to focus on continuous improvement. The first element is the parent Title I Compact/Engagement Policy that enables families of our students to observe our classrooms. For those with limited time availability, our schools have an open-door policy for families

where they can tour the campus at any time. Secondly, as prescribed by state and federal law, the Parent Advisory Committee and English Learner Advisory Committee provides an opportunity for elected school stakeholders for a deeper dive in understanding and suggestions on decision making on a quarterly basis. Finally, because we understand the reality of student and family experience, we have various staff, operations manager, Principal, and support team engagement staff available to listen, process, and resolve concerns presented by parents and stakeholders.

From the start, parent engagement has been a strength for our campus. We hold a bi-monthly “Coffee with the Principal” in order to share updates and also express any concerns. All parent events are conducted in Spanish and English to create a welcoming environment for all. For those with greater capacity to engage, there are opportunities to meet regularly and participate in an action committee to provide input, create plans, and execute in helping to meet needs of the Charter School. They have helped meet tangible needs such as helping us coordinate food for our Homecoming Dance and Spirit Week or volunteered for field trips and other activities. Regardless of time availability, all parents are informed through newsletters, robust social media pages, and ParentSquare, our current parent text and email system.

As it relates to intentional parent academic engagement, all parents are engaged as partners in their students’ education through the advisor relationship and have access to their students’ grades 24/7 via the Powerschool Parent Portal. Students are assigned to an advisory cohort, and over the course of the school year, parents meet at least four times for 1:1 meeting with the advisor about their students’ progress. Advisors often serve as the primary point of contact for the parent if there are questions or concerns. We have had over 100% attendance at our most recent Report Card Pick-Up (“RCPU”).

For concerns that require greater attention or where our stakeholders would like to submit a formal complaint, Esperanza College Prep outlines in both its Parent/Student Handbook as well as its Employee handbook its clear procedures in regard to submitting formal complaints. This process includes elevation of problem solving from the school site to the network team, and the Board, which hold meetings 4 times a year. We’re committed to a robust Uniform Complaint Policy and Procedure.

The Board meeting calendar is updated on our website and at each meeting, we provide a public comment opportunity for anyone to interact with our Board. Additionally, Ednovate’s Chief of Staff acts as a liaison between staff, students, and parents to the Board of Directors. People can get in contact with Board members via email as shared on our website.

Every stakeholder has active and passive opportunities to share their input, both what is well and more importantly where we might need additional attention, across several organizational points to ensure everyone can be heard. Ednovate encourages families and staff to resolve issues collaboratively and respectfully. Teamwork, respect, and prompt resolution of issues are very important to Ednovate.

Esperanza College Prep seeks input from parents and students, as well as teachers, staff, and administrators. These stakeholders will provide important input and feedback on the governance and operation of Esperanza College Prep both informally and formally. Surveys are an important source of feedback. Across existing Ednovate schools, teachers and staff report they are proud to be team members at Ednovate. Parents and students are surveyed quarterly to assess their satisfaction and engagement with our programs with strong results: 97% of parents and 91% of our students at Esperanza in SY24 believe the Charter School is preparing the students for success in college and career.

Parents have the opportunity to participate in Charter School decisions through the Esperanza College Prep Parent Advisory Committee. The PAC will provide an ongoing opportunity for two-way communication and feedback between parents and the Charter School, including processes for parents to initiate desired activities, plan events or provide input to the Charter School’s leadership. The main responsibility of the PAC will be to analyze scorecard data (academics, attendance, behavior, community service and PMC Journeys) and make recommendations to the Charter School’s leadership for ways to improve school wide performance in the key indicators tracked on the scorecard. Esperanza College Prep

staff will provide logistical support to ensure that communication about PAC meetings and processes reach all parents in a timely fashion. Parents will also be encouraged to:

- Attend parent education programs
- Serve as mentors and volunteers
- Assist in planning family nights and other Charter School events, contributing to newsletters, and attending community events on behalf of the Charter School
- Meet with teachers as questions and concerns arise and attend student parent conferences.

Quarterly, Esperanza College Prep will hold parent-teacher conferences (Report Card Pick-Up Days). Many opportunities for parent involvement, such as PAC meetings, will coincide with Report Card Pick-Up Days. The Charter School provides multiple platforms to ensure parents can share their feedback and concerns effectively. These include Coffee with the Principal, Parent Advisory Committee (PAC) meetings, and Family Surveys. Concerns not resolved to parents' satisfaction will be pursued through additional meetings between the Principal or administrative designee and the parents. If concerns are still not resolved, concerned parents may direct their concerns to the Board of Directors, where both the Principal or administrative designee and the parent(s) may present information.

Stakeholder Communication

We ensure that opportunities for stakeholders to provide input are both clearly communicated and easily accessible. Parents and guardians will be invited to share their feedback through family surveys conducted three times a year. Notifications about the surveys will be sent via ParentSquare, which supports both email and text messaging to reach all families effectively. Initial notifications will be sent at the launch of each survey period. To maximize participation, reminders will be issued throughout the two-week period during which the survey is open. Reminders serve to encourage all parents and guardians to participate, ensuring a wide range of feedback that represents our diverse community. Additionally, stakeholders may make appointments with Esperanza College Prep teachers and staff to provide feedback directly.

Esperanza College Prep communicates with parents about student progress on an ongoing basis as parents interact with teachers and administrators informally and by request, as well as through weekly progress updates. In addition to school-initiated communications, parents also have 24/7 real-time access to their child's grades, attendance, and behavior records through the Parent Portal of Esperanza College Prep's SIS, PowerSchool. The Charter School sends annual reports to stakeholders.

Parental Involvement to Promote Academic Achievement

Esperanza College Prep will create a school culture where parents and families are embraced as partners in the education of their children. Contrary to popular belief, increasing parental involvement does not always increase student achievement; it depends on the quality of parental involvement. Esperanza College Prep will focus on developing the effective kind as characterized by Pomerantz:

"Parental involvement, both in the Charter School and at home, is beneficial when it supports student autonomy, focuses students on effort, is delivered with positive affect, and conveys positive beliefs about children's abilities. The right kind of parent involvement is beneficial to children's mental health, social functioning, and behavior in school."⁸⁹

Before the start of the school year, parents/guardians will be asked to a) attend an orientation and b) sign a non-binding compact indicating they understand the Esperanza College Prep philosophy, program, and outcomes and accept the "parent responsibilities" outlined therein. The compact will encourage parents/guardians to fulfill the following "parent responsibilities":

- Attend parent-teacher conferences every ten weeks

⁸⁹ Pomerantz, E. M., Ng, F. F.-Y., & Wang, Q. (2006). Mothers' mastery-oriented involvement in children's homework: Implications for the well-being of children with negative perceptions of competence. *Journal of Educational Psychology, 98*(1): 99–111.

- Monitor homework assignments on a daily basis
- Provide time and space for their child to do homework each night
- Talk with their child about school
- Support the code of conduct, the dress code, and the homework policy of Esperanza College Prep, including supporting the assigning of Reflection or Suspension when necessary
- Treat Esperanza College Prep faculty and staff with respect

Research has found that school-initiated invitations to parents were effective across different income levels – but that low socioeconomic status parents responded best when schools took into account possible barriers to their involvement (e.g., transportation, child care needs, and demanding and inflexible work hours) and were explicit about the most useful role they could play in their children’s school success).⁹⁰ Esperanza College Prep will work with parents to address barriers to school involvement and to ensure they are involved in their children’s education through alternatively scheduled meetings and volunteer opportunities on weekends or in the evenings. Esperanza College Prep provides materials in languages other than English (including Spanish and other native languages).

In addition, all parents are invited to join our monthly virtual workshops that cover topics such as mental health support, substance use prevention, community resources to share information on homelessness services, housing rights, and access to healthy food. Other topics have included school safety and operations, effective parenting practices, and nutrition.

The Parent Advisory Committee (“PAC”) is composed of the majority number of parents with an equivalent or a smaller number of students, teachers, non-certificated employees and the Principal or designee. Membership for the PAC is open to all parents, and all parents are considered members. Typically, PAC is combined with the ELAC per approval of both committees at a regularly scheduled meeting. Therefore, the PAC also includes a proportion of parents of EL student’s representative of the percentage of EL students enrolled in the Charter School. Selection for the ELAC is accomplished through a nomination and elections process, with voting occurring at the first regularly scheduled meeting

Esperanza College Prep will have an English Learner Advisory Committee if it has 21 or more EL students. All parents with students attending the Charter School in which the ELAC is established will be eligible and encouraged to participate in the ELAC. The Charter School will advertise using various communication channels (e.g., newsletters, ParentSquare) ELAC participation at the beginning of each school year and ensure meetings are accessible. The Principal will ensure that ELAC members receive appropriate training.

Elected members and involved parents meet quarterly and formally to provide important input and feedback on the governance and operation of Esperanza College Prep and participate in school decisions through the PAC and ELAC. These councils' agendas consist of analyzing data (academics, attendance, school budget implementation, English learner support and student wellness) and making recommendations to the school’s leadership for ways to improve school-wide performance in the key indicators. In addition to these formal structures, all families continue to engage through monthly Coffee with the Principal meetings and provide their input at least quarterly, through our parent surveys. These councils provide an ongoing opportunity for two-way communication, engaging our parents as partners, and feedback between families and the Charter School, including processes for parents to initiate desired activities, plan events, and provide input to the Charter School’s leadership. These action items have resulted in Esperanza College Prep receiving a 98% satisfaction rate in SY24 from our internal survey in which families responded Strongly Agree or Agree to the family survey question “I am encouraged to share my opinion and feedback in the school decision making process”.

⁹⁰ Hoover-Dempsey, K. V., Walker, J. M. T., Sandler, H. M., Whetsel, D., Green, C. L., Wilkins, A. S., & Closson, K. (2005). Why Do Parents Become Involved? Research Findings and Implications. *The Elementary School Journal*, 106(2): 105–130.

During our parent meetings (e.g., Coffee with the Principal, PAC, ELAC), a high-level review of pertinent school data occurs with our parents and members of our PAC and ELAC. During these sessions input is solicited from parents to address a variety of topics, including LCAP goals, Title I student supports, wellness initiatives, and academic performance across student subgroups.

Each year, the Principal also engage students, parents, teachers and staff in formulating the Charter School's annual LCAP updates and goal setting through focus groups, surveys and open meetings in which stakeholders will be invited to participate in reviewing the Charter School's annual progress, establishing goals, and allocating resources for the coming years. The Charter School will solicit feedback from parents, teachers and staff via annual surveys, meetings regarding the LCAP, annual update to the LCAP, SARC and other reports of progress, and a variety of web-based applications like parent square. The Charter School website will be used to house all important documents (LCAP, SARC, etc.), providing 24/7 access.

Parents are also encouraged to join the Ednovate Parent Ambassador program. Through our Parent Ambassadors program, parents have the opportunity to get involved in their child's school. The Parent Ambassadors program offers informative workshops and trainings that help strengthen their advocacy and leadership skills. Parent Ambassadors are champions for our schools who actively work to support their child's school and are dedicated to improving the quality and educational experience for students and their families. As a Parent Ambassador they get to share their unique perspective as parents, engage in state and local civic affairs, support school and community events, strengthen our community partnerships, and advocate on behalf of our students and families.

Another opportunity to solicit parent feedback on our new initiatives and school culture is through our Ednovate Parent Focus group, which meet quarterly and are led by our CEO. This group discusses school culture, with a focus on student experience, student attendance, staff retention and academic supports, all with the goal to find ways to continue to build the highest quality program we can.

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(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

EMPLOYEE POSITIONS AND QUALIFICATIONS

The person responsible for coordinating human resources for the Ednovate network will monitor fingerprinting and background checks.

Job Descriptions and Qualifications

Esperanza College Prep will seek to hire staff with a commitment to the mission and vision of the Charter School. Esperanza College Prep will select a group of professionals that shares the educational philosophy of the Charter School and is committed to the education of all children. Employees' job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the Charter School and its students.

CMO Staff

Chief Executive Officer

The CEO will report directly to the Board of Directors and the responsibilities include management of all areas of the Charter School from academic achievement to personnel management and financial oversight.

- Develop and execute vision.
 - Work with the board, key funders and partners, the leadership team, staff and community to develop a strategic vision and implementation plan to accomplish it.
 - Set clear academic, growth, operational, and financial goals and manage them; adapt as necessary given changes in internal and external environment.
- Build and manage a high-performing leadership team that delivers transformational educational outcomes for students.
 - Build and support a cohesive culture that reflects Ednovate's core values and leads to a unified network identity. Support collaborative learning across schools to promote scalability of best practices (including curriculum and instruction) and provide supports to drive academic achievement and character development.

- Introduce consistent accountability systems to ensure progress toward shared goals. Promote transparent decision-making processes and embrace distributive leadership principles over time.
- Build the short and long-term organizational capacity and brand required for excellence, sustainability, and growth.
 - Ensure that the network has a viable long-term financial plan and a diversified and sustainable funding base. Manage development efforts to meet ambitious annual goals by identifying, cultivating, and soliciting public, individual and foundation sources of giving. In particular, ensure that schools are maximizing all public revenue sources.
 - Elevate the network's reputation as a great place to work
- Engage key constituents to build strategic support for Ednovate.
 - Develop a strong, engaged, and active board in close partnership with the board chair.
 - Build coalitions, relationships, and partnerships with key stakeholders in support of the organization's mission and goals. This group of stakeholders likely includes the local school district, charter authorizer, parents, donors, community members, and leaders of community and political organizations.

Qualifications

- Minimum five years of experience as a senior leader in a charter school or in an educational organization
- Experience in leading an organization through strategic planning
- Experience in building and/or managing a complex organization or enterprise (e.g., a high-performing school or network of schools, a successful non-profit or for-profit organization) in a fast paced, high growth environment
- Experience in leading, motivating and developing diverse, high-performing teams and culturally healthy organizations
- Experience developing productive relationships with internal and external stakeholders, including funders and other partners
- Entrepreneurial, positive problem-solving, ability to see opportunity in challenges
- Bachelor's degree required; advanced degree preferred

Chief Financial Officer

The CFO will set the financial strategy for Ednovate's annual operating budget and \$50M real estate portfolio, while also designing and delivering effective financial systems across the organization. The CFO will serve as a strategic partner to organizational leaders, providing financial guidance to inform decisions, as well as leading long-term financial strategy, forecasting, and budgeting. In carrying out his/her responsibilities, the CFO must be able to manage a complex long-term financial model to support strategic decision-making across the organization.

- Organizational Leadership
 - Serve as a thought partner to and member of the Ednovate Leadership Team, setting organizational vision and strategy, mentoring staff, and providing oversight
 - Effectively communicate and present critical financial matters to the CEO and the Board of Directors as well as to key external stakeholders, including funders, lenders, and authorizers
- Strategic Planning and Problem Solving
 - Set financial strategy and lead long-term financial forecasting and budgeting for Ednovate's \$30M operating budget
 - Oversee and lead annual budgeting and planning process in conjunction with the CEO and Leadership Team
 - Review financial systems and processes and drive improvements to inform potential strategic and operational decisions
- Capital Finance
 - Manage financing strategy for \$50M real estate portfolio, and \$150M in new campus construction over the next five to ten years
 - Develop and manage relationships with investment bankers, lenders, development partners, and other sources of capital

- Financial Planning and Analysis
 - Manage a complex long-term financial model to support strategic decision-making across the organization
 - Define metrics to monitor and predict the financial performance of entities across the organization. Develop systems to track performance metrics and make decisions around resource allocation.
- Management and Oversight
 - Oversee all fiscal and fiduciary responsibilities for the organization, in conjunction with the Board of Directors, the Audit Committee, and the Finance/Business Committee
 - Manage and inspire the external budgeting and accounting team of 4+ members

Qualifications

- MBA or other advanced degree, or comparable experience of a minimum of 12 years
- Minimum of 5+ years of progressive senior responsibility in developing and building out FP&A function with a major company or division of a large corporation.
- Track record of building, leading, and inspiring effective teams; evidence of building an outcomes/data-driven team culture and coaching/developing others to maximize their potential
- Budget development and implementation experience in a complex organization
- Highly effective communicator, capable of distilling complex concepts
- Highly systems- and process-oriented
- Strong project management skills and ability to work collaboratively with a wide range of constituents
- A multi-tasker with the ability to wear many hats in a fast-paced and hard-working environment
- Relentless results-orientation

Chief of Staff

Ednovate's Chief of Staff ("CS") will play an integral role in the organization and will work closely with senior leaders to drive the creation of an annual plan leading to the success of our strategic plan goals. Additionally, the Chief of Staff will work with the CEO in the overall day-to-day management of the board and senior leaders, creating a healthy culture for Ednovate's Support Team. Finally, the Chief of Staff will work with the CEO in all aspects of running and representing the organization both internally and externally.

We are looking for an educational leader who is motivated by innovation and collaboration to make a lasting positive multigenerational change in our communities.

Key Responsibilities & Outcomes:

- Annual Strategic Plan - Plan and execute a process to engage all key stakeholders in an annual strategic planning process
 - Annual and Strategic Plan Project Management - Work with leaders of each strategic plan goal to create an annual plan to achieve goal. Combine all goals to create one master annual plan for organizational leadership, including dashboard(s) for monitoring progress towards goals and quarterly business reviews.
 - Strategic Confidant for CEO - Push CEO on strategic thinking for organization, prepare CEO direct reports for 1:1s, ensuring strategic planning and thinking ahead of time.
- Senior Leaders Collaboration
 - Successfully Lead Key Leadership Meetings - Run morning check ins, tactical, strategic and offsite meetings for senior leaders. Set cadence and agendas for daily, weekly, monthly, quarterly meetings.
 - Maintain "More Like Family" environment with Senior Leaders and Support Team- Lead support team cultural aspects to ensure development of healthy team through leading regular team events
- CEO communications to organization - Create regular email and in person communications and schedule for CEO to ensure connection to all staff and needs of organization aligned with annual calendar and tied to annual goals.

- Board relations and communications- Be primary point of contact for board members, prepare and run board meetings, with help of the development team. Set an annual calendar for board meetings to review metrics aligned with strategic plan goals.
- People Management - Successfully directly manage 1-3 direct reports to successfully meet strategic plan goals

Candidate Qualifications

- Leadership development and management of successful teams
- Sound knowledge and practice of organizational development
- Ability to make hard decisions rooted in vision, values, best practice, and stakeholder input
- Ability to develop strategic plans, and empower others to achieve them
- Highly flexible and comfortable with change, growth, and possibility
- Skilled collaborator, communicator, and relationship-builder
- A proactive self-starter with the ability to multitask, establish and rearrange priorities, and maintain focus in a fast-paced environment
- Excellent interpersonal, verbal, and written communication skills
- Relentless results-orientation
- Belief that all Ednovate students will succeed in college and make a Positive Multigenerational Change
- Unwavering determination to do whatever it takes to help our students succeed

Chief Operating Officer

The Chief Operating Officer reports directly to the CEO. The Chief Operating Officer provides strategic leadership and planning for the operations function and oversee all operations activities including school operations, facility acquisition and management, information technology and health services. The COO will also serve as authorized signatory and approver in accordance with current fiscal policies.

Responsibilities:

- Organizational Leadership
 - Serve as a thought partner to and member of the Ednovate Leadership Team, setting organizational vision and strategy, mentoring staff, and providing oversight
 - Effectively communicate and present critical operational matters to the CEO and the Board of Directors as well as to key external stakeholders, including funders, lenders, and authorizers
- Operations Duties
 - Manage Operations Department and external contractors
 - Ensure Direct reports mediate and manage school-related conflicts
- Finance Duties:
 - Establish budgets and plans to ensure that all centrally managed contracts and costs remain within budget while supporting the needs of each campus
 - In partnership with the CFO, approve expenses and contracts aligned to fiscal policies
- Strategy:
 - Develop strategic systems to be used across our network of schools, in the following areas: facilities, attendance, reporting, vendor management, asset management, procurement, and internal controls
 - Collaborate internally on special projects and provide leadership and strategic insight on cross- functional teams
 - Coordinate business insurance and maintain best practices for risk management and safety
- Facilities:
 - Manage the process of securing and maintaining facilities
 - Ensure all campuses comply with local requirements for educational use
 - Develop and implement an asset management system and projected asset replacement schedule

Qualifications

- Bachelor's Degree Required, Master's in Business Administration, Educational Leadership or similar field of study strongly preferred
- Previous leadership development and management of operational, finance and facilities leaders and teams
- Sound knowledge and practice of organizational development
- Deep knowledge of operational systems, financial systems and facilities acquisition
- Skilled collaborator, communicator, and relationship-builder
- A proactive self-starter with the ability to multitask, establish and rearrange priorities, and maintain focus in a fast-paced environment
- Excellent interpersonal, verbal, and written communication skills

Chief of Schools

The Chief of Schools will report directly to the CEO and will manage the Principals as well as the leadership work across the organization.

The Chief of Schools has the following primary responsibilities:

- Supervise and support school leaders
 - Developing the ability of Principal's and their instructional leadership teams to develop, implement and monitor a strategic plan that helps meet student achievement goals. This includes assisting Principals and their teams in engaging in root cause analyses, developing theories of action and building coherent multi-year strategies.
 - Support Principals' development and implementation of their strategic plan including the change management process needed to implement transformation initiatives at the school-level.
 - Working with school leaders to closely monitor school improvement through a cycle of continuous improvement and sound management practices.
- Leadership Building:
 - Assessing the leadership capacity of each Principal and their leadership teams (including teacher leaders and Assistant Principals) and developing a leadership plan for each leader
 - Providing frequent, actionable feedback to assist Principals and their leadership teams in improving in their leadership practice and achieve better results.
 - Assess Principal quality within the network and effectively plan for, facilitate and/or execute school leadership transitions as needed (including succession planning), in consultation and partnership with the Office of Network Support, Department of Principal Quality and Talent Office.
 - Identify, recruit and engage in the selection of new Principal's able to successfully lead school improvement efforts.
- Principals Community:
 - Develop a high-performing community of Principals who leverage one another's strengths and support one another in achieving shared goals

Qualifications

- Bachelor's Degree Required, Master's in Education, Educational Leadership or similar field of study strongly preferred
- Previous experience as a school leader at a high performing high school
- Demonstrated success in managing and leadership development
- A proactive self-starter with the ability to multitask, establish and rearrange priorities, and maintain focus in a fast-paced environment
- Strong project management skills
- Excellent interpersonal, verbal, and written communication skills

School Site Staff

Principal

The Principal will be responsible for promoting the school's mission and vision through essential aspects of the school's operations, including:

- Lead the Charter Schools' administrative team and act as advisor and thought partner to other members of school administrative team
- Contribute to the development of their School and Ednovate's strategic goals and objectives as well as the overall management of the Charter School.
- Ensure that the caring and accountable culture system is effectively utilized to improve student behavior, and that behavior data is tracked and accessible to teachers.
- Manage the SSPT process.
- Serve as the special education case manager when applicable.
- Support and develop teachers, including leading and developing the grade-level and department leads, leading special education and EL implementation.
- Ensure low student attrition from year to year.
- Manage their school interim assessment system.
- Create the school schedule and ensure the proper scheduling of students into classes.
- Partner with a talent team for staff recruitment of all instructional and non-instructional roles.
- Oversee, direct, and organize the work of the operations team.
- Manage the Charter School's charter petition with LAUSD and ensure that the Charter School's operations are in compliance with the charter.
- Oversee risk management and legal activities.
- Engage key stakeholder groups.
- Ensure adequate student enrollment each year.
- Maintain and adhere to the network's fiscal policies and benchmarks.

Qualifications

- Passionate about increasing the college attainment rate
- Certain that all students can go to college
- Entrepreneurial and enjoys having autonomy, flexibility and accountability
- A collaborative team player who works well with other adults and engages in healthy conflict to get the best results for students
- Resourceful and persistent, constantly seeking to improve upon results
- Someone who strives to be the best at what they do and has fun along the way
- Committed to personalizing learning for each student and willing to learn with us as we innovate in our use of space, time, the role of teachers, and technology
- Comfortable with a high degree of transparency around results and accountability for results
- Supportive of our caring and accountable culture for learning model and effective in maintaining a consistent, disciplined classroom
- A graduate of a four-year university
- Valid teaching or administrative credential preferred but not required
- Master's degree in a related field preferred

Assistant Principal of Instruction

The Assistant Principal of Instruction ("AP") will work closely with the principal and teachers in order to drive the academic success of the Charter School. The primary responsibilities of the Assistant Principal include supporting and developing teachers, leading and developing the grade level and department leads, leading special education and EL implementation. The Assistant Principal will observe classrooms, coach teachers and support their development. They will also be responsible for creating and delivering professional development for teachers. The AP will work with other members of the admin team (Principal, APs, Deans) in order to identify school-wide data points for improvement, and then execute tactics to improve upon those data points. In addition, the AP will be responsible for the scheduling and programming of classes to ensure that students are taking the correct courses for college preparation.

Responsibilities:

- Serve on the Admin Team (Principal, APs, Deans) including but not limited to attending weekly meetings and covering teammates in their absence, and model exemplary teamwork and classroom culture

- Manage Teacher Instructional Coaching Program and serve as the Primary Instructional Coach for teachers not under the supervision of another Instructional Coach.
- Manage assessment systems ensuring all stakeholders are aware of, internalize, and respond to results.
- Guide Grading and Instruction and train staff to utilize tools, data, and Grading for Equity Practices to implement supports for all students that promote high levels of academic achievement.
- In conjunction with the Principal, facilitate and plan relevant weekly and quarterly Professional Development sessions
- Improve Parent and Student communication through planning all academic Parent Sessions, ensuring gradebook accuracy, and ensuring that parents and students are aware of growth and data.

Qualifications:

- 2+ years of school leadership experience with a strong record of improving student outcomes
- A BA or BS Degree
- A California Single Subject Teaching Credential or Out of State Teaching Credential

Assistant Principal of Student Services

The Assistant Principal of Student Services (“AP”) will work closely with the principal and teachers in order to drive the academic success of the Charter School. The primary responsibilities of the Assistant Principal include supporting and developing teachers, leading and developing the grade level and department leads, with particular support for the student experience. The Assistant Principal will observe classrooms, coach teachers and support their development. They will also be responsible for creating and delivering professional development for teachers. The AP will work with other members of the admin team (Principal, APs, Deans) in order to identify school-wide data points for improvement, and then execute tactics to improve upon those data points. In addition, the AP will be responsible for the scheduling and programming of classes to ensure that students are taking the correct courses for college preparation.

Responsibilities:

- Serve on the Admin Team (Principal, APs, Deans) including but not limited to attending weekly meetings and covering teammates in their absence, and model exemplary teamwork and classroom culture
- Develop purpose through advisory, working toward various Advisory specific goals and assessing mental health needs of students
- Work closely with staff and students to build student leadership and Collect and Centralize data in support of Student Services
- Build Staff Leadership through 1:1s, teamwork discussions, coaching, and other supports
- Lead Off-campus Learning and Engagement by planning field trips and compiling student opportunities
- Steer Career Exploration and Future Opportunities through directing Senior Pathways and arranging guest speakers.
- Guide staff-student dynamics through performance-task check ins, accountability conversations, scheduling, and newsletter contribution
- Lead a positive and effective On-Campus Community through Town Halls, Rewards Systems, Managing Clubs, and working with student schedules.
- Improve Family Experience through regular communication, supporting with RCPU and ensuring that at least 95% of parents/guardians attend their child's conference

Qualifications:

- Manage Teacher Instructional Coaching Program and serve as the Primary Instructional Coach for teachers not under the supervision of another Instructional Coach.
- Manage assessment systems ensuring all stakeholders are aware of, internalize, and respond to results.

- Guide Grading and Instruction and train staff to utilize tools, data, and Grading for Equity Practices to implement supports for all students that promote high levels of academic achievement.
- In conjunction with the Principal, facilitate and plan relevant weekly and quarterly Professional Development sessions
- 2+ years of school leadership experience with a strong record of improving student outcomes
- A BA or BS Degree
- A California Single Subject Teaching Credential or Out of State Teaching Credential, preferred but not required, must have a path to credential

Teachers

Teachers will be selected by the Principals. Selection of teachers will be based on their skill with student-centric pedagogy, references, their degree of subject matter expertise, and their ability to demonstrate exceptional classroom practice. Teachers will be well-qualified. Teacher will have three primary functions: serving as a teacher in their content area, leading an advisory of students and being a contributing team member to multiple teams.

At the discretion of the Principals, teachers' job responsibilities may include:

- Ensure mastery in subject area for all learners
- Develop and implement a rigorous, high-quality curriculum that is aligned with the standards
- Provide continual assessment of student progress and maintaining records
- Continually evaluate instructional performance to meet the needs of the students
- Provide an effective environment that reflects and facilitates the academic program
- Deliver socio-emotional curriculum to students in advisory settings
- Routinely utilize instructional technology and optimize its instructional value
- Initiate and maintain open communication with parents and community members
- Maintain regular, punctual attendance.
- Provide personalized college-preparatory instruction to students across all identity groups.
- Develop and adopt a cutting-edge digital curriculum, powered by the Common Core Standards and NGSS Standards.
- Lead a student advisory, including mentoring a consistent group of students for their four years of high school and building relationships with their families.

Qualifications

- 2+ years of teaching experience with a strong record of improving student learning
- A BA or BS Degree
- A California Single Subject Teaching Credential (Preferred), or either an Out of State Teaching Credential or a clear path to receiving a teaching credential within a year and a permit or other document required for the certificated assignment, with authorization to teach English Learners
- A growth mindset and an ability to remain adaptable to change
- Strong teamwork and positive communication skills
- Belief that all Ednovate students will succeed in college and make a Positive Multigenerational Change

Esperanza College Prep will employ well qualified teachers, in terms of formal training and experience. Esperanza College Prep will adhere to all applicable federal and state laws with respect to teacher and paraprofessional employee qualifications in California public charter schools. Teachers will meet the requirements for employment as stipulated by Education Code Section 47605(l). Teachers will hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. Esperanza College Prep does not plan to hire teachers with emergency permits.

All teachers will have a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code Sections 44339, 44340, and 44341. The governing body of the Charter School reserves the right to use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the

applicable statutes or regulations in the same manner as a governing board of a school district. The Charter School has authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

Special Education Resource Teacher

The innovative Special Education Resource Teacher will be responsible for executing and implementing a rigorous college-prep curriculum that integrates technology and flexible use of space and time in order to deliver the right learning for students at the right moment. The teacher will also coach and mentor students through their quarterly PMC Journey projects. In joining our team one can expect to learn from and push their colleagues, all of whom have a strong history of high student achievement.

The teacher may also serve as an advisor that supports his/her advisory students to meeting our 6 yearly promotion requirements and creating a sense of community amongst this cohort for. As an advisor, this means building strong relationships and teamwork with the advisory and meeting with students on an individual basis.

The teacher will be responsible for enforcing, with 100% consistency, our school-wide student code of conduct to create a safe and rigorous learning environment.

Responsibilities:

- Support the general education teacher in modifying and accommodating courses that are aligned to College and Career Readiness standard
- Develop and implement coursework that will improve the life skills of their students
- Ensure mastery in subject area for all learners
- Embody our core mindsets as effective team members
- Deliver socio-emotional supports to students in advisory settings and ensure that advisees are meeting our annual promotion requirements
- Provide continual assessment of student progress and maintain records
- Continually evaluate instructional performance to meet the needs of the students
- Provide an effective environment that reflects and facilitates the academic program
- Routinely utilize instructional technology and optimize its instructional value
- Initiate and maintain open communication with parents and community members
- Ensure that all Special Education related laws and timelines are adhered to with 100% fidelity, including supporting the management of IEP development and supporting the delivery of special education services and supports

Qualifications:

- 2+ years of teaching experience with a strong record of improving student learning
- A BA or BS Degree
- A California Education Specialist Teaching Credential, an Out of State Teaching Credential or a clear path to receiving a teaching credential within a year and a permit or other document required for the position, with authorization to teach English Learners, required
- A growth mindset and an ability to remain adaptable to change
- Strong teamwork and positive communication skills
- Belief that all Ednovate students will succeed in college and make a Positive Multigenerational Change

MLL Coordinator

The MLL Coordinator will lead the ELD (English Language Development) strategy at their school site. With specialized expertise in the instruction of ELD, the coordinator is responsible for ensuring all MLL (Multilingual learner) scholars are supported academically and social emotionally and will collaborate with counselors, teachers and families to support MLL scholar success. The coordinator will create and implement the site's ELD program and coach classroom teachers and leverage tutors to effectively use appropriate strategies to ensure strong outcomes for ELL/MLL scholars. In addition to these leadership

duties, the Coordinator may provide direct classroom EL/ML instruction. The MLL Coordinator will develop and provide professional development regarding the instructional program for MLL scholars.

The MLL Coordinator will also lead the Initial/Summative ELPAC and support the Assistant Principal of Instruction in State Testing (CAASPP & CAST) and Advanced Placement tests for all students.

Qualifications

- Ability to provide opportunities for EL/LMLLs to access, engage with, and achieve in grade-level academic content while they are learning English.
- Comprehensive understanding and experience implementing California English Language Development (ELD) Standards
- Proficiency with Google Products
- Demonstration of success in college-level courses
- Excellent interpersonal, verbal, and written communication skills
- Belief that all Ednovate students will succeed in college and make a Positive Multigenerational Change
- Unwavering determination to do whatever it takes to help our students succeed
- Ability to analyze student achievement and drive towards exceptional results
- Holds an EL credential in California
- A history of high achievement and results
- Impressive work ethic ("good isn't good enough")
- Clear passion for Ednovate's Mission
- Service-focused mentality

Tutor (MLL/Academic)

The role involves assisting high school students with classwork, particularly in developing skills in reading, writing, speaking, and listening to enhance their English language proficiency. Responsibilities include providing materials and resources that support students' language development, translating as needed to ensure clarity and comprehension, and fostering an inclusive learning environment.

Responsibilities:

- Assist students with classwork, supporting reading, writing, speaking, and listening
- Support students with materials which will assist with achieving English language proficiency
- Translate when needed

Qualifications:

- Spanish speaking required
- Knowledge of, and the ability to assist in, instructing reading readiness, and mathematics readiness, at a high school level
- Proficiency with Google Products, Zoom, and Canvas
- Demonstration of success in college level courses
- Excellent interpersonal, verbal, and written communication skills
- Belief that all Ednovate students will succeed in college and make a Positive Multigenerational Change
- Unwavering determination to do whatever it takes to help our students succeed

Social Worker

The Social Worker will work directly with students and their families as well as with staff to ensure that students' social-emotional needs are met at Esperanza College Prep.

At the discretion of the Principals, the Social Worker's responsibilities may include:

- Work closely with students and their families and the Dean of Student Culture to help foster a firm, fair and caring school culture.
- Collaborate with teachers and provide professional development and support around best practices for social emotional learning and restoring harmed relationships.
- Manage the referral process and maintenance for 504 plans, Rtl, and PBIS processes.
- Work with students both individually and in small groups based on need as outlined in IEPs and as determined through conversations and referrals.
- Manage social work interns and strategize workload to best meet students' needs.
- Work with school administrators and the rest of the school staff and faculty to ensure coherence between the work of the social worker and that of the rest of the team.

Qualifications

- Has a State of California Pupil Personnel Services credential or a clear path to one
- Has experience managing social work interns
- Has experience working with diverse groups of adolescents and with various traumas
- Strategizes student meetings, regularly assesses student progress, and maintains accurate records
- Initiates and maintains open communication with parents, caregivers, and families
- Is passionate about increasing the college attainment rate in educationally underserved populations and working with families of diverse backgrounds
- Has an unwavering belief in academic success for all students and commitment to our mission, discipline model, and vision
- Enjoys a fast-paced, entrepreneurial environment and is eager to build new systems or adapt existing ones
- Collaborates well with other adults and engages in healthy collegial conflict
- Finds joy in their work and thrives with autonomy, flexibility and accountability
- Is comfortable with a high degree of transparency and accountability for results
- Has excellent interpersonal skills, including strong cross-cultural communication skills with adolescents and families
- (Preferred) Multilingual (English/Spanish)

Other Certificated Staff

Esperanza College Prep contracts with a substitute teacher staffing agency for substitute teachers. Esperanza College Prep will only contract with qualified substitute teachers who meet the CA state requirements for substitute teachers. Esperanza College Prep shall ensure that substitute teachers will undergo criminal background check before being utilized as substitutes.

Classified Staff

Classified staff and other personnel will be hired by the Principal on an application and interview basis. Selection will be based on the ability to perform the job duties for that position. Please see below for job descriptions for classified staff members.

Dean of Operations

The Dean of Operations ("DOO") serves as a member of the school administrative team and is responsible for leading non-instructional operations, including:

- Creating Magic in The Background: Supporting all school team members so that they can effortlessly ensure all students across all identity groups have access to a high quality, personalized college prep experience.
- Leading Operational Excellence: Upholding operational excellence for the Charter School and leading the team through strategy, systems, training of all staff, management of the Charter School's Operations Assistant, and creative problem solving to meet goals.

- Being a Logistics Leader: Being the point of contact for special events; facilities need; budgets; the student information system; and health, safety/emergency preparedness, and nutrition compliance.
- Managing a Super Team: Managing the Operations Assistant, modeling top-notch customer service so our school's visitors and families experience a high-quality experience in every interaction.
- Keeping Our Buildings Running: Supervising the nutrition staff and maintenance staff to keep our campus clean, safe, and functional.
- Finding Your People: Joining an active, lively school community with vision and purpose. We uplift each other, debate, problem solve and celebrate our collective work together.

Additional responsibilities include:

- Assessments and Data: Plan & execute quarterly Report Card Pickup, ensure logistics for regular assessments run smoothly.
- Attendance: Oversee attendance processes, interventions, data & reporting in addition to leading the cross-functional attendance team to drive the Charter School's attendance goals
- Enrollment: Manage school-based aspects of the enrollment cycle, including mid-year
- Finance & Purchasing: Serve as school-site partner of the regional Finance Team, with responsibility for procurement, cash receipts, deposits, effective implementation of financial policies, and assistance to the Principal with budget management
- Student Information System: Ensure enrollment requirements, contact info, and attendance data is accurate in PowerSchool.
- Technology: Manage inventory, repair process and tracking for school technology

Qualifications

- A minimum of 5 years of experience working in school operations
- Experience as a people manager is strongly preferred.
- Fluency in written and spoken Spanish required
- A bachelor's degree
- Demonstrated ability to think strategically, anticipating future outcomes and events, then incorporate them into thoughtful solutions
- Ability to manage multiple projects simultaneously, adjust priorities and work autonomously
- Ability to build strong interpersonal relationships and work effectively in a collaborative environment

Operations Coordinator

The Operations Coordinator ("OC") reports to the Dean of Operations and has a key role in implementing school operations processes. They are detail-oriented, love running and improving systems and seeing the amazing impact that can have on the Charter School.

In addition to being part of a high performing team to serve all students in our school, the Operations Coordinator is responsible for leading the following areas of work:

- Operational Excellence - In collaboration with the Dean of Operations and Operations Assistant, execute tasks and projects that drive towards strong results on school Operational Excellence goals.
- Assessments and Data - Support with planning/execution of quarterly Report Card Pickup and ensure the logistics for regular assessments (including makeup testing) run smoothly.
- Attendance - Serve on a cross-functional attendance team to drive the Charter School's attendance goals, support with daily attendance procedures.
- Enrollment - In collaboration with our network Enrollment team, execute school-based aspects of the enrollment cycle, including mid-year transfers and coordination of events for prospective families.
- Facilities & Maintenance - In collaboration with network Facilities teams, conduct facilities walkthroughs and submit maintenance requests/helpdesk tickets.

- Family Communications & Events - In collaboration with Operations team, lead day-to-day communications to families using Parentsquare and coordinate logistics for parent meetings.
- Front Desk Support - Serve as backup to the Operations Assistant in providing excellent customer service at the front desk for students, families, staff and visitors, receiving phone calls and delivering messages, uniform sales.
- Finance & Purchasing - Support with supply inventory, supply requests and ordering, cash receipts and deposits.
- Health - In collaboration with network Nurse, oversee processes for first aid, medications, and immunizations
- School Nutrition - In collaboration with the network Operations team, lead all school-site aspects of School Nutrition, including meal scanning procedures, meal ordering, field trip meals, and the annual collection of Alternate Income Forms.
- Student Information System - Ensure enrollment requirements, contact info, and attendance data is accurate in Powerschool.
- Technology - With support of network Technology team, manage inventory and maintenance for computers and printers/copiers

Qualifications

- 2+ years of school operations experience with a strong record of operational excellence
- A BA or BS Degree
- Speaks, writes, and reads in Spanish preferred
- Experience working in a customer service setting preferred
- Is committed to our mission, discipline model, and vision
- Has strong proficiency with Google Apps (Sheets, Word Docs, Slides)
- Works efficiently and can handle multiple tasks/projects
- Connects well to students and values communication and partnership with families

Operations Assistant

The Operations Assistant (“OA”) will assist the Dean of Operations in seamless, efficient and high-quality school operations and will mainly work in the Main Office of our school, interacting with students and families. This person will often serve as the first welcoming face families see in the main office and will also help with managing the front office, student data & files, and attendance processes ensuring every student is in school every day.

In addition to being part of a high performing team to serve all students in our school, the Operations Assistant is responsible for leading the following areas of work:

- Operational Excellence - In collaboration with the Dean of Operations, executes tasks and projects that drive towards strong results on school Operational Excellence goals.
- Attendance - Leads daily attendance phone calls, supports implementation of attendance intervention process, and supports reporting to authorizer and state.
- Audit & Compliance - Follows processes with fidelity to ensure school is meeting all operational authorizer, state, federal & audit requirements.
- Finance - Receives all mail and deliveries and updates in associated finance systems
- Front Desk Management - Responsible for excellent customer service at the front desk for students, families, staff and visitors, receiving phone calls and delivering messages, uniform sales.
- Student Data and Files - Supports accuracy of student data throughout the school year, ensures student files are complete and up to date, and supports prep for Report Card Pickup (RCPU).
- Student Culture Support - As assigned, provides student supervision during transitions, large group gatherings, breakfast, lunch or after school activities. Leads student Chromebook loaner distribution system.

Qualifications

- Experience working in a customer service setting preferred
- Experience working with teenagers preferred
- High school diploma / GED
- Speaks, writes, and reads in English and Spanish and can provide translation services
- Is committed to our mission, discipline model, and vision
- Has strong proficiency with Google Apps (Sheets, Word Docs, Slides)
- Works efficiently and can handle multiple tasks/projects
- Connects well to students and values communication and partnership with families

Dean of Culture

The Dean of Culture ensures that the Charter School environment is safe and secure for optimal student learning. S/he will work closely with both the administration and social worker in order to ensure that all of our students experience a strict and caring school culture. S/he reports to the Assistant Principal.

At the discretion of the Principal, the Dean of Student Culture's responsibilities may include:

- Maintain a safe, secure learning environment for all students
- Provide high visibility through the Charter School to act as a deterrent to unsafe or poor behavior
- Enforce safe Charter School policies regarding weapons, tobacco, illegal substances, and dress code
- Support classroom teachers in creating a positive classroom environment and resolving behavioral issues that impede learning
- Manage the Charter School's rewards and consequences systems, such as Reflections and shoutout raffles
- Discuss and mediate infractions with students, provide written reports of unacceptable behavior/incidents to administrators, and assist with assignment of disciplinary measures as necessary
- Intervene in verbal and physical encounters among the students and defuse hostile situations
- Report unsafe conditions and potential health and safety hazards to administrators
- Assist administrators, staff, and students during crisis situations including fire drills, lockdowns, bomb threats, and earthquake drills

Qualifications

- Passionate about increasing the college attainment rate in low-income communities
- Certain that all students can go to college
- Entrepreneurial and enjoys having autonomy, flexibility and accountability
- A collaborative team player who works well with other adults and engages in healthy conflict to get the best results for students
- Resourceful and persistent, constantly seeking to improve upon results
- Someone who strives to be the best at what they do and has fun along the way
- Committed to personalizing learning for each student and willing to learn with us as we innovate in our use of space, time, the role of teachers, and technology
- Comfortable with a high degree of transparency around results and accountability for results
- Supportive of our caring and accountable culture for learning model and effective in maintaining a consistent, disciplined classroom
- A graduate of a four-year university
- Prior school culture experience required
- Demonstrated success working with students in educationally underserved communities
- Excellent communication skills, both oral and written
- Strong organizational and interpersonal skills
- Ability to communicate and interact effectively with multiple constituencies
- Unquestioned integrity and commitment to Esperanza College Prep

Culture Team Member

The Culture Team Member ensures that the Charter School environment is safe and secure for optimal student learning. The Culture Team Member (CTM) supports the initiative in reducing school suspensions

and increasing a positive school climate through positive behavior intervention systems. Culture Team Member reports to the Dean of Culture.

At the discretion of the Principal, the Culture Team Member's responsibilities may include:

- Monitor student behavior and hold students accountable according to our Student Code of Conduct.
- Issue "shout outs" and "reminders" according to behaviors we encourage and misbehaviors we discourage.
- Monitoring reflection, lunch, dismissal, after school hours, bathroom/PE transitions, hallway transitions, and special events.
- Take initiative around forming positive relationships with students, mentoring them toward responsible adulthood.
- Help with office coverage, clerical tasks, and special projects. This position will require strong adaptability and flexibility around the various tasks asked of them.
- Embody core mindsets, engaging in lively debates and difficult accountability conversations to foster teamwork among staff members

Qualifications

- A strong and direct communicator
- A mentor who values consistency with consequences and has a strong classroom presence.
- Is committed to our Behavioral Management System
- Is passionate about increasing the college attainment rate in educationally underserved populations and working with families of diverse backgrounds
- Has an unwavering belief in academic success for all students
- Is committed to our mission, discipline model, and vision
- Has prior school experience working with teenagers, preferably in a school setting
- Strong proficiency with Google Apps (Sheets, Word Docs, Slides)
- Enjoys a fast-paced, entrepreneurial environment and is eager to build new systems or adapt existing ones
- Collaborates well and engages in healthy, collegial conflict
- Is comfortable with a high degree of transparency and accountability for results
- Is resourceful, persistent, and constantly reflective on improving results
- Finds joy in their work and thrives with autonomy, flexibility and accountability
- Connects well to students and values communication and partnership with families
- Can maintain a disciplined classroom
- Is a graduate of a four-year university

Special Education Instructional Aide

The Special Education Instructional Aide will have two primary functions: serving as the primary one-to-one support for a student with learning differences and supporting the special education department as needed. They will also be a critical part of our school's team. In the one-to-one role, the Instructional Aide will adapt classroom activities, assignments, and/or materials that have been adapted by the general education and special education teachers to provide access to class activities. They will also support classroom student behavior, implementing a behavior support plan and behavior strategies as needed.

They will confer with the Special Education Resource Teacher and other teacher(s) on a regular basis to assist in data collection related to student progress and/or implementation of IEP goals and objectives and maintain confidentiality of students and families as mandated by district, state and federal regulations.

They must embody our core mindsets and be active participants in the staff community. They will be responsible for enforcing our school-wide student code of conduct with 100% consistency along with all school staff. Team members will engage in lively debates around planning, student learning outcomes and school culture. They should neither shy away from conflict nor accountability to results as measured

through student learning outcomes and strategic plan goals. The responsibilities listed here are not exhaustive.

Qualifications

- Is passionate about increasing the college attainment rate in educationally underserved populations and working with families of diverse backgrounds
- Has an unwavering belief in academic success for all students
- Is committed to our mission, discipline model, and vision
- Has prior school experience supporting students with special needs
- Has strong proficiency with Google Apps (Sheets, Word Docs, Slides)
- Enjoys a fast-paced, entrepreneurial environment and is eager to build new systems or adapt existing ones
- Collaborates well and engages in healthy, collegial conflict
- Is comfortable with a high degree of transparency and accountability for results
- Is resourceful, persistent, and constantly reflective on improving results
- Finds joy in their work and thrives with autonomy, flexibility and accountability
- Connects well to students and values communication and partnership with families
- Demonstrates successful results as a special education teacher
- Has strong content knowledge in all subject areas
- Is committed to personalizing the learning experience for all students
- Can maintain a disciplined classroom
- Is committed to our Caring and Accountable Culture for Learning
- Is a graduate of a four-year university

College Counselor

In the *counseling* function, the college counselor will meet individually with all students to support their college application process. This includes supporting the search – finding a "best fit" college, based on students' interests, needs and strengths. In their senior year, students will be guided through the college application process by the college counselor. This also includes supporting students through the financial aid processes, including finding scholarship opportunities and helping students understand financial aid. Ultimately, the college counselor's primary accountability is towards college acceptance – with 100% of students being accepted to a four-year university.

Responsibilities:

- Instructing students around topics in the college search, application and financial aid processes, as well as aspects of college life, preparing for autonomy and accessing resources on a college campus will be topics that students need to master through the instruction of the college counselor.
- Be an active participant and accountable team member to our 11th and 12th grade team(s). Team members should anticipate learning from and sharing with their colleagues.
- Engage in lively debates around planning, student learning outcomes and maintaining a school culture.
- Solve dilemmas as they appear at our school

Qualifications

- Passionate about increasing the college attainment rate in low-income communities
- Certain that all students can go to college
- Entrepreneurial and enjoys having autonomy, flexibility and accountability
- A collaborative team player who works well with other adults and engages in healthy conflict to get the best results for students
- Resourceful and persistent, constantly seeking to improve upon results
- Someone who strives to be the best at what they do and has fun along the way
- Committed to personalizing learning for each student and willing to learn with us as we innovate in our use of space, time, the role of teachers, and technology
- Comfortable with a high degree of transparency around results and accountability for results

- Supportive of our caring and accountable culture for learning and effective in maintaining a consistent, disciplined classroom
- A graduate of a four-year university

Alumni Coordinator

The Alumni Coordinator's primary responsibility is to provide support and guidance to graduating seniors as they pursue their postsecondary goals. The Alumni Coordinator will spend time assisting graduates as they fulfill matriculation responsibilities and will be in contact with and track alumni progress in their first year after graduation, providing support as needed. When not working directly on alumni projects, the Alumni Coordinator will also work with the College Counselor to provide individual counseling to a caseload of students and parents throughout the college process.

At the discretion of the Principal, the College Counselor's responsibilities may include:

- implementing and overseeing alumni management system
- creating and managing social media and/or email accounts to communicate with alumni
- travel for campus visits
- assisting alumni in finding the appropriate campus level resources and supports as needed
- providing reminders of critical college and financial aid deadlines
- other duties as assigned

Qualifications

- A BA or BS Degree
- Previous experience teaching in a grades 9-12 classroom, or working with incoming undergraduate students
- Have an unwavering belief that all students can succeed in college
- Have an understanding of the college application and financial aid processes, with previous experience in admissions, financial aid, or college counseling
- Be a self-starter with ability to multitask, establish and rearrange priorities, and maintain focus in a fast-paced environment
- Have outstanding organizational and critical thinking skills
- Be able to work collaboratively with teachers, staff and college admissions officers
- Have exceptional interpersonal, verbal and written communication skills
- Experience working in a data-driven environment
- Be available and willing to travel to college campuses up to 6 weeks out of the year (2 weeks in the Fall/Winter, 2 weeks in the Spring, 2 weeks over the Summer)
- Results-oriented

Student Enrollment Specialist

The Student Enrollment Specialist supports the student enrollment and recruitment work at our schools. This customer service role will work closely with our school site leaders to collaborate and execute on a robust student enrollment strategy and process. The Student Enrollment Specialist is responsible for owning the enrollment process in order to meet 100% campus enrollment goals. The individual will act as the primary point of contact for students in processing enrollment and registration related documents. Answers questions via phone, the internet, U.S. mail or in person regarding the procedures related to enrolling and registering at one of our schools.

The Student Enrollment Specialist's responsibilities may include:

- Support parents in completing the enrollment and registration process
- Support the management of our online enrollment and lottery system
- Input and organize data into the student information system.
- Coordinate and execute events that ensure that families choose to enroll
- Follow up post-lottery with families to offer their spot and secure their acceptance until achieving the school's enrollment target goals.
- Manage registration process by distributing communications, following up with families, and supporting the collection and input of registration documents until 100% registration is complete.
- Monitor progress towards goals and make meaningful and timely adjustments

- Create and distribute communication and marketing materials including flyers and presentations to relevant stakeholders
- Support both English and Spanish-speaking families and community members
- Build relationships with parents, neighbors, community agencies, and various community groups to inspire and motivate families to join the Ednovate community
- Performs other related duties as assigned.

Qualifications

- Outstanding skills in: relationship building, oral and written communication, interpersonal relations, and problem solving
- Spanish/English bilingual fluency required
- A proactive self-starter with the ability to multitask, establish and rearrange priorities, and maintain focus in a fast-paced environment
- Recruitment and/or community building experience
- Canvassing and phone-banking experience a plus
- A working knowledge of word processing, database and/or spreadsheet application is required
- Ability to interact with students, staff and the public in a pleasant, tactful and courteous manner
- Ability to research records and determine source of error
- Ability to communicate effectively orally and in writing
- Ability to work under pressure and meet deadlines
- Ability to keep accurate records and maintain confidentiality
- Knowledge and cultural competence of the local student and parent community
- Knowledge of public education and charter schools preferred, but not required
- Belief that all Ednovate students will succeed in college and make a Positive Multigenerational Change
- A history of high achievement and results
- Impressive work ethic ("good isn't good enough")
- Clear passion for Ednovate's Mission
- Obsessive attention to detail
- Serviced-focused mentality

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) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) 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.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

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.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, et seq.

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

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.

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

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.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

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.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict

a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

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, Special Education, and English Learners, including Redesignated Fluent English Proficient Pupils 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

Esperanza College Prep actively seeks to achieve a 70/30 or 60/40 racial and ethnic balance among its pupils that reflects the general population residing within the District. Additionally, the Charter School strives to meet the legal requirement in Education Code Section 47605(c)(5)(G), describing below the means it utilizes to achieve a balance of racial and ethnic, special education, and English Learner students reflective of the general population of the District. Outreach activities are conducted in and around the community the Charter School intends to serve. Esperanza College Prep conducts information meetings prior to the opening of each school year to inform interested parents and students on what the Charter School has to offer. Outreach meetings are held in several locations of the target area in order to ensure all students in the area have an opportunity to attend the Charter School. Esperanza College Prep holds multiple admission information sessions for families to learn more about the Charter School:

Schedule of Events

- School tours: October, December, January, February, April, June
- School information sessions: October – July
- Student orientation session: July – first week of August

Starting in September of each year and running through the end of June, Esperanza College Prep, supported by CMO staff, will work with local organizations, such as neighborhood churches, after school programs, community groups, park and recreation departments, and small businesses, to generate

interest in the Charter School's mission and connect with prospective families. The following is a list of organizations in the community we have collaborated with:

- Stampa Design
- East LA Women's Center
- Everytable
- Puente Learning Center
- East LA YMCA
- East LA Rising
- Tree People
- RootDown LA

The Charter School plans to leverage parent ambassadors to spread the word to families in the community as well.

The Charter School will continue to develop promotional and informational materials (i.e. a Charter School brochure, flyers, a website, and advertisements for local media) that are easily transmittable to all of the various racial and ethnic, special education, and English Learner groups represented in the target communities. Promotional and informational materials will be distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, special education, and English Learner and other interest groups represented in the District. Materials in Spanish will be distributed in order to reach the limited English proficient populations that exist in the area. Esperanza College Prep will translate materials into other languages as needed.

Ednovate already has advocates in the community through its relationships with high-quality K-8 charter school operators. These partners have strong parent and community relationships of their own in East LA, providing Esperanza with entry points for continuing to develop parent and community relationships there as well. Based on the high demand for the already existing Ednovate schools and these community relationships that are already in place, Esperanza anticipates continued strong demand in its years of operation.

Esperanza College Prep will maintain an accurate accounting of the demographics of students enrolled in the Charter School, along with documentation efforts the Charter School has made to achieve racial/ethnic balance, balance of SWD and balance of EL students, in accordance with the charter petition and standards of charter legislation. On an annual basis, the Charter School will self-evaluate its process and make adjustments accordingly.

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.)

Esperanza College Prep is a free public school open to any resident of the state of California.

The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

Esperanza College Prep will not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

Esperanza College Prep will provide parents, guardians and pupils with the CDE Complaint Notice and Form at times specified in Education Code § 47605(e)(4), including when inquiring about enrollment, before conducting an enrollment lottery, and before disenrollment of a student.

ADMISSION REQUIREMENTS

Esperanza College Prep will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) other than minimum age requirements as dictated by federal and state laws. Admission to the Charter School will be open to any resident of the State of California.

Esperanza College Prep is fully committed to serving all students who wish to attend, regardless of socio-economic status, race/ethnicity, immigration status, English proficiency, academic achievement, special education needs or other "risk factors." If the number of scholars who wish to attend the Charter School exceeds the openings available, entrance shall be determined by random public drawing in accordance with Education Code Section 47605(e)(2)(B) and any applicable federal requirements.

STUDENT RECRUITMENT

Recruitment of prospective families will begin every September for the following school year. At that time, Esperanza will advertise information sessions for families to learn more about the Charter School's academic program, school culture, and expectations. The Charter School will recruit students widely, targeting its recruitment strategies to high need populations, as described in Element 7.

Esperanza College Prep will actively recruit students within the community it serves. Recruitment materials will be bilingual English/Spanish to communicate the mission and educational program of Ednovate. Marketing materials will be distributed to homes, businesses and service organizations in the targeted community that include school information, including the school website and phone number for additional information. Information sessions at local community centers and after school programs ensure parents residing in the targeted neighborhood are informed about Esperanza College Prep. Given our target community's demographics, our outreach efforts inherently encompass socioeconomically disadvantaged students, along with those with a history of low academic performance or SpEd, EL and other students with special needs. Ednovate is designed to meet these students' needs.

LOTTERY PREFERENCES AND PROCEDURES

Families interested in enrolling a student will submit a Lottery Interest Form in hard-copy or on the Charter School's website through our digital enrollment management platform (e.g., Schoolmint). Any family submitting an interest form to Esperanza will be informed on the interest form itself and at information sessions of the Charter School's admission procedures and information about when the applications must be submitted in order to be included in the public lottery. Lottery preference categories will be communicated on the interest form and lottery procedures will be explained publicly at the lottery. The lottery interest period will end at 5:00pm on the last school day in January. At that time, if there are more lottery interest forms than seats available in any grade level, a lottery date will be set for the month of February. All interest forms submitted within the lottery interest period will be entered into the lottery.

Preference in the lottery will be given to the categories of students in the following order:

- Students Residing Within District Boundaries:
 - Prioritizing students who live within the District boundaries ensures that the Charter School serves the local community, aligning with the mission of providing accessible education to students in the area. It also fulfills obligations to the district that granted the charter.
- Siblings of Currently Enrolled Students:
 - Giving preference to siblings helps families by allowing their children to attend the same school, fostering a supportive environment and maintaining family continuity. It also strengthens the school community by keeping families connected.
- Children of Ednovate-Esperanza College Prep Employees:
 - Offering preference to children of employees supports staff morale and retention by providing an educational benefit. Limiting this to 5% ensures that the primary focus remains on serving the community and students from the district, while still acknowledging the contributions of staff members.

To better enable interested parties to attend, the drawing will be held on a weekday evening on the campus of Esperanza College Prep. Families who submitted an interest form during the lottery interest period will receive information about the date, time, and location of the lottery before the event. All families receive regular reminders about the date and time of the lottery via email, text, and physical flyers. This information is also provided at our Admissions Information Sessions and is included on the Lottery Interest Form.

During the lottery, a disinterested independent third party will draw students' names utilizing a digital lottery platform such as Schoolmint. We will ensure that our enrollment digital system provides a cloud-based student enrollment and school choice platform to use an industry standard randomizer to fairly sort all students within the discussed priorities and run the lottery. We utilize a sequential lottery. All lottery interest forms received by the deadline are entered into the lottery. We admit all students from preference category 1 first, if there is space available. Then we admit from preference category 2. We proceed like this until we reach a category whose applicants exceed the space available, at which point we run a lottery within that preference category and begin populating a waitlist. All lottery interest forms

submitted after the deadline are held in abeyance for a subsequent lottery, as necessary. Once all available spaces are filled, the lottery process will continue, and a waiting list will be developed from the list of students who do not receive admission and who will be considered should a vacancy occur during the year. Students will be placed on the waiting list for each grade in the order that their names were drawn during the public lottery.

Families will be encouraged to attend the lottery, but their presence is not required. All families will be notified of the results of the lottery electronically immediately following the lottery. Within one week of the lottery date a written notice of the result will also be sent to families via email, text, and physical mail. The notification will indicate whether the child was admitted or waitlisted, and if waitlisted, the number of the seat the child occupies on the waiting list. Within two weeks following the lottery, students who are offered spots will be notified via email or text (*depending on their choice selected on the lottery application*) and asked by school personnel to complete an Enrollment Packet within two weeks to secure their spot. School staff will be available to assist families in completing this paperwork if needed. Scholars who are on the waitlist will be notified of their status via email or text (*depending on their choice selected on the lottery application*).

Applications received after the lottery deadline will be held in abeyance for a subsequent lottery, if necessary. Openings that occur during the school year will be filled according to the waitlist order determined during the lottery drawing. When an offer occurs during the school year, families will be contacted by a phone call, email, and/or text message in the order of the waitlist and given 1 week to decide whether or not to accept a space at the Charter School. Parents can accept their seat online via our enrollment management system, by email, text, phone, or in person at the school. Esperanza's parents will be required to complete enrollment documents and will be strongly encouraged to attend an orientation prior to the first day of school. In the event that no such waitlist exists where the space is available, the space will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

Lottery Interest Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically filed on campus, and lottery results and waiting lists (determined in the order names are drawn in the lottery) will be readily available digitally through our enrollment management system. Each applicant's lottery interest form will be digitally stored for the academic year with his or her assigned lottery number in the Charter School's enrollment management system.

The waitlist for the current school year will remain active until the end of the school year and will not "roll over"; applicants must reapply for the lottery annually if the Charter School is unable to offer them admission for the current year.

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)(l))

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)(l) 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

ANNUAL AUDIT PROCEDURES

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(l) and 47605(m). Each fiscal year an independent auditor certified by the State of California will conduct an audit of the financial affairs of Esperanza College Prep to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls. The Board of Directors will select by March 1 each year (unless there is an existing multi-year contract) an auditor, based upon their relevant experience with school finance and charter school finance, auditing team experience, proposed fees, and other criteria as specified in the request for proposals. Ednovate’s annual budgets include funds for annual financial audits.

The financial audits will be conducted by a qualified Certified Public Accountant familiar with school finances and operations. The Certified Public Accountant will be from the directory issued by the State Controller’s office. The Audit Committee of the Board will be responsible for assisting the Board in choosing an independent auditor, negotiating the auditor’s compensation, conferring with the auditor regarding the organization’s financial affairs, and reviewing the audit. The full Board of Directors is ultimately accountable for approving the audit by December 15th each year.

The financial audits shall employ generally accepted accounting principles and the audit guide issued by the Controller of the State of California. Audit exceptions and deficiencies shall be resolved by the CEO/

Principal and Dean of Operations, along with the Audit Committee, in conference with the auditor. They will be reported to the Board of Directors with recommendations and timelines for how to resolve them. Esperanza College Prep agrees to create a plan for resolving outstanding issues from the audit prior to the completion of the auditor's final report. The Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved, as well as the anticipated timelines for resolution. The annual audit will be completed and forwarded to the District, Los Angeles County, the Superintendent of Schools, State Controller, and to the CDE by the 15th of December of each year. Ednovate will ensure that it will resolve any audit deficiencies to the satisfaction of the County Board.

Esperanza College Prep will benefit from existing strong and sound internal fiscal control policies governing all financial activities. The Ednovate Board of Directors has in place a Financial Policies and Procedures Handbook. The Ednovate network support team will develop necessary controls and reporting systems and train school staff, including the Esperanza College Prep Dean of Operations, on those systems. The network support team will work closely with school operations staff to gather and prepare information for all jurisdictional and financial reporting requirements, and as requested by the auditor.

To the extent required under applicable federal laws for audits of the major federal programs, the audit scope will expand to be in compliance with the requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133, audits of states, local governments, and nonprofit organizations. Should OMB Circular A-133 be rescinded, audits of the major federal programs will be conducted in compliance with standards and provisions approved by OMB.

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).

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.”
(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.

HOMWORK 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

A POSITIVE LEARNING ENVIRONMENT

In order for all students to thrive at Esperanza College Prep, the Charter School's discipline policy has been designed to provide a positive and safe learning environment throughout the building. For students to thrive in the Charter School's innovative self-paced learning model, the Charter School must have a safe, consistent school culture. Academic as well as discipline expectations will be high at Esperanza College Prep, and the discipline policy has been designed to give students the best chance to be prepared for college or a career and to feel safe and happy at school.

The Charter School's student discipline philosophy shall be consistent with the District's Discipline Foundation Policy, and the School Discipline Policy and School Climate Bill of Rights Board of Education resolution. The Charter School is committed to maintaining a supportive and safe school environment in which all stakeholders work collaboratively toward the following outcomes for our discipline plan:

- All students are able to access and engage in a high-quality, college prep curriculum.
- Students are valued as individuals and supported to take ownership of their own behaviors.
- Clear expectations for students' academic and personal achievements are known and supported by all stakeholders.
- Instructional time is valued and maximized so students learn at optimal levels that ensure current and future successes.
- Students will grow and develop as ethical, responsible and involved citizens.

The Suspension and Expulsion Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. Although charter schools are exempt from school district procedures and process for suspensions and expulsions, in creating these procedures, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of the Education Code with regard to suspension/expulsion triggering conduct. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and may modify of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal, and the procedures thereto so long as not materially different from this charter petition.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student/Family Handbook which will clearly describe discipline expectations.

School staff members will clearly articulate the Charter School's discipline policy with incoming students and families at summer orientations before each school year begins, and the policy will be distributed annually to all families as part of the Charter School's Student/Family Handbook.

The Charter School administration shall ensure that students and their parents/guardians⁹¹ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the main office.

Corporal punishment will not be used at Esperanza College Prep. 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 this 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 Charter School and Charter School-related activities unless otherwise agreed during the period of suspension or expulsion.

Ednovate's caring and accountable culture for learning has been designed to create the conditions in which rigorous learning can occur and will help to prepare students for continued success in school and their career. We want to create the best (joyful and effective) personalized college preparation experience for our students, which will help prepare them to make a positive multigenerational change.

We believe in the importance of holding students accountable to high expectations with kindness, while also affirming their identity and dignity. As we hold students accountable by using shoutouts and reminders consistently, we want students to experience this in a respectful, positive way. This means that if they earn reminders, we hope they will be reflective about the reason for the reminders, and we will ensure that the result of holding students accountable strengthens our relationship with them.

The Student Code of Conduct ("SCC") and progressive discipline policies have been designed to give students the best chance to be prepared for college and their careers, and to help them feel safe and happy at school.

Caring and Accountable Culture (*refer to Instructional Design Section*)

As we returned from the pandemic, foundational priority has been rebuilding a positive school culture. We knew that students would not only be returning to school with learning gaps, but they would also be returning to school with unprecedented social and behavioral gaps. We invested a large amount of our collaboration and professional development in implementing a holistic approach to school culture. We learned that school discipline is not "one size fits all." Through professional development and our own reflection, we revised our school culture through the lens that students are motivated by different levers. While we've always maintained clear consequences and rewards, we also know that, often, students are motivated by relationships.

From the pandemic, we also learned that parent engagement is a key component of student success, and thus they are involved in all components outlined below. We developed a robust intervention system for previously suspendable behaviors. We implemented alternatives to suspension that were rooted in reflection as well as social emotional support, and we have seen that students do not repeat negative behaviors when they are addressed holistically. For example, student agreements: the use of negotiation/problem-solving approaches to assist students to identify alternatives and help them develop a contract that includes reinforcers for success, and consequences for continuing problems.

⁹¹ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

We have coordinated behavior plans for many students, as well. The creation of a structured, coordinated behavior plan specific for a student, and based on the assessment of the quantity and purpose of the target behavior to be reduced, focuses on increasing desirable behavior and replacing inappropriate behavior. Reflection lessons have been reinvented. Students are engaging in reflective tools/activities that encourage their individual identity development and recognition of safe coping skills when triggered by the school environment. These practices help students understand the impact of their actions on others, offering opportunities to take responsibility and make amends. This process not only helps to repair the harm done to relationships but also reinforces the idea that every member of our community is valuable and capable of growth. By implementing these restorative practices, we are building a school community grounded in mutual respect, empathy, and understanding. When students are given the opportunity to reflect on their actions, they gain important social-emotional skills such as self-awareness, empathy, and conflict resolution. These skills are critical not just for their academic success but for creating a positive, supportive school culture where students feel safe, valued, and connected. Our restorative practices are designed to strengthen relationships, repair harm, and ultimately create an inclusive, caring school environment where all students can thrive.

We have also striven to ensure our Culture system is equitable for all, routinely analyzing consequences issued and if they vary by identity or subgroups. Lastly, through Social Worker referrals, students are encouraged to participate in counseling. Our biggest learning from our approach to school culture is that students will not learn from people who they do not trust. Our team has a fundamental understanding that relationships come first, and only when strong school culture, Restorative Justice practices, and training of staff is prioritized will we be able to reach our ambitious college prep goals.

In school year 2020-2021, we reflected on many changes and updates our language to include: 1) a change from demerits and merits to reminders and shout outs, 2) a change from detention to reflection, with improved resources for restorative reflections for students, 3) an overall focus on the number of shoutouts given by teachers, across contents and identity groups, to ensure equity of student experience. A robust system for data monitoring and analysis is in place to address behavior:

- **Suspensions & Expulsions:** we use our PowerSchool Student Information System Dashboard in order to maintain school discipline records on suspensions and expulsions
- **Dean's List Dashboard:** We use Dean's List as our behavior tracking mechanism (*shout outs, reminders*).

School-Wide Positive Behavior Intervention and Support (SWPBIS)

Staff Development

All Esperanza College Prep teachers and staff will be active participants in creating the Charter School's strong culture and positive climate, and that will only be possible when all staff members are on the same page. That will begin with selecting staff members who will be able to consistently hold students to high expectations while also providing the right support at the right time to ensure success for all students. Once the team is assembled each year, all staff members will participate in intensive professional development over the summer. Embedded in summer professional development will be training on how to effectively implement the Charter School's school wide behavior systems. Staff members will norm around expectations for students and participate in role-plays of difficult situations that can be anticipated each year. Staff members will be taught to seek out and reward positive behaviors in students and to administer consequences respectfully and appropriately when needed. They will receive specific training in doing "bias checks" to ensure that they are treating all students fairly and not allowing their own biases about the student to impact the consequences administered.

Ongoing staff professional development will be based on what data shows about students' progress. Quarterly, the school will do a data deep dive in all key areas, including student discipline. The Charter School's staff will do an in-depth analysis of discipline data disaggregated by student groups. If the Charter School's leadership notices trends, such as a disproportionate rate of reflections within a certain student

group, they would lead the staff in identifying the cause of that trend and implementing a plan to address that concern in the upcoming quarter.

Interventions

In addition to the positive school wide behavior system described above, Esperanza College Prep will utilize a number of behavior interventions to promote the types of behaviors that will allow our students to be successful in college and beyond and to make every effort to keep students in class. The Charter School will have a dedicated Student Support Team that will lead efforts to support individual students' needs and provide differentiated behavior support for students who need it in our Multi-Tiered System of Supports (MTSS). This will include identifying the students who are in the most need of behavior support and implementing behavior monitoring and coordinated behavior plans, including target goals, behavior trackers, and frequent communication with parents. For extreme cases, the Charter School will take a problem-solving approach, developing contracts with students and families which include reinforcements for success and consequences for continuing problems, such as mandatory tutoring, regular reminder reports to parents, and anti-bullying contracts. Additionally, the Charter School employs a full-time Social Worker to support our students' social-emotional needs and advise our staff on how best to meet our students' social-emotional needs as well.

There are a variety of other alternatives to suspension that will also be used on a case-by-case basis, such as:

- Alternative programming, such as student schedule changes
- Appropriate in-school alternatives in which students receive academic tutoring and behavior coaching to help them learn skills for more positive behaviors moving forward
- Mini-courses/modules on topics related to social-emotional behavior to provide opportunities for self-reflection on behavior
- Parent meetings to confer and develop appropriate behavior interventions to support the student and inform different decision-making in the future
- Targeted support for students with attendance-related concerns

The Charter School will explore additional partnerships that will both support students' behavior needs in school and create positive self-identities within students.

IN-SCHOOL SUSPENSION

Esperanza College Prep may utilize in-school suspension as an alternative to out-of-school suspension, as described in this section. This alternative to suspension allows the student to continue receiving educational services at the Charter School site, in addition to any behavioral or counseling support that may be needed to restore the student back to class.

A student may be assigned to in-school suspension, at the discretion of the Principal or his/her designee, for actions that violate the Charter School's code of conduct or the enumerated offenses for suspension and expulsion set forth below, if the student poses no danger or threat to the Charter School campus, students and/or staff. Students assigned to in-school suspension will be supervised by the Principal or his/her designee and will serve their in-school suspension at a supervised suspension classroom.

Students will receive written assignments and/or tests from their teachers during the duration of their in-school suspension to ensure they receive continued instruction. Students will serve their in-school suspension in a designated room not being used for instruction, with supervision provided by the Principal or their designee. Students with disabilities will continue to be provided with all supports and services by a SPED-credentialed teacher or other appropriate staff as described in their IEP.

Parents/guardians of students assigned to in-school suspension will be notified by a Charter School staff member by phone and written notice, outlining the reason for and duration of the in-school suspension.

In-school suspensions will be no more than five (5) consecutive school days per incident, and no more than twenty (20) school days in one school year for general education students. The charter school will follow all applicable laws governing discipline for special education students.

To ensure the safety of all students, staff, and visitors to Esperanza College Prep, students who violate the following enumerated offenses: caused, attempted to cause, threatened to cause, or participated in an act of hate violence (as defined herein and under Ed. Code Section 48900.3), engaged in harassment, threats, or intimidation against a student or group of students or school district personnel (as defined herein and under Ed. Code Section 48900.4), and/or made terrorist threats against school officials or school property, or both (as defined herein and under Ed. Code Section 48900.7) are precluded from in-school suspensions.

SUSPENSION AND EXPULSION

Actions taken for unacceptable student behavior will be progressive. Violations of the Charter School's code of conduct may result in consequences such as the following: reminders (verbal warnings), parent notifications, loss of privileges (e.g., Reflection), parent conferences, in-school suspension, conflict mediation/resolution, and behavioral coaching. In the limited number of situations that are more serious or in which there has been a pattern of repeated violations, a student may be suspended at the discretion of the Principal and in alignment with this Policy as set forth herein below.

Students are expected to behave appropriately while on school grounds, while going to or coming from school, during the lunch period, and during, or while going to or coming from, a school-sponsored activity.

Esperanza College Prep will update its discipline policies regularly to reflect changes in legislation related to student behavior.

Suspension and Expulsion Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension or Expulsion Offenses: Students may be suspended and/or recommended for expulsion when the Principal or designee determines that the student:
 - 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 Sections 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, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- 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 a student's own prescription products by a student.
- 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, which includes but is not limited to, electronic files and databases.
- 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 policy, "hazing" means a method of initiation or preinitiation into a student 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 student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 9 to 12, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 9 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 9 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:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their 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 schoolsite, 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 student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 policy, "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 student 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 student 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 or other dangerous object of no reasonable use to the student 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 Principal or designee's concurrence.

2. Non-Discretionary Suspension and Expulsion Offenses: Students must be suspended and recommended for expulsion when the Principal or designee determines that the student:

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 Principal 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 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

If it is determined by the Hearing Officer or Panel and/or Board of Directors (upon appeal) that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled

for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedures

Suspensions shall be initiated according to the following procedures:

The Principal or his/her administrative designee may suspend a student. The administrator must fill out an appropriate misconduct report anytime a student is suspended. Students must have due process, which allows them to hear the charges and respond to them. Parents will be notified as soon as possible but no later than 12 hours after the suspension is administered, through a phone call, a message on a voicemail, letter mailed home or an email. At the conclusion or prior to the conclusion of the suspension, a reentry conference will be held. The reentry conference serves as a structured platform for a smooth transition back into the school environment, allowing for a constructive dialogue between the student, school personnel, and parents or guardians. It provides an opportunity to address the behaviors, set clear expectations for future conduct, and develop a plan for the student’s success.

A suspension is when a student is removed from school due to the serious nature of the inappropriate behavior for up to five (5) consecutive school days for a single incident. Students who have been suspended may not appear on campus or attend any school functions (before school, after school or evening) while suspended. They may, however, enter the Charter School to take or prepare for state assessments. Suspended students must be assigned homework and given the opportunity to make up missed assignments, quizzes or tests. The maximum number of days a student can be suspended in a school year is twenty (20) school days. For a student with an IEP, the maximum is ten (10) school days.

The process for investigating incidents and collecting evidence will be fair and thorough.

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference, unless the student waives this conference. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian, at the conference.

2. Notice to Parents/Guardians

Within 12 hours of the suspension, an administrator or designee (who is also an administrator) shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student, the process to appeal the suspension, as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended (10 consecutive school days), such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

As set forth above, students must be recommended for expulsion for all mandatory (non-discretionary) expellable offenses. For discretionary expellable offenses, it is within the Principal or designee's discretion to recommend expulsion and the Principal or designee may make a recommendation for expulsion upon making the determination above and may make an additional finding of either of the following: 1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct; and/or 2) the student's presence causes a continuing danger to the safety of the student or others.

4. Homework Assignments During Suspension

Suspended students must be assigned homework by their teachers and will be given the opportunity to make up missed assignments, quizzes or tests during the course of their suspension, including any extension while an expulsion case is being processed. Work will be sent home to the students and made available on the online portals. A suspended student without a computer at home will be able to check out a computer to access the digital content so learning can continue throughout the suspension.

Suspension Appeal

A parent or student may appeal a suspension by requesting a review in writing to the Ednovate Chief of Schools within two (2) school days of the student's receipt of the notice of the suspension. The Chief of Schools will make the final determination of any suspension appeal. An appeal does not halt a student's suspension. The Chief of Schools will consider the information provided by the parent/guardian and any other relevant information regarding the student's suspension and determine whether to:

- a) Uphold the suspension in all respects.
- b) Modify the suspension imposed (e.g., reduce suspension duration, if possible).
- c) Overturn the suspension and expunge the suspension from the student's records.

The Chief of Schools decision shall be final. If no changes are made, the parent/guardian's written objection will be placed in the student's file along with the notice of suspension. If the suspension is overturned, the suspension will be removed from the student's record and any remaining days will not have to be served.

EXPULSION PROCEDURES

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer or panel 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 expelled either by the neutral and impartial Discipline Review Hearing Officer or a Panel ("Administrative Panel"), which is appointed by the Chief of Schools, following an expulsion hearing. The Administrative Panel shall consist of at least three neutral and impartial (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Panel members may include any combination of: Ednovate network staff members, and teachers or administrators from other Ednovate schools. Each entity shall be presided over by a designated neutral hearing chairperson.

The Hearing Officer or Administrative Panel shall make the final determination regarding the expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion. If postponed for good cause, the expulsion hearing may be extended an additional thirty (30) calendar days from the date of the original hearing, unless otherwise agreed upon in writing by the Principal and student's parents/guardians.

When the Principal determines that a student has committed an offense(s) that warrants an expulsion, the Principal will complete the appropriate misconduct report and provide a copy to the Ednovate Discipline Review Hearing Officer or Panel.

The Chief of Schools or designee shall either select a Hearing Officer or appoint an Administrative Panel to hear and consider the recommendation for expulsion. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")), unless the student makes a written request for a public hearing three (3) school days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian via email and certified mail at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation.

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing.
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

A parent/guardian and student shall be strongly encouraged to attend the hearing, as described herein. Reasonable accommodations and/or language support will be provided as needed.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Hearing Officer or Administrative Panel 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 Hearing Officer or Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

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 (5) days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Esperanza College Prep 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 Discipline Review Hearing Officer or Panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The Discipline Review Hearing Officer or Panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Discipline Review Hearing Officer or Panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness 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 entity/person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity/person conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, Esperanza College Prep must present evidence that the witness' presence is both desired by the witness and will be helpful to Esperanza College Prep. The entity/person presiding over the hearing 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 presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising the officer's discretion to remove a person from the hearing whom the officer 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 room 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 student being expelled, the complaining witness shall have the right to have their 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 circumstances 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.

G. 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.

H. 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 determination by the Hearing Officer or Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

For discretionary expellable offenses, the Hearing Officer or Panel must make an additional finding of either of the following: 1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct; and/or 2) the student's presence causes a continuing danger to the safety of the student or others.

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 Discipline Review Hearing Officer or Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Discipline Review Hearing Officer or Panel shall be in the form of written findings of fact. The final decision by the Hearing Officer or Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Discipline Review Hearing Officer or Panel decides not to expel, the student shall immediately be returned to their previous educational program or be given the opportunity to transfer to another Ednovate school with mutual agreement of the parent and the other Ednovate school.

J. Written Notice to Expel

Following a decision of the Discipline Review Hearing Officer or Panel to expel, the Principal or designee shall promptly send to the student and parent/guardian written notice of the decision to expel, including the Hearing Officer or Panel's adopted findings of fact.

This notice to expel a student will be sent by certified U.S. Mail and will include the following:

- a) The reinstatement eligibility review date. The student must have successfully completed the conditions outlined in the rehabilitation plan.
- b) A copy of the rehabilitation plan. The rehabilitation plan typically includes one or more of the following categories: 1) academic performance (i.e. maintain a certain grade); 2) satisfactory behavior expectations (i.e., no suspensions related discipline referrals); and 3) other (i.e., counseling or other social services support that will have a direct impact on remedying the identified issue).
- c) The type of educational placement or study plan during the period of expulsion.
- d) Appeal procedures.
- e) The specific offense(s) committed by the student
- f) Notice of the student's or parent's obligation to inform any new school district in which the student seeks to enroll of the student's status with Esperanza College Prep.

K. Disciplinary Records

Esperanza College Prep will maintain detailed records of all student suspensions and expulsions through our student information system (SIS). Each incident will be documented with relevant details, including the nature of the offense, dates, disciplinary actions taken, and any follow-up or appeals processes.

Access for Students/Parents:

Students and parents can request access to these records through a formal request process outlined in our school handbook. Upon request, the school will provide copies of the relevant records in a timely manner, ensuring compliance with all privacy regulations.

Availability to the District:

These records will also be made available to the Los Angeles Unified School District (LAUSD) upon request, in accordance with district guidelines and legal requirements.

L. Right to Appeal Expulsion Decision

The student's parents/guardians may appeal the expulsion decision of the Hearing Officer or Panel to the Ednovate Board of Directors ("Board") by submitting a written appeal to the Principal within ten (10) school days of the date the student receives the written decision to expel. The written appeal shall be in writing and sent along with any additional evidence to the Principal. The student will be considered suspended until a Board meeting is convened within thirty (30) calendar days of receipt of the written appeal. The student's parent(s)/guardian(s) must attend the appeal hearing to present their appeal. Reasonable accommodations will be made, and language support offered, and the same due process rights afforded at the original hearing will be provided for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) and information from the original expulsion hearing. The Principal or designee will send written notice to the student or parent/guardian of the Board's final decision within ten (10) school days of the appeal hearing. The Charter School Board's decision to uphold the Hearing Officer's or Panel's decision to expel shall be final. If the Board overturns the expulsion, the student shall immediately be returned to the student's previous educational program.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the District, County, or their school district of residence. 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.

N. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act and in compliance with all pupil confidentiality rules under FERPA. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

O. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement.
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function.
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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

All certificated employees will be covered by Social Security, and the Charter School will make contributions as required. Full-time employees may elect to participate in a 403(b)-retirement contribution plan. The Ednovate Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

Esperanza College Prep retains the option to elect State Teachers’ Retirement System (“CalSTRS”) coverage for eligible certificated employees at a future date. Contributions will be made at the rate established by the Teacher’s Retirement Board. The Charter School will complete all required documentation (including an amendment to the charter to include the election of CalSTRS) prior to the effective date of coverage and before reporting contributions to CalSTRS.

Ednovate’s CEO or their designee will be responsible for ensuring that appropriate arrangements for the above-referenced coverage will be made.

Classified Staff Members

All classified employees will be covered by Social Security, and the Charter School will make contributions as required. Full-time employees may elect to participate in a 403(b)-retirement contribution plan. The Ednovate Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

Ednovate’s CEO or their designee will be responsible for ensuring that appropriate arrangements for the above-referenced coverage will be made.

Esperanza College Prep does not choose to participate in the Public Employees’ Retirements System.

Other Staff Members

Esperanza College Prep does not choose to participate in the Public Employees’ Retirements System.

All eligible employees will be covered by Social Security, and the Charter School will make contributions as required. Full-time employees may elect to participate in a 403(b)-retirement contribution plan. The

Ednovate Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

Ednovate's CEO or their designee will be responsible for ensuring that appropriate arrangements for the above-referenced coverage will be made.

Element 12: Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(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.

RIGHT TO ATTEND OTHER PUBLIC SCHOOLS

The parent or guardian of each student enrolled in the charter school shall be informed that enrollment in the charter school provides no right to enrollment in a particular school of a local education agency as a consequence of enrollment in Esperanza College Prep, except to the extent that such right is extended by existing policy. Parents are informed of this provision at the school orientation meetings and in this charter petition.

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
Esperanza College Prep
414 S Atlantic Blvd,
East Los Angeles, CA 90022

- 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
Esperanza College Prep
414 S Atlantic Blvd,
East Los Angeles, CA 90022

- 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))

REVOCAION 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.

In the event that the Charter School closes, the Chief Financial Officer, supported by the CEO, unless another individual is selected by the Ednovate Board, 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

Ednovate – Esperanza College Prep (also referred to herein as “Esperanza College Prep,” “Esperanza” 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(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall 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) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) 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.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

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.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

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.

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

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.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

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.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

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, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils 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).

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.”
(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
[Charter School Name]
[Charter School Address]

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by

personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
[Charter School]
[Charter School Address]

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by

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

- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

REVOCAION 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).)