



# Extera Public School No. 2

CHARTER FOR FIVE-YEAR TERM

(July 1, 2026 - June 30, 2031)

RENEWAL PETITION

SUBMITTED TO THE LOS ANGELES UNIFIED SCHOOL DISTRICT

Wednesday, August 20, 2025

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## Assurances, Affirmations, and Declarations

Extera Public School No. 2 (also referred to herein as “Extera PS 2,” “EPS 2,” and the “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 student group 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**



<b>GENERAL INFORMATION</b>	
• The name and title of the contact person for the Charter School is:	Monica Salas, Lead School Principal
• The contact address for the Charter School is:	4112 E Olympic Blvd Los Angeles, CA 90023
• The contact phone number for the Charter School is:	323.981.7045
• The current address of the Charter School is:	4112 E Olympic Blvd Los Angeles, CA 90023
• This location is in the LAUSD Board District:	2
• This location is in the LAUSD Region:	East
• The grade configuration of the Charter School is:	TK-5
• The number of students in the first year will be:	108
• The grade level(s) of the students in the first year will be:	TK-5
• The Charter School's scheduled first day of instruction in 2026-27:	8/11/26
• The total enrollment capacity will be:	245
• The type of instructional calendar (e.g., traditional/year round, single track/multi-track, extended day/year) will be:	Traditional/extended year 184 instructional days
• The regular bell schedule (e.g., daily hours) for the Charter School will be:	8:00 a.m. -2:55 p.m. M, Tu, Th, F 8:00 a.m. -1:55 p.m. Wed

<ul style="list-style-type: none"><li>• The term of this Charter for Middle and High performing schools:</li></ul>	July 1, 2026 - June 30, 2031
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## Self-Reflection for Charter School

### Charter School's Performance

**“Let nature be your teacher.”**

**– William Wordsworth**

The mission of Extera Public School No. 2 is to ensure the success of children living in Boyle Heights and East Los Angeles. Through a schoolwide theme focused on the natural world and the interconnectedness of all living things, students at Extera Public School No. 2 engage in hands-on, minds-on, project-based learning that integrates meaningful connections to nature across subject content areas, including language arts, social studies, science and mathematics, as well as the arts and technology. The vision is that Extera Public School No. 2 will empower children to thrive as Trailblazers: grounded in academic excellence, equipped to lead with confidence and purpose, and resilient in the face of challenges.

EPS 2's program is intentionally designed to support traditionally underserved student populations to overcome challenges they face outside of school and offer a learning model that allows students to overcome any barriers they may have or will face. At EPS 2 the whole child is developed within a small school community environment through a high-quality instructional program with embedded educational and enrichment opportunities. Through a small-school environment, centered in community, Extera Public School No. 2 develops Trailblazers; students who culminate are grounded in academic excellence, equipped to lead with purpose and confidence, and resilient in the face of challenges. EPS 2's student demographics mirror the larger community it serves of East Los Angeles and Boyle Heights, with the following student demographics from the 2024-25 school year:

- 100% Socioeconomically Disadvantaged (“SD”)
- 98% Hispanic
- 39% English Learners (“EL”)
- 16% Reclassified Fluent English Proficient (“RFEP”)
- 17.4% Students with Disabilities (“SWD”)

Extera PS 2 operates within the Boyle Heights / East Los Angeles community of the city of Los Angeles, located east of downtown and the Los Angeles River. EPS 2's target area for enrollment includes zip codes 90033 and 90023. The overwhelming majority of the students who attend Extera Public School No. 2 live in the neighborhood immediately surrounding the Charter School. EPS 2 has built, and will continue to build, a strong culture of support, interaction, and community with all educational partners.

Extera Public School No. 2 personalizes the instructional program to meet the needs of every enrolled child and family, connects learning to the history of the community, and embraces the culture of the community it serves. The tailored, small-school environment ensures the unique academic and social needs of each student are recognized and supported in a school setting that nurtures their potential. Moreover, before-

school, during-school, and after-school intervention are offered to all students for literacy and/or math, increasing personalization through differentiation. All students have access to expanded learning opportunities before and after school, during intersession (fall, winter, spring), and summer programming that include small group tutoring and intervention, outdoor learning and camping adventures, STEM workshops, sports teams, and clubs. The EPS 2 curriculum and academic programming is culturally responsive and tied to hands-on learning within the community and beyond. Based on the EPS 2 most recent family survey data, 89% of families responded positively within the section regarding school fit for their child. 93% of families responded favorably that the Charter School is preparing their child academically for the next school year. When asked, “How much of a sense of belonging does your child feel at his/her school?” 88% of families responded their child feels “quite a bit of belonging” or a “tremendous belonging.” Collectively, these recent survey results demonstrate Extera PS 2’s academic and community-oriented model is meeting the needs of the community and student population. Extera PS 2 values the voice and input of all educational partners, and strives to continuously improve the program to best serve the students, families, and community, such as through the annual surveys.

### **Charter Renewal Criteria**

Extera Public School No. 2 has earned a five-year renewal term for July 1, 2026 through June 30, 2031. EPS 2 is a middle track charter school as designated by the criteria set out in AB 1505 and verified by CDE. Further, EPS 2 significantly outperforms resident schools in English Language Arts (“ELA”), Mathematics, and student group performance. In addition, Extera Public School No. 2’s numerically significant student groups have outperformed their peers statewide for the past two academic years (shown via the 2023 and 2024 CA School Dashboards). EPS 2’s performance demonstrates strong academic outcomes and highlights it is in the best interest of students for Extera PS 2 to be renewed and continue operation. EPS 2’s continued existence within the community will support learning offerings for students which they may not otherwise be able to access.

### **Mathematics Performance**

In mathematics, EPS 2 has **outperformed the state average for all students as well as for all numerically significant student groups of students for the past two years** per the Distance from Standard (“DFS”) metric as shown on the California School Dashboard. In addition, the DFS for Extera PS 2 students outperforms resident schools.

#### **Schoolwide/All Student Math Performance**

<b>Math DFS, schoolwide/ all students</b>	<b>EPS 2</b>	<b>State</b>	<b>EPS 2 Higher/Lower</b>
<b>2024</b>	<b>-29.7</b>	<b>-47.6</b>	<b>Higher</b>
<b>2023</b>	<b>-45.5</b>	<b>-49.1</b>	<b>Higher</b>

As shown above, EPS 2’s schoolwide average 2024 and 2023 DFS for math was higher than the state. For the 2024 DFS, EPS 2 outperformed the state by 17.9 points (-29.7 compared to -47.6). For the 2023 DFS, EPS 2 outperformed the state by 3.6 points (-45.5 compared to -49.1). Further, as also shown above, EPS 2 greatly increased the gap between its performance and the state’s in 2024 as the Charter School’s performance increased significantly from the 2023 to 2024 Dashboards, as shown below. This year over year growth continued a trend observed from the 2022 to 2023 Dashboards.

**Schoolwide/All Student Growth in Math Performance**

<b>Math DFS, schoolwide/ all students</b>	<b>EPS 2</b>	<b>State</b>
<b>2022 to 2024 Growth in DFS</b>	<b>24.8</b>	<b>4.1</b>
<b>2024</b>	-29.7	-47.6
<b>2023</b>	-45.5	-49.1
<b>2022</b>	-54.5	-51.7

From the 2022 Dashboard to the 2024 Dashboard EPS 2’s Math DFS grew by 24.8 points schoolwide. This is significant progress compared to the change seen at the state in the same timeframe, which resulted in a growth of just 4.1 DFS points for all students.

This is an especially impressive closure of the learning gap considering post-pandemic research demonstrated students of color and students from low-income families were disproportionately impacted.<sup>1</sup> Upon the return from the pandemic, EPS 2 students were underperforming as compared to the state of California’s average distance from standard. The EPS 2 DFS for all students was -54.5 and the CA state average was -51.7. Within the next two school years, and contrasting with the statewide and broader trends, EPS 2 students were able to close the achievement gap as demonstrated by the improved DFS which increased enough to outperform the state average DFS by 2024, where EPS 2 has a DFS of -29.7 compared to the state’s DFS of -47.6. From 2022 to 2024, EPS 2 grew six times as much as the state on this metric.

In addition to EPS 2’s DFS for all students outperforming the state, the significant student groups have also shown growth and, for the last three years, have exceeded the state average.

**2024 Student Group Math Performance**

<b>Student Group</b>	<b>EPS 2</b>	<b>State</b>	<b>EPS 2 Higher/Lower</b>
<b>Hispanic</b>	<b>-29.6</b>	-79.2	<b>Higher</b>
<b>English Learners</b>	<b>-41.9</b>	-93.4	<b>Higher</b>
<b>Socioeconomically Disadvantaged</b>	<b>-29.7</b>	-78.2	<b>Higher</b>
<b>Students with Disabilities*</b>	<b>-61.3</b>	-124.3	<b>Higher</b>

<sup>1</sup> <https://poverty.ucdavis.edu/post/educational-inequities-related-race-and-socioeconomic-status-deepened-covid-19-pandemic#:~:text=Students%20of%20color%20and%20lower,inequities%20caused%20by%20systemic%20barriers>

\*Students with Disabilities was not a significant student group at EPS 2 and so, while a DFS was published, no Dashboard color was awarded for this student group.

### 2023 Student Group Math Performance

Student Group	EPS 2	State	EPS 2 Higher/Lower
Hispanic	-45.2	-80.8	Higher
English Learners	-51	-93.4	Higher
Socioeconomically Disadvantaged	-45.5	-80.8	Higher
Students with Disabilities*	-38	-127.3	Higher

\*See above

### 2022 Student Group Math Performance

Student Group	EPS 2	State	EPS 2 Higher/Lower
Hispanic	-54.4	-83.4	Higher
English Learners	-49.6	-92	Higher
Socioeconomically Disadvantaged	-54.7	-84	Higher
Students with Disabilities*	-83.5	-130.8	Higher

\*See above

As shown in the charts above, for the last three years every student group at EPS 2 has outperformed their peers across the state. Similar to the all-student improvement, student groups at EPS 2 have also shown strong growth from the 2022 to 2024 Dashboards.

### Student Group Growth in Math Performance

Student Group	2022 to 2024 DFS Growth		EPS 2 Higher/Lower
	EPS 2	State	
Hispanic	24.8	4.2	Higher
English Learners	7.7	-1.4	Higher
Socioeconomically Disadvantaged	25	5.8	Higher
Students with Disabilities*	22.2	6.5	Higher

\*See above

When comparing student group performance in math at EPS 2 and the state, EPS 2 is both outperforming the state and its students are improving their performance faster compared to their statewide peers.

While comparison with the state is helpful, it is also important to examine EPS 2’s performance with the schools its students would otherwise attend should they not opt to enroll in EPS 2. One criterion for renewal of middle track charter schools is renewal is in the best interest of students. Ostensibly this means students would perform better, on average, at the Charter School compared to the resident schools the students would likely be assigned to attend based on address. As noted earlier and verified by the data below for math performance, EPS 2 is outperforming the resident schools its students would otherwise attend.

**2024 Math Performance: EPS 2 and Resident Schools**

<b>Student Group</b>	<b>EPS 2</b>	<b>Eastman Avenue Elementary</b>	<b>Lorena Street Elementary</b>	<b>Ford Blvd. Elementary</b>	<b>Belvedere Elementary</b>	<b>EPS 2 Higher/Lower**</b>
<b>Schoolwide</b>	<b>-29.7</b>	-89.9	-76	-37.2	-61.7	<b>Higher</b>
<b>Hispanic</b>	<b>-29.6</b>	-89.9	-75.8	-36.1	-61.3	<b>Higher</b>
<b>English Learners</b>	<b>-41.9</b>	-86.7	-75.5	-41	-72.1	<b>Higher</b>
<b>Socioeconomically Disadvantaged</b>	<b>-29.7</b>	-89.6	-76	-39.6	-62.9	<b>Higher</b>
<b>Students with Disabilities*</b>	<b>-61.3</b>	-139.3	-158.8	-95.5	-133.8	<b>Higher</b>

\*See above

\*\*The “EPS 2 Higher/Lower column asks is EPS 2 performing higher or lower than the majority of resident schools on math DFS for the specific student group in each row.

**2023 Math Performance: EPS 2 and Resident Schools**

<b>Student Group</b>	<b>EPS 2</b>	<b>Eastman Avenue Elementary</b>	<b>Lorena Street Elementary</b>	<b>Ford Blvd. Elementary</b>	<b>Belvedere Elementary</b>	<b>EPS 2 Higher/Lower</b>
<b>Schoolwide</b>	<b>-45.5</b>	-84.9	-64.2	-64.1	-63.8	<b>Higher</b>
<b>Hispanic</b>	<b>-45.2</b>	-84.5	-64.8	-64	-63.5	<b>Higher</b>
<b>English Learners</b>	<b>-51</b>	-89.7	-60.7	-73.4	-82.4	<b>Higher</b>
<b>Socioeconomically Disadvantaged</b>	<b>-45.5</b>	-86.6	-65	-67.4	-63.8	<b>Higher</b>
<b>Students with Disabilities*</b>	<b>-38</b>	-119.1	-140.4	-126.7	-138	<b>Higher</b>

\*See above

**2022 Math Performance: EPS 2 and Resident Schools**

Student Group	EPS 2	Eastman Avenue Elementary	Lorena Street Elementary	Ford Blvd. Elementary	Belvedere Elementary	EPS 2 Higher/Lower
Schoolwide	-54.5	-93.2	-75.2	-56.3	-67.5	Higher
Hispanic	-54.4	-92.9	-75.6	-56.4	-67.5	Higher
English Learners	-49.6	-98.9	-81.1	-70.5	-88.8	Higher
Socioeconomically Disadvantaged	-54.7	-93.6	-77.6	-58.5	-67.5	Higher
Students with Disabilities*	-83.5	-140.9	-106.6	-128.9	-141.4	Higher

\*See above

When comparing schoolwide and student group performance in math at EPS 2 with the four most likely resident schools for the Charter School’s enrolled students, EPS 2 outperformed all resident schools with the exception of one student group in one school year. In 2024, English Learners at EPS 2 outperformed three of the four resident schools.

As demonstrated in the chart above, Extera PS 2 is outperforming neighboring schools for Distance from Standard for all students. In addition, every single numerically significant student group at EPS 2 has outperformed their peers statewide since 2022 in Mathematics. Moreover, after returning from the pandemic, within one year all students moved 9 points closer to standard, moving the DFS for EPS 2 students from below the state average to above the state average.

In addition to DFS, another measure of academic achievement is the percent of students scoring at or above grade level on the Smarter Balanced Assessment Consortium (“SBAC”) exam. This metric is different from DFS, but can still show the effectiveness of a school’s instructional program. Scoring on grade level is equivalent to “meets standards” or level 3 on the California Assessment of Student Performance and Progress (“CAASPP”) and scoring above grade level is equivalent to “standards exceeded” or level 4 on CAASPP.

**Percentage of Students Meeting or Exceeding Standards, Math, 2024**

	EPS 2	District	State
All Students	34.6%	35.5%	32.8%

When looking at the performance of all students compared to the District and state, EPS 2 performs in the middle of both. EPS 2’s percentage of students scoring on or above grade level is 1.8% above the District and 0.9% below the state. However, looking at significant student groups demonstrates the effectiveness of EPS 2’s educational program in closing achievement gaps.

**Percentage of Students Meeting or Exceeding Standards, Math, 2024**

Student Group	EPS 2	District	State
Hispanic/Latino	34.9%	26.5%	23.7%
English Learners*	12%	10.7%	10.3%
Socioeconomically Disadvantaged	34.6%	27.5%	25%

<b>Students with Disabilities</b>	<b>19.2%</b>	11%	12.5%
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\*English Learners in this table represent students who are designated as ELs at the time of testing. The EL student group for the Dashboard that produces a DFS includes all current ELs and RFEP students who have been reclassified in the most recent four years.

In contrast with the results for all students, looking at the percentage of students scoring on or above grade level by student group shows EPS 2 outperforming the District and state for every student group.

### Percentage of Students Meeting or Exceeding Standards, Math, 2024

Student Group	EPS 2	Eastman Avenue Elementary	Lorena Street Elementary	Ford Blvd. Elementary	Belvedere Elementary	EPS 2* higher/lower
<b>All Students</b>	<b>34.6%</b>	17.3%	17.2%	38.7%	24.6%	Higher
<b>Hispanic/Latino</b>	<b>34.9%</b>	17%	17.6%	38.9%	24.8%	Higher
<b>English Learners*</b>	<b>12%</b>	8.3%	1.7%	17.8%	7.2%	Higher
<b>Socioeconomically Disadvantaged</b>	<b>34.6%</b>	17.1%	17.3%	37.7%	24.1%	Higher
<b>Students with Disabilities</b>	<b>19.2%</b>	6.8%	0%	13.9%	5.5%	Higher

\*The “EPS 2 Higher/Lower column asks is EPS 2 performing higher or lower than the majority of resident schools for the specific student group in each row.

Looking at EPS 2’s performance compared to the four resident schools, EPS 2 performed higher than a majority of the other schools for the all students proficiency rate and the rate for every student group. EPS 2 was also the highest performing school, on this metric, for Students with Disabilities.

### Summary of Key Data Points in Mathematics:

- Despite that 100% of students at EPS 2 fall within a state priority student group, EPS 2’s All Student DFS outperforms the California state average DFS at 29.7 points below standard as compared to 47.6 points below standard.
- The All Student DFS at EPS 2 in Mathematics has shown steady improvement since the return from the pandemic in 2022. The average all student DFS improved by 15.8 points between 2023 and 2024; and 9.1 points between 2022 and 2023.
- The All Student Math Distance from Standard at EPS 2 outperforms all resident schools.

### English Language Arts Performance

English Language Arts performance for students at Extera Public School No. 2 is another area of success, as demonstrated by the CA School Dashboard student group results, and resident school comparison data. All three data points demonstrate the needs of Extera students are being met, and students are demonstrating growth and academic success through the unique school model at Extera PS 2.

As demonstrated in the charts below, all numerically significant student groups have outperformed the state average for the past two years. This is an especially impressive closure of the learning gap considering

that 100% of EPS 2 students fall within at least one state priority student group (socioeconomically disadvantaged), 95% qualify for two, and many qualify for three or more (including English Learners or Students with Disabilities).

### Schoolwide/All Student ELA Performance

Math DFS, schoolwide/ all students	EPS 2	State	EPS 2 Higher/Lower
2024	-32.9	-13.2	Lower
2023	-38.2	-13.6	Lower

As shown above, EPS 2’s schoolwide average 2024 and 2023 DFS for ELA was lower than the state. However, the Charter School’s 2023 to 2024 growth of 5.3 DFS points was several times higher compared to the state’s growth of just 0.4 DFS points. EPS 2’s strong growth has also resulted in its student groups outperforming their peers across the state, as shown below.

### 2024 Student Group ELA Performance

Student Group	EPS 2	State	EPS 2 Higher/Lower
Hispanic	-34	-39.4	Higher
English Learners	-44.2	-67.6	Higher
Socioeconomically Disadvantaged	-32.9	-40.9	Higher
Students with Disabilities*	-57.6*	-95.6	Higher

\*Students with Disabilities was not a significant student group at EPS 2 and so, while a DFS was published, no Dashboard color was awarded for this student group.

### 2023 Student Group ELA Performance

Student Group	EPS 2	State	EPS 2 Higher/Lower
Hispanic	-37.6	-40.2	Higher
English Learners	-63.3	-67.7	Higher
Socioeconomically Disadvantaged	-38.2	-42.6	Higher
Students with Disabilities*	-73.4	-96.3	Higher

\*See above

### 2022 Student Group ELA Performance

Student Group	EPS 2	State	EPS 2 Higher/Lower
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<b>Hispanic</b>	<b>-23.6</b>	-38.6	<b>Higher</b>
<b>English Learners</b>	<b>-35.3</b>	-61.2	<b>Higher</b>
<b>Socioeconomically Disadvantaged</b>	<b>-23.7</b>	-41.4	<b>Higher</b>
<b>Students with Disabilities*</b>	<b>-71.4</b>	-97.3	<b>Higher</b>

\*See above

As shown in the charts above, for the last three years every student group at EPS 2 has outperformed their peers across the state.

Similar to the earlier analysis of math performance, while comparison with the state is helpful, it is also important to examine EPS 2's performance compared with the schools its students would otherwise attend should they not opt to enroll in EPS 2. As noted, this is aligned to the criterion for renewal of middle track charter schools. As was seen in the math comparisons, EPS 2 is outperforming the resident schools its students would most likely attend.

#### 2024 ELA Performance: EPS 2 and Resident Schools

<b>Student Group</b>	<b>EPS 2</b>	<b>Eastman Avenue Elementary</b>	<b>Lorena Street Elementary</b>	<b>Ford Blvd. Elementary</b>	<b>Belvedere Elementary</b>	<b>EPS 2 Higher/Lower</b>
<b>Schoolwide</b>	<b>-32.9</b>	-82.7	-73	-50	-56.1	<b>Higher</b>
<b>Hispanic</b>	<b>-34</b>	-82.5	-74.5	-49.2	-55.6	<b>Higher</b>
<b>English Learners</b>	<b>-44.2</b>	-80.6	-73.1	-58	-76.8	<b>Higher</b>
<b>Socioeconomically Disadvantaged</b>	<b>-32.9</b>	-82.1	-73	-52.1	-57	<b>Higher</b>
<b>Students with Disabilities*</b>	<b>-57.6*</b>	-120.9	-154.7	-123.2	-129.6	<b>Higher</b>

\*See above

#### 2023 ELA Performance: EPS 2 and Resident Schools

<b>Student Group</b>	<b>EPS 2</b>	<b>Eastman Avenue Elementary</b>	<b>Lorena Street Elementary</b>	<b>Ford Blvd. Elementary</b>	<b>Belvedere Elementary</b>	<b>EPS 2 Higher/Lower</b>
<b>Schoolwide</b>	<b>-38.2</b>	-69.5	-60.8	-58.1	-59.6	<b>Higher</b>

<b>Hispanic</b>	<b>-37.6</b>	-69.8	-60.8	-57.8	-59.1	<b>Higher</b>
<b>English Learners</b>	<b>-63.3</b>	-85.1	-64.2	-71.8	-77.2	<b>Higher</b>
<b>Socioeconomically Disadvantaged</b>	<b>-38.2</b>	-70.3	-60.8	-61.1	-59.6	<b>Higher</b>
<b>Students with Disabilities*</b>	<b>-73.4 *</b>	-120	-131.3	-132.5	-135.9	<b>Higher</b>

\*See above

**2022 ELA Performance: EPS 2 and Resident Schools**

<b>Student Group</b>	<b>EPS 2</b>	<b>Eastman Avenue Elementary</b>	<b>Lorena Street Elementary</b>	<b>Ford Blvd. Elementary</b>	<b>Belvedere Elementary</b>	<b>EPS 2 Higher/Lower</b>
<b>Schoolwide</b>	<b>-23.9</b>	-72.6	-66.3	-43.4	-46.3	<b>Higher</b>
<b>Hispanic</b>	<b>-23.6</b>	-72.3	-66.4	-44.5	-46.3	<b>Higher</b>
<b>English Learners</b>	<b>-35.3</b>	-82.9	-79	-66.3	-76.4	<b>Higher</b>
<b>Socioeconomically Disadvantaged</b>	<b>-23.7</b>	-74	-67.8	-46.2	-46.3	<b>Higher</b>
<b>Students with Disabilities*</b>	<b>-71.4</b>	-125	-129.8	-136.1	-130.9	<b>Higher</b>

\*See above

As demonstrated in the charts above, Extera PS 2 is outperforming neighboring schools for Distance from Standard for all students. In addition, every single numerically significant student group at EPS 2 has outperformed their peers for the past three years, starting in 2022, on ELA DFS.

As was done with the analysis of math results, below are tables showing the ELA proficiency rate at EPS 2 compared to the District, state and resident comparison schools.

**Percentage of Students Meeting or Exceeding Standards, ELA, 2024**

	<b>EPS 2</b>	<b>District</b>	<b>State</b>
<b>All Students</b>	<b>30.8%</b>	43.1%	47%

**Percentage of Students Meeting or Exceeding Standards, ELA, 2024**

<b>Student Group</b>	<b>EPS 2</b>	<b>District</b>	<b>State</b>
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<b>Hispanic/Latino</b>	<b>30.2%</b>	37.5%	36.8%
<b>English Learners*</b>	<b>12%</b>	8.9%	10.3%
<b>Socioeconomically Disadvantaged</b>	<b>30.8%</b>	37.6%	36.8%
<b>Students with Disabilities</b>	<b>11.5%</b>	13.5%	15.8%

\*See above

\*See above

\*\*The EPS 2 Higher/Lower column asks if EPS 2 performs higher or lower than the majority of resident schools for the specific student group in each row.

Looking at EPS 2’s performance compared to the four resident schools, EPS 2 performed higher than a majority of the other schools for the all students proficiency rate and the rate for every student group. EPS 2 was also the highest performing school, on this metric, for English Learners and Students with Disabilities.

**Summary of Key Data Points in English Language Arts:**

- The All Student ELA Distance from Standard at EPS 2 outperforms all residential schools.
- The ELA SBAC scores at EPS 2 in 2024 outperform local residential scores based on the school of residence of EPS 2 students.
- EPS 2’s All Student DFS improved by 5.3 points between 2023 and 2024.
- All numerically significant student groups outperform state DFS compared to their student group peers statewide.

**English Learner Progress**

The English Learner Progress Indicator (“ELPI”) data for Extera Public School No. 2 is shown below for the three prior years compared to the state’s average ELPI.

**ELPI**

	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>EPS 2</b>	<b>64.1%</b>	<b>47.7%</b>	<b>40.5%</b>
<b>State Average</b>	50.3%	48.7%	45.7%

EPS 2 has taken many efforts to improve its ELPI as addressed later in this element in the section addressing challenges.

**Chronic Absenteeism Performance**

The chronic absenteeism data for Extera Public School No. 2 is shown below for the three prior years compared to the state’s average.

### Chronic Absenteeism Rates

	2022	2023	2024
<b>EPS 2</b>	<b>26.6%</b>	<b>24.9%</b>	<b>19.3%</b>
<b>State Average</b>	30%	24.3%	18.6%

As shown above, EPS 2’s schoolwide average 2024 and 2023 Chronic Absenteeism rates were higher than the state, although EPS 2 was lower in 2022 and there has been an improvement each year shown by the decreasing rate of students qualifying as chronically absent. EPS 2’s focus on reducing this rate has resulted in its student groups outperforming their peers across the state, as shown below.

#### 2024 Student Group Chronic Absenteeism Rates

Student Group	EPS 2	State	EPS 2 Higher/Lower
<b>Hispanic</b>	<b>18.5%</b>	21.7%	<b>Lower</b>
<b>English Learners</b>	<b>14%</b>	20.1%	<b>Lower</b>
<b>Socioeconomically Disadvantaged</b>	<b>19.3%</b>	23.4%	<b>Lower</b>
<b>Students with Disabilities*</b>	<b>24.4%</b>	26.3%	<b>Lower</b>

In 2024, all numerically significant student groups have lower chronic absenteeism rates compared to their student group peers statewide. This trend holds true for 2023 and 2022, as shown below.

#### 2023 Student Group Chronic Absenteeism Rates

Student Group	EPS 2	State	EPS 2 Higher/Lower
<b>Hispanic</b>	<b>25.2%</b>	28.4%	<b>Lower</b>
<b>English Learners</b>	<b>17.4%</b>	26.3%	<b>Lower</b>
<b>Socioeconomically Disadvantaged</b>	<b>25.1%</b>	29.9%	<b>Lower</b>
<b>Students with Disabilities*</b>	<b>28.6%</b>	33.1%	<b>Lower</b>

#### 2022 Student Group Chronic Absenteeism Rates

Student Group	EPS 2	State	EPS 2 Higher/Lower
<b>Hispanic</b>	<b>26.4%</b>	35.8%	<b>Lower</b>

<b>English Learners</b>	<b>31.5%</b>	33.6%	<b>Lower</b>
<b>Socioeconomically Disadvantaged</b>	<b>26.8%</b>	37.4%	<b>Lower</b>
<b>Students with Disabilities*</b>	<b>29.4%</b>	39.6%	<b>Lower</b>

**Summary of Key Data Points for Chronic Absenteeism:**

- Extera PS 2’s chronic absenteeism declined by 5.7% between the 2022-2023 and the 2023-2024 school year.
- All numerically significant student groups at Extera PS 2 have lower percentages of students that are chronically absent than their peers statewide. This has been consistent for the past three school years as demonstrated by the Dashboard.

**Suspension Rate Performance**

In addition to Multi-Tiered Systems of Support (“MTSS”) to support attendance and academics, since the return from the pandemic Extera Public School No. 2 has relaunched school wide positive behavior support systems and performed a curriculum adoption for a new Social Emotional Learning (“SEL”) curriculum: MooZoom. In the Spring 2024 family survey, 100% of families responded positively to the question, “At your child’s school, how well does the overall approach to discipline work for your child.” As demonstrated in the table below, Extera PS 2 has shown excellent progress in decreasing suspension rates. ESP 2 moved from orange to blue on the CA School Dashboard between 2023 and 2024.

**Chronic Absenteeism Rates**

	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>EPS 2</b>	<b>0.7%</b>	<b>1.8%</b>	<b>0.5%</b>
<b>State Average</b>	3.1%	3.5%	3.2%

As shown above, EPS 2’s schoolwide suspension rate was below the state average for 2022, 2023 and 2024. EPS 2’s focus on effective implementation of MTSS has resulted in its student groups outperforming their peers across the state, as shown below.

**2024 Student Group Suspension Rates**

<b>Student Group</b>	<b>EPS 2</b>	<b>State</b>	<b>EPS 2 Higher/Lower</b>
<b>Hispanic</b>	<b>0%</b>	3.4%	<b>Lower</b>

<b>English Learners</b>	<b>0%</b>	3.4%	<b>Lower</b>
<b>Socioeconomically Disadvantaged</b>	<b>0.5%</b>	4%	<b>Lower</b>
<b>Students with Disabilities*</b>	<b>0%</b>	5.4%	<b>Lower</b>

### 2023 Student Group Suspension Rates

<b>Student Group</b>	<b>EPS 2</b>	<b>State</b>	<b>EPS 2 Higher/Lower</b>
<b>Hispanic</b>	<b>1.8%</b>	3.8%	<b>Lower</b>
<b>English Learners</b>	<b>1.4%</b>	3.7%	<b>Lower</b>
<b>Socioeconomically Disadvantaged</b>	<b>1.8%</b>	4.5% s	<b>Lower</b>
<b>Students with Disabilities*</b>	<b>2%</b>	5.9%	<b>Lower</b>

### 2022 Student Group Suspension Rates

<b>Student Group</b>	<b>EPS 2</b>	<b>State</b>	<b>EPS 2 Higher/Lower</b>
<b>Hispanic</b>	<b>0.7%</b>	3.3%	<b>Lower</b>
<b>English Learners</b>	<b>2.2%</b>	3.2%	<b>Lower</b>
<b>Socioeconomically Disadvantaged</b>	<b>0.8%</b>	4%	<b>Lower</b>
<b>Students with Disabilities*</b>	<b>1.9%</b>	5.4%	<b>Lower</b>

The suspension rate data for EPS 2 consistently demonstrates significantly lower rates compared to the State of California across all student groups from 2022 to 2024. For example, in 2024, the overall suspension rate at EPS 2 was just 0.5%, compared to the state average of 3.2%. Notably, EPS 2 reported 0% suspensions among Hispanic students, English Learners, and Students with Disabilities, groups that are disproportionately impacted by suspension statewide. These consistently lower rates reflect the Charter School’s commitment to Restorative Justice Practices, inclusive supports, and a positive school climate, reinforcing EPS 2’s mission to serve and uplift its community with equity-centered approaches.

#### Summary of Key Data Points for Suspension:

- The all student suspension rate at Extera PS 2 is below the California state average, at 0.5% suspended at least one day (Extera PS 2) as compared to 3.2% suspended at least one day (California).
- All numerically significant student groups at Extera PS 2 have lower percentages of students that are suspended than their peers statewide. This has been consistent for the past three school

years as demonstrated by the Dashboard.

**Science**

The Science performance data for Extera Public School No. 2, which is currently on the CA School Dashboard for informational purposes, again demonstrates Extera PS 2 students are outperforming their peers statewide when comparing outcomes of numerically significant student groups at EPS 2.

<b>Science: Extera Public School No. 2 to the State of California Performance</b>			
	<b>EPS 2 DFS 2024</b>	<b>CA DFS 2024</b>	<b>EPS 2 DFS to CA comparison 2024</b>
All Students	-15.1	-13.5	<b>Lower</b>
Hispanic	-15.1	-19.3	<b>Higher</b>
Socioeconomically Disadvantaged	-15.1	-19.1	<b>Higher</b>
Students with Disabilities	-20.2	-27.3	<b>Higher</b>

As shown above, in 2024, EPS 2 scored -15.1 DFS for all students, slightly below the state average of -13.5. However, when disaggregated by student group, EPS 2 outperformed the state in nearly every category. Hispanic students at EPS 2 scored -15.1 compared to the state’s -19.3. Socioeconomically Disadvantaged students also outperformed the state average, -15.1 as compared to -19.1. Students with Disabilities also outperformed their peers statewide, with a DFS of -20.2 as compared to -27.3.

As demonstrated in the table below, when comparing EPS 2 student outcomes to neighboring schools of residence, Extera PS 2’s schoolwide results and numerically significant student groups are again outperforming their peers, with DFS scores closer to standard than their peers.

<b>Science: Extera Public School No. 2 to Resident School Comparison</b>					
	<b>EPS 2 DFS 2024</b>	<b>Eastman Ave. Elementary 2024</b>	<b>Lorena St. Elementary 2024</b>	<b>Ford Blvd. Elementary 2024</b>	<b>EPS 2 to Resident School Comparison 2024</b>
All Students	-15.1	-27.2	-22.2	-20.6	<b>Higher</b>

Hispanic	-15.1	-27	-22.2	-20.3	<b>Higher</b>
Socioeconomically Disadvantaged	-15.1	-27.2	-22.2	-21.3	<b>Higher</b>
Students with Disabilities	-20.2	-34.3	-38.8	-26.1	<b>Higher</b>

**Summary of Key Data Points for Science:**

- All numerically significant student groups at Extera PS 2 have a better distance from standard than their peers statewide.
- Extera PS 2’s all student population is outperforming local residential schools in terms of a DFS that is closer to standard than neighboring schools.

**Success of the Key & Innovative Features**

Place-based Education (“PBE”) and Active Engagement Outside the Classroom

The program at Extera Public School No. 2 has numerous innovative features that are hallmarks of Extera PS 2’s approach and are unique to the experience of teaching and learning for the students. One essential element of the Extera Public School No. 2 education is PBE, which is learning that happens outside of the traditional classroom setting, connected to the community it serves. PBE is based on the underlying recognition that not all education and learning takes place within the confines of the physical school setting, and that asset-based, culturally relevant instruction means connecting student identity, culture, and their community to learning to allow for deeper, more powerful learning to occur. Please see element 1, section 7 for more details.

Extera PS 2’s Site Substitute Model

The apprentice and support teacher model has been reformed since the COVID-19 Pandemic to include credentialed site substitutes, credentialed intern teachers, and highly-trained instructional aides. In addition, due to higher levels of social emotional needs post-pandemic, student wellness counselors were a priority to ensure students were supported and connected at school upon the return to in person instruction. Extera PS 2 recognizes that stability and consistency is crucial to prevent lost instructional time on days when teachers are absent. As such, Extera PS 2 has a site substitute that is a part of the Charter School community and covers classes to minimize and prevent the need to contract outside substitute teachers who are not familiar with the students or the curriculum.

To ensure a continuity of learning at Extera PS 2, at the beginning of the year, the site substitute spends time familiarizing themselves with the routines, schedule, classroom management, and instructional routines in every classroom. Site substitutes support by covering classes when teachers are out, and support with small group instruction and intervention on days when all teachers are present on campus. This push-in model provides additional intervention and support.

## School Theme Focused on the Natural World

Extera PS 2 has successfully implemented a unique school theme focused on the natural world and the interconnectedness of all living things – human communities, plant and animal life, the living planet and beyond. The intentionally selected curricula for English Language Arts and Science enhances this focus on a daily level, in a way that is culturally relevant and provides hands-on learning experiences tied to social-justice topics.

Curricula that connects learning across content areas allows students to experience an integrated learning where subjects are not taught solely in isolation but instead are presented coherently and connected to broader themes that bring together the overarching concepts and understandings of the standards-based curriculum.

Another powerful example of EPS 2's focus on the science and social studies curriculum through nature are multi-day camping trips. Each year, students in 5th grade participate in highly rewarding learning experiences when camping with their fellow students and teachers in conjunction with Wolf Camp or similar outdoor learning organizations. These camping excursions and field trips allow students to broaden their own educational experience in nature. All students are able to and encouraged to participate on these trips at no cost to their families as part of EPS 2's core program. EPS 2 provides all of the necessary camping gear (such as sleeping bags, backpacks, day packs, water bottles) to remove all costs and potential barriers to participation. Prior to these excursions, the leaders of the trips collaborate with teachers to become aware of the science themes, principles, and units that are being taught so that they can design their discussions and instruction in nature to parallel, reflect, and support the content that teachers are teaching in their classrooms. The trips are extensions of learning that takes place in the classroom, typically connected to themes pertaining to ecosystems, geography, California history, and indigenous peoples of California.

Apart from the meaningful and enriching extensions to academic learning that EPS 2's emphasis on PBE provides, Extera PS 2 students have experienced increased personal interaction with nature as verified by the Charter School's curriculum and annual off-campus learning experiences. EPS 2 students have consistently demonstrated a proficient and substantial understanding of nature and their place in the world as reflected in class work, student projects, and culminating assessments and assignments completed following these placed-based experiences, particularly in the content areas of science and social studies. During classroom lessons and excursions alike, Extera PS 2 students have expressed a positive attitude toward the natural world.

## Planning and Collaboration

As a continuously developing organization, two of the most developed, successful, and beneficial aspects of Extera PS 2's program are collaboration and Professional Development ("PD").

Professional development is offered at all levels within the organization. There are specific PDs to support teachers, Behavior Interventionists ("BI"), Resource Specialist Teachers ("RST"), and other roles within the organization. The instructional leadership team ("ILT") currently meets at least one full day per month for

leadership PD and planning purposes, in addition to other planning meetings that happen weekly in smaller groups. The ILT includes principals, business managers, counselors, academic coach, academic coordinator, and home office staff. EPS 2 is successfully tapping into its own resources by utilizing the expertise of the members of its instructional team and supporting teachers by developing internal capacity and cohesion across the organization.

In addition to formal Professional Development on Wednesdays and pupil-free days, EPS 2 uses the following practices to continuously improve teacher instructional practices and student outcomes:

- Formal Learning Walks focusing on key priorities of the year and curriculum to identify PD needs and individual teacher needs (Positive Behavioral Interventions and Supports (“PBIS”), Special Education (“SPED”), and Content-Based including Systematic Instruction Phonological Awareness, Phonics, and Sight Words (“SIPPS”), ELA, Math and Science)
- Informal weekly walkthroughs by principals providing glows and grows to teachers
- Literacy coach learning cycles for specific teachers
- Daily pulse checks by principals
- Regular teacher check-ins with principals based on level of teacher need (every 1-4 weeks)
- Regular meeting structures at all levels including weekly school site meetings, Home Office (“HO”) meetings, executive leadership meetings, SPED meetings, counselor meetings etc.
- Monthly network-wide PD at the Home Office for all Instructional Leaders for the full instructional day

Leadership uses instructional tools during Learning Walks to guide PD development, teacher coaching, and feedback. These tools currently include curriculum fidelity observation tools (example: SIPPS) or Achieve the Core Instructional Practices rubrics (example: K-2 ELA, 3-8 ELA, K-8 Math).

In the effort to support continuous development, all staff set professional learning goals annually that are monitored and evaluated at the end of the year. All staff also receive annual formal evaluations.

Collaborative planning is another key feature of the EPS 2 program. Teachers currently plan collaboratively a minimum of twice monthly in addition to planning time embedded into full-day PD days, and grade level release days which happen 2-3 times per school year. Teachers submit scope and sequences to their principals prior to the start of the year. They also submit weekly lesson plans. Principals provide feedback on the lesson plans based on classroom observations and data. Teachers modify their plans for instruction and delivery of instruction in response to what the data indicates. For example, teachers determine how to group students most effectively to provide additional support according to their particular needs as English learners, advanced learners, students with Individualized Education Programs (“IEP”), or struggling students.

Planning and collaboration extend beyond the classroom to include other activities at the Charter School, such as “Parent University” Workshops for Extera PS 2 Parents and Families. These workshops are collaboratively designed by ILT members for the EPS 2 parents and students, based on topics parents identified at the Parent Advisory Committee (“PAC”) and the English Learner Advisory Committee (ELAC)

the previous year. Parents and students come together for workshops designed to promote collaboration between parents, students, and the Charter School related to learning both in and outside of the classroom. Conducted every six weeks, these team building events bring together principals, school staff, parents, and students across school sites. Parent University topics during the 2024-2025 school year included:

- Parent Volunteer Opportunities & Being a Room Parent
- IEP 101 and SPED Rights
- Technology Help
- Major Grade Level Standards in Mathematics
- Supporting Reading at Home and Supporting Biliteracy
- Attendance
- Math Standards
- Test Prep at Home
- Mental Health and Healthy Living
- Positive Relationships with Your Child
- Discipline and Substance Awareness
- Social Media Safety
- Safety, Drills and Active Shooter Protocols
- Supporting English Learners at Home
- STEM Museum
- Supporting College from Kinder
- Financial Literacy

#### **Areas of Challenge:**

##### **Return from the Pandemic:**

Learning loss research has demonstrated that students fell behind during distance learning, and disproportionately impacted students who are socioeconomically disadvantaged, English Learners, and students of color.<sup>2</sup> As a school that serves a population of students that is 100% socioeconomically disadvantaged, EPS 2 falls into this category. Between the 2018-2019 and the 2020-2021 school year, the EPS 2 Math percentage of students in the Met Standard and Exceed standard dropped from 40% to 17%. Between the 2018-2019 and the 2020-2021 school year, in ELA the percentage of students in the Standard Met and Standard Exceeded range standard dropped from 41% to 25%. As demonstrated above, EPS 2 has made significant gains in closing the learning gap for students in ELA and Mathematics. Yet, EPS 2 has not yet reached pre-pandemic student achievement levels in ELA and Mathematics.

To address learning loss from distance learning, and to continue to close learning gaps EPS 2 has continuously collected and analyzed data, including a comprehensive curriculum audit, and adjusted the instructional programming to best meet the needs of students.

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<sup>2</sup> Hough, H. J., & Chavez, B. (2022, November 4). *California Test Scores Show the Devastating Impact of the Pandemic on Student Learning*. Ed Policy INCA. Retrieved August 8, 2025, from <https://edpolicyinca.org/newsroom/california-test-scores-show-devastating-impact-pandemic-student-learning>

- A new daily schedule adjusted annually based on student data to ensure time is spent on the instructional needs of students.
- Professional Development focused on data-based priorities
- Building a culture of data transparency, and data-based decision making
- Comprehensive ELA adoption including Expeditionary Learning, EL Achieve, Systematic Instruction in Phonological Awareness and aligned Professional Development (2022-2023 school year)
- Comprehensive mathematics PD including the 8 mathematical practices, mathematical shifts, and a relaunch of the mathematics curriculum Eureka (2023-2024 school year)
- Comprehensive PD series on reading foundations and fluency and Twig Science adoption (2024-2025)
- Teacher planning focused on internalizing the new curricula to provide high-quality instruction and lesson plans to support student mastery of learning goals
- Frequent data analysis to adjust planning at all levels of the organization
- Teacher instructional development through instructional coaches and school leader coaching cycles, feedback, check-ins and evaluations.
- Initiatives to reduce turnover
- Proactive and responsive attendance initiatives including attendance incentives and Student Attendance Review Team Meetings
- Positive Behavioral Interventions and Supports (PBIS) team and PBIS roll-out including a new SEL curriculum including school-wide PBIS incentives, raffles, field days, student council and school clubs

### **English Learner Progress**

The data shown earlier demonstrates ELPI is an area of growth for the Charter School. To address the declining ELPI, EPS 2 took several steps, including a root cause analysis in the Spring of 2024, and instructional shifts to support English Learner growth. Based on these instructional shifts during the 2024-2025 school year, EPS 2 has seen significant improvement in 2025 English Language Proficiency Assessments for California (“ELPAC”) scores, ELPI growth, and reclassification rates.

### **Enrollment:**

EPS 2 recognizes enrollment has been declining since the return from the COVID-19 pandemic. EPS 2 has identified three major trends contributing to Extera’s declining enrollment. First, in exit interviews families who have left overwhelmingly identified that they withdrew because their family left the neighborhood to move out of Los Angeles County. The instances of this occurring has declined as the families who were going to move due to COVID-related difficulties or additional post pandemic pressures (e.g. cost of living) have now done so.

The second major factor contributing to declining enrollment over the last three school years is the impact of the COVID-Kindergarten cohort on total enrollment. In the following years, as larger 5th grade classes matriculated to middle school, the impact of two small COVID Kindergarten classes was more acutely felt

in the total enrollment figures. From 2024-25 to 2025-26, the kindergarten class size has stabilized, resulting in a new post-Covid norm.

A third factor contributing to declining enrollment is the Prop. 39 classroom and site allocation changes for August of 2024, which caused increased distance for families to reach the school site location. Based on enrollment allocations for Extera PS 2, students were combined to one site. In both of these situations, due to the increased distance for families, a significant number of students withdrew. This caused a net loss of 64 enrolled students.

One potential retention strategy is to secure a private site, which will retain current students by offering a novel, state-of-the-art learning facility. EPS 2 would collaborate and ensure all LAUSD requirements are met regarding a change of location. Not only do the families of this underserved neighborhood deserve a high quality education in a new school facility, the neighborhood also has limited land sites available for development and opportunities to house new school buildings. Opening a private site would allow us to provide evening and weekend programs for families and consistent school site access that is no longer subject to Prop 39 allocation changes annually. EPS 2 is already touring and in early negotiations with alternative private sites in the Boyle Heights neighborhood. Locally, the District school sites were built 100 years ago and also rely on older portables and suffer from structural deficiencies that are severely impacted by weather (for example, Eastman School's roof). If EPS 2 could move to a more modern private site, this would be a benefit to families.

The financial benefits of moving the three Prop-39 elementary school co-locations of Eastman Avenue Elementary, Breed Street Elementary and Second St. Elementary, into one combined private site would allow Extera Public Schools to operate more efficiently, eliminating redundant positions in the areas of operations, food service, secretarial duties, and janitorial services, as well as to ensure a healthy student:teacher ratio that will better maximize the Charter School's funds and lower total staffing expenses. Additionally, Extera would no longer pay for three separate Prop. 39 leases that must be paid fully out of the general fund, and will instead have a consolidated facilities payment and become eligible for state facilities reimbursements from the Charter Schools Facility Grant program.

An additional strategy for Extera PS 2 involves communicating the strong academic outcomes of the students at EPS 2. The fact that EPS 2's students outperform their statewide and LAUSD student group peers on the SBAC exam is a significant draw. Combined with the offering of a newer, modern, culturally relevant school building - Extera's future is bright.

Last, EPS 2 focused efforts on expanding parent and family engagement, and student enrichment opportunities since the return from the pandemic. By strengthening the school community and offering unique enrichment opportunities to students, EPS 2 will continue to offer a unique school experience that families within the community value.

## **Enrollment Plan**

Not applicable as a fully rolled-out charter school.

## **Goals and Philosophy**

## Mission and Vision

The mission of Extera Public School No. 2 is to ensure the success of children in Boyle Heights/East Los Angeles by providing a rigorous and effective standards-based education built on the pillars of **excellence**, **equity** and **engagement**. Through a school theme focused on the natural world\_and the interconnectedness of all living things – human communities, plant and animal life, the living planet and beyond – children at Extera Public School No. 2 engage in hands-on, minds-on project-based learning that offers “real world” relevance, impact and self-empowerment. EPS 2 empowers children to thrive as trailblazers: grounded in academic excellence, equipped to lead with confidence and purpose, and resilient in the face of challenges.

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

- EPS 2 nurtures learners towards academic excellence, ensuring all students are supported in reaching their potential through high expectations and grade-level rigor. EPS 2 strives for continuous improvement and supports every learner to grow, thrive, and succeed.
- EPS 2 knows that through collective efficacy- the shared belief in the ability to work as a team to achieve desired goals- teachers, principals, and staff will work together and persevere to ensure that students achieve academic success.
- Accountability, starting with principals and the Board of Directors, permeates throughout the Charter School via meaningful data-driven assessments, transparent and effective governance and fiscal responsibility, and empowerment of all stakeholders to play a role in shaping the Charter School and ensuring success.

The small school environment ensures **equity** via differentiated instruction, family support and education, and comprehensive student supports to ensure that each student excels both within the Charter School’s walls and well beyond.

Finally, EPS 2 provides joyful and rigorous learning experiences where students engage in culturally relevant and hands-on lessons that spark curiosity and innovation. The project-based, constructivist education focuses on the different ways in which children learn and the skills and talents they each bring to the Charter School community to stimulate student **engagement** in their own learning processes and skills mastery, thereby creating true life-long learners. EPS 2 believes that engagement includes all educational partners, and that meaningful collaboration with students, staff, families, and the community is essential to student success. By building strong, hands-on partnerships with families and working together as trusted allies in education, EPS 2 creates a shared path toward learning, growth, and achievement. The goal is to ensure that every child achieves and enjoys excellence, equity and engagement that includes rich interaction with the Charter School’s nature theme and support from the broader community.

## Characteristics of an “Educated Person” in the 21st Century & How Learning Occurs Best

Extera Public School No. 2 strives to ensure students are self-empowered to become *Trailblazers* at the completion of the program.

Following are some of the competencies emphasized within the Extera PS 2 curriculum to prepare students for the 21<sup>st</sup> century:

### Profile of an Extera Trailblazer

These are the characteristics our students will learn, practice, and exhibit by the time they culminate. EPS 2 maintains the objective of enabling students to become self-motivated, competent, lifelong learners.

#### **Grounded in Academic Excellence (Competent)**

- **Academically Equipped:** On grade level in reading and math and prepared with the skills to be future ready.
- **Critical Thinker:** Approaches challenges with logic, creativity, and confidence.
- **Lifelong Learner:** Demonstrates a love of learning and a growth mindset that fuels continual improvement with the skills and habits to be successful.

#### **Equipped to Lead with Confidence and Purpose**

- **Strong Self-Identity:** Knows who they are and where they come from; celebrates their cultural background and community.
- **Confident Communicator:** Possess high self-esteem, strong emotional regulation, and the communication skills to engage and advocate
- **Community-Oriented:** Demonstrates kindness, empathy, and a commitment to positively impact their school, neighborhood, and the world.

#### **Resilient in the Face of Challenges**

- **Driven & Persistent (Motivated):** Faces setbacks with determination and bounces back stronger.
- **Ethical & Respectful:** Acts with integrity, respect, and compassion toward others.
- **Innovative Problem Solver:** Thinks creatively, adapts to change, and generates new ideas with curiosity and purpose.

#### **How Learning Occurs Best**

The Extera Public School No. 2 *Instructional Model* is grounded in a set of Core Beliefs aligned to exemplary educational practices that have been carefully studied and developed by leading researchers in the field of elementary education, and align with the core values.

<b>EPS 2 Core Values</b>	
Growth & Excellence	At EPS 2, we nurture learners towards academic excellence, ensuring all students are supported in reaching their potential through high expectations and grade-level rigor. We strive for continuous improvement and support every learner to grow, thrive, and succeed.
Joyful Learning	At EPS 2, we provide joyful and rigorous learning experiences where students engage in culturally relevant and hands-on lessons that spark curiosity and innovation.
Teamwork	At EPS 2, we know that through collective efficacy- the shared belief in the ability to work as a team to achieve desired goals- the teachers, principals, and staff will work together and persevere to ensure that students achieve academic success.
Safety & Belonging	At EPS 2, we foster the physical and psychological safety of all students and recognize its importance for student success. Students know they belong because their local history, heritage, and culture is elevated at school.
Family Partnership	At EPS 2, we believe that meaningful collaboration with students, staff, families, and the community is essential to student success. By building strong, hands-on partnerships with families and working together as trusted allies in education, we create a shared path toward learning, growth, and achievement.

At the center of EPS 2's belief system about how learning best occurs is a wholehearted belief that all children possess a tremendous capacity to learn and to be productive citizens. The philosophy of education is supported by tenets that reflect a balanced approach that is both child-centered and systemic. The underlying, child-centered, culturally responsive and assets-based philosophies of education that support student engagement at Extera Public School No. 2 are closely connected to the powerful learning methods described in the works of John Dewey, Jean Piaget, Lev Vygotsky, Maria Montessori, Howard Gardner, John Goodlad, Linda Darling-Hammond, Catherine Fosnot, John Hattie, Lauren Resnick, Zaretta Hammond, Gloria Ladson-Billings, and Django Paris. Extera PS 2's instructional methodologies – constructivism, high expectations, and culturally responsive teaching are supported by the work of leading educational thinkers

and validated by practitioners. The teaching practices included within the instructional framework practices have demonstrated success in schools serving students with similar backgrounds and academic needs.

**Academic Excellence is Built through Engagement:** As theorized by John Dewey, students learn through hands-on, engaging, experiential learning. As theorized by Lev Vygotsky’s socio-cultural and constructivist learning theory, students learn through social interaction in order to internalize knowledge and skills, and through guidance and support from a more knowledgeable other. Learning is collaborative and a social process that involves all educational partners. EPS 2’s learning model is built around learning theory that emphasizes the role of the child in their own learning, and the role of the teacher as facilitator of the learning process.

**Academic Excellence Stems from Assets-Based and Culturally Relevant Instruction:** In his book Pedagogy of the Oppressed, Paulo Freire argues that learners are co-creators of knowledge. Freire rejects the premise that children should be treated as empty vessels to be filled with knowledge. Gloria Ladson-Billings’ theory of Culturally Relevant Pedagogy argues that an equitable learning environment is built from leveraging students’ prior knowledge, empowering students critical thinking, and developing cultural competence and critical consciousness of social justice issues. Django Paris’ expanded upon this belief through culturally sustaining pedagogy, which theorizes that the role of schools is to sustain the cultural identity of students rather than eradicate. The connection to identity, community, culture and history fully aligns with Extera PS 2’s intentional instructional model utilizing Place-Based Education to enhance student learning.

**Academic Excellence Means High Expectations for All:** Culturally responsive education and high expectations are inextricably linked. Dr. John Hattie’s study Visible Learning identified “teacher estimates of achievement” as the third most impactful factor related to student achievement. When teachers believe in the potential of their students, it positively impacts student outcomes. Judith Kleinfeld’s definition of a “warm-demander” includes leveraging a relationship based on personal warmth as well as using active demandingness to support students in reaching their full potential. Extera’s academic program is centered around the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), the History-Social Science Framework, the English Language Development Standards (“ELD”), and remaining State Content Standards (collectively, the “State Standards”), as well as the California frameworks for instructional design. The desired outcome of the academic program is student achievement of the State Standards.

**Academic Excellence is Meeting all Students’ Individual Needs and Strengths:** Equity means understanding that not all students learn the same way, or need the same supports to be successful. Educational theorist Howard Gardner pioneered the field of multiple intelligences which emphasizes different ways of knowing and being smart. This research has led to the understanding that intelligence can occur in at least seven different domains, each at varying degrees-- from musical intelligence, to interpersonal intelligence (Gardner, 1983). To access students’ prior knowledge, abilities and skills, teachers should use a variety of approaches in both instruction and assessment (Gardner, 1993) (Viadero, 1994). This research guides EPS 2’s commitment to establishing a learning environment, learning process and an educational program which honors individual learning styles and abilities so that all students achieve academic excellence.

**Academic Excellence is Rooted in a Culture of Belonging:** As theorized by Maslow’s Hierarchy of Needs, in order for students to reach their fullest potential, or “self-actualize,” all of a student’s basic and psychological needs must first be met (Abraham Maslow). Belonging and inclusion are interwoven in culturally relevant pedagogy and culturally sustaining pedagogy, ensuring student identity is reflected, celebrated, and sustained through school based-programming.

**Partnership with Families Strengthens Academic Excellence:** Family engagement in student learning is a critical element to student success. In alignment with Joyce Epstein’s framework for parent involvement, Extera Public School No. 2 intentionally creates systematic opportunities for parents to interact meaningfully with their child’s learning and the Charter School community. Research by John Hattie underscores the significance of parental engagement, attributing it to an effect size of 0.50, surpassing the average benchmark of 0.40 for impactful educational interventions. This level of engagement equates to more than a year's worth of academic growth, highlighting its profound influence on student achievement. Extera Public School No. 2 recognizes that effective family engagement extends beyond traditional involvement. EPS 2 strives to empower parents as active partners in the educational process, fostering collaborative relationships that support student learning both at school and at home. By aligning strategies with evidence-based practices, EPS 2 aims to create an inclusive environment where families are integral to the academic success of the EPS 2 students. EPS 2 believes that an understanding of how learning best occurs is fundamental to the success of the Charter School and the students’ achievement of rigorous goals, including the Common Core State Standards, and this interactive understanding forms a critical basis for all instruction at Extera Public School No. 2. Through these critical components of the Extera PS 2 instructional program, students apply critical thinking, problem solving, and analytical skills that are aligned to the Common Core State Standards, utilizing Common Core-aligned resources to support students for success in the 21<sup>st</sup> century.

**Description of Extera PS 2’s Annual Goals and Actions in alignment with Ed. Code § 47605(c)(5)(A)(ii)**

LCFF STATE PRIORITIES	
GOAL #1	
Provide professional learning opportunities and instructional coaching to strengthen implementation of the State Standards, use of evidence-based instructional strategies that addresses the diverse learning needs of all students including ELs and SWDs and promotes scholar engagement.	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1      <input type="checkbox"/> 4      <input type="checkbox"/> 7</p> <p><input checked="" type="checkbox"/> 2      <input type="checkbox"/> 5      <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3      <input type="checkbox"/> 6</p> <hr/> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p>

□:

Specific Annual Actions to Achieve Goal

*1: Staffing: Educational Program*

Extera Public School No. 2 will employ a Principal and appropriately credentialed teachers as part of the Charter School’s core educational program providing instruction in ELA, ELD, Math, Science, Social Studies, and Physical Education.

*2: Professional Learning Opportunities*

EPS 2 will provide all teachers with professional learning opportunities in alignment with schoolwide initiatives and identified student needs.

*3: Basic Services: Core Curricular Materials*

EPS 2 will ensure all students have access to standards aligned core curriculum and instructional materials. Annual purchases will be made to ensure sufficient materials

*4: Technology Learning Platform*

EPS 2 provides all students with access to a technology device to access instructional, curricular materials and testing platforms. The Associate Director of Technology will provide IT support and ensure devices are up-to-date, and functional for student use.

Expected Annual Measurable Outcomes

**Outcome #1:** Percentage of teachers that are fully credentialed & appropriately assigned.

**Metric/Method for Measuring:**

Annual Teacher Assignment Monitoring Outcome (“TAMO”) data reported by the CDE; CA School Dashboard (Priority 1).

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	81.8% (9.1% intern, 9.1% ineffective)  TAMO 22-23	95%	100%	100%	100%	100%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A

Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/ Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome #2:** Percentage of students with access to State Standards-aligned materials.

**Metric/Method for Measuring:**

Textbook inventory/ classroom observations

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A

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

**Outcome #3:** Implementation of the State Standards for all students & enable ELs access.

**Metric/Method for Measuring:**

Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	ELA: 4 ELD: 4 Math: 4 Social Science: 2 Science: 2 CTE: NA Health: 4 PE: 3 VAPA: 3 World Language: NA	ELA: 5 ELD: 4 Math: 4 Social Science: 2 Science: 4 CTE: NA Health: 4 PE: 3 VAPA: 3 World Language: NA	ELA: 5 ELD: 4 Math: 5 Social Science: 2 Science: 4 CTE: NA Health: 4 PE: 3 VAPA: 3 World Language: NA	ELA: 5 ELD: 5 Math: 5 Social Science: 2 Science: 4 CTE: NA Health: 4 PE: 3 VAPA: 3 World Language: NA	ELA: 5 ELD: 5 Math: 5 Social Science: 3 Science: 4 CTE: NA Health: 4 PE: 3 VAPA: 3 World Language: NA	ELA: 5 ELD: 5 Math: 5 Social Science: 4 Science: 4 CTE: NA Health: 4 PE: 3 VAPA: 3 World Language: NA
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A

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

**LCFF STATE PRIORITIES**

**GOAL #2**

Develop a Multi-tiered System of Support to address student barriers to learning including academic, social-emotional, behavioral, and mental health; and implement systems for the collection and analysis of multiple types of student data; to ensure services are provided in a timely manner to improve student outcomes. Utilize MTSS and data collection to evaluate program implementation on an annual basis.	<b>Related State Priorities:</b> <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
	<b>Local Priorities:</b> <input type="checkbox"/> : N/A <input type="checkbox"/> : N/A

**Specific Annual Actions to Achieve Goal**

1. Assessment of Student Learning: Administer assessments to establish baseline reports, monitor student growth, and identify learning gaps for additional targeted tiered intervention.
2. Addressing Academic Barriers to Learning: EPS 2 will identify and monitor students for additional support and tiered intervention using its MTSS model. Intervention programming offered before, during and after school.
3. Addressing SEL/Behavioral Barriers to Learning: Implementation of the Attendance & Truancy Policy, a multi-tiered approach that outlines the attendance policy, and the available supports to address truancy/chronic absenteeism. Implementation of a PBIS framework including a PBIS team, Professional Development, data analysis and collection.
4. Broad Course of Study: All students will be enrolled in a broad course of study (ELA, math, Science, Social Studies, Physical Education, and Art) and have access to clubs during the day or afterschool, and the annual community art walk event.

**Expected Annual Measurable Outcomes**

**Outcome #4:**

*Decrease DFS for students in ELA on the CAASPP assessment.*

**Metric/Method for Measuring:**

CA School Dashboard

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	-32.9	-29.9	-26.9	-23.9	-20.9	-17.9
English Learners	-44.2	-40	-37	-34	-30	-27
Long Term English Learners	**	**	**	**	**	**
Socioecon. Disadv./Low Income Students	-32.9	-29.9	-26.9	-23.9	-20.9	-17.9
Foster Youth	** <sup>3</sup>	**	**	**	**	**
Students with Disabilities	-57.6*	-54.6*	-50.6*	-46.6*	-40.6*	-37.6
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/ Latino Students	-34	-30.9	-27.9	-24.9	-21.9	-17.9
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	**	**	**	**	**	**

**Outcome #5:**

*Decrease DFS for students in Math on the CAASPP assessment.*

**Metric/Method for Measuring:**

CA School Dashboard

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	-29.7	-28.5	-25.5	-23.5	-20.5	-18

<sup>3</sup> \* No performance color due to student group size

\*\* Fewer than 11 students

English Learners	-41.9	-37.9	-33.9	-30.9	-28.9	-26.9
Long Term English Learners	**	**	**	**	**	**
Socioecon. Disadv./Low Income Students	-29.7	-28.5	-25.5	-23.5	-20.5	-18
Foster Youth	**	**	**	**	**	**
Students with Disabilities	-61.3*	-54.9	-51.9	-47.1	-43.2	-40
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/ Latino Students	-29.6	-28.5	-25.5	-23.5	-20.5	-18
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	**	**	**	**	**	**

**Outcome #6:**

*Percentage of students proficient on the California Science Test (“CAST”).*

**Metric/Method for Measuring:**

CAASPP Results Website (<https://caaspp-elpac.ets.org/caaspp/>)

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	25.71%	27%	29%	31%	33%	35%
English Learners	**	**	**	**	**	**
Long Term English Learners	**	**	**	**	**	**
Socioecon. Disadv./Low Income Students	25.71%	27%	29%	31%	33%	35%
Foster Youth	**	**	**	**	**	**
Students with Disabilities	**	**	**	**	**	**

African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/ Latino Students	25.71%	27%	29%	31%	33%	35%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	**	**	**	**	**	**

**Outcome #7:**

Percentage of English Learner students who made progress towards English Language Proficiency.

**Metric/Method for Measuring:**

English Learner Progress Indicator on the CA School Dashboard.

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	40.5%	50%	52%	54%	56%	58%
English Learners	40.5%	50%	52%	54%	56%	58%
Long Term English Learners	**	**	**	**	**	**
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/ Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A

Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome #8:**

Percentage of students that receive a score of four in English Language Proficiency for the Summative ELPAC.

**Metric/Method for Measuring:**

CAASPP ELPAC Results Website (<https://caaspp-elpac.ets.org/caaspp/>)

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	7.27%	10%	12%	13%	14%	15%
English Learners	7.27%	10%	12%	13%	14%	15%
Long Term English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioecon. Disadv./Low Income Students	7.27%	10%	12%	13%	14%	15%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	11.11%	13%	14%	15%	16%	16%
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/ Latino Students	7.27%	10%	12%	13%	14%	15%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome #9:**

Reclassification rate of English Learner students.

**Metric/Method for Measuring:**

Source: Dataquest

*Internal calculation until Dataquest reclassification data becomes available*

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	6.4%	9%	11%	13%	14%	16%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Long Term English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/ Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome #10:**

The average daily attendance rate for students.

**Metric/Method for Measuring:**

Student information system and CALPADS.

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	94.71%	94.9%	95.0%	95.1%	95.3%	95.5%
English Learners	95.4%	95.4%	95.5%	95.5%	95.6%	95.7%

Long Term English Learners	**	**	**	**	**	**
Socioecon. Disadv./Low Income Students	94.71%	94.9%	95.0%	95.1%	95.3%	95.5%
Foster Youth	**	**	**	**	**	**
Students with Disabilities	94.22%	94.4%	94.6%	94.9%	95.2%	95.5%
African American Students	**	**	**	**	**	**
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/ Latino Students	94.76%	94.9%	95.0%	95.1%	95.3%	95.5%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	**	**	**	**	**	**

**Outcome #11:**

*Chronic absenteeism rates*

**Metric/Method for Measuring:**

Chronic absenteeism rates on the CA School Dashboard.

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	19.3%	18%	17%	16%	15%	14%
English Learners	14%	13%	13%	12%	12%	12%
Long Term English Learners	**	**	**	**	**	**
Socioecon. Disadv./Low Income Students	19.3%	18%	17%	16%	15%	14%
Foster Youth	**	**	**	**	**	**
Students with Disabilities	24.4%	22%	20%	19%	18%	17%
African American Students	N/A	N/A	N/A	N/A	N/A	N/A

American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/ Latino Students	18.5%	17%	16%	15%	14%	13%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	**	**	**	**	**	**

**Outcome #12:**

*Suspension rate*

**Metric/Method for Measuring:**

Suspension rates on the CA School Dashboard.

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	0.5%	0.4%	0.4%	0.3%	0.2%	0%
English Learners	0%	0%	0%	0%	0%	0%
Long Term English Learners	**	**	**	**	**	**
Socioecon. Disadv./Low Income Students	0.5%	0.4%	0.4%	0.3%	0.2%	0%
Foster Youth	**	**	**	**	**	**
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/ Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A

Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	**	**	**	**	**	**

**Outcome #13:**

*Expulsion rate*

**Metric/Method for Measuring:**

Dataquest

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners	**	**	**	**	**	**
Long Term English Learners	**	**	**	**	**	**
Socioecon. Disadv./Low Income Students	**	**	**	**	**	**
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	**	**	**	**	**	**
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/ Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	**	**	**	**	**	**

**Outcome #14:**

The percentage of students participating in an elective or enrichment course before, during, or after school.

**Metric/Method for Measuring:**

daily schedule

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Long Term English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/ Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome #15:**

The percentage of students participating in all five Components of the Physical Fitness Test in Grade 5.

**Metric/Method for Measuring:**

Source: School Accountability Report Card (“SARC”)

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Long Term English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	N/A	N/A

Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/ Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**GOAL #3**

Develop and implement strategies to engage and collaborate with families/parents as partners through ongoing effective communication, and education to improve school climate, connectedness, and student outcomes.	<b>Related State Priorities:</b> <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
	<b>Local Priorities:</b> <input type="checkbox"/> : N/A <input type="checkbox"/> : N/A

**Specific Annual Actions to Achieve Goal**

**Action 1: School Climate**  
 EPS 2 will implement strategies to improve school climate, sense of connectedness, and provide a safe learning environment for students and staff including school wide SEL programming, school events, and field trips.

**Action 2: Parent Decision-Making**  
 EPS 2 will provide all parents/ families opportunities to serve on decision-making committees such as ELAC and PAC.

**Action 3: Parent Engagement**  
 EPS#2 will provide families including those of unduplicated pupils and those representing students with disabilities (SWD), with opportunities to engage in their child’s education through participation in school-wide events, Coffee with the Principal (Pláticas), workshops related to key topics such as attendance, and volunteer opportunities. EPS

2 will support parent-teacher communication through Professional Development on building school to family connections.

**Action 4: Basic Services (Facilities)**

Extera Public School No. 2 strives to provide all students and staff with a safe and clean school facility site that meets the learning needs of the students. Annually, the Facility Inspection Tool (“FIT”) report will be completed and address issues/findings in a timely manner. FIT results are reported annually in the SARC and Local Control Accountability Plan (“LCAP”).

Expected Annual Measurable Outcomes

**Outcome #16:**

Rating on the Facility Inspection Tool Report Score

**Metric/Method for Measuring:**

Source: SARC

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	<i>Exemplary</i>	<i>Good</i>	<i>Good</i>	<i>Good</i>	<i>Good</i>	<i>Good</i>
English Learners	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Long Term English Learners	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Socioecon. Disadv./Low Income Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Foster Youth	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Students with Disabilities	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
African American Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
American Indian/Alaska Native Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Asian Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Filipino Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Hispanic/ Latino Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Native Hawaiian/Pacific Islander Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Students of Two or More Races	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
White Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

**Outcome #17** Parent input in decision-making for Unduplicated Pupils (“UP”) & SWD (Questions 9-12).

**Metric/Method for Measuring:**

Priority 3 Self Reflection Tool - Local Indicator CA School Dashboard)  
(Questions 9-12)

Rating Scale:

- 1 - Exploration & Research Phase;
- 2 – Beginning Development;
- 3 – Initial Implementation;
- 4 – Full Implementation;
- 5 - Full Implementation & Sustainability

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	9. 4	9. 4	9. 4	9. 4	9. 5	9. 5
	10. 4	10. 4	10. 5	10. 5	10. 5	10. 5
	11. 4	11. 5	11. 5	11. 5	11. 5	11. 5
	12. 3	12. 4	12. 4	12. 4	12. 4	12. 5
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/ Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome #18** Parent participation in programs for UP & SWD.

**Metric/Method for Measuring:**

Priority 3 Self Reflection Tool - Local Indicator CA School Dashboard  
(Questions 1-4)

Rating Scale:

- 1 - Exploration & Research Phase;
- 2 – Beginning Development;
- 3 – Initial Implementation;
- 4 – Full Implementation;
- 5 - Full Implementation & Sustainability

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	1. 4	1.4	1.4	1.4	1.4	1.4
	2. 4	2. 4	2. 5	2. 5	2. 5	2. 5
	3. 3	3. 4	3. 4	3. 4	3. 5	3. 5
	4. 5	4. 5	4. 5	4. 5	4. 5	4. 5
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/ Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A

White Students	N/A	N/A	N/A	N/A	N/A	N/A
<b>Outcome #19:</b>						
Student Survey: Sense of safety & school connectedness (Other Local Measure)						
<b>Metric/Method for Measuring:</b>						
Annual Student Survey						
APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	Safety: 51%  Connectedness: 65%	58%  70%	62%  72%	65%  73%	68%  74%	71%  75%
English Learners	Safety: 43%  Connectedness: 43%	Safety: 45%  Connectedness: 46%	Safety: 47%  Connectedness: 50%	Safety: 49%  Connectedness: 52%	Safety: 51%  Connectedness: 54%	Safety: 55%  Connectedness: 56%
Long Term English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioecon. Disadv./Low Income Students	Safety: 51%  Connectedness: 65%	58%  70%	62%  72%	65%  73%	68%  74%	71%  75%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	Safety: 59%  Connectedness: 68%	Safety: 60%  Connectedness: 69%	Safety: 61%  Connectedness: 69%	Safety: 62%  Connectedness: 70%	Safety: 63%  Connectedness: 71%	Safety: 64%  Connectedness: 71%
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A

Hispanic/ Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome #20:**

Parent and Family Survey: Sense of safety & school connectedness (Other Local Measure)

**Metric/Method for Measuring:**

Annual Student Survey

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	78% Sense of Safety 89% School connectedness	80% Sense of Safety 90% School connectedness	82% Sense of Safety 90% School connectedness	83% Sense of Safety 90% School connectedness	84% Sense of Safety 90% School connectedness	85% Sense of Safety 90% School connectedness
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Long Term English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/ Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A

Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A
<b>Outcome #21:</b>						
Staff & Teacher Survey: Sense of safety & school connectedness (Other Local Measure)						
<b>Metric/Method for Measuring:</b>						
Annual Staff/ Teacher Survey						
APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	64% Sense of Safety  85% School connectedness	66% Sense of Safety  88% School connectedness	67% Sense of Safety  88% School connectedness	68% Sense of Safety  89% School connectedness	69% Sense of Safety  90% School connectedness	70% Sense of Safety  90% School connectedness
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Long Term English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/ Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

## Instructional Design

### Section 7: Innovative Components & Key Features of the Educational Program

#### *Place-Based Education*

In alignment with the Extera beliefs that *Academic Excellence Stems from Assets-Based and Culturally Relevant Instruction* and that *Academic Excellence is Built through Engagement*, an important element of EPS 2's instructional approach is "Place-Based Education." Place-Based Education is experiential teaching and learning that engages students in their own local environment. John Dewey urged schools to adopt this powerful approach to learning nearly a century ago. In recent years PBE has become increasingly supported, especially by educators such as David Sobel, Director of the Antioch New England Institute's Center for Place-Based Education. Place-Based Education is, according to Sobel:

"A simple proposition, really: Bring education back into the neighborhood. Get teachers into the community, into the woods, and on the streets – closer to beauty and true grit." (Sobel, 2004.)

In essence, PBE facilitates EPS 2's connection to the community, learning experiences, and aligns with the constructivist and culturally relevant learning models underpinning EPS 2's unique learning experience offered to students.

The Promise of Place, a unique public/private partnership that works to advance place-based education, identifies ten principles for successful place-based education:<sup>4</sup>

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

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<sup>4</sup> Place-based Education Evaluation Collaborative, 2010

At EPS 2, connections to the neighborhood surrounding school and the broader city abound, through partnerships with local organizations and businesses, in connection to learning

Each class experiences dynamic “learning adventures” to further enliven EPS 2’s unique thematic connection to the natural world. These experiences provide students access to opportunities they are not likely to have otherwise. Learning adventures further bring the State Standards to life and deepen students’ understanding of the learning discussed in the classroom.<sup>5</sup>

Grade Level	Learning Adventure (All tied to grade-level Next Generation Science Standards)
TK/Kindergarten	Kidspace: Students learn through hands-on exploration of nature, simple machines, and ecosystems, helping to develop basic observational skills and understand plant/animal needs.
Grade 1	California Science Center: Interactive exhibits on light, sound, motion, and space, that support investigations into life and physical sciences.
Grade 2	Natural History Museum: Students explore fossils and geology, linking directly to Earth’s history and material properties.
Grade 3	Heal the Bay Aquarium: Students learn about marine ecosystems, supporting students’ understanding of adaptations and ecological balance.
Grade 4	Descanso Gardens: Students explore plant biology, habitats, weathering, and the effects of natural resources, offering real-life application of Earth and life sciences.
Grade 5	Griffith Observatory: Students study and understand Earth’s place in the universe, astronomy, gravity, and observational science.

The EPS 2 model is centered on the child, as an individual, and the experiences, talents and interests each child brings to the Charter School, and an understanding of the child’s “real world” experience within and beyond school walls. Thus at EPS 2, while the instructional strategies are modeled after some of the top public and private schools in the nation, it will at all times be solidly grounded in an understanding of life for the students in the community in which they live – Boyle Heights/East LA. Extera Public School No. 2 believes that when learning is *relevant* to students’ lives they are more engaged and motivated to learn. Extera Public School seeks to serve as a true community hub for the surrounding neighborhood – students, families, businesses and more – strengthening connections between the Charter School and the surrounding community.

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

- Students participating in place-based education often show more enthusiasm for learning because it is more relevant to their daily life, their home, and community. Students often

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<sup>5</sup> The school’s five-year financial plan includes funding for the learning adventures described within this petition. Funding is increased year to year to accommodate the more expensive outings that occur at the upper grade levels. Advance planning with a balanced budget ensures that these or similar experiences are achievable.

exhibit:

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

As a part of the EPS 2 program, the curriculum is intentionally selected to be culturally relevant for students, and learning in the classroom is connected to the community it serves. Students engage with learning about the history and culture of their community. This culminates in their annual Boyle Heights/ East Los Angeles Art Walk showcasing student artwork, inspired by pride in their culture and their community. The Art Walk includes grade level exhibits focused on learning happening in the classroom and includes community performances celebrating the rich culture and history of East Los Angeles and Boyle Heights, such as a traditional Aztec blessing. Grade-level thematic units focus on the community's history and culture, and tie in social justice themes, including exhibits on the past, present and future of the Los Angeles River and environmentalism, the importance of muralism within the community, or family histories and the history of changing demographics within the community. The Art Walk began in June 2014 and draws hundreds of community members each spring. It is a powerful example of how EPS 2 students, teachers, staff and families work together with the local community to create something much broader in scope than individual experience.

Extera PS 2 understands that the community and city at large provide rich resources for educational exploration and increasing understanding that advances academic learning. As a result, all students are exposed to numerous field trips, often referred to as learning adventures, each year. With EPS 2's focus on place-based learning and all of the rich learning opportunities that it has to offer, many of the learning adventures take students outdoors to deepen their understanding of the natural world that surrounds them. Science, social studies, and geography are some of the areas of study where learning is extended through off-campus trips. Some examples include: kindergarten students visit a pumpkin patch in the Fall as part of their "Life Cycle of a Pumpkin" unit each year; teachers and students walk the neighborhood investigating and studying the local flora and fauna, becoming familiar with, and developing a strong

appreciation for their natural surroundings. Other learning adventures may include (but are not limited to):

- |                    |                        |                       |
|--------------------|------------------------|-----------------------|
| Underwood Farms    | Descanso Gardens       | CA Science Center     |
| Kidspace           | Griffith Observatory   | Heal the Bay Aquarium |
| LA Central Library | Natural History Museum | LA Zoo                |
| Wolf Camp          |                        |                       |

In addition to the academic connections students build through these experiences, another purpose of these fieldtrips is to ensure EPS 2 students are well-rounded and have opportunities to explore experiences that they may not have outside of the Charter School. Learning adventures, such as the culminating 5th grade field trip overnight at Wolf Camp, are unique experiences for students to explore places and experiences they may not have otherwise.

Family Engagement

EPS 2’s model of excellence includes the school and family collaborating towards the shared goal of student academic and social emotional success. EPS 2 recognizes the important role that families share in students’ success. Please see the table below identifying practices EPS 2 offers to ensure engagement from all educational partner groups in order to support students’ success. In alignment with Epstein’s model of six types of parent involvement, EPS 2 offers a comprehensive range of opportunities for families in partnership.

<b>Educational Partner Roles in Achieving Long-term Student Success</b>	
<b>Family Partnerships</b>	<b>Parent University Workshops:</b> EPS 2 offers a minimum of 12 parent workshops annually focused on parent selected topics that support student learning at home. These topics range from supporting literacy at home, how to support ELs towards reclassification, and internet and social media safety. Parents earn points towards parent celebrations and activities for participating.
	<b>Student Led Conferences &amp; Regular Access to Student Performance and Grades:</b> Twice annually, students present their learning to their families to demonstrate their performance on grade-level expectations and their progress. This includes explaining and demonstrating work samples, or completing grade level tasks at stations. In addition, teachers conference with families and share report cards. Student-led conferences include family goal setting and reflection opportunities. In addition, parents have continuous access to student attendance, grades and test scores through the Infinite Campus parent portal. Progress reports and report cards each are shared three times per school year. In addition, EPS 2 provides families with progress monitoring through our NWEA MAP Growth ELA and Math family reports three times annually, and literacy letters sharing literacy benchmark data using NWEA MAP Reading Fluency every 8-10 weeks, Interim Comprehensive Assessment (“ICA”) student

score reports, and summative assessment scores at the end of every school year and the beginning of every school year.

**Parent Input in Decision Making:** Parents support school decision making on key factors including the development of the LCAP and Single Plan for Student Achievement (“SPSA”), use of Title funds, feedback on academic priorities, and other key data through ELAC/ English Learner Parent Advisory Committee (“EL-PAC”), and PAC meetings. In addition, there is one designated parent position network-wide on the board of directors to ensure parent input, voice, and representation on decision making at all levels of the organization.

**Parent Communication:** Schoolwide communication from principalship comes in a variety of forms to support all families. EPS 2 has monthly Pláticas (Coffee with the Principal) and newsletters. Families are invited to attend morning meetings and announcements prior to the school day with students to learn about key school events and programming. Families receive regular communication from the office through the Infinite Campus Portal, receiving emails, text messages, and voice messages. EPS 2 sends home report cards three times per year, and progress reports three times per year.

Teachers also communicate regularly with families via their monthly newsletters and daily to weekly Class Dojo messages. Teachers host a minimum of four after school events throughout the year to celebrate student learning with families (including Meet the Teacher, Back to School, Open House, and the Annual Art Walk). In addition, student led conferences happen at the end of the first two trimesters. Moreover, teachers are available to meet with families after school upon request. Teachers also communicate with home via homework folders, phone calls and emails as needed. Lastly, teachers and principals support students with additional needs through Student Support and Progress Team (“SSPT”), 504, and IEP meetings.

**Volunteering:** EPS 2 offers opportunities for families to be a part of their child’s learning through regular volunteer opportunities in school or from home. Class parents support teachers with facilitating family involvement for special events such as Read Across America, Hispanic Heritage Month, field trips, etc. Parent engagement is tracked through the Parents of Extera Engagement Points System (“PEEPs”). Family engagement is celebrated through parent appreciation events such as paint night and PEEPs awards brunches.

**Learning at Home:** Students receive homework from school weekly in ELA and Math. In addition, students are expected to read 20-60 minutes per night at home depending on their grade level.

**Special Events and Celebrations:** In addition to class specific parent

	engagement opportunities, parents are invited to attend many school wide events to showcase student learning or provide student enrichment, such as Meet the Teacher, Back to School, Open House, Art Walks, Literacy Night, Winter and Spring Showcase, Spelling Bee, Science Fair etc.
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EPS 2 recognizes that parent engagement, participation, and ongoing communication with the school is a strong support to students and a critical component of student success at the Charter School. As such, EPS 2 requests that families strive to participate in the activities and events of the Charter School, either as participants or volunteers, and encourages them to do so. The engagement of parents as participants and/or volunteers is not a mandatory requirement, however, and is not a condition of enrollment or continued enrollment at the Charter School. EPS 2 proactively supports an environment of collaboration through the PEEPs which tracks parent participation and volunteering. PEEPs is used to celebrate parent participation and to motivate families to continue to collaborate with the Charter School for the benefit of the EPS 2 students.

### Character Education

Extera PS 2's program extends beyond academics to include instruction in Social Emotional Learning and opportunities to practice through the Extera Trailblazer Traits. The Trailblazer Traits are taught at the beginning of the year altogether through hands-on activities building meaning and learning about culturally relevant examples of historic and contemporary examples of people demonstrating the traits. Trailblazer Traits are used for PBIS through Soaring High Slips, which recognize students demonstrating the trait, and are used in raffles and other incentives. Teachers give Trailblazer awards at the end of trimester awards ceremonies.

#### **Extera Trailblazer Traits**

**Innovator:** Innovative students combine their understanding of subject matter with personal experience to invent novel questions and ideas as well as creative solutions.

**Helpful:** Helpful students assist their peers, teachers and the community without being asked. They seek to improve situations and find the most effective ways to help.

**Responsible:** Responsible students carefully complete school assignments on time. They are honest and take responsibility for their words and actions.

**Respectful:** Respectful students follow school rules and classroom procedures. They are respectful of other people as well as their surroundings.

**Safe:** Safe students make safe choices. They think before they act so that both they and their peers are safe. These students never participate in bullying or unsafe games.

**Best Effort:** A student who shows best effort maintains persistence even when faced with difficult tasks. These students give extra time and energy when confronted with challenges.

## **Key Features of the Program**

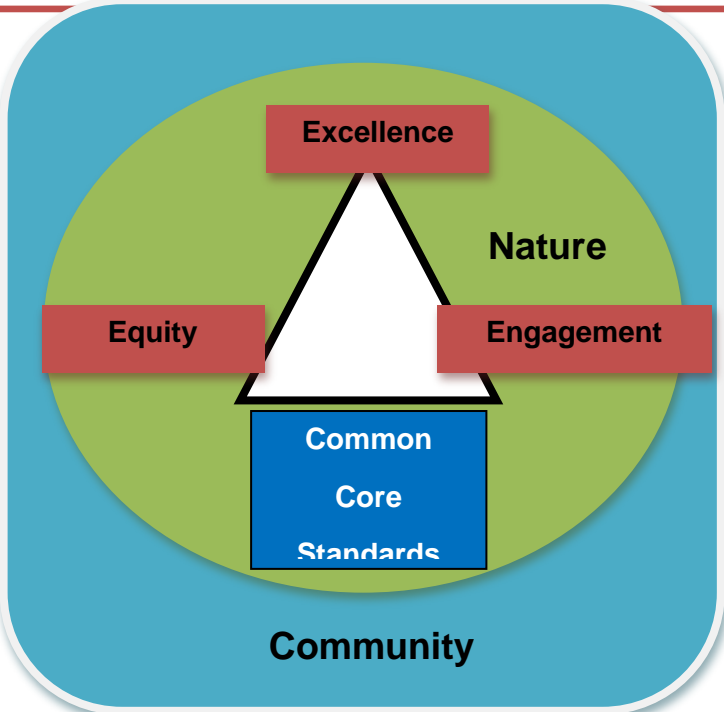
### **Seven Principal Elements of the EPS2 Program:**

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

**Excellence**

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

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



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

**Child-Centered**

Our model begins and is centered around the child as an active participant in his/her own learning, with differentiated instruction to meet each child's individual needs.

**State Standards**

The foundation of all learning and curriculum at Extera is state standards.

**Nature**

Our thematic approach infuses all aspects of the program with connections to natural world (human, plant, animal, planetary), providing students with "real world" relevance and connection to the

**Community**

The Extera program creates an empowered community at school and within the broader community by uniting families, the local neighborhood, and the school in a common purpose of nurturing the successful academic and social development of children.



## Excellence

Extera Public School No. 2 believes that students learn to be self-motivated in a “culture of excellence” regarding behavior, attitude and performance. EPS 2 promotes a learning environment that supports clear academic goals, high expectations for effort and achievement, and frequent feedback using a variety of ongoing formative and summative assessments. All members of the Charter School community are held accountable to Extera PS 2’s performance goals and outcomes. To create a culture of excellence at the Charter School:

- EPS 2 holds all students accountable for their effort, attitude, actions, and results.
- EPS 2 holds all teachers, staff, and the Board accountable for their effort, attitude, actions, and results.
- EPS 2 encourages all parents to participate in Extera PS 2’s “culture of excellence” by holding themselves accountable for their participation, attitude, actions, and support.
- EPS 2 holds the Charter School accountable for providing a safe, nurturing, academically challenging, and supportive environment where all students have the opportunity to experience success.

## Nature

EPS 2 is passionate about the natural world and ensuring students find their core programming to be aligned with key features. Hence, the **ELA curriculum (Expeditionary Learning)** is a great fit in that it not only is focused on culturally sustaining literature, but it also integrates **NON-FICTION** in every other unit. Hence, it supports the efforts to make ELA as cross curricular as possible.

Another huge celebration is the Science task force audit and adoption process which occurred last year and included a full curriculum adoption of **Twig Science** this school year.

In addition, EPS 2 has planned and begun implementing **STEM enrichment** outside of the traditional school day, including **three STEM day camps** during pupil free days including science experiments, guest presenters from the Discovery Cube, and other STEM learning opportunities.

Each grade level also has field trip learning excursions related to nature topics annually, with culminating field trips for the fifth grade. Those include overnight trips in nature that allow students experiences they may not have otherwise. EPS 2 also hosts a science fair annually, which will be a part of this year’s Open House in the spring.

## Equity & Child Centered

Extera Public School No. 2 believes that all students must have equal access to learning in order to develop as competent learners. EPS 2 strives to create a learning environment that is appropriately differentiated for diverse learners.

*Designing the Charter School to Fit the Learner*

Extera Public School No. 2's instructional program is firmly rooted in the EPS 2 Core Organizational Values that *Academic Excellence is Meeting all Students' Individual Needs and Strengths* and *Academic Excellence Means High Expectations for All*. EPS 2's MTSS for academics, social emotional learning, and behavior ensures that all students receive the support they need to reach their potential. This includes:

- Intervention before, during, and after the school day in ELA and Mathematics
  - Daily schedule built to maximize SPED team support
  - Daily schedule built with small group math groups
  - Daily schedule built with SIPPS intervention for all students daily
  - ELD taught in grade level spans to increase levels of instruction
- Instructional content designed for all
- Intentional learning-based activities and celebrations focused on the students' identity, background, and culture
- Enrichment opportunities to meet a wide variety of student interests
- Standards-based grading to ensure standards-centered instruction, transparency for students and families, and opportunities for students to show mastery on their own timeline
- Hands-on projects and connections to learning
- Designated SEL instructional time in the daily schedule
- School wide PBIS systems to support positive behavior
- Online supplemental interventions with individualized learning pathways such as: Language and Literacy, MyPath, Rosetta Stone
- 1:1 Apple devices to support technology use and maximize instructional time

In addition, the curriculum, school programming, and instructional methods were selected to be culturally relevant to students of the Boyle Heights/ East Los Angeles Community. School wide events celebrate the history and identity of the students and community EPS 2 serves. Students have opportunities throughout the year to connect their learning with their own experiences and interests.

This includes:

- Expeditionary Learning - promotes learning about their own cultural backgrounds and connecting those experiences to different cultures to develop students' cultural competence.
- Collaboration - Students have opportunities throughout the day to talk, discuss and learn together. Instructional practices highlight key strategies used in all classrooms to support collaborative learning structures.
- Community Learning - students connect their learning to the history, identity and contemporary issues faced within the community.

- Hands-on Learning - connecting theory to practice through hands-on experiences.

Because EPS 2 believes equity and access lead to competency:

- EPS 2 creates teaching and learning environments that support all student identities.
- EPS 2 supports each child's cognitive, emotional, social and physical development.
- EPS 2 provides multiple entry points within each curricular area in order to meet the individual learning needs of students.
- EPS 2 assesses and builds upon the prior knowledge of students.
- EPS 2 values and promotes the interchange of ideas through conversation and dialogue.
- EPS 2 practices an ethic of mutual respect and inclusiveness.

In order to ensure equity and that all students receive the individualized supports they need to succeed, Extera has implemented a multi-tiered system of support for academics, behavior and social emotional support.

Academic Supports:

- Intervention before school, during school, and after school focusing on areas of need based on data:
  - Before School: K-5 Air Reading Literacy Intervention program with live virtual teachers
  - During School: Math small groups, differentiated ELD groups based on level, and differentiated SIPPS (phonics) built into students' daily schedule
  - After School: Digital intervention platforms and homework support
- English Learners are also provided with:
  - Designated ELD groupings and level instruction
  - EPS 2 revised EL Master Plan
  - SSPT-A

Social-emotional & Behavior Supports:

- SSPT-B
- Tiered behavioral supports and interventions

- Charter School-wide PBIS

## **Engagement**

Extera Public School No. 2 believes that students learn best when they are fully engaged in the learning. Meaningful project-based learning activities are integrated into the curriculum so that students are able to make sense of what they learn, and they are able to process subject content deeply enough to understand it and to apply it to new situations. EPS 2 believes critical thinking is essential to engagement and therefore intimately linked to motivation, and as such:

- EPS 2 teaches big ideas and concepts.
- EPS 2 embeds and integrates standards-based skills across subject content areas.
- EPS 2 designs inquiry-based learning experiences based on concepts and big ideas.
- EPS 2 provides multi-sensory experiences to build meaning and deepen understanding.
- EPS 2 provides opportunities for students to make their thinking explicit through multiple representations.
- EPS 2 provides opportunities for students to articulate how they arrived at their understanding.

Engagement is a focus during academic Learning Walks, and is a frequent topic for norming, planning and acting during leadership and teacher Professional Development. The Learning Walks rubrics for ELA, SIPPS and Math focus on both engagement and rigor. The central idea of Core Action 3 of the Learning Walk rubric is “provide all students with opportunities to engage in the work of the lesson.”

In addition, the EPS 2 model supports the development of the whole-child, through enrichment, SEL and other programming. Enrichment includes specials such as art and PE, student council, and after school clubs and programming.

Family engagement is a key focus at EPS 2. EPS 2 has regular parent workshops through Parent University. Family events happen regularly throughout the year including Spelling Bees, Literacy Night with visiting authors, and other exciting events. In addition, families reflect and set goals with their child during twice annual student-led conferences.

## **Community**

EPS 2 serves the students of the Boyle Heights and East LA community. A key feature of the charter is the connection that EPS 2 has with the community. Examples of this include the annual Art Walk, which shows student artwork tied with their learning about the community in local settings. Traditionally, the Art Walk is held at Mariachi Plaza. In addition, EPS 2 has partnerships with local organizations to ensure the Charter School can provide the support needed for the students, as follows:

- Local pre-schools
- After School All-Stars
- Collegiate Charter High School
- Ednovate Schools
- AltaMed
- Alma Family Services
- ENKI Youth & Family Services
- LAPD Hollenbeck station
- Boyle Heights 5k Run/Walk
- Arts in Action
- Boys and Girls Club
- LA Metro
- LA Public Libraries
- LA Parks and Recreation
- InnerCity Struggle
- Neighborhood Housing Services
- East LA Community Youth Center
- The Wall Las Memorias Project
- Proyecto Pastoral
- Raising Cane's
- WSS Shoe Warehouse
- Friends of the Los Angeles River (FOLAR)
- Mexican American Opportunity Foundation
- Boyle Heights Chamber of Commerce
- Councilwoman Jurado's Office (Council District 14)
- Assemblyman Mark Gonzalez's Office
- Department of Children and Family Services Foster Youth Transportation Consortium
- Discovery Cube

- Catholic Charities
  
- Events Open to the Community
  - Career Day
  - Home Office/Student Council Community Events
  - Winter/Spring Showcases
  - Monthly Student Awards
  - Trimester Award Assemblies
  - Learning Walks for Parents
  - Back to School/ Open House
  - Student Led Conferences
  - Literacy and Math Nights
  - Parent University Workshops

### **State Standards**

EPS 2 ensures student learning is aligned with State Standards and expectations. EPS 2 utilizes State Standards aligned curricula. Teachers identify State Standards and how daily learning will be measured in their weekly lesson plans. Teachers reflect and shift groupings, instruction, and lesson plans based on student data.

### **Curriculum and Instruction**

As indicated previously, the State Standards comprise the core of the educational program's design. Instruction at Extera Public School No. 2 begins with the State Standards, and high-quality standards-based curricula, which drive the creation of lesson plans and the assessment of both student and teacher achievement, utilizing "backwards design." Teachers plan all instruction with the clear objective of all students achieving proficiency on the grade level standards. Teachers at EPS 2 utilize grade level collaborative planning to plan instructional units and activities aligned to the State Standards. Similarly, formative and summative assessments across all subject areas determine standards mastery using a combination of culminating projects, reports, investigations, presentations, and written exams. Principals frequently provide feedback on lesson plans and instruction to ensure robust, intentional planning leading to positive student outcomes.

To implement the instructional design, EPS 2 has a robust ILT that includes the Executive Director, Managing Director of Academics and Compliance, school principals, school counselors, instructional coach(es), Academic Coordinator, Director of Special Education and Intervention, and other team members. The ILT will regularly be in teachers' classrooms, conducting observations, and performing model lessons in order to monitor the instructional methods being used by teachers. The ILT collaboratively plans

and provides Professional Development during weekly staff meetings and during pupil-free Professional Development days. The ILT regularly analyzes assessment data and provides support in using the data to guide instruction. Through these interactions with teachers and through grade-level team meetings, the ILT will gather data that informs and drives teacher Professional Development. The ILT will meet regularly to review and analyze assessment data and classroom observations. The ILT will then strategize and plan for Professional Development and grade level team meetings.

Extera PS 2's educational model is founded upon five core organizational values, which are described earlier within this element of the Petition.

These values are consistently represented within every aspect of the instructional program, including the daily schedule, Professional Development, enrichment and intervention opportunities, curriculum adoptions, systems for facilitating family engagement, staffing and decision-making.

### **Purpose of Curriculum:**

The overarching goal of Extera Public School No. 2's curriculum is to ensure all students master the State Standards. Holding the values of Growth and Excellence central to the heart, EPS 2 nurtures learners towards academic excellence, ensuring all students are supported in reaching their potential through high expectations and grade-level rigor. EPS 2 strives for continuous improvement and supports every learner to grow, thrive, and succeed. Extera Public School No. 2 is committed to its core belief that all children can meet and exceed the State Standards when they are provided with a quality educational program, held to high expectations, and given individualized support in a nurturing environment in which to excel.

As a part of the EPS 2 program, the curriculum is intentionally selected to be culturally relevant and rigorous. In addition, as outlined in the California Literacy Framework, "strong literacy and language skills across the disciplines" are a central element of providing "a world-class education for students ...that ensures all students are college and career ready."<sup>6</sup> As such, the curricula were also selected to ensure students have robust opportunities to connect literacy across content areas, and rich exposure to high-quality texts at and above grade-level Lexiles.

Subject-specific, thoroughly vetted and adopted curricular programs aligned to the State Standards provide the foundation of Extera PS 2's educational program. Extera Public School No. 2 ensures lesson planning, instruction and assessments reflect the full scope of the State Standards by grade level. Purchased curricular materials are used as the primary curricular resource for the core subjects listed below.

### **English Language Arts (core):**

The English Language Arts program at EPS 2 is fully-aligned with the ELA Common Core State Standards. The instructional program is designed to utilize complimentary curricula to deliver CCSS aligned instruction which include: Expeditionary Learning ("EL") Education and SIPPS. The ELA program is intentionally designed to ensure students engage meaningfully with at and above grade level texts. Texts are authentic literature and nonfiction trade books centered on specific themes and central questions to each unit. Throughout the unit, students utilize the texts to learn and demonstrate mastery of the CCSS. The reading foundational skills block currently consists of two separate times daily, focusing on grade-level reading

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<sup>6</sup> <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwintro.pdf>, pg. 4

foundational skills time and intervention for student-specific reading foundational needs. Extera PS 2 utilizes a structured literacy approach, aligned with the research behind the Science of Reading.

In addition, teachers are also asked to administer the SIPPS Diagnostic and Progress Monitoring Assessments, as well as the NWEA MAP Reading Fluency assessment to serve as universal screeners and progress monitoring tools. Teachers supplement the curriculum in order to reteach and enrich students' learning.

### **English Language Development (core):**

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

- Integrated ELD is provided to ELs throughout the school day and across all subjects by all teachers of ELs. The ELD Standards are used in tandem with the CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use academic English as they simultaneously learn content. For example, teachers will use Jeff Zwiers' mathematical language routines during math instruction to elicit more academic discussion, develop English Learners' use of the English language, and support English Learners in negotiating meaning.
- Designated ELD is provided by skilled teachers during a protected time during the regular school day. Students are intentionally grouped during Designated ELD to receive language instruction within their zone of proximal development.
- Students identified as English learners receive daily instruction in ELD until they are reclassified as fluent-English proficient, at which time they are monitored for continued progress. The curricular program for ELD is centered on how language is naturally acquired, focusing on starting each unit listening and speaking, before building towards reading and writing. The program emphasizes "miles on the tongue" through student engagement in speaking routines and activities to ensure students have ample opportunities to practice new language structures and skills in a structured setting, so that those skills can be internalized and later utilized throughout other content areas during the school day.

### **Mathematics (core):**

Extera Public School No. 2 provides an exceptionally high-quality mathematics program so that all students have the opportunity to choose among the full range of future career paths. Learning objectives and outcomes are aligned to the rigorous CCSS for mathematics. Extera Public School No. 2 does not believe success in mathematics is reserved for a talented few. Instead, Extera PS 2 expects all students to attain mastery of academic standards, and many are inspired to achieve far beyond the minimum standards. Extera Public School No. 2 provides a balanced mathematics program so students become proficient in three critical areas: 1) basic computational and conceptual understanding, 2) problem solving, and 3) communicating mathematical reasoning. Students at EPS 2 are required to grapple with abstract thinking,

problem solving, and analytical thinking in their daily math instruction. Extera Public School No. 2 students are expected to attain the following mathematical skills:

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

**Essential Components of the Mathematics Program:**

- High quality tier 1 instruction for all students that is CCSS aligned and utilizes research-based practices.

- Cooperative Learning Groups

Students will be engaged in math applications while playing games in small groups and in partners. This will allow teachers to use various learning techniques and strategies to engage different types of learners and students with special needs.

- Math Study Groups

Students will be placed in small groups of two to four to practice working, thinking, and utilizing their math strategies, support each other mathematically and use math talk to discuss their math work and thinking.

- Manipulatives & Hands-On Tools

Math manipulatives will be used to support students' learning of new concepts as they move through the process of mathematical thinking from concrete to pictorial to abstract. Students will use various manipulatives and tools to support and scaffold their mathematical understanding until they have successfully transferred their understanding of a concept to the abstract. This will enable all students, with different learning styles or special needs, to not just learn a concept but fully grasp it.

- Individual Whiteboards / Rapid Whiteboard Exchanges

Small whiteboards will be used during instruction to engage students in an interactive manner. This tool will engage both teachers and students to quickly monitor their understanding of the mathematical concept and determine when in-the-moment reteaching is necessary.

- Mathematical Discussions

Teachers will engage students in discussions around mathematical concepts and mathematical thinking. This will include real world connections, where students will be able to apply mathematical concepts to their daily lives. Students will also be taught that there may be different ways to solve a single problem and will be encouraged to explain their thought process to their peers. This will be especially helpful to students with different learning styles and special needs.

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

Teachers plan instruction by reviewing the CCSS for math for their grade level, including reviewing and determining measures for success. Working in collaboration, teachers determine in what order the standards should be taught and create an instructional pacing plan for the year that incorporates units of study. Teachers utilize frequent data collection to ensure student success. Together, the standards and accompanying assessments will help guide the selection of instructional resources that will be used to teach mastery of the skills and concepts for each unit of instruction.

### **History-Social Science (core):**

The *History-Social Science Standards* serve as the basis of the history and social studies curriculum, guide the evaluation and selection of instructional materials, and inform student assessments. Because the standards themselves do not prescribe recommended methods of instruction, teachers also utilize the *History—Social Studies Framework for California Public Schools*, aligned with the standards, as a tool for instructional guidance and planning. Students will have the opportunity to learn social studies through direct instruction, by reading trade books and supplemental materials; through project-based, experiential and place-based learning; and by enacting historical and current events. Social science is also supplemented through the ELA curriculum, which balances fiction and nonfiction texts and has units of study aligned with grade level social studies standards.

### **Science (core):**

Teachers utilize a variety of pedagogical methods and a variety of assessments in order to best develop conceptual understanding in all students. EPS 2's instructional program in science is fully aligned to the NGSS. The curriculum utilizes a phenomena-based approach, centering learning around real-world, observable events rather than abstract concepts. EPS 2 encourages students to be inquisitive, expansive, critical thinkers. Units culminate in applying student learning to hands-on projects that solve real-world problems. Research has demonstrated a constructivist approach to teaching and learning is the best way for students to learn important scientific concepts and develop the ability to think critically. The 'constructivist approach' in this case is defined as the active construction of knowledge through students' own inquiries, investigations, and analyses. These programs are created to engage students in these

processes as they explore the natural world. The curriculum provides students with science experiences that are appropriate to their stages of cognitive development. The experiences serve as a foundation for more advanced ideas that prepare students for life in an increasingly complex scientific and technological world. In addition to the NGSS, the science program reinforces many mathematics, language arts and social studies standards.

### **Visual and Performing Arts (core):**

At Extera PS No. 2, arts instruction is thoughtfully aligned with the California Arts Standards through the use of diverse online curriculum and instructional resources. The art teacher designs lessons that intentionally integrate visual and performing arts with core subjects such as history and language arts, enriching student learning through creative expression. This interdisciplinary approach not only supports mastery of grade-level arts standards but also fosters deeper connections across academic content areas. Beyond the school day, students have the opportunity to participate in a variety of enrichment clubs. These include a cosmetology club, where students learn techniques such as nail painting and explore foundational beauty skills, and a dance club, where students build choreography and performance abilities while preparing for events such as the annual Winter Performance.

### **Physical Education (core):**

High-quality physical education instruction contributes to good health, develops fundamental and advanced motor skills, improves students' self-confidence, and provides opportunities for increased levels of physical fitness that are associated with high academic achievement. Extera Public School No. 2's physical education program is designed to help the students' develop psychomotor skills such as fundamental movement patterns, sports skills, and the five components of physical fitness. In addition, students' will develop a positive self-image and the ability to work with other classmates. Students participate in skill building activities, introduction to sports and activities, and physical activities that link to the exploration of culture and history. The goal of the program is to develop a lifelong program of activity to develop and maintain healthy habits and wellness. These courses are based on the Physical Education Model Content Standards for California Public Schools.

In accordance with the Wellness Policy, Extera Public School No. 2's nutrition education and physical education programs are based on research, consistent with the expectations established in the State Standards, and designed to build the skills and knowledge all students need to maintain a healthy lifestyle. Nutrition education is provided as part of the health education program and, as appropriate, the education is integrated into core academic subjects and included in after-school programs. All students are provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity are provided through physical education, recess, Extera PS 2's after school enrichment programs, and other structured and unstructured activities such as dance. Extera PS 2 will be consistent with facilities use agreements, licenses, permits, and approval processes as required on Prop 39 co-locations.

### **Shared Instructional Strategies:**

At EPS 2, educators implement a variety of instructional strategies to enhance student learning across subjects. A key design of the program is teachers intentionally selecting the most meaningful instructional strategies that best fit the learning needs of their students.

Below is an expanded chart of some of the most commonly utilized instructional strategies detailing why each strategy is effective and how it supports student learning:

These strategies are part of a comprehensive approach to instruction that aims to meet the diverse needs of students and promote a culture of continuous learning and improvement:

Instructional Strategy	Why it works	How it Supports Learning
3 Reads Protocol	Supports comprehension by guiding students through multiple focused readings	Deepens understanding through repeated exposure and structured discussion
Pre-teaching Vocabulary	Provides students with an understanding of the academic terms they will encounter and provides background or content knowledge to support instruction	Increases comprehension, content specific terminology, and student vocabulary.
Activating Prior Knowledge	Connects learning to previous knowledge and recognizes the inherent assets students bring with them to the classroom daily	Builds on prior connections within students lives and the brain, and connects learning meaningfully to prior learning and outside knowledge.
Partner Reading	Builds fluency and comprehension through peer interaction	Fluency building and cooperative learning
Think-Pair-Share	Promotes peer discussion and verbal processing	Social interaction and active engagement
Close Reading with Annotation	Deepens comprehension through layered reading	Close analysis and active reading
Cognitive Content Dictionary Chart (a Guided Language)	Structures comprehension before, during, and after reading	Prior knowledge activation and reflection

Acquisition Design approach)		
Shared Writing / Interactive Writing	Models writing with collaborative support	Modeling and gradual release of responsibility
Notice and Wonder	Invites students to engage with math problems in a low-stakes, curiosity-driven way	Activates prior knowledge and supports inquiry-based learning
Number Talks	Encourages mental math and discourse to develop number sense	Fosters verbal reasoning, sense-making, and collaborative thinking
Sentence Frames and Starters	Provides structured academic language support	Language scaffolding and access for all learners
Graphic Organizers	Visualizes thinking and supports information organization	Cognitive processing and visual organization
Four Corners / Gallery Walk	Incorporates movement with academic discussion	Movement, engagement, and reflection
Know-Want to Know - Learn ("KWL") Chart	Activates background knowledge and tracks learning	Metacognition and structured learning path
Stations with Small Group w/ Teacher Model	Provides more individualized, targeted instruction, feedback and differentiation	Additional practice for re-teaching and pre-teaching

## Curriculum

As a part of the EPS 2 program, the curriculum is intentionally selected to be rigorous and culturally relevant for students, and aligned with the Extera PS No. 2 mission and vision as well as how learning occurs best. Learning in the classroom is connected to the community it serves. Students engage with learning about the history and culture of their community.

<b>Content</b>	<b>Core Curriculum</b>	<b>Publisher</b>
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English Language Arts	Expeditionary Learning	Open Up Resources
	Systematic Instruction in Phonological Awareness, Phonics, and Sight Words	Collaborative Classroom
English Language Development	EL Achieve Systematic ELD	EL Achieve
Mathematics	Eureka Math	Great Minds
Science	Twig Science	Twig Education
Social Studies	5th: History Alive TK-4: Teacher Grade Span developed units supplemented by Expeditionary Learning social studies units	Teacher Curriculum Institute

**Expeditionary Learning:**

Expeditionary Learning is an ELA curriculum centered around engaging, complex texts that interweaves CCSS within the daily lessons focused on the themes within the authentic text. Students learn about relevant, compelling topics centered around social justice themes. Students acquire content knowledge in science and social studies while enhancing deeper literacy skills. The curriculum promotes original research, analysis, and critical thinking. In addition, the curriculum promotes student ownership of learning as well as age appropriate social-emotional skills. The thematic units by grade level in Expeditionary Learning are culturally relevant, and aligned to habits of character, social-emotional learning and social justice topics. Examples include “Toys and Play” as the first kindergarten theme of the year, and “Stories of Human Rights” exploring immigration and poverty.

Expeditionary Learning, the EPS 2 English Language Arts curriculum, is based upon the vision to “nurture academic excellence, and also to develop successful human beings who possess the passion and capacity to contribute to a better world.” Expeditionary Learning provides a foundational ELA curriculum whereby teachers and students utilize authentic, culturally relevant literature via physical trade books, rather than selections within a textbook, with embedded emphasis on social emotional learning and social justice topics. Students read authentic trade books, with a gradually increasing focus on nonfiction texts and units focusing on social studies and science content as they move up in grade levels. Students read award-winning literature including *Esperanza Rising* by Pam Muñoz Ryan and *A River of Words* by Jen Bryant; and nonfiction such as National Geographic’s *Divided Loyalties* and *A Life Like Mine: How children live around the world*.

**Eureka Math:**

Extera’s math curriculum, Eureka Math, provides a deep conceptual understanding while building problem solving skills and strong connections to real-world applications. These skills are extended via the implementation of activities that involve learning by bringing in the outside world into the classroom, and are integrated into other curricular areas, such as science, history-social science, language arts, and even morning meetings. By extending mathematical ideas beyond the classroom, students will be encouraged to become lifelong learners and mathematicians.

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

### **Twig Science**

Students at Extera Public School No. 2 engage with a phenomena-based, science curriculum focusing on exploration and culminating in hands-on projects using Twig science. Twig science “aims to empower the next generation of sciences and engineers through hands-on, digital, and collaborative investigations.” Twig also includes leveled-readers to supplement the science unit, which allow students to practice literacy skills across content areas. Students engage in units of phenomena based study that culminate in hands-on, real-life projects that tackle environmental and social justice issues such as learning about pollinators in Module 4: Garden of Life in second grade, and then learning about earthquakes and their impacts in Fourth grade Module 3: Earthquake Engineering.

### **Social Studies & History:**

Teachers create units of study utilizing the *California History-Social Science Standards in Tk-4th grade*. In alignment with the standards, teachers utilize a combination of teacher created materials and supplementary curriculum. In addition, embedded in our ELA curriculum Expeditionary Learning, students are assessed on social studies standards alongside ELA standards. Through Expeditionary Learning, students analyze primary and secondary source documents and connect it to the theme of the unit. Projects are also assigned and used as assessments to evaluate how students apply their learning of social studies standards.

In fifth grade, teachers utilize History Alive by the Teacher Curriculum Institute. This is a high-quality, interactive curriculum that utilizes digital and print resources and is designed to provide students with an immersive learning experience.

### **Intervention & Enrichment Programming:**

One core value for EPS 2 is growth and excellence as it supports students in becoming Extera Trailblazers. Extera PS 2 nurtures learners towards academic excellence, ensuring all students are supported in reaching their potential through high expectations and grade-level rigor. EPS 2 strives for continuous improvement and supports every learner to grow, thrive, and succeed.

As such, the instructional model and school day are designed to support students with diverse academic performance levels to reach grade level expectations. The Charter School’s daily schedule was designed to respond to student data, and continues to be reviewed and updated annually based on student data at the school classroom and individual level. Intervention and differentiation are embedded daily to ensure students receive the intervention support needed before, during, and after school.

### Daily Opportunities for Intervention

<p><b>Systematic Instruction in Phonological Awareness, Phonics, and Sight Words</b></p> <p>Differentiated Phonics Instruction</p>	<p>In response to learning gaps and different learning needs, Universal Differentiation is provided during the school day through a daily 30-minute SIPPS block. Each trimester all students are given a diagnostic and grouped with teachers, RSTs, site subs, or instructional aides (“IA”) within their grade span in the most appropriate groupings given their current levels of mastery. This “all hands on deck” teamwork model creates opportunities for smaller groups that are more targeted instruction for the students’ zone of proximal development.</p> <p>The SIPPS block targets systematic and explicit phonics instruction at students’ reading acquisition levels. Each class is split into two instructional groups, based on initial diagnostic results and continually confirmed by routine SIPPS mastery checks (occurring after every 5-10 lessons). Lessons follow a structured routine that embeds phonemic awareness, introduction and practice with new phonics sounds through practice reading and spelling, sight word review and fluency practice. SIPPS follows a systematic order of phonics and literacy skills, and explicitly teaches phonics. The program provides students with frequent feedback, correction, and modeling from the teacher.</p> <p>All students are within a group until they “exit” the program, at which point they use online supplemental programming to support reading fluency and comprehension during the SIPPS block.</p>
<p><b>Mathematics Small Groups</b></p>	<p>Math Intervention is provided daily within math groups ranging from 30-45 minutes. During this time students work in stations or independently while the teacher identifies and pulls small groups to pre-teach or re-teach the content. Teachers utilize data collected within the lesson from exit tickets, or data from assessments to create intentional groupings and determine instructional priorities during small group time.</p>
<p><b>Air Reading</b></p>	<p>Air Reading is a before school literacy intervention program available to all students K-5, that is going to be expanded to after school as well during the 2025-2026 school year. It is an intensive, teacher-facilitated literacy intervention program. After a diagnostic, students are placed in groups of 2-3 students per teacher for daily 30-45 minute lessons within their literacy zone of proximal development. Air Reading instruction is based on the science of reading, and includes a phonics, sight word, vocabulary, fluency, and comprehension focused activity each lesson.</p>
<p><b>Trapezium Mathematics</b></p>	<p>Following the success of Air Reading, EPS 2 is launching Math Clubs with Trapezium mathematics this year. Math clubs will occur four days per week for 45 minutes. Math clubs focus on building automaticity, number sense, and student confidence through differentiated activities and a growth mindset model where learning is joyful and students feel ownership of</p>

	<p>their learning.</p>
<p><b>Acceleration Wednesdays</b></p>	<p>In collaboration with principals, the daily schedule was revised to integrate a focus on acceleration every Wednesday. During acceleration blocks, teachers pull small groups based on classroom data. Teachers are guided to utilize a few critical resources for re-teaching and intervention. These include the state offered Focused Interim Assessment Blocks (“FIAB”) as well as the Achieve the Core tasks and re-teach lessons which also address prerequisite and/or foundational skills.</p> <p>During the time a teacher pulls small groups for intervention, re-teaching, or pre-teaching, other students are in stations working on independent practice, collaborative assignments to reinforce instruction, or supplemental online intervention programming. Again, these are focused on major standards and/or foundational skills.</p>
<p><b>After School Intervention</b></p>	<p>EPS 2 continues to partner with Afterschool ALL Stars (“ALL Stars”) to provide extended learning and enrichment opportunities. All Star teammates join Professional Development at the beginning of the year when possible so they can align with the Charter School’s instructional program.</p> <p>ALL Stars provides students time to complete homework and work on supplemental online intervention platforms such as IXL or Language and Literacy.</p> <p><b>ALL Stars: (After School Programming)</b></p> <ul style="list-style-type: none"> <li>● EPS 2 partners and offers after school programming through LA-ALL Stars which takes a “holistic approach to the extended-day learning and structures its program around Four Pillars (<u>ASES Certified Assurances</u>) <ul style="list-style-type: none"> <li>○ <b>Academics &amp; Homework Support:</b> Provides students with assistance in their academic work from homework to class projects, particularly in core subjects such as math and English, and supplements the overall curriculum of their regular school day through enhanced complimentary learning.</li> <li>○ <b>Health, Fitness &amp; Nutrition:</b> Focuses on a diverse array of structured activities relating to physical and nutritional health that teach students the importance of having well balanced diets, daily exercise and play, healthy living, leadership, and community service.</li> <li>○ <b>Visual &amp; Performing Arts:</b> Provides students with unique and experiential opportunities to explore multiple aspects of the arts, to develop and enhance their visual and performance talents through activities like dance and painting,</li> </ul> </li> </ul>

	<p>and to build their social, creative, and emotional skills.</p> <ul style="list-style-type: none"> <li>○ <b>Youth Leadership &amp; Community Service Learning:</b> Educates students on the practical definition of leadership, its roles and applications, and the process of identifying and electing leaders for the betterment of schools and communities, and meeting real needs of their peers, families and neighborhoods.”</li> </ul>
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Daily Opportunities for Enrichment	
<b>Gifted and Talented Education (“GATE”)</b>	<p>EPS 2 is using the Cognitive Abilities Test (“CoGAT”) as our Universal screener for GATE eligibility in second grade for all second grade students. Students are assessed, data is analyzed within the GATE committee, parents and students are informed of eligibility, and students receive GATE programming upon eligibility.</p>
<b>Field Trips</b>	<p><b><u>Place-based learning and active engagement outside the classroom</u></b></p> <p>EPS 2 offers a range of innovative features that make the teaching and learning experience at EPS 2 unique. At the heart of these efforts is the belief learning extends beyond the traditional classroom. EPS 2 recognizes the broader community and the city itself provides a wealth of resources for exploration and discovery. Every EPS 2 student participates in at least two or more educational excursions each year (excluding walking trips), enriching their understanding of the world around them.</p> <p>Many of these learning adventures take students outdoors, nurturing a deeper relationship with and appreciation for nature. For instance, fourth-grade students visit the Science Center, where they explore interactive exhibits on force and motion and Descanso Gardens where they learn more about the structures of plants and animals. Second grade students visit the Natural History Museum and Kindergarten students take a trip to Pretend City, an interactive exhibit that helps them explore their potential and envision a fulfilling future. Other memorable learning adventures include culminating overnights for fifth grade at Wolf Camp Science Camp.</p> <p>These are just a few examples of the wide variety of field trips offered at EPS 2. Each grade level plans its own learning adventures, with teams working collaboratively to organize trips that align with curriculum goals. Some of these experiences have become anchor trips that are repeated annually, while others are selected each year based on instructional priorities and learning objectives.</p> <p>Learning Adventures are a vital extension of classroom learning, offering students the opportunity to explore, discover, and grow outside of the traditional school environment.</p>

	All students at EPS 2 have access to these enriching experiences as part of the regular school program.
<b>Student Performances and Showcases</b>	<p>Engaging students and families through academic focused student performance and showcases is a core component of the EPS 2 program. These enrichment opportunities include events such as Literacy Night, Math Night, Winter Showcase, Extera Arts and Music Fest in Spring, Engineering competition, and Inventor’s Cup.</p> <p><b>Winter &amp; Spring Showcases:</b></p> <p>Classes sing, dance, and perform short performances for their families and the student body.</p> <p><b>Fall Art Walk:</b></p> <p>Families come to an art show inspired by student artwork.</p> <p><b>Boyle Heights History Hike/Art Walk</b></p> <p>An annual school-wide event that involves the entire community and serves as an excellent example of the use of place-based learning is the Boyle Heights History Hike (“BHHH”). This annual event helps to build appreciation and understanding about the historical, cultural, and artistic relevance of the Boyle Heights neighborhood and East Los Angeles. The event takes place on the weekend at a community location such as Mariachi Plaza. Artwork and writing created by EPS 2 students is on display throughout the community. EPS 2 students and local artists perform, play instruments, and dance to celebrate the event.</p> <p>Participants include students, families, EPS 2 teachers and staff, friends of EPS 2, community members, and other people interested in learning more about and supporting the Boyle Heights and East LA community. The BHHH is a powerful example of how EPS 2 students, teachers, staff and families work together with the local community to create something much broader in scope than individual experience.</p>
<b>Student Clubs</b>	Students have opportunities for clubs after school. Club themes change annually. Examples include arts and crafts, coding, rock band, choir, cheer, and sports.
<b>Student</b>	Students apply annually for leadership roles and develop an awareness of good leadership qualities by campaigning and participating in an election process. Students meet bi-monthly

<b>Council</b>	with teacher advisors and discuss Charter School activities, community projects, attendance incentives and concerns from the Charter School community. Providing this leadership opportunity to the student body has given them insight on how school decisions are made, and how important it is to get input and buy in from others. This promotes learning by incorporating real-life lessons to help students understand the interconnectedness of the world.
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EPS 2 consistently reflects and adapts instruction to best support students in the current context. Currently, EPS 2 utilizes the following supplemental curriculum to support diverse learning needs and learning styles.

Content	Supplemental Curriculum
English Language Arts	Language and Literacy (Imagine Learning): Adaptive, online learning intervention platform utilizing targeted lessons based on current performance.
	RAZ Plus: Reading fluency and comprehension intervention platform that is also a teacher resource for a range of topics, from mini lesson targeting language standards to ebooks on social studies topics.
English Language Development	Rosetta Stone: A supplemental online English Language Development program utilized at home for newcomers who enter EPS 2 after second grade.
Mathematics	MyPath Mathematics: Adaptive, online learning intervention platform utilizing diagnostics based on current performance.

### Independent Study

Extera Public School No. 2 does not currently offer independent study for a full semester or school year. If a student is in need of support for short-term independent study, teachers will work with families to implement an independent study in accordance with the Board-approved independent study plan, not to exceed 30 days in a school year.

**Sections 10-15: Not Applicable.**

### Transitional Kindergarten

Extera Public School No. 2 provides Transitional Kindergarten (“TK”) integrated with Kindergarten as the first year of a two-year kindergarten program that uses an age and developmentally appropriate modified kindergarten academic curriculum that reinforces and builds upon expectations for learning at the preschool level (the California Preschool/ Transitional Kindergarten Learning Foundations). Extera PS 2’s student-centered, hands-on learning approach aligns well to the Preschool Learning Foundations. The TK curriculum is grounded in the State Standards and includes social, emotional, and cognitive outcomes and benchmarks. TK students will be given the same assessments as Kindergarten students but will have differentiated performance and growth targets. TK students will also be issued progress reports and report cards so that families are informed of their academic progress. The Charter School shall adhere to legal requirements for classroom size and adult to student ratios for TK, as set forth in Education Code Section 48000(g).

Extera PS 2’s TK & Kindergarten teachers are qualified to teach Transitional Kindergarten. Extera PS 2’s TK & Kindergarten teachers receive Professional Development on transitional kindergarten development, instructional needs, and instructional model including play-based learning. TK students receive instruction in ELA, Mathematics, Science, Social Studies, Art and Physical Education.

During the school day, EPS 2 TK/ Kindergarten teachers utilize age and developmentally appropriate instructional materials that connect with the Kindergarten curriculum. Teachers utilize the California Preschool/ Transitional Kindergarten Learning Foundations to develop lesson objectives appropriate to the diverse learner population and what is developmentally appropriate for each student. After the school day, students are eligible to enroll in ASES partnership with AfterSchool ALL Stars to continue learning until 6 p.m. This after school programming includes one third structured play, one third additional instruction in reading and math foundational skills, and one third school day support to complete homework and extended classwork.

EPS 2’s Transitional Kindergarten program follows the legal requirements including age/ birthday requirements, class size ratios, instructional minute requirements, and teacher qualification requirements.

# Academic Calendar and Schedules

## Academic Calendar

	AUGUST 2026	SEPTEMBER 2026	
	S M T W Th F S	S M T W Th F S	
8/1: First Day of School Primer Día de Escuela	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	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	9/4: Admissions Day/ No School -Día Feriado 9/7: Labor Day/Día Feriado-Día del Trabajo 9/21: No School/Professional Development/Desarrollo Profesional
	OCTOBER 2026	NOVEMBER 2026	
	S M T W Th F S	S M T W Th F S	
10/2: Progress Reports/ Reportes de progreso 10/19: Professional Development Day	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	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	11/6: End of Trimester 1/ Fin del primer trimestre 11/11: Veterans Day/Día Feriado-Día de los Veteranos 11/9 - 11/13: Minimum day dismissal for report card conferences/ Día mínimo para las conferencias de calificaciones 11/16-11/20: Thanksgiving Break/ Vacación de Acción de Gracias
	DECEMBER 2026	JANUARY 2027	
	S M T W Th F S	S M T W Th F S	
12/18 Minimum Day/ Día mínimo 12/21-1/8 Winter Break/ Vacaciones de Invierno	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	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	1/11: Return from Winter Break/ Regreso de Vacaciones 1/18: Martin Luther King Jr Day/Día Feriado MLK Jr.
	FEBRUARY 2027	MARCH 2027	
	S M T W Th F S	S M T W Th F S	
2/15: Presidents' Day/ Día Feriado-Día de los Presidentes	7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	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	3/5: End of Trimester 2/ Fin del segundo trimestre 3/8 - 3/12: Minimum day dismissal for student led report card conferences/ Día mínimo para las conferencias de calificaciones 3/22-3/26: Spring Break/ Vacaciones de Primavera 3/31: Cesar Chavez Day/ Día Feriado Cesar Chavez Day
	APRIL 2027	MAY 2027	
	S M T W Th F S	S M T W Th F S	
4/16 No School/Professional Development/Desarrollo Profesional	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	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	5/31: Memorial Day/ Día Conmemorativo
	JUNE 2027	KEY/LEYENDA	
	S M T W Th F S		
6/4: Minimum day for Art Walk/ Día mínimo para Camino del arte 6/10: Last day of school (minimum)/ Ultimo día de Escuela (día mínima) 6/11: No School Professional Development/Desarrollo Profesional	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	First & Last Day of School/Primer y Ultimo Día de Escuela Regular Day/Día Regular No School/No Escuela Early Dismissal/ salida temprana Holiday/ Día Festivo No School/PD/Teacher Work Day/ No hay escuela/Día de trabajo para maestros Minimum Day Conference week/Días mínimas por las conferencias	

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## Comprehensive Set of Daily Schedules

Extera Public School No. 2's current daily schedules are shown below.

## Regular Schedule

Normal 2:55														
TK / Kinder	Morning Meeting 7:50-8:00	ELA (Integrated ELD) 8:00-9:15	Recess 9:15-9:35	SIPPS (Integrated ELD) 9:35-10:15	Phonics (Integrated ELD) 10:15-10:30	Writing (Integrated ELD) 10:30-11:00	Lunch 11:00-11:40	Math (Integrated ELD) 11:40-12:20	Math (Integrated ELD) Groups 12:20-12:50	ELD 12:40-1:10	SEL 1:10-1:25	Specials 1:25-2:10	SS/Science/PBL (Integrated ELD) 2:10-2:55	
		75	20	40	15	30	40	40	30	30	15	45	45	
1st	Morning Meeting 7:50-8:00	ELA (Integrated ELD) 8:00-9:15	Recess 9:15-9:35	SIPPS (Integrated ELD) 9:35-10:15	Phonics (Integrated ELD) 10:15-10:30	Math (Integrated ELD) 10:30-11:00	Lunch 11:00-11:40	Math (Integrated ELD) & Groups 11:40-12:25	Specials 12:25-1:10	Writing (Integrated ELD) 1:10-1:40	ELD 1:40-2:10	SS/Science/PBL (Integrated ELD) 2:10-2:45	SEL 2:45-2:55	
		75	20	40	15	30	40	45	45	30	30	35	10	
2nd	Morning Meeting 7:50-8:00	ELA (Integrated ELD) 8:00-9:15	Recess 9:15-9:35	SIPPS (Integrated ELD) 9:35-10:15	Phonics (Integrated ELD) 10:15-10:30	Writing (Integrated ELD) 10:30-11:00	Lunch 11:00-11:40	Specials 11:40-12:25	Math (Integrated ELD) 12:25-1:00	Math (Integrated ELD) Groups 1:00-1:30	SEL 1:30-1:40	ELD 1:40-2:10	SS/Science/PBL (Integrated ELD) 2:10-2:55	
		75	20	40	15	30	40	45	35	30	35	30	45	
3rd	Morning Meeting 7:50-8:00	Math (Integrated ELD) 8:00-8:40	Math (Integrated ELD) Groups 8:40-9:15	Recess 9:15-9:35	SIPPS (Integrated ELD) 9:35-10:15	ELA (Integrated ELD) 10:15-11:00	Lunch 11:00-11:40	ELA (Integrated ELD) 11:40-12:10	Phonics (Integrated ELD) 12:10-12:25	ELD 12:25-12:55	SEL 12:55-1:05	Writing (Integrated ELD) 1:05-1:35	SS/Science/PBL (Integrated ELD) 1:35-2:15	Specials 2:15-2:55
		40	35	20	40	45	40	30	15	30	10	30	40	45
4th	Morning Meeting 7:50-8:00	Specials 8:00-8:45	Writing (Integrated ELD) 8:45-9:15	Recess 9:15-9:35	SIPPS (Integrated ELD) 9:35-10:15	ELA (Integrated ELD) 10:15-11:00	Lunch 11:00-11:40	ELA (Integrated ELD) (Reading Groups 20mins) 11:40-12:10	Phonics (Integrated ELD) 12:10-12:25	ELD 12:25-12:55	Math (Integrated ELD) 12:55-1:35	Math (Integrated ELD) Groups 1:35-2:05	SEL 1:25-1:40	SS/Science/PBL (Integrated ELD) 2:10-2:55
		45	30	20	40	45	40	30	30	30	40	30	15	45
5th	Morning Meeting 7:50-8:00	Math (Integrated ELD) 8:00-8:40	Math (Integrated ELD) Groups 8:40-9:15	Recess 9:15-9:35	SIPPS (Integrated ELD) 9:35-10:15	Specials 10:15-11:00	Lunch 11:00-11:40	SEL 11:40-11:50	ELD 11:50-12:20	Phonics (Integrated ELD) 12:20-12:35	ELA (Integrated ELD) (Reading Groups 20 mins) 12:35-1:45	Writing (Integrated ELD) 1:45-2:15	SS/Science/PBL (Integrated ELD) 2:15-2:55	
		40	35	20	40	45	40	10	30	15	75	30	40	

## Early Dismissal

## Dismissal

## Schedule

Early Dismissal 1:55													
TK / Kinder	Morning Meeting 7:50-8:00	ELA (Integrated ELD) 8:00-9:15	Recess 9:15-9:35	Phonics (Integrated ELD) 9:35-9:55	Acceleration Groups 9:55-10:30	Writing (Integrated ELD) 10:30-11:00	Lunch 11:00-11:40	Math (Integrated ELD) 11:40-12:20	Math (Integrated ELD) Groups 12:20-12:50	SS/Science/PBL (Integrated ELD) 12:50-1:35	SEL 1:35-1:55		
		75	20	20	35	30	40	40	30	45	20		
1st	Morning Meeting 7:50-8:00	ELA (Integrated ELD) 8:00-9:15	Recess 9:15-9:35	Math (Integrated ELD) 9:35-10:10	Math (Integrated ELD) Groups 10:10-10:50	SEL 10:50-11:00	Lunch 11:00-11:40	Phonics (Integrated ELD) 11:40-12:00	Acceleration Groups 12:00-12:40	Writing (Integrated ELD) 12:40-1:10	SS/Science/PBL (Integrated ELD) 1:10-1:55		
		75	20	35	40	10	40	20	40	30	45		
2nd	Morning Meeting 7:50-8:00	ELA (Integrated ELD) 8:00-9:15	Recess 9:15-9:35	Math (Integrated ELD) 9:35-10:10	Math (Integrated ELD) Groups 10:10-10:50	SEL 10:50-11:00	Lunch 11:00-11:40	Phonics (Integrated ELD) 11:40-12:00	Acceleration Groups 12:00-12:40	Writing (Integrated ELD) 12:40-1:10	SS/Science/PBL (Integrated ELD) 1:10-1:55		
		75	20	35	40	10	40	20	40	30	45		
3rd	Morning Meeting 7:50-8:00	Math (Integrated ELD) 8:00-8:40	Math (Integrated ELD) Groups 8:40-9:15	Recess 9:15-9:35	ELA (Integrated ELD) 9:35-10:45	Phonics (Integrated ELD) 10:45-11:00	Lunch 11:00-11:40	SEL 11:40-12:00	Acceleration Groups 12:00-12:40	Writing (Integrated ELD) 12:40-1:10	SS/Science/PBL (Integrated ELD) 1:10-1:55		
		40	35	20	70	15	40	20	40	30	45		
4th	Morning Meeting 7:50-8:00	Math (Integrated ELD) 8:00-8:40	Math (Integrated ELD) Groups 8:40-9:15	Recess 9:15-9:35	ELA (Integrated ELD) 9:35-10:45	Phonics (Integrated ELD) 10:45-11:00	Lunch 11:00-11:40	SEL 11:40-12:00	Acceleration Groups 12:00-12:40	Writing (Integrated ELD) 12:40-1:10	SS/Science/PBL (Integrated ELD) 1:10-1:55		
		40	35	20	70	15	40	20	40	30	45		
5th	Morning Meeting 7:50-8:00	Math (Integrated ELD) 8:00-8:40	Math (Integrated ELD) Groups 8:40-9:15	Recess 9:15-9:35	ELA (Integrated ELD) 9:35-10:50	Phonics (Integrated ELD) 10:45-11:00	Lunch 11:00-11:40	SEL 11:40-12:00	Acceleration Groups 12:00-12:40	Writing (Integrated ELD) 12:40-1:10	SS/Science/PBL (Integrated ELD) 1:10-1:55		
		40	35	20	70	15	40	20	20	30	45		

## Minimum Daily Schedule

**Minimum Day 12:55**

TK / Kinder	Morning Meeting 7:50-8:00	ELA (Integrated ELD) 8:00-9:15	Recess 9:15-9:35	Phonics (Integrated ELD) 9:35- 9:55	Writing (Integrated ELD) 25	SS/Science/PBL (Integrated ELD) 10:20-11:00	Lunch 11:00 - 11:40	Math (Integrated ELD) 11:40- 12:20	Math (Integrated ELD) Groups 12:20- 12:55		
		75	20	20	25	40	40	40	35		
1st	Morning Meeting 7:50-8:00	ELA (Integrated ELD) 8:00-9:15	Recess 9:15-9:35	Math (Integrated ELD) 9:35-10:10	Math (Integrated ELD) Groups 10:10-10:55	SEL 10:50-11:00	Lunch 11:00 - 11:40	Phonics (Integrated ELD) 11:40-11:55	Writing (Integrated ELD) 11:55-12:20	SS/Science/PBL (Integrated ELD) 12:20- 12:55	
		40	35	20	35	40	10	40	15	25	35
2nd	Morning Meeting 7:50-8:00	ELA (Integrated ELD) 8:00-9:15	Recess 9:15-9:35	Math (Integrated ELD) 9:35-10:10	Math (Integrated ELD) Groups 10:10-10:55	SEL 10:50-11:00	Lunch 11:00 - 11:40	Phonics (Integrated ELD) 11:40-11:55	Writing (Integrated ELD) 11:55-12:20	SS/Science/PBL (Integrated ELD) 12:20- 12:55	
		40	35	20	35	40	10	40	15	25	35
3rd	Morning Meeting 7:50-8:00	Math (Integrated ELD)	Math (Integrated ELD) Groups	Recess 9:15-9:35	ELA (Integrated ELD) 9:35- 10:45	Phonics (Integrated ELD) 10:45- 11:00	Lunch 11:00 - 11:40	Writing (Integrated ELD) 11:40-12:05	SS/Science/PBL (Integrated ELD) 12:05- 12:35	SEL 12:40-12:55	
		75	20	70	15	40	25	30	15		
4th	Morning Meeting 7:50-8:00	Math (Integrated ELD)	Math (Integrated ELD) Groups	Recess 9:15-9:35	ELA (Integrated ELD) 9:35- 10:45	Phonics (Integrated ELD) 10:45- 11:00	Lunch 11:00 - 11:40	Writing (Integrated ELD) 11:40-12:05	SS/Science/PBL (Integrated ELD) 12:05- 12:35	SEL 12:40-12:55	
		75	20	70	15	40	25	30	15		
5th	Morning Meeting 7:50-8:00	Math (Integrated ELD)	Math (Integrated ELD) Groups	Recess 9:15-9:35	ELA (Integrated ELD) 9:35- 10:45	Phonics (Integrated ELD) 10:45- 11:00	Lunch 11:00 - 11:40	Writing (Integrated ELD) 11:40-12:05	SS/Science/PBL (Integrated ELD) 12:05- 12:35	SEL 12:40-12:55	
		40	35	20	70	15	40	25	30	15	

**Instructional Days and Minutes Calculator**

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Yes	136	375	36	315	11	255	0	0	183	3600	65145	29145
1	Yes	136	355	36	295	11	235	0	0	183	5040	61485	11085
2	Yes	136	355	36	295	11	235	0	0	183	5040	61485	11085
3	Yes	136	355	36	295	11	235	0	0	183	5040	61485	11085
4	Yes	136	355	36	295	11	235	0	0	183	5400	61485	7485
5	Yes	136	355	36	295	11	235	0	0	183	5400	61485	7485
6	No									0	5400	0	5400
7	No									0	5400	0	5400
8	No									0	5400	0	5400
9	No									0	6480	0	6480
10	No									0	6480	0	6480
11	No									0	6480	0	6480

12	No							0	6480 0	0	- 6480 0
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**Section 20: Not Applicable**

**Professional Development**

Professional Development is key to a strong instructional program. An EPS 2 core value is *teamwork*.

*Teamwork:* At Extera, we know that through collective efficacy- our shared belief in our ability to work as a team to achieve desired goals- our teachers, principals, and staff will work together and persevere to ensure that students achieve academic success.

As such, there are a minimum of 10 full day teacher PD days spread between the weeks before school starts (teacher pre-service) and throughout the school year. In addition, twice a month Wednesdays are focused on schoolsite or Extera-wide Professional Development. The other two Wednesdays of the month are each designated for one independent planning and one collaborative planning day. In addition, there are two staff meetings per month currently.

Currently, Professional Development is scheduled to ensure a minimum of 10 full-day teacher PD days spread between the weeks before the school year starts (teacher pre-service) and throughout the school year. PD priorities are data-based and are determined by principals and teachers based on data analysis of the prior school year’s performance (teacher pre-service), and shaped throughout the current year based on observations and new data. The PD calendar is split between organization wide-trainings, principal facilitated trainings, grade level planning focusing on data and curriculum, and one Wednesday per month set for independent teacher planning. Organization-wide trainings are differentiated to ensure a wide-variety of topics are offered, in a conference like manner, based on learning walk observations, data, and teacher and leader identified areas for growth. School-leader facilitated trainings are focused on data analysis and action planning, areas of development within school-based needs to support student learning, climate and culture, test preparation, and family engagement.

The current PD program is designed to enhance programmatic shifts in alignment with other key levers for change such as the daily schedule, new supplemental programming, and parent education workshops. This data-driven approach to Professional Development ensures PD is meaningful for staff and teachers, and ultimately leading to improved student experiences and results at EPS 2.

*Determining PD Priorities*

PD priorities are data-based, through an analysis of quantitative and qualitative data, and are determined by principalship and teachers based on ongoing data analysis the prior school year, and shaped throughout the current year based on observations and new data.

Extera-wide trainings are differentiated to ensure a wide-variety of topics are offered, in a conference like style, based on learning walk observations, data, and teacher and leader identified areas for growth. Principal facilitated trainings are focused on data analysis and action planning, areas of development within school-based needs to support student learning, climate and culture, test preparation, and family engagement.

New teacher trainings are offered annually at the start of the year, as well as ongoing support from the instructional coach and principals.

A 2021 curriculum audit supported the planning and implementation of a revitalization of our curriculum and instruction upon the return from the pandemic, based on new student needs and data. This included a comprehensive ELA adoption during the 2022-23 school year, a math relaunch and PD series during the 2023-24 school year, and a science curriculum adoption during the 2024-25 school year. Based on data, PD Priorities for the 2024-25 school year included:

- Science Adoption: Twig training series
- Foundational Literacy & Literacy Across Content Areas PD series
- School Culture and Climate PD series

Based on data, PD Priorities for the 2025-26 school year include:

- Instructional Practices for ELA & Integrated ELD
- Writing Professional Learning Community PDSA cycles
- Continued Implementation Support for Twig and PBIS

Extera PS 2 implements a summer “pre-service” Professional Development annually, ranging from 5-10 days of Professional Development, time for teachers to set up classrooms, and collaborative planning prior to the start of the school year. Pre-service launches initiatives for the year, centers the Charter School team in data, and allows for a strong start to the school year.

PD is offered at all levels within the organization. There are specific PDs to support BILs, RSTs, as well as leadership and hourly staff. The ILT meets one day per month for PD and planning purposes, in addition to other planning meetings that happen weekly in smaller groups. The ILT includes principals, business managers, counselors, Instructional Coach, Academic Coordinator, the Managing Director of Academics and Compliance, Executive Director, Associate Director of technology, human resources and recruitment. Extera PS 2 is successfully tapping into its own resources by utilizing the expertise of the members of its instructional team and supporting teachers by developing internal capacity and cohesion across the organization.

In addition to formal Professional Development on Wednesdays and pupil-free days, EPS 2 uses the following practices to continuously improve teacher instructional practices and student outcomes:

- Formal Learning Walks focusing on key priorities of the year and curriculum to identify PD needs and individual teacher needs (PBIS, SPED, and Content-Based including SIPPS, ELA, Math and Science)
- Informal weekly walkthroughs by principals providing glows and grows to teachers

- Literacy coach learning cycles for specific teachers
- Daily pulse checks by principals
- Regular teacher check-ins with principals based on level of teacher need (every 1-4 weeks)
- Regular meeting structures at all levels including weekly school site meetings, network-wide meetings, executive leadership meetings, SPED meetings, counselor meetings etc.
- Monthly network-wide PD at the Home Office for all Instructional Leaders for the full instructional day

Leadership uses instructional tools during Learning Walks to guide PD development, teacher coaching and feedback. These tools include curriculum fidelity observation tools (example: SIPPS) or Achieve the Core Instructional Practices rubrics (example: K-2 ELA, 3-8 ELA, K-8 Math).

In the effort to support continuous development, all staff set professional learning goals annually that are monitored and evaluated at the end of the year. In addition, teachers receive 2-3 formal observations per year which include pre-meetings, observations, and observation debriefs using our teacher observation rubrics. All staff also receive annual formal evaluations.

**Credentialing**

EPS 2 recognizes that capable teachers and quality teaching play an extraordinarily significant role in the academic achievement of children. Consequently, substantial attention is given to the recruitment and development of the teaching faculty. In general, the traditional design of elementary schools places students with a single teacher for the entire school year. Students who have strong teachers reap the rewards for years to come. Students who have weak teachers, however, lose valuable learning time they may never fully recover, particularly if the same students have an ineffective teacher during the course of more than one year. The troublesome fact is that a student “who has two bad teachers in a row can suffer long-lasting effects on his or her achievement.” (Rivkin, 2005.)

EPS 2 makes every effort to recruit teachers who are committed to the vision and mission of the Charter School. Job postings for teachers clearly state EPS 2s vision and mission, education philosophy, and teaching pedagogy so that teachers who are ultimately selected for employment possess the desire, capacity and commitment to work successfully at an innovative charter school. To attract and retain outstanding teachers, EPS 2 provides: competitive salaries and benefits packages; a challenging, rewarding and professional work environment; support and collaboration from colleagues and administration; an attractive workspace; and the opportunity to participate in innovation, creativity and research within a model school program.

Extera Public School No. 2 strives to recruit and employ instructional team members who will promote and steward the mission, vision, and goals of EPS 2. The interview process is as follows:

- 1) Resumes are screened by Human Resources to ensure proper qualifications and credentialing

- 2) Resumes are sent to the Charter School Principals for consideration and review
- 3) Candidates are invited to a phone or virtual interview, in-person interview, and demo lesson/ lesson plan review prior to recommendation for hiring.

Extera Public School No. 2 selects its own staff, and the selection procedure does not discriminate on the basis of affiliations, political or religious acts or opinion, race, national origin, ancestry, gender, actual or perceived sexual orientation, marital status, disability or age or any protected class.

Extera PS 2 welcomes intern and student teachers and intern counselors in order to support career growth and the teacher candidate pool. During the 2024-25 school year EPS 2 partnered with LACOE to host student teachers. EPS 2 also hosted an intern counselor and is partnering with local universities in 2025-26 to offer intern hours to other counselors in training.

## **Meeting the Needs of All Students**

### **English Learners**

Extera PS 2's educational program is designed to effectively meet the diverse needs of English Learners through a structured and supportive framework. Our school will implement its own English Learner Master Plan, which is tailored to address the specific requirements of our student population, including Newcomers, At-Risk Long-Term English Learners and Long-Term English Learners ("LTEL"). The key purpose is to ensure that ELs have access to rigorous, standards-based curriculum and that our programs are also effectively working to accelerate students' English proficiency to support success in college and beyond. This Master Plan reflects our broader equity vision and is in alignment with our core value of Growth & Excellence. EPS 2 nurtures learners towards academic excellence, ensuring all students are supported in reaching their potential through high expectations and grade-level rigor. EPS 2 strives for continuous improvement and supports every learner to grow, thrive, and succeed.

EPS 2 believes in the intersectionality of language, as it is the vehicle for understanding academic content and authentic expression of their identity both as an individual and within a community. Access to language and literature widens perspectives, illuminates the human experience, and deepens understandings of self and others (Framework, 2015). Language proficiency enables our students to prepare for college and career goals. However, EPS 2 recognizes that ELs bear the additional curricular burden of learning language and content and require additional support in both explicit language instruction and content.

EPS 2 is committed to ensuring academic success in college and life for our EL population by utilizing evidence-based instructional methods and placing a high value on the knowledge and contributions of our EL students. EPS 2 knows that ELs come from all over the world, and from within California, with a range of cultural and linguistic backgrounds, experiences and formal schooling. As educators, EPS 2 must always approach keeping in mind that language develops alongside a student's cognitive development (Framework, 2015), meaning that a child's linguistic ability and cognitive developmental progression is connected. Thus, when multilingual learners matriculate, EPS 2 acknowledges that these students bring funds of knowledge in their native language, including knowledge of oral vocabulary, language structures, and literacy skills that inform the learning of English. At EPS 2, ELs experience rigorous curriculum while accessing appropriate linguistic

supports, including access to projects, field trips, service activities to the extent of their general education peers. In addition, activities in their native language can also enhance feelings of inclusion and competence in the educational setting. This master plan, an embodiment of our equity beliefs, outlines the required legal processes for assessment, designation, academic programming and reclassification of our scholars learning English

Instructional plans for English Learners must:

Be based on sound educational theory

Be adequately supported with trained teachers and appropriate materials and resources

Be periodically evaluated to ensure the program's success and modified when necessary

The instructional plan shall encompass the following, including but not limited to:

### **EL Identification, Program Placement, and Reclassification**

- *Transfers*
- *Assessment - Initial ELPAC*
- *Parental Notification of Initial Assessment Results and Program Placement*
- *Parent Confirmation of Program Placement*
- *Parental Exception Waivers*
- *Assessment - Summative ELPAC*
- *Redesignation Procedures & Reclassification (Exit) Criteria*
- *Reclassifying English Learners with Disabilities*
- *Table 2.3: Extera's Redesignated Fluent English Proficient Policy for Students with Disabilities*  
*Students on an Alternative Curriculum*
- *Annual Language Classification/Status*

### **Instructional Program**

- *Introduction*
- *English Language Development Instructional Design*
- *Designated ELD*
- *Integrated English Language Development*
- *Long-Term English Learners*
- *Newcomers*

- *Instructional Program for ELs with Disabilities*
- *College Readiness Measures for English Learners*

**Monitoring, Evaluation, and Accountability**

- *Student Achievement Goals & Accountability*
- *Progress Monitoring*
- Professional Development and Implementation of English Language Development strategies

**Family Engagement**

- ELAC/DELAC

**The Process for identifying English Learners:**

Extera PS 2 promptly identifies potential English Learner students and provides them with an effective English language acquisition program that ensures meaningful access to the Charter School’s academic core curriculum.

The timeline for identification of English Language Acquisition Status (“ELAS”) is outlined in the ELAC and board adopted English Learner Master Plan.

The process begins with the enrollment process. The Charter School administers the home language survey (HLS) upon a student’s initial enrollment into a California public school.

The HLS is embedded within EPS 2 enrollment forms. The HLS consists of the following questions:

1. What language did your child learn when they first began to talk?
2. Which language does your child most frequently speak at home?
3. What language do you (the parents and guardians) use most frequently to speak to this student?
4. Which language is most often used by the adults at home (parents, guardians, grandparents, or any other adults)?

The Charter School site uses the results of the HLS to determine the following as follows:

- English Only (“EO”) if all of the four questions on the HLS are “English.” The student will be categorized as English Only.
- Possible English Learner if the answers to any of the first four questions on the HLS indicate a language other than English, or a combination of English and another language.

Thus, any student identified as a “possible English Learner (TBD)” will be assessed to measure their level of English proficiency using the Initial ELPAC. Until language classification is determined, “TBD” will be entered into the student’s profile in Infinite Campus. Parents hold the right to amend their response to the HLS at any

time. However, if the student has already been administered the Initial ELPAC, any changes to the HLS will not affect the student’s official language classification. If the parent amends the HLS prior to Initial ELPAC administration, the Charter School must honor the changes made.

Students who transfer from local district schools, private schools, out of the state or out of the country will follow the guidelines outlined below. Regardless of the sending school, all updates to student information must be entered into Infinite Campus by the Charter School staff. Regardless of the sending school, all students will be looked up in the State longitudinal data system called CALPADS before assessing the student with the Initial ELPAC.

**Transfers from other California public school districts:**

Student records, including the cumulative file, will be requested by EPS 2 upon enrollment. Upon receipt of records, EPS 2I must review all records carefully in order to determine that the student is properly placed in the appropriate instructional programs. Cumulative files will ideally include the HLS, state assessment scores, report cards, and language classification (EO, Initial Fluent English Proficient (“IFEP”), EL, RFEP). Student information will be cross-referenced with CALPADS. School staff will meet with the parent to discuss program placement.

**Transfers from private schools:**

Student records will be requested by EPS 2 upon student enrollment. The initial identification and assessment process will be used for students entering from a private school. The student will be placed in the grade level assigned with the student age, and/or based on student transcripts. School staff will look up the student in CALPADS to verify if the student was enrolled in a public school setting at any time.

**Transfers from out-of-country schools and out-of-state schools:**

Students enrolling at EPS 2 from outside of California or outside of the country will go through the initial identification and assessment process. The student will be placed in the grade level assigned with the student’s age, and/or based on student transcripts. Staff will look up the student in CALPADS to verify if the student was enrolled in a California public school setting at any time.

**Assessment:**

Initial ELPAC State and federal regulations require that if a student’s HLS indicates a language other than English is used at home, the student’s English language proficiency level must be assessed so that the Charter School team can address the linguistic needs of the student within 30 days of student enrollment unless the student is in Transitional Kindergarten. To ensure accuracy, it is imperative that all student records are verified in CALPADS prior to test administration so that students are not misidentified. If CALPADS indicates that the student has already received the Initial ELPAC, the student should not be re-tested unless the Charter School identifies a reason to do so. The Initial ELPAC assessment will occur within 30 calendar days at the beginning of the school year or within 30 days of the student’s enrollment if the student enrolls mid-year, unless the student is a Transitional Kindergarten student, in which case the separate transitional kindergarten timeline will apply.

- Students are given the Initial ELPAC within 30 days of initial enrollment
- The initial ELPAC is locally scored by the school site
- Based on the student’s overall performance on the initial ELPAC, they may be classified as
  - An EL and must be annually assessed with the Summative ELPAC until the student meets the eligibility criteria for reclassification and is RFEP.
  - Initially Fluent English Proficient IFEP

Parents are notified using the initial parent notification letter when the student’s scores and classification are determined by the site, within 30 days of enrollment (20 U.S.C. Section 6312).

Parental Notification of Initial Assessment Results and Program Placement. All Parents of EL students who are administered the annual ELPAC receive official notification within 30 calendar days, informing them of their child’s:

- Annual English language proficiency level (provisional, then official when results become available) and how it was assessed
- Official language classification
- English language proficiency level from annual assessment, and how it was assessed
- Instructional program, educational strategies, and educational materials to be used in each program
- Progress expectations for the student’s program option
- Reclassification, or program exit criteria
- Instructional program for ELs with a disability (with an IEP) and how such program will meet the objectives of the IEP
- Expected rate of graduation for Parents of ELs and IFEP students

Parents are informed of the above information via the Charter School’s Initial Parent Notification of Language Test Results letter and the Parent Notification of Reclassification Criteria. Parents are advised to contact the Charter School if they need additional information.

### **Educational Programs for English Language Acquisition**

All ELs participate in ***Integrated ELD***, which occurs in all core content areas during core instruction and taught by credentialed staff with EL authorization. Language objectives, vocabulary supports and formal and informal language practice engages English learners with their non-EL peers through collaboration, interpretation and production of the English Language.

English Learners at all levels also participate in a **Designated ELD** program. At EPS 2, all grade levels (TK-8) have adopted the EL Achieve® curriculum for Designated ELD, which include 30-45 min daily lessons taught by a teacher holding EL authorization. These ELD lessons occur in a small group setting within the general education classroom and can be represented both on daily schedules and school-wide daily schedules.

### **Designated ELD**

**TK-5<sup>th</sup> Grade.** In Transitional Kindergarten through 5th grade all general education teachers with ELs in their classroom provide a 30-60 minute block of designated ELD instruction daily. Students are grouped based on grade-level or grade-span, and then further grouped by language proficiency level. Students are grouped within one level of their proficiency level. Schools utilize lessons based on ELD Standards. EL Achieve is utilized during this time and focuses on implementing through six teaching skills of systematic ELD: 1) Continuum of Proficiency 2) Oral Language Production 3) Language Objectives 4) Building language competence 5) Metalinguistic awareness 6) Ongoing assessment.

Student progress is monitored through formative and summative assessments. For example, EL Achieve includes end-of-module assessments that provide formative progress on listening, speaking, reading and writing domains. Teachers analyze assessment data to provide differentiated learning targets and supports within each proficiency level. For example, students at the late stages of the emerging level are taught more advanced vocabulary and language frames than students at the early stages of the emerging level within the same designated ELD class. Supports are given and removed according to a student’s proficiency within that level.

Progress of ELs on internal EPS 2 assessments in ELA and Math helps sites and the home office determine if ELs are making adequate progress on CCSS grade level content.

### **Integrated English Language Development**

All EL students in TK – 5<sup>th</sup> grade participate in Integrated ELD in which students fully participate and access the general education curriculum using CCSS. Academic understandings and skills are underpinned by language, both in terms of understanding concepts and procedures that are subject-specific. To supplant the curriculum with language instruction, educators integrate research-based strategies such as:

- Realia: real objects and materials
- Manipulatives: drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, story maps
- Visuals: study-prints, textbook illustrations, overhead-projected prints, reproductions of paintings and documents, and documents
- Graphic organizers: matrices, Venn diagrams and webs
- Planned opportunities for interaction between all individuals in the classrooms: creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience

- Embedded language instruction while students are learning content
- Opportunities for learning that are meaningful and relevant
- Explicit instruction of key vocabulary and cognates
- The use of Word Walls and anchor charts in every classroom
- Scaffolding text, such as anticipatory pre-reading of text
- Daily use of leveled reading material during Reading Workshop
- Accountable Talk framework teachers explicitly model the type of language students are expected to use, providing appropriate supports for ELs, such as sentence starters, word banks and leveled questions.
- Primary language support as needed.

**Meaningful Access to Curriculum for All English Learners:**

Extera is committed to ensuring all students have meaningful access to the curriculum, and our instructional program is designed to ensure students with diverse levels of English Language Acquisition and learning needs are supported through a comprehensive approach that incorporates both Designated and Integrated ELD strategies within the framework of MTSS. To achieve this, EPS 2 utilizes data to assess student needs and determine the most appropriate supports for each student. Integrated and designated ELD is described above. In addition, supports for academic needs in ELA and Mathematics are embedded within the Charter School schedule and lesson plans, including small group supports, intentional scaffolding, and daily intervention. Moreover, integrated ELD occurs in all core subject instruction.

English Learners have the same thorough ongoing assessment as all of our non-English Learners, in addition to English Language Acquisition progress monitoring through ELD curriculum assessments, ELPAC assessments, and interim ELPAC assessments. This is primarily done through our MTSS team and our cycles of inquiry. The school-site MTSS team meets on a monthly basis to determine any students who may not be making adequate progress. They analyze data by student groups and look for any students requiring intervention. These supports are then provided in the classroom or a small group setting outside of the classroom.

In addition, Extera’s Managing Director of Academics and Compliance developed a student progress monitoring dashboard that allows school sites to continuously monitor the progress of their EL students’ achievement on SBAC, ELPAC, NWEA MAP, and other criteria that affect the outcome of students.

***English Language Arts***

Specific strategies are used to support English Learners as they tackle the CCSS in Language Arts and the ELD Standards. The Charter School provides strategic literacy instruction through two avenues. Daily and rigorous phonics instruction (also including phonological awareness, high frequency words, and more) is delivered

within a universal differentiation block using SIPPS. Students were administered a reading diagnostic and placed accordingly. Hence, this program is highly compatible with meeting the needs of our ELs.

EPS 2 has also recently adopted EL Education, which was selected by an integrated task force.

“EL Education is fiercely focused on equity. All children deserve schools that foster their unique abilities, give them a real opportunity to achieve high academic standards, and help them take their place in a society for which they are well prepared when they leave school. In our curriculum, all students are given the opportunity and the tools they need to read complex texts that are at our above grade level, compose high-quality writing, and engage in sophisticated high-level discourse”. (EL Education-Your Curriculum Companion, p. 8)

To support the elevated curriculum and increased expectations of both students and teachers, EPS 2 has accordingly designed several aligned systems and structures to create the most optimal conditions for this program to succeed. To begin, teachers are provided with ongoing grade level planning opportunities both at a weekly cadence as well as strategic release days with instructional coaches to support module/unit planning. Additionally, our EPS 2 instructional leaders have also engaged in frequent learning walks, program inquiry walks, and shared professional development to support ongoing observation and feedback cycles. Through support from coaches, lead teachers, as well as providing continuous growth opportunities for our administrators through outside partners, EPS 2 is thrilled to see the expectations of our literary program continue to evolve.

Within these past learning walks, EPS 2 has already identified a few focus areas and have already begun the process of supporting our students through emphasized focus on vocabulary through use of words walls, interactive literacy boards, and strategic unit planning to amplify new terms, build background knowledge, and develop writing over time.

Another area of focus for our schools through the use of this program has been the emphasis on student talk which then results in readiness and acceleration of student writing. To support writing, students are exposed to different types of writing, assignments are meaningful to the student and assessment is focused on content and not only mechanics. Speaking and listening for English Learners requires instructional strategies such as academic discourse/conversation cues, Think-Pair-Share-Write, and Language Dives—which are 10-20 minute teacher-guided conversations in which students deconstruct and analyze language structures in a single sentence. This work is closely aligned to the work of Dr. Lily Wong Fillmore around juicy sentences.

To summarize, teachers support students in accessing complex texts through building background knowledge, explicitly teaching academic vocabulary, and teaching metacognitive strategies for understanding texts. Teachers engage students in the close reading process to first read for clarity and address misconceptions, understand what the author is saying and why, and to integrate their understanding with other texts and topics. English Learners are supported through the use of texts that capitalize on their background knowledge and experiences.

## ***Mathematics***

During mathematics instruction, the overall focus is on mathematical thinking and not accuracy in language. This oral discourse is key for ELs as noted in the ELA/ELD Framework. Just as teachers focus on meaningful and engaging activities designed to build content knowledge before strategically delving into specifics about the language of this content, the ELD Standards are organized with the focus on meaning and interaction first and the focus on knowledge about the English language and how it works afterward.

This meaning-making takes place during Student Debrief, Closing, or Problem Solving. Mathematical vocabulary is taught within the context and not in isolation. Finally, the software used in our blended learning program (i.e., Zearn) allows students to manipulate models and hear feedback orally in a differentiated way.

When learning new concepts, students are given functional language frames and academic vocabulary to enable them to use the language of the standard in their discussions with each other. Students explore concepts first through 3-D models and manipulatives followed by pictorial representations and finally symbolic expression and algorithms. Mathematical problems involve real-world scenarios that are meaningful and relevant to students and their communities. Students engage in problem solving sessions 1-2 times per module in which they are required to collaborate with others, explain their thinking with evidence, and build upon and challenge the ideas of others. During this time, teachers support ELs with the Interacting in Meaningful Ways ELD standards, giving them visual supports and language frames as needed to strengthen their discussions. Students are encouraged to prove their solutions to others using a variety of methods and models. Comparative discussions of the strategies used in the classroom give students increased opportunities to deepen their conceptual understanding.

One practice in progress as an integrated strategy within math lessons is Zwiers' Math Language Routines which amplifies academic language, increases student independence with solving word problems. In this strategy, students engage in a process in which they 1) read to understand the story, 2) read to understand the math, and 3) read to make a plan. Between each read, students are provided with sentence frames (as needed) to appropriately ask and respond to questions through structured student-to-student discourse protocols. The Three-Phase Lesson allows students to engage with the language demands of a rigorous, grade level problem while solving it. With the 2023-2024 school year focus being on math our instructional leads will continue to develop our teachers in this area.

### ***Science***

Integrated instruction in science involves support through extensive models and diagrams. This strategy allows learners to describe functions and relationships before acquiring the technical vocabulary. Additionally, English Learners have extensive academic discourse to build their ability to reason orally before moving onto written. As ELs progress along the ELD continuum, teachers can adjust the level of support they provide students in the academic vocabulary of science. Finally, examples of journal, reports and other written assignments along with opportunities to revise language supports learners as they master the Next Generation Science Standards.

Students engage in inquiry-based learning as their teachers take them through the lessons. In this method, students engage in hands-on experiences and build their schema around a topic at the start of each unit. Inquiry lessons connect to real-life issues that are relevant to students and their communities. Repeated exposure to the same topic over an extended amount of time supports students with learning related

vocabulary terms within that discipline. As part of the inquiry process, students collaborate, ask and answer questions, and challenge the ideas of other students. They are required to closely read scientific texts and use evidence to support their conjectures. Teachers provide support to students as needed based on their level of proficiency. These might include reading a text aloud to students, providing additional language frames and models, or providing additional visual supports. By using the inquiry method, EL students engage in productive academic struggle which will simultaneously support the development of their proficiency in English.

### ***Social Studies***

Schools build the competence of students in ELD and content aligned with the State Standards for History-Social Science. This preparation includes practice with academic discourse, units of study, extensive use of maps and graphic organizers.

Social Studies is taught within content units of study that last approximately six weeks. During this time, students learn the language of a topic through reading multiple texts on the same topic. Students are exposed to first- and second-hand accounts, including primary and secondary documents, of historical events through a variety of genres. Throughout the units of study, students participate in structured language practice while receiving constructive feedback from their teacher and peers. Students may participate in culminating projects in which they demonstrate their understanding through an artistic, written, or oral presentation for an audience. EL's receive supports as needed, including differentiated levels of texts, functional language frames, and visual supports.

### ***Phonics/ SIPPS***

Extera PS 2 supports grade level ELA reading foundational standards during Phonics Block and differentiated literacy needs during SIPPS block. The Phonics Block structure follows research-based practices for literacy instruction, including best practices for multiple means of representation. The phonics block lessons include practice with phonemic awareness, phonics, fluency, sight words and sound-spelling pattern instruction. In addition, teachers differentiate the lessons to ensure support for students at all levels for the grade level reading foundational standards. SIPPS groups are data-based, utilizing the SIPPS diagnostic as well as other data to ensure accurate groupings. Students are placed in groupings addressing their phonics zone of proximal development. Student progress is constantly monitored to ensure appropriate supports and groupings are in place. SIPPS is a research-based, foundational skills reading program designed to help both new and struggling readers in grades K-12 develop the skills and confidence for fluent, independent reading. It's a systematic program that uses explicit routines to focus on phonological awareness, spelling-sound correspondences, and high-frequency words. SIPPS can be used as a core reading program or as an intervention to accelerate student progress and help them catch up to grade-level reading.

### ***Long Term English Learners***

The state defines Long Term English Learners as students who have been in school in the US longer than five years (i.e., in the sixth year of schooling) and have not met the criteria for reclassification. Many LTEL students have strong social language, however, require more intensive and individualized services to access the academic language demands of secondary content. LTELs are more likely to be in middle and high schools, struggle academically, less likely to be engaged in school and less likely to graduate from high school. In order

to meet the needs of these learners, Extera creates data tools to make identification of Long-Term English Learners easier for teachers.

Once identified, teachers make significant adjustments in their instruction. These strategies identified as being effective for long term English Learners include:

- Specialized small group instruction or separate classes for long term English learners
- Explicit language and literacy development across the curriculum
- A focus on engagement and study skills during Mentor Block
- Data chats held at different points of the year at different levels: grade level teams, school site, and home office

Instructional coaches monitor the progress of LTEL students throughout the year to ensure that they are making adequate progress towards standards, pass classes and stay engaged in school. The ultimate goal is for our LTEL population to reclassify, to ensure their engagement in school and boost their self-efficacy and to actualize success in their academic pathways.

### ***Newcomers***

A newcomer is a student enrolled in a United States-based school fewer than three years and whose language proficiency falls in the Emerging or Expanding category, per the Initial ELPAC assessment. Students brand new to the country and/or English have unique and personal needs; they may have limited literacy or formal schooling in their native language or may have extensive educational experiences in their native language. Great care must be taken to resource newcomers to navigate life in the US and California. Research on students new to the country identifies five important elements for their success. EPS 2 implements the following for newcomer students:

1. Welcome Them: Gathering data through student and family interviews, building a support network with peers and staff, and gathering baseline academic data to use to develop strategic, individualized supports.
2. Harness Resources: Developing a collaborative plan to support the student academically and social-emotionally; while also supporting the family to access community resources as needed. Academic support includes initial ELPAC results and designated/ integrated ELD instruction when appropriate.
3. Assess Assets and Needs: Monitoring and supporting as needed through the SSPT process, while taking into account the diversity among EL students.
4. Teach Them: Provide meaningful instruction in the student's Zone of Proximal Development ("ZPD") utilizing designated and integrated ELD, and outside technological resources when appropriate, such as the Rosetta Stone or Duolingo.
5. Data and Progress Monitoring: Collaborative meetings approximately every 6-8 weeks to review data and monitor the student's progress academically and socially-emotionally.

### ***Instructional Program for ELs with Disabilities***

ELD instruction is mandatory for all English Learners, including those with IEPs, and occurs daily until they are reclassified. English Learners with disabilities receive ELD in the general education classroom with students of like age/grade and language proficiency whenever possible. For English Learners with IEPs, the opportunity to have access to non-disabled peers is essential to their growth and development. The requirements for instructional time and grouping previously described for designated and integrated ELD apply to English Learners with disabilities.

The IEP team decides placement of English Learners with special needs based on individual student needs. At the IEP meeting, the team discusses the instructional components that have been identified to meet the student's individual needs and monitors the student's progress in ELD, which include IEP goals in the area of English Language Development, as well as accommodations/supports and services. In order to determine whether a student is making adequate progress in ELD, the IEP team uses assessments used by the classroom teacher and others appropriate for the student's disability. If the team determines that the student is not making adequate progress in ELD due to the impact of disability, the IEP team reviews and revises the student's individualized goals, as well as accommodations/supports and services, including consideration of whether the student should receive ELD in a specialized education setting.

### **Use of the English Language Proficiency Assessment of California:**

Extera PS 2 effectively utilizes the results of the ELPAC to support and accelerate student progress toward English language proficiency through a systematic and data-driven approach. Initially, the results from the Initial ELPAC are used to identify students' ELAS upon enrollment. This assessment provides critical insights into the specific language skills each student possesses, allowing us to tailor our educational programs to meet their individual needs. The Academic Programming Coordinator closely monitors these results alongside ongoing assessments, including interim ELPAC evaluations and practice tests, to track progress and identify trends.

Teachers regularly review ELPAC data during grade-level meetings led by the grade level lead teachers, using this information to inform intentional instructional practices and interventions. By analyzing the data, teachers can pinpoint areas where students excel and where they require additional support in reading, writing, speaking, and listening. This targeted approach enables educators to implement differentiated strategies and small-group interventions, particularly for those students who may be struggling or who are at risk of becoming Long-Term English Learners.

Additionally, ELPAC results play a vital role in the reclassification process. Students who demonstrate sufficient proficiency according to their ELPAC scores, alongside teacher evaluations and parental input, can be considered for reclassification to RFEP status. Even after reclassification, students are monitored for four years to ensure they continue to thrive in their academic pursuits. By leveraging ELPAC results in this comprehensive

manner, Extera PS 2 ensures that all English Learners receive the necessary support to achieve and maintain English language proficiency, thereby enhancing their overall academic success.

Extera PS 2 provides professional development in the areas of integrated and designated ELD instruction and focuses on alignment of content curriculum and instructional practices that help move students towards successful mastery of the English Language. Professional development topics are determined using student data and teacher feedback.

**Process for Annual Evaluation of the English Learner Program:**

In addition to on-going progress monitoring, and in accordance with Federal Program Monitoring requirements, EPS 2 will annually evaluate the effectiveness of its EL program. The EL program evaluation will take place through the state required LCAP Annual Update process. The program evaluation includes the degree to which:

1. ELs are attaining English language proficiency comparable to that of average native speakers of English.
2. EL students' academic results indicate that ELs are achieving and sustaining parity of academic achievement with students who entered Extera already proficient in English.
3. The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards.
4. Necessary improvements to programs and activities for which Title III funds have been used for EL students.
5. Whether to eliminate specific EL activities proven to be ineffective.

The LCAP Annual Update process begins each year in January and consists of soliciting feedback, analysis, and recommendations from a variety of stakeholders including staff, students, parents, and principals. The Annual Update analysis consists of the following components:

1. Review of initial ELPAC and interim assessment data
2. Review of the student and family survey results with an emphasis on the social and emotional learning impacts of our English Learners
3. Reclassification rates and students at risk of being identified as Long-Term English Learner
4. In depth review of the 5 components of the EL program evaluation as outlined in the Federal Program Monitoring requirements
5. Recommendations from the English Learner Advisory Committee on necessary improvements to the program
6. Evaluation of the LCAP EL Goal, Actions, Outcomes, and expenditures

Concluding the robust program evaluation process, school leaders incorporate stakeholder feedback into their LCAP Goals, Actions, Outcomes, and Expenditures for the following school year.

**Criteria and Process for Reclassification:**

<u>State Criteria</u>	<u>Extera RFEP Policy</u>
<b>Assessment of English Language Proficiency</b>	<p><b>Using ELPAC:</b></p> <ol style="list-style-type: none"> <li>Overall score of Level 4 on Summative ELPAC</li> </ol>
<b>Teacher Evaluation</b>	<p>Teacher (ELA teacher in upper grades), agrees the student should be reclassified based on classroom evidence of academic performance</p> <p><b>K-5:</b> EL’s must receive a composite score of 3 or 4 on their overall English Language Arts subject progress report or grade.</p> <p><b>6-8:</b> ELs must receive a grade of C or better on English course</p>
<b>Parent Opinion and Consultation</b>	<p>Parent agrees that student should be reclassified within a reclassification conference or IEP</p>
<p><b>Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.</b></p>	<p>Scored at or above on <u>one</u> of the following academic indicators</p> <ol style="list-style-type: none"> <li>Met (level 3) or exceeded the ELA SBAC.</li> <li>Met (level 3) or higher on the ELA ICA</li> <li>NWEA MAP Growth Score above grade level mean, based on most recent NWEA MAP Norms.</li> <li>NWEA Reading Fluency (K-5) assessment meets grade level expectations</li> </ol>

After receiving the ELPAC results each year, the Academic Programming Coordinator at the Home Office generates a list of possible students for redesignation based on these criteria. Parents are notified by school sites and given the option to review and express an opinion on redesignation.

***Reclassifying English Learners with Disabilities***

Students with disabilities will take the Initial and Summative ELPAC tests and have access to the universal tools, designated supports, accommodations, updated annually by the CDE.

An EL student with a disability may be reclassified as RFEP using the guidance below. The IEP team must consider how the EL student would compare to another student with a similar disability who is not identified as EL.

EPS 2’s Redesignated Fluent English Proficient Policy for Students with Disabilities

<u>State Criteria</u>	<u>Extera Policy</u>
<b>Assessment of English Language Proficiency (ELPAC Test Results)</b>	The IEP team must discuss the individualized criteria and write the chosen criteria into the student’s IEP, keeping in mind that the student’s performance in basic skills may be impacted by their disability. If a student has in their IEP that they do not need to take a section of the ELPAC, then the IEP teams should consider only the sections the student did take in reclassification.
<b>Teacher Evaluation</b>	The Ed Specialist and ELA/ELD teacher agree that the student should be reclassified based on classroom evidence of academic performance.
<b>Case Manager/ELD coordinator collaboration</b>	Case Managers need to schedule designated time with the ELD coordinator, in advance of the RFEP window, to discuss any students that may be eligible for reclassification. IEP meetings need to be scheduled in advance of the RFEP window in collaboration with the ELD coordinator.
<b>Parent Opinion and Consultation</b>	The parent receives notice of reclassification eligibility and is given an opportunity to indicate if they agree or disagree that the student be reclassified through the IEP meeting.
<b>Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of</b>	The IEP team must discuss the individualized criteria and write the chosen criteria into the student’s IEP, keeping in mind that the student’s performance in basic skills may be impacted by their disability. The range of criteria offered below aims to give students with disabilities several options for demonstrating ability.  Scored at or above on <b>one</b> of the following academic indicators

<p><b>English proficient students of the same age.</b></p>	<ol style="list-style-type: none"> <li>1. Met (level 3) or exceeded the ELA SBAC.</li> <li>2. Met (level 3) or higher on the ELA ICA</li> <li>3. NWEA MAP Growth Score above grade level mean based on most recent NWEA MAP Norms.</li> <li>4. NWEA Reading Fluency assessment meets grade level expectations.</li> <li>5. The IEP team can use results from another valid and reliable assessment that can compare the basic skills of English Learners with disabilities to native speakers of English with similar disabilities of the same grade level to determine sufficient mastery of the basic skills for reclassification. Assessments must be given by appropriately credentialed staff. (ex: WJ IV, KTEA, WIAT-III)</li> </ol>
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EPS 2’s Redesignated Fluent English Proficient Policy for Students with Disabilities

(Students on an **Alternative Curriculum** - i.e., students who would take CAA instead of SBAC)

<u>State Criteria</u>	<u>Extera Policy</u>
<b>Assessment of English Language Proficiency</b>	Summative Alternate ELPAC Overall Performance Level 3 (pending approval by the State Board of Education)
<b>Teacher Evaluation</b>	Education Specialist and general education teachers agree the student should be reclassified based on evidence of academic performance.
<b>Parent Opinion and Consultation</b>	Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they <u>disagree</u> that the student should be reclassified
<p><b>Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of</b></p>	<p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student’s IEP, keeping in mind that the student’s performance in basic skills may be impacted by their disability.</p> <p>Basic Skills assessment used in IEP testing</p>

<p>English proficient students of the same age.</p>	
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- **Process for monitoring progress of ELs and Reclassified to Fluent English Proficient students;**

After a student is redesignated as RFEP, student achievement is reviewed by the Site-Based Instructional Leadership Team every trimester. Formal assessments happen each year with a review of the student achievement of reclassified students. Reclassified students must be monitored for continued progress for 4 years.

- **Process for monitoring progress and effectiveness of supports for Long Term English Learners) and for students “At-Risk” of Becoming LTELs.**

Once identified, teachers make significant adjustments in their instruction. These strategies identified as being effective for long term English Learners include:

- Specialized small group instruction or separate classes for long term English learners
- Explicit language and literacy development across the curriculum
- A focus on engagement and study skills during Mentor Block
- Data chats held at different points of the year at different levels: grade level teams, school site, and home office

Instructional coaches monitor the progress of LTEL students throughout the year to ensure that they are making adequate progress towards standards, pass classes and stay engaged in school. The ultimate goal is for our LTEL population to reclassify, to ensure their engagement in school and boost their self-efficacy and to actualize success in their academic pathways.

**Gifted and Talented Students and Students Achieving Above Grade Level**

GATE students will be served within the regular classroom program. Teachers at EPS 2 will use multiple strategies to differentiate instruction for diverse learning styles and ability levels within the Charter School’s curriculum. EPS 2’s thematic, integrated approach to planning and delivering instruction will be an effective approach for all learners, including gifted students. In the case of gifted students, teachers will provide a variety of options for students to demonstrate their understanding of what they have learned.

**Identification**

Teachers will use a variety of assessment measures, including standardized assessment data and other classroom performance data, to identify students who are gifted. Students who achieve significantly above grade level and/or demonstrate behaviors consistent with gifted ability may be appropriately identified. In certain instances, services such as psychological testing might be used to test students for gifted ability, depending on the availability of such services. Parents and guardians will be informed when their child is demonstrating the potential to possibly qualify as gifted or identified as gifted so that they can seek appropriate challenges and opportunities for their child. The school principal is the onsite designee for parents to contact regarding GATE identification and programming. The Charter School will provide parent workshops that describe the characteristics of students who are gifted, potentially gifted, or advanced learners so that parents are able to recognize those traits and support their children at home and at school. EPS 2 will utilize the Cognitive Abilities Test (“CoGAT”) as our Universal screener for GATE eligibility in second grade for all second grade students, and upon referral for a GATE assessment in other grade levels. Students are assessed, data is analyzed within the GATE committee, parents and students are informed of eligibility, and students receive GATE programming upon eligibility. This occurs in accordance with our GATE policy.

### **Instruction**

Students who are achieving above grade level and/or identified as GATE benefit from differentiation and instruction that is flexible enough to meet their specific needs. According to Carol Ann Tomlinson, a recognized expert in the field of education for gifted students, “a class is not differentiated when all students are doing the same thing and no adjustments are being made to the difficulty levels of the assignments that are given.” (Tomlinson, 1995.) EPS 2 has adopted many of the strategies recommended by Tomlinson and others for effective teaching in mixed-ability classrooms, such as:

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

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

**Progress Monitoring**

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

**Students Achieving Below Grade Level**

**Multi-Tiered Systems of Support**

Extera Public School No. 2’s instructional program is firmly rooted in the EPS 2 core value *Growth & Excellence*:

*At Extera, we nurture learners towards academic excellence, ensuring all students are supported in reaching their potential through high expectations and grade-level rigor. We strive for continuous improvement and support every learner to grow, thrive, and succeed. Extera follows a comprehensive MTSS process to ensure all students are supported.*

EPS 2’s multi-tiered system of supports for academics, social emotional learning, and behavior ensures all students receive the support they need to reach their potential. EPS 2 believes MTSS is as much about **prevention as it is intervention**. MTSS focuses on an alignment of systems necessary for all students’ academic, behavior, and social success. It is evidence based practices that support the whole child along a tiered continuum. MTSS focuses on removing barriers to learning at all levels and welcoming students who they are and moving forward. MTSS allows for continuum and movement across tiers.

**Identification**

EPS 2 has multiple Universal Screeners to identify students not progressing at the same rate as their peers, or who are at risk of falling below grade level. Teachers and administrators utilize the assessments below, as well as grade-level curricular assessments to monitor student progress and achievement.

Universal Screeners		
Assessment:	Description:	Timeline for

		<b>Administration:</b>
NWEA MAP Growth Reading	Reading is an interim adaptive assessment that accurately measures student achievement and growth in foundational skills for emerging readers, as well as reading comprehension and vocabulary skills for independent readers in grades K–12.	Fall, Winter, & Spring (TK-5th Grade)
NWEA MAP Growth Language Usage	an interim adaptive test that accurately measures student achievement and growth in grammar, mechanics, and elements of writing for students in grades 2–12. MAP Growth Language Usage reveals how much academic growth has occurred between testing events	Fall, Winter, & Spring (2nd-5th Grade)
NWEA MAP Growth Mathematics	a computer-adaptive test that measures student achievement and growth in mathematics for grades K-12. It adjusts to each student's ability, providing a unique set of questions that adapt to their responses. This allows educators to understand where a student is on their learning path, track their progress over time, and identify areas of strength and areas needing improvement.	Fall, Winter, & Spring (TK-5th Grade)
NWEA Reading Fluency	a reading assessment for students in grades K-5 that measures foundational reading skills developed by NWEA. The test adapts to a child's reading proficiency level and may test them in certain areas based on their demonstrated performance. The testing typically takes 20-30 minutes.	Every 8-10 weeks (TK-5th Grade)
SIPPS Diagnostic	a tool used to determine a student's appropriate starting point within the SIPPS program. It helps identify students' strengths and weaknesses in foundational reading skills, such as phonological awareness, spelling-sounds, and sight words, to ensure they receive targeted instruction	Fall, Winter, & Spring (TK-5th Grade)
AMIRA Dyslexia	AMIRA screens for potential risk factors for dyslexia	Once in the Fall, and for

<p>Screener (new for the 2025-2026 school year)</p>	<p>or other reading difficulties. It collects data on various reading-related skills to identify students at risk for dyslexia. These skills include letter-sound correspondence, phonological awareness, oral reading fluency, vocabulary knowledge, reading comprehension, rapid naming, and decoding. The screener also measures a student's AMIRA Reading Mastery (ARM) score and their Dyslexia Risk Indicator (DRI) score</p>	<p>new students within 30 days of enrollment in (TK-2nd Grade)</p>
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Students are monitored for progress and achievement through these universal screeners. Students who are identified as achieving below grade level or not showing appropriate growth, for example demonstrating low achievement toward mastery of the State Standards, will be reviewed by the Student Support and Progress Team (“SSPT”) following referrals from teachers or parents. It is anticipated the academic needs of most students will be met through the core elements of the EPS 2 program (i.e., Tier 1). Nevertheless, in some instances students who are achieving below grade level may require additional assistance to catch up to their peers. EPS 2 teachers are in constant contact with parents/guardians about student academic progress and will communicate the identified needs to parents/guardians at either progress report conferences in which there are three each year or at a student-led conference in which there are three each year as well. Students are identified as under achieving if:

- Their classroom performance is considered to be below grade level based on class assignments and/or assessments.
- They did not meet or nearly met standards in English Language Arts or Mathematics on the CAASPP
- They fail to demonstrate a minimum of one year of academic growth in reading, writing, and/or mathematics during each year
- They demonstrate below grade level reading foundational skills.

**Instruction**

**TIER 1:** Core Instruction

- Explicit instruction is research based, utilizes a standards-based and adopted curriculum, and includes instruction for all students in the form of academic and social-emotional instruction and supports
- Standards aligned curriculum and evidence based instructional strategies are essential
- Demonstrates effectiveness for 80% or more for students on differentiated core instruction
- Is student-centered, engaging, and has grade level appropriate rigor

Explicit Instruction is systematic, engaging, and relentless:

- Frequent opportunities to respond
- Student performance is carefully monitored
- Immediate feedback
- Brisk pace with organized routines in place

**TIER 2:** Supplement Instruction

- Interventions are evidence based and standardized for those who did not show adequate progress with Tier 1 instruction and supports
- Incorporates foundational skills that support learning objectives of core instruction by being well aligned
- Supplemental to core instruction
- Led by staff specially trained in intervention
- Designed for groups that are based on age and the needs of students
- Frequent progress monitoring

**TIER 3:** Intense Intervention

- Individualized and intensive instruction with students with persistent skill deficits who did not show adequate progress with Tier 2 instruction
- Most time with explicit teacher led instruction
- Most scaffolding instruction with many opportunities to respond with corrective feedback
- High level of language support, including vocabulary
- Intensive motivational strategies included with frequent progress monitoring
- Is built into the Charter School's daily schedule to ensure all students who need additional support have access, while also not missing core instructional time or other academic opportunities

**Progress Monitoring**

Extera Public School No. 2 utilizes the universal screeners, grade level assessments, gradebooks, and other data to continuously monitor student progress. Using the data tracking system, students identified as academically low achieving are monitored by teachers and school administration in order to ensure satisfactory academic progress and to provide timely and targeted intervention when necessary. In the event a student achieving below grade level does not make satisfactory academic progress despite targeted interventions implemented

by the classroom teacher, or others, the teacher may decide to refer the student to the Student Support and Progress Team.

### **Socioeconomically Disadvantaged/Low Income Students**

EPS 2's multi-tiered system of supports ensures all students receive the support they need to reach their potential, including students that are socioeconomically disadvantaged. Per the 2024-25 CALPADS data collection, 100% of Extera PS 2's student population was identified as socioeconomically disadvantaged.

Extera PS 2 recognizes the students served face many challenges within their local community, and some of the children might lack access to essential resources. EPS 2's teachers and staff receive training on recognizing symptoms and behaviors indicative of a child's need for additional support, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs. School administrators, the Parent Coordinator, the Student Wellness Counselor, and the Student Support and Progress Team will all play a role in identifying students and families in need of additional resources or supports, including referrals to community service organizations.

As detailed extensively herein, EPS 2 believes all students can learn and succeed, and all students, including students who might be considered "disadvantaged," are capable of academic excellence. The emphasis on a school community, and the responsibility to one another within that community, extends to the parents and families of students as well. The progress of students who are socio-economically disadvantaged or homeless will be closely monitored by classroom teachers, school administrators, and other school support staff to ensure they receive adequate, appropriate and timely supports (i.e. referrals to outside agencies, increased communication with the Charter School, SSPT meeting, homework assistance and after school enrichment) to ensure their successful progress in school.

Extera PS 2 provides a whole day program to students in grades TK-5th grade, and a before- and after-care program for interested students in all grades to ensure full-day coverage from 7:30 a.m. to 6:00 p.m. and to provide enrichment, homework support, and to accommodate the schedules of working families. The arts, music and physical education curriculum, as well as numerous school field trips and other enrichment activities, will expose disadvantaged students to enhanced learning opportunities and enrichment they might otherwise not have.

In addition, Extera PS 2 offers 30 Expanded Learning Opportunity Program ("ELOP") days for students throughout the school year on school holidays, Professional Development days, and during extended breaks. These ELOP days are open to all interested families, and include learning activities, physical activities, and learning adventures. During the 2024-25 school year, EPS 2 partnered with the Discovery Cube to offer target STEM activities during Professional Development school days.

### **Supporting the Whole Child:**

In addition to a high-quality instructional program, Extera PS 2 supports the whole child. Maslow's Hierarchy of Needs theorizes that for students to excel academically, all of their physiological needs, safety needs, social needs, and self-esteem needs must first be met. EPS 2 uses the following programming to ensure the needs of the whole child are met:

- Free breakfast and lunch program daily
- Free uniforms and school supplies for families in need
- Free before school tutoring (from 7:15 a.m.) or breakfast (from 7:30 a.m.) and after school care for all students until 6 p.m.
- Free enrichment programming daily including sports, arts, and clubs
- Free intervention before, during, and after school for all interested students
- iPad loaner system for students without devices at home
- SEL Programming using MooZoom curriculum
- Student Wellness Counselor to support student needs
- Newcomer onboarding support process
- Intentional school and classroom culture building activities to build belonging
- Transit passes
- School supplies and hygiene products

**Supporting the Family:**

EPS 2 recognizes the successful, long-term development of children and success in school are intimately tied to the support systems that exist within the home and surrounding community. Children are often negatively impacted when those support systems are absent, limited, or not functioning in a positive manner. Parents and other family members are vital partners to school success, and children are deeply impacted by the circumstances of family members. Consequently, EPS 2 works to establish meaningful connections between the resources available in Los Angeles and members of the Charter School’s community in order to assist families facing challenging circumstances. Family empowerment through education is a cornerstone of the EPS 2 model, and strengthening the support system available to students at home and in the community is a top priority to accomplish that goal.

John Hattie’s studies on Visible Learning demonstrates that families who demonstrate high expectations, aspirations, and active involvement in learning, a.k.a. parental involvement, have positive impacts on student growth and learning<sup>7</sup>. In addition, studies demonstrate that student trauma, including students whose Hierarchy of Needs are not being met at home, lowers student achievement. In addition to parental involvement, highlighted earlier within this element, how learning occurs best, Extera supports family needs through the following:

- Free before school and after school care for all students until 6 p.m.
- Student Wellness Counselor to meet with families and provide support

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<sup>7</sup> John Hattie’s meta-analysis with McRel is published in his book Visible Learning

- Connection to community resources including mental health, food resources, and transportation

## **Students with Disabilities**

NOTE: The District Required Language contains all provisions necessary to address matters related to students with disabilities and special education.

## **Students in Other Student Groups**

While Extera PS 2 has a very small number of students identified as experiencing homeless annually (typically less than five) and a small number of students who are foster youth, EPS 2 has programming in place to support students in those circumstances and their families. The principal is the foster youth and homeless liaison. EPS 2 follows the Extera Public Schools Board of Directors policy for the Education of Homeless Children. Extera utilizes the housing questionnaire annually to support identification of students experience homelessness, as well as other means of identification. The Homeless Liaison connects with families and performs an intake meeting to identify supports needed and connect families with resources. Students who are experiencing homelessness or who are in foster care are monitored at the end of each testing window and trimester, or more frequently, to ensure progress. Progress is monitored using the Universal Screeners identified in Element 1. If a student is not progressing, they are referred to an SSPT and monitored via the SSPT process every 8 to 10 weeks.

### *Student Support and Progress Team*

EPS 2 recognizes there are students who may need additional academic, behavioral, language or social emotional support within the classroom. EPS 2 uses a system of support to meet the needs of all students based on the MTSS model. Therefore, EPS 2 uses supports inside and partnerships with outside organizations to meet the needs of all students. Before determining a students' eligibility for special education services, teachers make best use of available resources within the general education classroom context. A Student Support and Progress Team model is used, to the maximum extent feasible under law and policy, to attempt to meet student needs within the regular instructional setting prior to referral for formal assessment for special education services.

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

An SSPT uses a systematic problem solving approach to assist students with concerns which are interfering with success. The SSPT clarifies areas of concern; documents previous interventions; develops strategies and

organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student.

The SSPT process is a function of the general education program. All students can benefit from an SSPT, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues. Any parent, EPS 2 teacher, or staff member, who has a concern for a student can refer that student to the SSPT for consideration. Anyone who is connected with the student can be included in the SSPT to provide information to share about the student's strengths, concerns and strategies which have been used in the past. These participants may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement. The meeting is designed to bring out the best in the people involved.

The SSPT meeting steps include:

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

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

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

Foster youth will be identified upon enrollment or at other times during the school year when foster parents inform school administration or office staff of the child's foster status. EPS 2 will track foster youth via the Charter School's student information system. The assigned Foster Student Liaison, currently the Charter School principal, will support the Charter School by providing support to foster students. Through that support, Extera

Public School No. 2 will meet the needs of each student individually (counseling, etc). Established partnerships with both on and off site mental health providers will be readily available to assist with the mental health needs frequently associated with students in foster care. Interventions for foster youth will be provided as needed through the Charter School's Student Support and Progress Team process, which is initiated as needed based on academic and/or behavior concerns and/or other factors that might be risk factors. Additional support to foster care families will be provided through our parent/guardian meetings, teachers, and school administration. As they do with other student groups, teachers and administrators will track the academic progress of foster youth to ensure that they are progressing satisfactorily at school.

In addition, to ensure stability for students who are in a foster program including being able to continue their learning at Extera PS 2, EPS 2 has entered into a consortium agreement with other schools through the Department of Child and Family Services to provide transportation via Skip Hop Drive.



## **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 student groups 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).)*

### **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. .

### **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**

Extera PS 2’s annual goals, for all pupils (i.e., schoolwide) and for each pupil student group identified pursuant to Ed. Code § 52052, for each of the eight (8) state priorities identified in Ed. Code § 52060(d) and pursuant to Ed. Code § 47605(c)(5)(A)(ii) and specific annual actions to achieve those goals are in the completed “**LCFF State Priorities**” table provided in Element 1 of a petition, which meets the above requirements.

**Measurable Pupil Outcomes: Summative Assessment Performance Targets**

See Element 1, the "LCFF State Priorities" Chart that identifies and describes specific performance targets (pupil outcomes), for all pupils (i.e., all students) and for each significant pupil group identified pursuant to Ed. Code § 52052, that aligns with the eight (8) state priorities identified in Ed. Code § 52060(d). The LCFF State Priorities Chart in Element 1, incorporates all of the specific metrics set forth in Education Code section 52060(d) that are applicable to the grade levels served by the Charter School. Therefore, the completed LCFF State Priorities” Chart provided in Element 1 meets this requirement and can be incorporated herein by reference.

**Other Performance Targets**

See “LCFF State Priorities” chart in Element 1.

**Method for Measuring Pupil Progress Toward Outcomes & Performance Expectations: Formative Assessment**

Extera Public School No. 2 believes that all students can be successful when given the appropriate opportunities and supports. Comprehensive and consistent data collection is crucial to monitoring and ensuring student growth and achievement.

Growth & Excellence	At Extera, we nurture learners towards academic excellence, ensuring all students are supported in reaching their potential through high expectations and grade-level rigor. We strive for continuous improvement and support every learner to grow, thrive, and succeed.
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**Benchmark Assessments:** Extera Public School No. 2 uses NWEA MAP assessments as a tool to monitor the academic progress of all students, including sub-groups of students, throughout the school year. MAP assessments are administered three times each year: in the fall to provide benchmark achievement data; in the winter to provide mid-year benchmark data; and in late spring to provide summative data of progress

made during the school year. Teachers and administrators review student achievement data in order to identify program strengths and weaknesses and to provide differentiated instruction and maximize student growth. Teachers and curriculum specialists collaborate at weekly grade-level meetings to analyze data and tailor instructional plans based on individual needs. NWEA MAP data is analyzed using the most up to date NWEA MAP norms. NWEA MAP growth is analyzed at the Charter School, classroom and student level. This data is utilized to ensure appropriate growth for students, classes, and the Charter School. Measures utilized include the conditional growth index, percentile, and student achievement of goals.

**SBAC Interim Assessments:** Teachers will utilize the CAASPP provided SBAC Interim Comprehensive Assessments and SBAC Interim Assessment Block assessments as formative assessments in grades 3rd-5th to gauge and understand student progress towards mastery of the Common Core State Standards.

**ELPAC Interim Assessments:** Teachers in grades K-5 will utilize the ELPAC interim assessments as formative assessments to gauge and understand student progress towards English language proficiency.

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

Universal Screeners		
Assessment:	Description:	Timeline for Administration:
NWEA MAP Growth Reading	An interim adaptive assessment that accurately measures student achievement and growth in foundational skills for emerging readers, as well as reading comprehension and vocabulary skills for independent readers in grades K–12.	Fall, Winter, & Spring (TK-5th Grade)
NWEA MAP Growth Language Usage	An interim adaptive test that accurately measures student achievement and growth in grammar, mechanics, and elements of writing for students in grades 2–12. MAP Growth Language Usage reveals how much academic growth has occurred between testing events	Fall, Winter, & Spring (2nd-5th Grade)
NWEA MAP Growth Mathematics	A computer-adaptive test that measures student achievement and growth in mathematics for grades K-12. It adjusts to each student's ability, providing a unique set of questions that adapt to their responses. This allows	Fall, Winter, & Spring (TK-5th Grade)

	educators to understand where a student is on their learning path, track their progress over time, and identify areas of strength and areas needing improvement.	
NWEA Reading Fluency	A reading assessment for students in grades K-5 that measures foundational reading skills developed by NWEA. The test adapts to your child's reading proficiency level and may test them in certain areas based on their demonstrated performance. The testing typically takes 20-30 minutes.	Every 8-10 weeks (TK-5th Grade)
SIPPS Diagnostic	A tool used to determine a student's appropriate starting point within the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) program. It helps identify students' strengths and weaknesses in foundational reading skills, such as phonological awareness, spelling-sounds, and sight words, to ensure they receive targeted instruction	Fall, Winter, & Spring (TK-5th Grade)
AMIRA Dyslexia Screener (new for the 2025-26 school year)	Amira screens for potential risk factors for dyslexia or other reading difficulties. It collects data on various reading-related skills to identify students at risk for dyslexia. These skills include letter-sound correspondence, phonological awareness, oral reading fluency, vocabulary knowledge, reading comprehension, rapid naming, and decoding. The screener also measures a student's Amira Reading Mastery (ARM) score and their Dyslexia Risk Indicator (DRI) score	Once in the Fall, and for new students within 30 days of enrollment in (TK-2nd Grade)

### Data Analysis and Reporting

Data analysis occurs at all levels of the organization and drives instructional, staffing, curricular, Professional Development, enrichment, and intervention decisions.

Below is a calendar outlining the school site and home office team analysis of data throughout the school year.

#### Data Analysis Calendar 2024-2025

Month	Focused Data Analysis	Action Steps
<b>August</b>	<ul style="list-style-type: none"> <li>● School Wide Summative Data from previous year <ul style="list-style-type: none"> <li>○ CAASPP/SBAC/NWEA MAP</li> <li>○ ELPAC</li> <li>○ Reclassification Rates</li> <li>○ Student Population</li> <li>○ Grade level summative data from previous year for incoming students</li> <li>○ Teachers: Getting to know students (scores, ELA status, IEP, etc.)</li> </ul> </li> <li>● Fall NWEA MAP data (Reading Fluency)</li> <li>● SIPPS (phonics screener) Diagnostic #1</li> <li>● Attendance</li> <li>● Suspension &amp; Referrals</li> </ul>	<ul style="list-style-type: none"> <li>● Present network and school goals</li> <li>● Present school level goals</li> <li>● Grade levels set goals and plan for small groups and instructional areas for acceleration</li> <li>● Teacher gradebooks started with assignments entered</li> <li>● Reading Fluency Letters sent home</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>● Initial ELPAC data and Newcomer Supports</li> <li>● Fall NWEA MAP data (ELA and Math)</li> <li>● SEL &amp; Classroom Surveys</li> <li>● Attendance</li> <li>● Suspension &amp; Referrals</li> </ul>	<ul style="list-style-type: none"> <li>● Grade levels analyze data for ELA and math</li> <li>● Grade levels review and update instructional goals</li> <li>● Grade level SIPPS groups created and intervention begins</li> <li>● Progress Reports Sent Home</li> <li>● NWEA MAP Family Reports Sent Home</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>● NWEA MAP (Reading Fluency)</li> <li>● Attendance</li> <li>● Suspension &amp; Referrals</li> </ul>	<ul style="list-style-type: none"> <li>● Identifying students who are underperforming, analyze student group data, and schedule SSPTs</li> </ul>

<b>November</b>	<ul style="list-style-type: none"> <li>● FIAB Data (3-8): ELA and Math units covered</li> <li>● SIPPS Diagnostic #2</li> <li>● Attendance</li> <li>● Suspension &amp; Referrals</li> </ul>	<ul style="list-style-type: none"> <li>● Grade levels analyze data for ELA and math</li> <li>● Report Card Week</li> <li>● Reading Fluency Letters sent home</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>● NWEA MAP (Reading Fluency)</li> <li>● NWEA MAP (Winter)</li> <li>● Attendance</li> <li>● Suspension &amp; Referrals</li> </ul>	
<b>January</b>	<ul style="list-style-type: none"> <li>● Mid-year ELD check to see which students are moving towards reclassification</li> <li>● ICA (3-8th) for ELA and Math</li> <li>● Attendance</li> <li>● Suspension &amp; Referrals</li> </ul>	<ul style="list-style-type: none"> <li>● Progress Report Week</li> <li>● Reading Fluency Letters sent home</li> <li>● Identifying students who are underperforming, analyze student group data, and schedule SSPTs</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>● Practice ELPAC Tests</li> <li>● NWEA MAP (Reading Fluency)</li> <li>● SIPPS Diagnostic #3</li> <li>● Attendance</li> <li>● Suspension &amp; Referrals</li> </ul>	<ul style="list-style-type: none"> <li>● Report Cards Sent Home</li> <li>● NWEA MAP Family Reports Sent Home</li> </ul>

<p><b>March</b></p>	<ul style="list-style-type: none"> <li>● SIPPS Diagnostic</li> <li>● Summative ELPAC Test</li> <li>● Physical Fitness Test 5th &amp; 7th</li> <li>● Attendance</li> <li>● Suspension &amp; Referrals</li> </ul>	<ul style="list-style-type: none"> <li>● Grade levels analyze data for ELA and math</li> <li>● Grade levels review and update instructional goals</li> <li>● Identify list of students for GATE testing</li> <li>● Reading Fluency Letters sent home</li> </ul>
<p><b>April</b></p>	<ul style="list-style-type: none"> <li>● NWEA MAP (ELA and Math) (3rd-8th)</li> <li>● NWEA MAP (Reading Fluency)</li> <li>● Summative Assessments: ELA and Math (K-2)</li> <li>● Attendance</li> <li>● Suspension &amp; Referrals</li> </ul>	<ul style="list-style-type: none"> <li>● Grade levels analyze data for ELA and math</li> <li>● Grade levels review and update instructional goals</li> <li>● Progress Report Week:</li> </ul>
<p><b>May</b></p>	<ul style="list-style-type: none"> <li>● ELPAC Data</li> <li>● NWEA MAP (ELA and Math) (K-2nd)</li> <li>● CAASPP ELA, Math, and Science</li> <li>● Attendance</li> <li>● Suspension &amp; Referrals</li> </ul>	<ul style="list-style-type: none"> <li>● Reclassification</li> </ul>
<p><b>June</b></p>	<ul style="list-style-type: none"> <li>● Attendance</li> <li>● Suspension &amp; Referrals</li> </ul>	<ul style="list-style-type: none"> <li>● Report Cards Sent Home</li> <li>● Analyze network, school, and grade level strengths and areas of improvement (ELPAC, SBAC, Attendance, Suspension, NWEA MAP, etc.)</li> <li>● Reading Fluency Letters sent home</li> <li>● Summative Test Score Reports Sent Home</li> </ul>
<p><b>July</b></p>		

### **Informing Parents & Families of School Performance:**

In addition to all of the ways in which parents and guardians are informed of their own child's performance, including access to a live gradebook, progress reports, report cards, student led conferences, and assessment reports for all internal benchmark and statewide summative assessments, Extera PS 2 also works hard to inform families of the Charter School's overall performance. This occurs through sharing the following information with families through multiple methods of communication:

- CA School Dashboard Performance
- ELPAC/ SBAC/ CAST performance
- NWEA MAP Growth
- Monthly Attendance Rates
- Panorama Survey Data

This information is shared with families through Pláticas (Coffee with the Principal), Weekly School Site Newsletters and Monthly Home Office Parent Communications, English Learner Advisory Committees, Parent Advisory Committees, the SARC, the mid-year LCAP, the annual LCAP, and regular data presentations at Board of Directors meetings. Parent input is utilized through needs assessments, committee input, and Panorama survey input to support instructional decision making. The Charter School shall also 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 as part of a nonconsent item at a regularly scheduled Board meeting.

### **Informing Teachers and Staff of School Performance:**

Teachers engage in frequent, ongoing Professional Development and collaboration that is grounded in an improvement plan focused on identified student needs; student progress is continuously monitored by analyzing student achievement data that is a combination of project-based, teacher-created, publisher-developed, and standardized assessments (i.e. SBAC and MAP); instructional decisions for program improvement are data-driven.

Data and progress monitoring is key for school and teacher success. Teachers receive all of the information above through professional development focused on data analysis, Weekly Newsletters and Monthly Bulletins, participation in English Learner Advisory Committees, and biweekly check-ins with the Charter School Principal reviewing data and progress for their class and how it fits into the Charter School's overall performance.

### **Informing Leaders of School Performance:**

The Principal is integral to ensuring school data is at the forefront of all educational partners' decisions. The Principal monitors and analyzes data as soon as it is available including through check-ins with the managing director of academics and compliance. Instructional leadership team meetings allow for organization-wide needs assessments, root cause analysis, and action planning for data relating to all students and specific

student groups. The Principal facilitates parent meetings, school site staff meetings, school site leadership meetings, and teacher professional development analyzing and discussing school data and planning next steps. The Principal collaborates with school site staff such as the instructional coach and student wellness counselor to provide targeted support for specific classrooms and students based on up to date data. The Principal collaborates with teachers to analyze next steps based on data, including adjustments to student groupings, intervention structures and groupings, and the master schedule.

### **Informing the Board of Directors of School Performance:**

The Extera Public Schools Board of Directors meets upwards of eight (8) times a year for board meetings, to review key school data and performance. The annual Board of Directors meeting topics calendar outlines key dates for data sharing. In addition, the Board of Directors receives the monthly schoolwide newsletters. At Board of Directors meetings, data is reviewed including, but not limited to:

- CA School Dashboard Performance
- Annual ELPAC/ SBAC/ CAST performance
- NWEA MAP Growth & Performance
- Monthly Attendance Rates
- Suspension/ referral and PBIS data
- School accountability report card
- Mid-year LCAP
- Annual LCAP
- Oversight Rubrics
- Charter School Performance Category
- Panorama Survey Data
- Local indicators

## **Grading, Progress Reporting, and Promotion/Retention**

### **Grading Vision**

Educators at EPS 2 empower our students to thrive as leaders in the 21st century. We believe that it is our duty to provide our students with the most optimal learning conditions to prepare our students to thrive as leaders upon culmination as 5th graders. We understand that we live in a society laden with inequities, and as such, our mission is built upon excellence, equity, and engagement. Through staff, parent, and student involvement, we will grow our students into Extera Trailblazers, conscientious change agents for their communities and beyond.

EPS 2 has set forth the guiding principles for grading below, adapted from Grading for Equity (Feldman, 2019):

- Grades should be accurate: Grade calculations should be mathematically accurate and sound, easy to understand, and made based on clear descriptions of a student’s level of academic mastery of grade-level standards. Engagement grades should be clearly delineated and distinct from academic mastery grades that are aligned to Common Core standards.
- Grades should be bias-resistant: There are multiple opportunities to provide feedback to students, and grades are but one of them. Grades should be representations of an individual student’s progress towards mastery, i.e. how effectively they have met the grade level standards for academic performance. Grades should not be punitive or incorporate potentially biased, situational and/or culturally-influenced perceptions of behaviors (such as timeliness of assignment submission, how quickly students master a topic, effort, personality, participation, etc.).
- Grades should be motivational and informative: Grading should provide students with hope and productive feedback. Grading should allow multiple attempts at mastery and, therefore, represent where the student is at the time of grading, using the most recent data as an indicator. Grading should be transparent (through rubrics, aligned standards, etc.) so that students and families clearly understand how to best support their student’s learning.

**Grading Scale**

Grades reflect a student’s academic mastery to ensure students and families have clear indicators of the student’s preparedness for high school, college success and 21st century careers. A consistent grading scale ensures that all Extera collaborators have the same high expectations for earning and interpreting their report cards and progress reports. The traditional 0-100 percentage scale disproportionately emphasizes failure over success. The 0-4 scale is more oriented toward success and student ownership of learning, is simpler to understand and use, is less prone to error and variance, and aligned to our grading vision. This approach accounts for minimum grading which supports mathematical accuracy and can motivate students.

Elementary Scale			
Grade Scale*	%	Label	Descriptor
4.0	90.0-100%	Exceeds	Exceeding the grade-level standards and expectations

3.0	80.0-89.9%	Meets	Meeting the grade-level standards and expectations
2.0	70.0-79.9%	Approaches	Approaching the grade-level standards. The student has key gaps in their understanding of the standard.
1.0	0.0-69.9%	Does Not Meet	Not yet met the standards The student is unable to demonstrate grade level standards and expectations without significant assistance.

### Trailblazer Traits

#### Extera Expectation

Students in TK-5 will have Trailblazer Traits grades for each individual trait in their report cards for each trimester. These include: Innovation, Respect, Responsibility, Helpfulness, Safety and Best Effort. Comments for Trailblazer Traits would be included as the SEL comment requirement. Students in middle school grades will receive **one** overall Trailblazer Trait grade from their homeroom teacher, which encompasses their overall demonstration of all six trailblazer traits. Trailblazer Trait grades allow students to learn about and build skills towards important life-long skills for success. It also ensures separation of behavior from grades in standards-based mastery grades and engagement grades.

Trailblazer Traits			
Grade Scale*	Label	Descriptor	Description

4	Exceeds	Exceeding the grade-level standards and expectations	The student <b>consistently demonstrates</b> this trait inside and outside of the classroom, with adults, peers and staff, and <b>exceeds expectations</b> by supporting others in demonstrating this trait as well.
3	Meets	Meeting the grade-level standards and expectations	The student <b>consistently demonstrates</b> this trait inside and outside of the classroom, with adults, peers and staff.
2	Approaches	Approaching the grade-level standards (Student has key gaps in their understanding of the standard)	The student <b>inconsistently</b> demonstrates this trait inside and outside of the classroom, with adults, peers and staff.
1	Does Not Meet	Not yet met the standards (Student is unable to demonstrate grade level standards and expectations without significant assistance)	The student <b>does not</b> demonstrate this trait inside and outside of the classroom, with adults, peers and staff.

### Standards-Based Mastery Grades vs. Engagement Grades

Standards-Based Mastery Grades (Overall Performance grades) will be based on student mastery of grade-level standards through a combination of summative and formative assessment tasks. This could include assignments such as end of unit assessments and performance tasks. Engagement grades will be based upon the practice activities students must engage in to learn grade level content and ensure sufficient practice to be able to meet grade-level expectations, such as homework completion and participation in class. Separation of these two categories ensures that standards-based mastery grades are entirely based on student mastery and performance on grade-level expectations and are not artificially inflated based on completion of related tasks such as practice, note-taking, or homework. Parents and students rely on grades to identify areas of success and improvement for their child, as well as overall student performance in comparison to grade level expectations. At the same time, engagement grades based on completion of practice activities (such as note-taking, practice, and homework) must be honored and celebrated as these are lifelong academic skills that

students need to be successful in their future academic and professional endeavors. Clearly delineating these two grades allows for students to be evaluated separately for meeting grade level expectations and meeting engagement expectations in the classroom through structured practice activities.

### **Gradebook Entries**

EPS 2 teachers will only record standards-based assignments in the gradebook for mastery grades. Assignments aligned to high priority standards will be entered into the gradebook for formative and summative grades. Gradebook entries will be separate for Standards “Mastery” grades and “Engagement” or practice activity grades. Grade frequency and number of assignments will align with EPS 2’s Policies and Procedures manual. Teachers are required to have assignments entered by the third week of school.

All students in grades TK-8 must have a grade for each subject including both standard-based mastery grades (Overall Performance) and engagement grades on report cards and progress reports. All areas (this includes engagement grades per subject) of the progress report and report card must be filled in. Comments are required on report cards and are optional for progress reports.

These practices are in alignment with Extera’s grading vision and ensure multiple measures of student learning for each grade reported on progress reports and report cards to ensure accuracy of the measure of student learning.

### **Late Work and Missing Work Due Dates**

EPS 2 students are allowed to turn in any assignment included in the gradebook without penalty. Teachers are recommended to notify and collaborate with parents regarding missing assignments and how to complete them. No later than two weeks after a missing assignment was due, teachers are recommended to remind students and families of missing assignments. Teachers are expected to have dedicated time built into their daily schedule and/or unit plan for students to receive support to complete key assignments they are missing and to ensure students are held accountable for completing their assignments. Administrators are encouraged to meet with teachers to identify the best time during each teacher’s daily schedules for this to happen. Reducing grades for late work allows for bias, which is misaligned to Extera’s grading vision. When students are penalized for submitting late work we create inaccuracies to the grade where the purpose is to describe student academic mastery.

### **Missing Work Calculations**

Missing assignments (including assessments) will be calculated as 50% through the missing work flag in Infinite Campus. As described by Grading for Equity (Feldman, 2019), grade assignments of 0% for missing work disproportionately impact student grades and orient a grading system towards failure. EPS 2 teachers will strive to collaborate with students and families to reduce missing assignments. Any remaining missing assignments at the end of the trimester will be flagged in Infinite Campus as “missing” and will count as a 50% grade. Teachers are recommended to notify parents and collaborate with parents regarding missing assignments and ensuring students meet deadlines. Teachers are expected to have dedicated time built into their daily schedule and/or unit plan for grade checks, grade reflections, and family communication. A grade calculation of 0% for

a missing assignment can disproportionately impact a student's grade. A student can demonstrate mastery (a 3 or a B) on 3 assignments, and with one missing assignment that student would then receive a failing grade of 1 or F if a missing assignment is equivalent to 0%. When shifting to a 50% for missing assignments, a student with demonstrated mastery (a 3 or a B) on 3 assignments, and with one missing assignment would receive an approaching grade of a 2 or a C, which is a more accurate representation of their learning.

### **Extra Credit**

EPS 2 teachers will refrain from creating extra credit activities or assignments in mastery grades. Students can do supplementary assignments (i.e. homework) to increase their engagement grades, which will inherently lead to an increase in mastery grades, as meaningful practice leads to growth. The purpose of grading and reporting grades is to provide an accurate reflection of a student's knowledge on the most essential concepts in the stated curriculum. Extra credit assignments tend to be misaligned with the mission of grading by creating grades that are not standards based, adding extra grades for an objective that is already adequately tested, or giving assignments that do not cover the essential knowledge and skills. Instead of providing extra credit, teachers should adhere to the reassessment policies outlined in EPS 2s grading policy.

### **Students with an IEP or 504 Plan**

For students with an IEP or 504 Plan, teachers must work in collaboration with the student's case manager. IEPs and 504 plans are legal documents and take precedence over any differences in policies regarding grading, reassessments, submissions for late work, etc.

### **Multi-Language Learners**

Students who are ELs, especially newcomers, benefit from accommodations and focused instruction on key grade level content. Newcomers will be building key language skills while also working towards mastering grade level content. In addition to Universal Design for Learning strategies for breaking down barriers, accommodations for work completion and grading can be very beneficial. For newcomers in particular, teachers should be fully aware of a student's Individualized Newcomer Plan which would name particular supports such as having the opportunity to turn in assignments in home language and access assessments in home language, for a given period of time. Examples of high-leverage accommodations can include visual representations, key word bank, graphic organizers, and increased wait time. High leverage instructional practices can include choral reading and pre-teaching vocabulary.

### **Vision for Reassessment**

**“We do not learn from experience. We learn from reflecting on experience”**

**- John Dewey**

Our goal for students' grades is to reflect current mastery of standards, not penalize students for not mastering standards on a specific timeline. As such, grades will reflect the current mastery of standards. In addition, EPS

2 believes in a growth mindset where students can learn from mistakes, in order to improve their academic mastery and performance over time. As such, students that score below mastery will be given the opportunity to take reassessments to improve their grade. Grade levels and teachers are encouraged to plan and develop a structured “re-testing” procedure and pre-planned timelines built into their unit plans and classroom schedule. Students in lower-grade levels may need additional support in recognizing and planning for reassessment for standards they did not meet. Teachers will provide students access to reassessments upon request, provided the student shows they have done the work and taken adequate notes in each objective to prepare, and no more than three times for the same assignment. If students want to improve their project grade score, they can resubmit their project once they have demonstrated that they have revised the content to meet the standards. The higher test score will be recorded in the gradebook. Assignments that assess mastery will be eligible for reassessment. Assignments that reinforce the process (i.e. performance tasks) should be made up prior to two weeks before the end of the trimester, but preferably within two weeks of the original due date. The reassessment policies will be shared with students and parents at the beginning of each school year by the teacher. Teachers should plan for the reassessment within a reasonable time period after the teacher notifies the student of an assignment eligible for reassessment. It is the teacher’s responsibility to notify students of the reassessment options. For students with disabilities, RSTs and Gen Ed teachers are encouraged to support their students in preparing for and requesting reassessment as needed.

Allowing for reassessments motivates students to learn from their mistakes and increase their competence and understanding. Reassessments provide students with additional opportunities to demonstrate mastery of the content and therefore provide a more accurate reflection of student mastery. Reassessment also demonstrates a growth mindset philosophy, which emphasizes feedback, learning from mistakes, and growth through practice. Certain assessments may be excluded from the reassessment policy, through a joint decision of the teacher and site leadership team (i.e. final exams). Teachers will determine when opportunities exist for students to retest and should provide multiple options for students. Students may be required to attend tutorials, complete test corrections, or perform other tasks prior to retesting. The reassessment must cover the same material, or objectives, as the original assessment. However, the test or assignment may be in a different format or should have new questions.

### **Term Weights and Grading Periods**

EPS 2 believes that families and students are key contributors to their student’s success. EPS 2 students and families deserve frequent and consistent communication throughout the trimester on their academic and behavioral performance.

When students are not demonstrating progress towards mastery and are at risk of not passing, the Charter School is responsible for communicating with families in a proactive manner.

## **Trimester Based System**

**Term Setup:** The terms of T1, T2, and T3 will be set up in the gradebook.

**Final Grade Calculation:** all assignments during a trimester will calculate to a final grade based on the Extera grade calculation setup

Trimester 1	Trimester 2	Trimester 3
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**During the 2024-2025 school year:** This topic may be revisited to allow K-5 grades to be cumulative throughout the year, to demonstrate student mastery of all grade level content with their final trimester grade.

Trimester 1 (T1) grades will represent mastery of all standards covered during T1	Trimester 2 (T2) grades will represent most recent mastery of all standards covered during T1 & T2	Trimester 3 grades will represent most recent mastery of all standards covered during T1, T2 & T3
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**Grade Storage:** Grades will be stored six times in Infinite Campus, 3 times for progress reports and 3 times for report cards.

**Progress Reports:** Schools will send home progress reports mid trimester to students and families.

**Infinite Parent Portal:** Grades will also be available on the portal all trimester long for students and families. If teachers are using Google Classroom and information is shared with parents, that is also acceptable until progress report or report card due dates.

**Report Cards:** Report cards will be sent home three times, at the end of each trimester.

**Grading Periods:**

T1: August - November

T2: November - March

T3: March - June

### **Promotion and Retention**

Overall retention is a rare occurrence and can have long-term academic impacts when done inappropriately. All efforts including SSPTs, interventions, and supports will be deployed before a decision to retain a child is made. It is recommended that two full cycles of SSPTs are held before retention is considered. Parents have the right to be notified, as early in the school year as practicable, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal a decision to retain or promote their child. Eligible students, defined as students who received insufficient grades (D, F, or No Credit, or 1s and 2s) for at least one-half of their previous school year, may request in writing to consult with a school administrator to determine if the student qualifies for a grade level retention. Discussions about retention must include use of the Light's Retention Scale to analyze the potential benefit or harmful impact of retention on the particular student. Written requests must be received by the principal on or before May 1. The school site will contact you for a retention consultation with the Home Office academic team and within 10 days of the consultation a written answer will be provided. Retention disproportionately impacts students who are Black, Latino, Native American and/or English Learners. Black and Latino students who are held back are less likely to graduate and more likely to have higher rates of discipline. Students who are retained experience negative academic, social, and emotional outcomes over time ([Ed Trust West](#)).

### **Report Card Comments**

Report card comments should be designed to provide productive, optimistic, and transparent feedback to students and parents. Comments must be personalized, detailed, meaningful, and delivered professionally. Report card comments are a part of a student's permanent record. Teachers in TK-5 must provide comments for ELA, Math, SEL, and ELD if the student is a multilingual learner. In Middle School, teachers must provide individualized comments for the core content class that they teach (ELA, Math, Science, Social Studies). All comments should include a balance between positives and areas for improvement, with two to three positives and one to two areas for improvement per content area. Helpful tips for writing comments includes:

1. Give positive feedback on progress
2. Be transparent about performance, but frame challenges as opportunities for growth
3. Avoid highly technical/ curricular language without explanation
4. Provide specific recommendations for improvement and ways to practice at home

EPS 2's instructional model follows a growth mindset philosophy, which emphasizes feedback, learning from mistakes, and growth through practice. Grading should provide students with hope and productive feedback on how they can continue to grow as lifelong learners and future leaders.



## Element 4: Governance

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

### GENERAL PROVISIONS

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

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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

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

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

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

### LEGAL AND POLICY COMPLIANCE

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

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

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

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

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

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

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

**TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (“Section 504”), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these

laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

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

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

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

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

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

### **RESPONDING TO INQUIRIES**

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

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

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

**NOTIFICATION OF THE DISTRICT**

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

**STUDENT RECORDS**

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

**PARENT ENGAGEMENT**

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

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

### **FEDERAL PROGRAM COMPLIANCE**

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

## **1. GOVERNANCE STRUCTURE**

The governance structure and internal organization of participation and leadership at Extera Public Schools has been designed to ensure, through ongoing communication and collaboration, the entire school community fully achieves the EPS 2 mission of nurturing the successful development of all children who attend EPS 2.

### **Role of the Board of Directors**

The Extera Public Schools Board of Directors (the "Board" or the "Board of Directors") role is to oversee the vision, mission, unique school design, related school performance and the fulfillment of the Extera Public School No. 2 charter petition. The Board is also responsible for monitoring related school policies, and applicable local, state and federal laws and regulations. The Board is responsible for governing the operation and fiscal affairs of Extera Public School No. 2, including but not limited to the following:

- Ensure the Charter School meets its mission and goals

- Hire, supervise, and evaluate, discipline, and dismiss the Executive Director of the Charter School, or similar position
- Approve all contractual agreements
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resources policies for career growth and compensation of the staff
- Approve and monitor Extera Public School's annual budget, budget revisions, and monthly cash flow statements
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of Extera Public School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of Extera Public School
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Establish operational committees as needed
- Recruit and appoint new Board members and provide orientation training
- Participate in fundraising to support Extera Public School
- Involve parents and the community in school related programs
- Execute all applicable responsibilities provided for in the Corporations Code
- Promote, guard and guide the vision and mission of Extera Public School
- Monitor student achievement to ensure progress toward fulfillment of the Charter School's mission
- Engage in ongoing strategic planning
- Approve the school calendar and schedule of Board meetings
- Review requests for out of state or overnight field trips
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Approve submissions for charter renewal and material revisions as necessary to the District for consideration
- Approve annual independent fiscal audit
- Appoint an administrative panel and act as an appellate body on student expulsions

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of EPS 2 any of those duties with the exception of budget approval or

revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

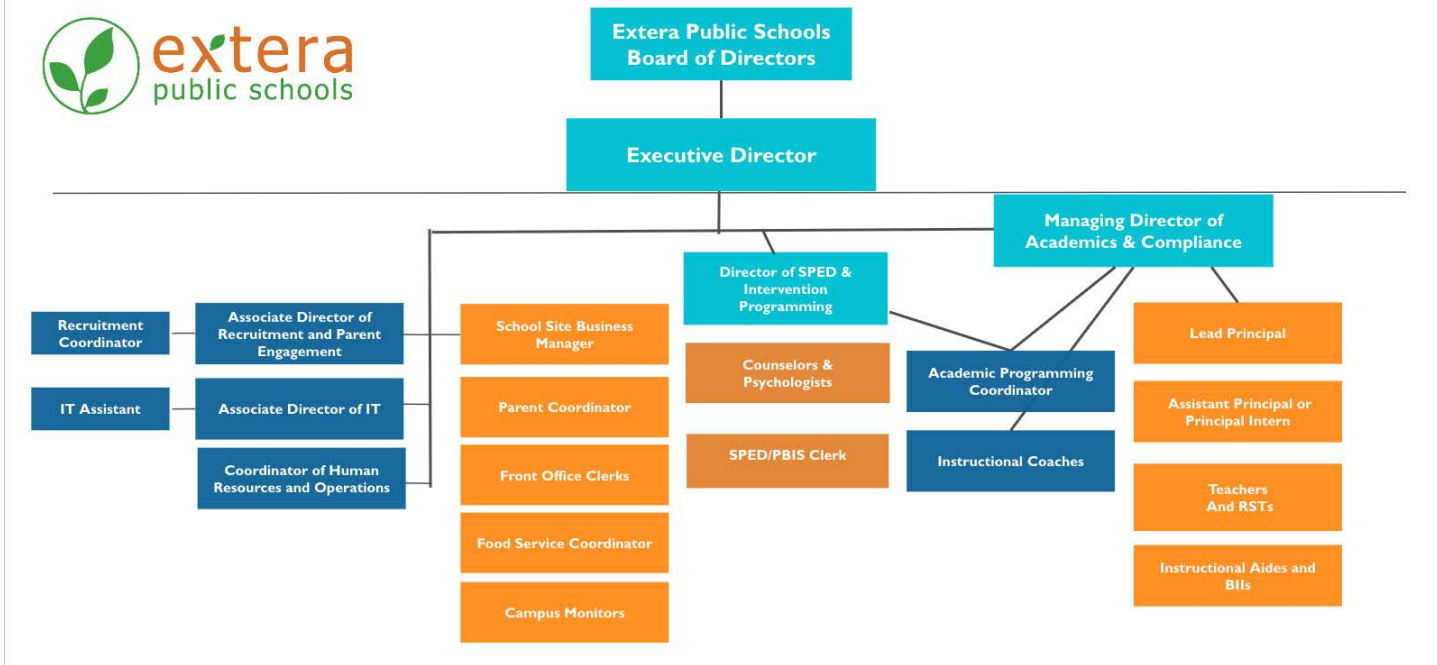
The Extera Public Schools Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum ethics (AB 2158) training, conflicts of interest and the Brown Act.

### **Legally and Operationally Independent**

EPS 2 is a directly-funded independent charter school and is operated by Extera Public Schools, a California Nonprofit Public Benefit Corporation, pursuant to California law. Extera Public Schools has been granted tax exempt status by the Internal Revenue Service under section 501(c)(3) of the Internal Revenue Code. EPS 2 and LAUSD shall not in any way or for any purpose become or be deemed to be agents, partners, joint ventures, or a joint enterprise. Pursuant to Education Code Section 47604(d), the authorizer shall not be liable for the debts or 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, if the authorizer has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code Sections 47604.32 and 47605(m).

EPS 2 is governed in accordance with applicable Corporations Code sections and will be responsible for all debts and obligations of Extera Public School. The Extera Public Schools Board of Directors currently oversees the operation of two charter schools. Extera Public Schools has adopted a Conflict of Interest Code that shall comply with its approved bylaws, Articles of Incorporation, the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, the Brown Act, as well as conflict of interest provisions in the Corporations Code. Notwithstanding the foregoing, the Charter School complies with SB 126 as of January 1, 2020.

### **Organizational Chart**



## Executive Director

In alignment with Extera Public Schools’s mission and vision, the Executive Director serves as the organizational leader, overseeing and guiding the overall strength and continuous improvement of the academic, operational, and fiscal profile of Extera. The Executive Director supervises and guides the on-site implementation of the program and works closely with the Board of Directors to execute the long-term strength and thriving of the network and campus sites are managed effectively and efficiently. Duties include but are not limited to:

- Developing and recommending to the Board annual business plans and budgets that support the agency’s long-term strategy. Reports on a quarterly basis the status of program operations and finances.
- Maintaining full “General Management” responsibility. Provides overall leadership for the daily operations of EPS, including operations, human resources management, fundraising, marketing, financial management, public/community relations, program development, and strategic direction.
- Recommending the annual budget for Extera Public Schools’s Board approval and prudently managing the organization’s resources within those budget guidelines according to current laws and regulations.
- Ensuring, in cooperation with the Extera Public Schools’s Board, that there is an effective succession plan in place for the ED role.
- Ensuring that the public, through the news media, is informed of the facts and the effects of conditions and policies that have a bearing on the interest of EPS, the students, and the public.
- Fiscal Management Responsibilities including coordinating with the back office provider; developing and implementing fiscal policies and procedures for the organization, including a system of internal control; overseeing and directing treasury, budgeting, audit, tax, accounting, purchasing, real

- estate, long range forecasting, and insurance activities for the organization; providing management with timely reports of organization’s financial status and progress in its various programs and activities including cash flow, expenses and earnings with analysis of budget v. actuals.

**Managing Director of Academics & Compliance**

The Managing Director of Academics and Compliance is responsible for aligning instructional programming, curriculum, teacher and leadership professional development, and assessment and data monitoring to improve student achievement and performance. The Managing Director will drive the highest quality pedagogy for instructional programming through leading initiatives to:

- ensure pedagogy and programmatic leadership
- Assessment implementation and data analysis
- Curriculum selection and implementation
- professional development planning for school site leaders and teachers
- organizational relationships for state, federal, and authorizer compliance
- Compliance monitoring and assurances
- Federal and State program monitoring
- Charter authorization, implementation, and renewal.

**Principal:**

The Principal is the Charter School’s instructional leader. They develop a coherent system of curriculum, instruction and assessment that promotes the mission and vision of Extera Public Schools. Working in close partnership with the other school leaders, the Principal establishes and communicates high expectations that promote a culture of academic excellence. Building on the Charter School’s historical roots in Project Based Learning practices, the Principal strives to create a culture of rigorous learning with increased outcomes for all students. The Principal promotes the professional growth of every teacher and ensures that professional development, feedback, and coaching are aligned with formal and informal evaluation systems. The Principal is responsible for ensuring compliance with California Standards for the Teaching Profession and is expected to employ relevant LAUSD policies. As the face of the Charter School, the Principal upholds the values of Extera in interactions with all stakeholders, including families, community partners, and the larger community. Job duties include but are not limited to:

- Developing school-wide goals in alignment with the needs of students, colleagues and stakeholders to ensure Extera’s desired programmatic outcomes.
- Establishing intentional systems for data collection, analysis and management for the purpose of positive school outcomes and reporting data outcomes to the Board of Directors.
- Leading in building a school learning community with the intentional focus on high student achievement and strong parent engagement.

- Recommending and evaluating school-wide programs, policies, goals and objectives.
- Ensuring accountability for state and federal testing and programs.

## **2. BOARD OF DIRECTORS COMPOSITION & MEMBER SELECTION**

Extera Public School No. 2 is governed by the Board who maintains active and effective governance in accordance with its charter petition and its adopted corporate bylaws, which shall be consistent with the terms of this charter. The Board will demonstrate the desire and the commitment as well as possess the educational and professional backgrounds, skills, and experience to effectively govern charter schools.

The Board shall have a minimum of five (5) and no more than fifteen (15) directors, as designated by its current bylaws. The existing Board of Directors designates all directors. Board member selection is outlined in the Charter School’s bylaws. Pursuant to Education Code Section 47604(c), the District may appoint a representative to the Board. If the District chooses to do so, the Charter School may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

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

### **Term of Office**

Each member shall hold office unless otherwise removed from office in accordance with the bylaws, which

currently state terms are for two (2) years or three (3) years and until a successor board member has been appointed or elected. Board terms are renewable upon mutual consent between the Board and the board member.

### **Conflict of Interest**

No member of the Board will be compensated for their role as a Board member, and no member shall have a financial interest in the organization or contracts coming before it. As mentioned above, the Board has adopted a Conflict of Interest Code and Board Members shall complete and sign an annual Statement of Economic Interests (Form 700) disclosure statement concerning possible conflicts of interest.

## **3. GOVERNANCE PROCEDURES & OPERATIONS**

The Board governing Extera Public Schools meets at least six (6) to eight (8) times during the school year within the physical boundaries of Los Angeles County. Meetings are held in accordance with the Brown Act and Education Code Section 47604.1(c). Additional meetings may be called as necessary and will comply with all of the provisions of the Brown Act. Agendas for regular meetings are published in advance and distributed to each member of the Board of Directors and are posted near the entrances of the Charter School and at the entrance of the Charter School's main office for public viewing at least 72 hours in advance of scheduled meetings. Notices for regular meetings are posted on the Charter School's web site, posted in the main office, and posted at the entrance of the Charter School at least 72 hours in advance of the meetings. Agendas for special meetings will be posted in all the same locations at least 24 hours before the meeting. Notices for special meetings are posted in the main office and at the primary entrance to the Charter School at least 24 hours prior to the meeting. Copies of Board meeting minutes are available on the Charter School's website and upon request in the main office of the Charter School.

## **4. THE BOARD'S DECISION-MAKING PROCEDURES**

A Board meeting occurs whenever a majority of members meet to hear, discuss, deliberate, or take action on any item related to Extera Public Schools or the Charter School. This meeting definition also applies to standing Board committees. A majority of board members (quorum) must participate, either physically or telephonically, within the jurisdiction, for a meeting to take place and for Board action to be lawful.

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

Board committee meetings also adhere to Brown Act requirements.

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

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

### **Board Committees**

At its regular meetings, the Board will: review the most recent financials; discuss student academic performance and achievement data; discuss strategic planning; review development targets; and other pertinent business related to governance of the Charter School. In the event that work in committees is desirable, the Board may decide to form committees, which may include, but are not limited to:

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

## **5. STAKEHOLDER INVOLVEMENT**

Extera Public School No. 2 parents, community members, and staff members are invited to be involved in decisions related to Extera PS 2's LCAP drafting including the educational program, school budgets, school-wide programming and activities, and how EPS 2 will be accountable to the goals and metrics established in its LCAP. EPS 2 offers a variety of ways for stakeholders to provide input and be involved in the governance of Extera PS 2. These include monthly Pláticas (Coffee with the Principal), the Parent Advisory Committee, the English Learner Advisory Committee, and annual family surveys on school climate, performance, and parent satisfaction.

Parents comprise a majority of the Parent Advisory Committee. The English Learner Advisory Committee is also composed of a majority of parents, and meets regularly in support of the needs of the EPS 2 English Learners. In addition, there is one parent seat consistently held on the Board to ensure parent voice within the Board's decision-making. The composition and member selection of the Charter School's parent advisory groups shall meet applicable legal requirements.

### **English Learner Advisory Committee**

When the number of ELs at EPS 2 reaches 21 students, EPS 2 will establish an English Learner Advisory Committee, composed of parents of ELs, parents of non-ELs, and school staff. The ELAC serves as an advisory committee to provide advice and input to school administration and the Board on school decisions and funding expenditures related to ELs. ELAC provides written recommendations to the Board regarding programs and services for EL students to support their academic needs.

The ELAC shall:

- Advise the Executive Director and staff on programs and services for ELs
- Advise the Board on the development of the LCAP
- Assist the Charter School in the development of the needs assessment and ways to make parents aware of the importance of school attendance.

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

### **Parent Advisory Committee**

Extera PS 2 has established a PAC, composed of parents and guardians of EPS 2 students. The PAC serves to advise the Charter School and the Board on matters related to the LCAP, student wellbeing and student learning. The PAC provides parents a formal mechanism to voice their concerns and provide input on school policies, programs, and initiatives. The PAC provides written and/or verbal recommendations to the Board regarding matters related to student achievement and wellbeing, including the development of the LCAP. The PAC composition includes at least 3 parent representatives representing numerically significant student groups and underrepresented groups within the school. PAC committee members are selected by principals and generally consist of any parents interested in participating. PAC meetings are open to the public, and

include opportunities for public comment. PAC meetings will provide advance notice, agenda content, access to materials, and reconsideration for violations.

### **Parent Volunteers**

Extera Public School No. 2 recognizes parent involvement is essential to student success in school. The value and importance of parent participation at school is emphasized at parent orientation meetings and Back to School to remind parents their involvement can have a positive impact on their children’s success at school. As such, all parents are encouraged through these reminders to contribute a minimum of 40 volunteer hours per family, per academic year to Extera Public School No. 2. EPS does not require parents or legal guardians of a prospective or enrolled student to perform volunteer service hours as a condition of admission, continued enrollment, attendance, or participation in the Charter School’s educational activities, as stated previously. No child will be excluded from attending Extera Public School or school activities due to the failure of his or her parent or legal guardian to participate or to volunteer at the Charter School.

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

Teachers and staff at Extera Public School No 2 receive end-of-year employee satisfaction surveys designed to elicit their feedback regarding the effectiveness of programs and operations of the Charter School. Parents at Extera Public School receive end-of-year parent satisfaction surveys designed to elicit their feedback regarding school programs, activities, and overall satisfaction with the Charter School. All survey responses are anonymous. In addition to the annual end-of-year surveys, teachers, staff and parents are frequently surveyed by the principal to gauge stakeholder perceptions and needs on many topics throughout the year through informal surveys. These ad hoc surveys are advisory in nature and are used to assist school leadership with decision making in many areas such as the academic program, school event planning and communication with parents and the community.

In addition, annual needs assessments are held within different meeting structures including, but not limited to, school-wide PD, staff meetings, and Parent Advisory Committee meetings, to gather input regarding the strengths and weaknesses of the program in best serving students.

### **Use of the Website in Stakeholder Involvement**

Additionally, Extera Public School No. 2 engages stakeholders through the website by providing regular updates on student academic data, annual reports, school goals and initiatives. In accordance with the Brown Act, all agendas are posted within the required timelines. Policy and procedure documents are available along with the links to scheduled public Board meetings with access information. School contact information is always available and survey links are utilized to gather feedback on school programs and services.

## 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**

Extera PS 2 is committed to recruiting and hiring a community of professionals who are dedicated to the best practices education of all students and the mission of the Charter School. All employees are compensated commensurate with their experience and job responsibilities, and receive benefits, including health insurance and retirement plans, as detailed in the Employee Handbook which all employees receive. Job descriptions, work schedules, compensation, benefits and other terms and conditions of employment are reviewed and modified as necessary to meet the needs of the Charter School and students.

## 1. EMPLOYEE QUALIFICATIONS

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

## 2. EMPLOYEE POSITIONS

Extera Public School No. 2 currently employs the following staff positions (This list is not exhaustive and EPS 2 may develop additional roles as needed throughout the term of this charter petition. )

<b>Position</b>
Executive Director
Managing Director of Academics and Compliance
Director of SPED and Intervention Programming
Lead Principal
Associate Director of IT
Associate Director of Recruitment & Parent Engagement
Assistant Principal/Principal Intern
Coordinator of Human Resources and Operations
Academic Programming Coordinator
Teachers & RSTs

Instructional Coach
Counselors & Psychologists
School Site Business Manager
Parent Coordinator
Front Office Clerk
Food Services Coordinator
SPED/PBIS Clerk
IT Assistant
Recruitment Coordinator
Instructional Aides (including general education, special education, and BIIIs)
Campus Monitor

Below is a list of all job descriptions and qualifications for all current positions within Extera PS No. 2.

**Executive Director**

Summary:

In alignment with Extera Public School’s (Extera’s) mission and vision, the Executive Director serves as the organizational leader, overseeing and guiding the overall strength and continuous improvement of the academic, operational, and fiscal profile of Extera Public Schools. The Executive Director supervises and guides the on-site implementation of the program and works closely with the Board of Directors to execute the long-term strength and thriving of the network and campus sites are managed effectively and efficiently.

The Executive Director will drive the highest quality school performance through the following responsibility leadership domains: Organizational Leadership, Academic and Programmatic Excellence, Operational and Fiscal Health, Charter Renewal, Community Partnerships and Advocacy, and Organizational Relationships. Duties include but are not limited to:

- Developing and recommending to the Board annual business plans and budgets that support the agency’s long-term strategy. Reports on a quarterly basis the status of program operations and finances.
- Maintaining full “General Management” responsibility. Provides overall leadership for the daily operations of EPS, including operations, human resources management, fundraising, marketing, financial management, public/community relations, program development, and strategic direction.
- Recommending the annual budget for Extera Public School’s Board approval and prudently managing the organization’s resources within those budget guidelines according to current laws and regulations.
- Ensuring, in cooperation with the Extera Public School’s Board, that there is an effective succession plan in place for the ED role.
- Ensuring that the public, through the news media, is informed of the facts and the effects of conditions and policies that have a bearing on the interest of Extera Public Schools, the students, and the public.
- Fiscal Management Responsibilities including coordinating with the back office provider; developing and implementing fiscal policies and procedures for the organization, including a system of internal control; overseeing and directing treasury, budgeting, audit, tax, accounting, purchasing, real estate, long range forecasting, and insurance activities for the organization; providing management with timely reports of organization’s financial status and progress in its various programs and activities including cash flow, expenses and earnings with analysis of budget v. actuals.

Qualifications:

- Master’s Degree in Education or a closely related field and a minimum of 10 years of experience in an educational setting is required and minimum of 5 years as a school district level or school site leader.
- Administrative Services Credential
- Outstanding ability to lead, including influencing and motivating others.
- Outstanding understanding of school fiscal and compliance requirements to adhere to state and federal law
- Exceptional understanding of a progressive approach to instructional and a wide knowledge of the most innovative, culturally responsive, and successful instructional methods
- Ability to demonstrate creative and flexible thinking.
- Strong time and task management skills, enabling multiple projects to be completed on time
- Strong interpersonal and organizational skills.
- Ability to move comfortably between high level strategic thinking and intricate details.

**Managing Director of Academics & Compliance**

### Summary:

The Managing Director of Academics and Compliance is responsible for aligning instructional programming, curriculum, teacher and leadership Professional Development, and assessment and data monitoring to improve student achievement and performance. The Managing Director will drive the highest quality pedagogy for instructional programming through leading initiatives to:

- Ensure pedagogy and programmatic leadership
- Assessment implementation and data analysis
- Curriculum selection and implementation
- Professional Development planning for school site leaders and teachers
- Organizational relationships for state, federal, and authorizer compliance
- Compliance monitoring and assurances
- Federal and State program monitoring
- Charter authorization, implementation, and renewal.

### Qualifications:

- Master's Degree in Education or a closely related field and a minimum of 10 years of experience in an educational setting is required and minimum of 5 years as a school district level or school site leader.
- Administrative Services Credential
- Outstanding ability to lead, including influencing and motivating others.
- Outstanding understanding of academic and compliance requirements to adhere to state and federal law
- Exceptional understanding of a progressive approach to instruction and a wide knowledge of the most innovative, culturally responsive, and successful instructional methods
- Ability to demonstrate creative and flexible thinking.
- Strong time and task management skills, enabling multiple projects to be completed on time
- Strong interpersonal and organizational skills.
- Ability to move comfortably between high level strategic thinking and intricate details.

### **Director of SPED and Intervention Programming**

### Summary:

The Director of Special Education and Intervention Programming is responsible to provide direct consultation to schools and manage a team in order to integrate support for academic and non-academic student supports and to manage student services compliance with the organization. This role includes coaching schools directly in student services matters such as special education, truancy and discipline policies, navigating and tracking discipline patterns and crisis response. They also handle the due process and administrative hearing proceedings for Extera Public Schools including, but not limited to SARB, expulsion hearing officer duties, SPED and Universal Complaint Procedures. The Director of Special Education and Intervention Programming provides Professional Development to school site teammates for SPED and social- emotional counselors and other school site administrators, teachers, and staff directly engaging in student services actions and interventions.

### Qualifications:

- Master's Degree in Education or a closely related field and a minimum of 5 years of experience in an educational setting is required and minimum of 1 year as a school district level or school site leader.
- Education Specialist Credential (mild/moderate) or PPS credential
- At least 5 years of experience in managing caseloads
- Oral and written communication skills
- Demonstrated ability to successfully manage a team and build rapport
- Ability to organize tasks and complete within desired deadline
- Instructional leadership and teaching experience required with proven results in student learning as both an instructional leader and a teacher.

### **Lead Principal**

#### Summary:

The Lead Principal is the Charter School's instructional leader. They develop a coherent system of curriculum, instruction and assessment that promotes the mission and vision of Extera Public Schools. Working in close partnership with the other principals, the Lead Principal establishes and communicates high expectations that promote a culture of academic excellence. Building on the Charter School's historical roots in Project Based Learning practices, the Lead Principal strives to create a culture of rigorous learning with increased outcomes for all students. The Lead Principal promotes the professional growth of every teacher and ensures that Professional Development, feedback, and coaching are aligned with formal and informal evaluation systems. The Lead Principal is responsible for ensuring compliance with State Standards for the Teaching Profession and is expected to employ relevant LAUSD policies. As the face of the Charter School, the Lead Principal upholds

the values of Extera Public Schools in interactions with all stakeholders, including families, community partners, and the larger community. Job duties include but are not limited to:

- Developing school-wide goals in alignment with the needs of students, colleagues and stakeholders to ensure Extera's desired programmatic outcomes.
- Establishing intentional systems for data collection, analysis and management for the purpose of positive school outcomes and reporting data outcomes to the Board of Directors.
- Leading in building a school learning community with the intentional focus on high student achievement and strong parent engagement.
- Recommending and evaluating school-wide programs, policies, goals and objectives.
- Ensuring accountability for state and federal testing and programs.

Qualifications:

- Master's degree in Education or a related field from an accredited college or university.
- Administrative Services Credential
- Five years of administrative and/or supervisory experience, including school-based administrative experience.
- Five Years of Pre-K-8 classroom teaching experience required

**Associate Director of Information Technology**

Summary:

The Associate Director of Information Technology will work in collaboration with Extera's Executive Director to identify and execute technology priorities, needs, supports, and other pertinent issues pertaining to the quality and effective functioning of activities and assets pertaining to technology at Extera Public Schools. The Associate Director of Information Technology will also manage the duties and performance of the IT Assistant and manage technology operations at all school locations. Additionally, the Associate Director of IT will work to support the Academic Program to ensure that IT integration is streamlined and effective.

Qualifications:

- College coursework in an IT-related field, degree preferred
- Five years of IT experience with three years of leadership/management experience
- Ability to communicate effectively internally and externally, with peer and administrative levels, and

with students and parents.

- Ability to oversee teams and manage staff effectively.
- Work both independently and as part of a team.

### **Associate Director of Recruitment & Parent Engagement**

#### Summary:

The Associate Director of Recruitment and Family Engagement will serve as a liaison between the EPS campuses and stakeholders, including prospective and current families and community members, and will develop engagement strategies to advance the mission of Extera Public Schools. This position reports directly to the Executive Director.

#### Qualifications:

- Bachelor's degree with a minimum of two years in coordinating marketing, recruiting, and/or advertising projects, required.
- Experience with community organizing is preferred
- Ability to communicate effectively internally and externally, with peer and administrative levels, and with students and parents.
- Ability to oversee teams and manage staff effectively.
- Work both independently and as part of a team.
- Bilingual in spoken and written English and Spanish required.

### **Assistant Principal/Principal Intern**

#### Summary:

The Principal Intern ("PI") is the Charter School's instructional leader. They develop a coherent system of curriculum, instruction and assessment that promotes the mission and vision of Extera Public Schools. Working in close partnership with the other principals, the PI establishes and communicates high expectations that promote a culture of academic excellence. Building on the Charter School's historical roots in Project Based Learning practices, the PI strives to create a culture of rigorous learning with increased outcomes for all students. The PI promotes the professional growth of every teacher and ensures that Professional Development, feedback, and coaching are aligned with formal and informal evaluation systems. The PI is responsible for ensuring compliance with California Standards for the Teaching Profession and is expected to employ required LAUSD policies. As the face of the Charter School, the PI upholds the values of Extera in

interactions with all stakeholders, including families, community partners, and the larger community. Job duties include but are not limited to:

- Developing school-wide goals in alignment with the needs of students, colleagues and stakeholders to ensure Extera’s desired programmatic outcomes.
- Establishing intentional systems for data collection, analysis and management for the purpose of positive school outcomes and reporting data outcomes to the Board of Directors.
- Leading in building a school learning community with the intentional focus on high student achievement and strong parent engagement.
- Recommending and evaluating school-wide programs, policies, goals and objectives.
- Ensuring accountability for state and federal testing and programs.

Qualifications:

- Master’s degree in Education or a related field from an accredited college or university preferred.
- Administrative Services Credential or in process preferred
- Five Years of Pre-K-8 classroom teaching experience required

**Coordinator of Human Resources & Operations**

Summary:

Under the direction of the Executive Director, the Extera Coordinator of Human Resources and Operations serves in an Human Resources (“HR”) generalist capacity and accounts payable coordinator. The Coordinator of Human Resources and Operations executes HR activities including but not limited to: payroll, job applicant processing, new employee onboarding, employee exiting, district and federal teacher credentialing, benefits management, answering HR questions from staff, and all aspects of HR compliance; as well as being responsible for overall financial business operations of the organization as it relates to billing and vendor relationships including looking after payment transactions and the financial commitments of Extera Public Schools. This position will need to maintain ledgers, oversee tax-related processes, maintain spreadsheets and databases of valuable information and uphold the Extera Public School’s policies and image with vendors and outside agencies, therefore contributing to its growth. This position reports to the Executive Director, but works closely with all levels within the organization and home office. This position will provide a wide variety of both complex and routine administrative services, including researching, writing and implementing policies and procedures, developing and conducting employee on-boarding and off-boarding processes, managing personnel records in the appropriate information systems and leading customer service functions.

Qualifications:

- Bachelor’s Degree preferred or school enrollment towards obtainment
- Admin Credential and/or SHRM certification and/or CASBO certification or willing enrollment
- Strong writing and communication skills
- Familiarity with Human Resources Information Systems (“HRIS”)
- Previous experience at a charter school or school district

**Academic Programming Coordinator**

Summary:

This position provides compliance and instructional support for the Academics department at the school site level for grades K-8 in 2 schools, Extera Public Schools, and Extera Public Schools #2. This position will assist the Managing Director of Academics and Compliance, Lead Principal, Principal Intern, and Director of SPED and Intervention programming, and other leaders. Job duties include but are not limited to instructional support, compliance monitoring, assessment implementation and support.

Qualifications:

- Bachelor's Degree, Masters preferred
- Active teaching credential, Administrative credential preferred
- Experience working as an educator or on-site at a K-12 school environment or 3+ years work experience doing compliance, accountability reporting, or education project management.
- Familiarity with state and federal education compliance regulations
- Experience working in dynamic, high-performing work environments

**Teacher/RST**

Summary:

Teachers work in a collaborative teaching model to provide instructional guidance and assessment of students in the grade they are assigned. Under the guidance and direction of the Charter School Lead Principal and/or Principal Intern the teacher works with all pupils, parents, and school staff to ensure a safe, nurturing and enriched classroom environment so that students achieve at or above grade level standard. The teacher will be evaluated on meeting the classroom performance targets assigned by the Charter School, and shall perform such duties as Extera Public Schools may reasonably assign. This role is an integral part of the larger school team in working to build school culture and responsiveness to various needs of our community of students. Other responsibilities include: delivering a high-quality, rigorous, and effective curriculum; planning,

implementing, and reflecting upon all aspects of instruction in the assigned areas in order to realize the Charter School's mission; and developing in all students positive character habits centered around the Charter School's values.

Qualifications:

- Possession of the CTC certificate, permit, or other document required for their certificated assignment requirements and a valid EL authorization
- BA or BS required, MA/MS preferred
- Successful full-time teaching experience serving a similar student population preferred
- Bilingual preferred

The Charter School shall ensure that credentialed teachers who are assigned to a transitional kindergarten classroom have one of the following:

- (A) At least 24 units in early childhood education, childhood development, or both.
- (B) As determined and documented by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the local educational agency that is comparable to the 24 units of education described in subparagraph (A).
- (C) A child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing.

**Instructional Coach**

Summary:

This position will provide individualized and group-based coaching to teaching staff so as to enhance the learning environment and experience of the children served. The Instructional Coach works under the supervision of the Managing Director of Academics and Compliance, and collaborates with the Lead Principal and Principal Intern and staff of assigned school(s). Duties include but are not limited to: Works with site administration and teachers to prioritize and plan school-based professional development, and conduct implementation and follow-up training in network priority initiatives; Provide coaching to teachers focused on effective instructional practices for student success and closing performance gaps; Models instructional practices in classrooms with teachers; Visits classes regularly to provide coaching feedback as needed, and is active in Instructional Rounds; Assists in organization of procedures for the collection and analysis of student benchmark assessments and performance tasks; Facilitates data analysis/ chats focused on student work and evidence.

Qualifications:

- Bachelor's Degree required

- Master’s Degree preferred
- Administrative Services Credential preferred
- Successful full-time teaching experience serving a similar student population preferred
- Bilingual preferred

**Counselors**

Summary:

Counselors provide a wide range of school counseling services to children grades TK-8, including screening and assessment, individual and group counseling, collaboration with families, participating in the planning and implementation of site-based MTSS interventions, and working with/referral to outside agencies as appropriate. They influence the development of a safe, successful learning environment and positive school culture by partnering with teachers, administrators, school staff, and members of the Home Office. Extera Public Schools prioritizes the Professional Development and clinical hour collection of Mental Health Therapists as they work towards becoming licensed therapists.

Qualifications:

- Possession of a valid internship, preliminary, or clear PPS credential
- BA or BS required, Master’s Degree in counseling/social work or related discipline required (LCSW or MFT)
- Successful counseling or intern experience serving a similar student population preferred
- Bilingual preferred
- Experience in TK-8 preferred

**Psychologist**

Summary:

In collaboration with School Principals and the Director of SPED and Intervention Programming, the Charter School Psychologist provides a range of school psychological services to children grades K-8 including screening and assessment, and work with outside agencies as appropriate. They are a member of the Individualized Education Program team to determine a student’s eligibility for special services, appropriate programming, and ongoing progress. Duties Include but are not limited to:

- Work in close collaboration with the SPED team to fulfill the duties and responsibilities of the Charter School Psychologist.

- Screen and evaluate referred children including selecting appropriate instruments, administering tests, observations, and writing reports which state the evaluation findings and provide for educational program recommendations.
- Facilitate IEP meetings as needed.
- Assist classroom teachers with providing a high-quality, enriched and highly effective implementation program designed to engage students in the process of learning, and to meet the individual needs and IEP goals of students who receive special education services
- Provide consultation, training, and staff development to teachers and parents regarding students' needs.
- Attend and participate in all professional development meetings pertaining to your department
- Assist classroom teachers with the ongoing implementation of the goals, strategies, behavior support plans, and other services as indicated in students' IEPs
- Utilize educational technology when appropriate to facilitate learning and enrich the curriculum
- Actively strive for continuous and open communication with teachers, staff, parents and community members

Qualifications:

- Possession of a valid internship, preliminary, or clear PPS credential
- BA or BS required, Master's Degree in psychology or related discipline preferred
- Successful experience serving a similar student population preferred
- Bilingual
- Experience in TK-8 preferred

**School Site Business Manager**

Summary:

The School Site Business Manager is responsible for overall business operations of the school site, inclusive of all safety regulations and facilities. This position reports to the Lead Principal and Principal Intern, but works closely with all levels within the Charter School and home office as well as with children, parents, and outside consultants/vendors. Duties include but are not limited to: In an administrator capacity, make decisions regarding general school matters to assist principal and assistant principal on a campus exceeding 300 plus students across two sites, and manage confidential information appropriately; Manage all aspects of the Student Information System and administrative functions ensuring integrity of student demographics, health, scheduling, and academic data. Manage all aspects of student enrollment and attendance reporting and

maintain accurate electronic and hard copy records; Oversee and organize lunch program; Serve as bookkeeper and Manage vendor relationships;

Qualifications:

- 5+ years in a fast-paced, ever changing administrative position; experience in a school environment preferable
- B.A or B.S. Degree
- Fluency in Spanish
- Strong organizational, time management and multitasking skills
- Knowledge of Education Code preferable (or interest in learning)
- Familiarity with AB1505, LAUSD processes and protocols

**Parent Coordinator**

Summary:

The Parent Coordinator is a critical member of the Charter School operations team, responsible for working with other operations team members to ensure that parents feel connected to the Charter School in meaningful ways. Additionally they will serve as a member of the Front Office team to provide additional support like answering phones and helping the School Site Business Manager and Front Office Clerk. The Parent Coordinator will also work closely with the Associate Director of Recruitment and Parent Engagement to ensure that Extera Public Schools has healthy waitlists for the Charter School community. The Parent Coordinator assists the School Principal, Principal Intern, Business Manager, and Assistant Principal in developing and implementing a comprehensive program to increase and deepen family engagement in support of student education and a school culture of belonging and academic excellence. The Parent Coordinator works to enlist and engage culturally and linguistically diverse family groups in program activities.

Qualifications:

- Bilingual – Spanish and English Proficient in Reading, Writing, and Speaking
- Bachelor’s degree strongly recommended
- 2+ years of experience working in either parent or activities coordinator role or in a school setting

**Front Office Clerk**

Summary:

The Front Office Clerk is responsible for supporting the front office team with the overall business operations of the school site, inclusive of all COVID-19, Special Education, Section 504 and facilities needs. This position reports to the School Site Business Manager, but works closely with all levels within the Charter School and

home office as well as with children, parents, and staff. They will support school site operations, safety protocols, attendance protocols, student discipline protocols, student enrollment protocols, and other duties as assigned.

Qualifications:

- Bilingual – Spanish
- HS diploma required
- Strong written and oral communication skills in English and Spanish

**Food Service Coordinator**

Summary:

The Food Services Coordinator is a critical member of the Charter School operations team, responsible for serving snacks, meals and supervision. The Food Services Coordinator is responsible for working with other operations team members to ensure the care, safety and nutrition are of paramount importance for the Extera Community. They will support school lunch program service and records, FRPM applications and paperwork, meal claims for reimbursement from the State, menu planning, healthy and wellness initiatives, and other duties as assigned.

Qualifications:

- Bilingual – Spanish
- HS diploma or GED required
- Strong written and oral communication skills in English and Spanish

**SPED/PBIS Clerk**

Summary:

The SPED/PBIS Clerk is responsible for supporting the front office team with the overall special education and PBIS program implementation requirements, inclusive of all Special Education, Section 504 and student behavioral health and discipline needs. This position reports to the Director of SPED and Intervention Programming, but works closely with all levels within the Charter School and home office as well as with children, parents, and staff.

Qualifications:

- Bilingual – Spanish
- HS diploma required
- Strong written and oral communication skills in English and Spanish

### **IT Assistant**

#### Summary:

The Instructional Technology (“IT”) Assistant will report directly to the Associate Director of IT and assume responsibilities as assigned associated with the technology priorities, needs, services and supports of Extera Public Schools to ensure its effective functioning. The IT Assistant will work with students and staff at all school locations to assist in smooth and effective operations. Main duties and daily responsibilities include both technology support and direct services to staff and students including but not limited to: device maintenance and management, deploying software, ensuring device use safety on all systems, support for testing sessions, promotion of strategies to reduce misuse and cyberbullying.

#### Qualifications:

- College coursework in an IT-related field, degree preferred
- Previous IT team experience in a school setting
- Ability to communicate effectively internally and externally, with peer and administrative levels, and with students and parents.
- Work both independently and as part of a team.
- Bilingual preferred

### **Recruitment Coordinator**

#### Summary:

The Recruitment Coordinator is supporting recruitment efforts towards reaching recruitment goals including canvassing, parent engagement, developing and hosting workshops, Prop 39 paperwork, and more.

#### Qualifications:

- Bilingual – Spanish
- HS diploma required

- Strong written and oral communication skills in English and Spanish

### **Instructional Aide/Behavior Intervention Implementation Aide**

#### Summary:

The Instructional Aide and/or Behavior Intervention Implementation Aide will provide general education support, academic intervention, special education services, and/or behavior intervention implementation to assigned students.

#### Qualifications:

- AA degree or two years of college with a minimum of 48 semester (or 60 quarter) units required, Bilingual English/Spanish preferred.
- All candidates must be ESSA compliant;
- Experience working with children in a school environment preferred;
- BSET trained preferred:

### **Campus Monitor**

#### Summary:

The Campus Monitor is a critical member of the Charter School operations team, responsible for working with other operations team members to ensure that care and safety are of paramount importance for the school site. Duties include but are not limited to the following: Supervises students before school/ during lunch / recess and passing periods, including enforcing school rules, school boundaries, and school behavior expectations, that are centered in holding high expectations for students; Teach students how to run recess activities independently to instill a sense of ownership and responsibility for recess time; Create a set of student leaders who are responsible for games and activities on the yard; Support the implementation of student safety plans; Ensures a safe environment in the lunch space, school grounds and/or yard; Identifies any major security or safety hazards and major repair needs in the recess area and ensures safety rules are followed.

#### Qualifications:

- Bilingual – Spanish
- HS diploma or GED required
- Strong written and oral communication skills in English and Spanish

- Conflict resolution and crisis management skills

## 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 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.

Court-Ordered Integration

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

Extera Public School No. 2 makes every effort to achieve a racial and ethnic, special education, and English Learners balance among the students attending the Charter School that is reflective of the general population residing in the District, recognizing that the targeted local community is disproportionately Hispanic/Latino and socioeconomically disadvantaged in comparison to the District as a whole. Every year, Extera PS 2 performs extensive and varied outreach efforts, conducted in English and Spanish, to ensure families within the local neighborhoods are informed about the Charter School and they are readily able to pursue additional information about the programs and enrollment process at the Charter School. Extera PS 2 utilizes flyers, direct-mail campaigns, door-hangers, door-to-door outreach, and online promotional apps. Annually, Extera Public School No. 2 has worked with and will continue to work with community-based organizations to educate families about the availability of the Charter School in order to actively recruit students from within the local community, particularly from traditionally underserved areas. Over the past ten years of operation, EPS 2 has learned about the most appropriate times and locations for presentations to parents and other interested persons about Extera Public Schools. As a result of these efforts, outreach activities occur on an annual basis at the following local organizations, among others:

- Local preschools
- Early education centers
- Head Starts
- Parks
- Community events

As a result of its combined outreach efforts described above, Extera Public School No. 2 has a student population that is reflective of the general population residing within LAUSD’s territorial jurisdiction. Below is the data from CDE’s Data Quest for 2024-2025 demonstrating this.

Subgroup	Enrollment
English Learners	38.8%
Foster Youth	0.8%
Homeless Youth	0.0%
Migrant Education	0.0%
Students with Disabilities	17.4%

Socioeconomically Disadvantaged	100%
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*2. Plan for achieving a ratio in Special Education and English Learners reflective of the General Population:*

As a result of its combined outreach efforts described above, and as reflected on the CA Dashboard, the current Extera Public School No. 2's percentage of Students with Disabilities is 21% in comparison to LAUSD's percentage of 15% for 2024-2025.

As a result of its combined outreach efforts described above, and also as reflected on the CA Dashboard, the current percentage of English Learners for Extera Public School No. 2 is 38.8% in comparison to LAUSD's percentage of 18.6%. Extera Public School No. 2's 2024-25 enrollment data per the CDE's DataQuest demonstrates that Extera PS 2 has a higher percentage of ELs as compared to LAUSD. Extera PS 2 has a lower percentage of students that are RFEP, which makes sense on a learning continuum of language acquisition as an elementary school. However, in total EPS 2 has a higher population of students who qualify as either EL or RFEP (54.5% at EPS 2) compared to LAUSD (42.9%), demonstrating the Charter School is serving a high population of students for whom English is not their native language.

Name	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
<a href="#">Extera Public School No. 2</a>	121	40.5%	3.3%	38.8%	15.7%	1.7%
<a href="#">Los Angeles Unified</a>	516,685	49.9%	5.9%	18.6%	24.3%	1.4%

Based on our results in achieving a student population that meets or exceeds LAUSD's levels of Students with Disabilities and English Learners, Extera Public School No. 2 will continually review and expand its outreach efforts in order to maintain or exceed its goal of enrolling a student population that reflects the economic and academic balance of the community.

In addition to the ongoing outreach activities described above, informational meetings and, when possible, school tours are conducted during the open enrollment period (September to October) and upon request after that. These informational meetings inform families about the programs and opportunities available at Extera Public School No. 2 as well as the process for admission. In order to provide parents and other family members with accurate and thorough information about the Charter School, the informational meetings and tours are conducted in Spanish and English by the Principal, in collaboration with the Associate Director of Recruitment. The Principal presents a detailed description of Extera Public School No. 2's program components, daily schedule, admissions process, and other relevant information.

The Associate Director of Recruitment and outreach conducts frequent community meetings in English and Spanish and has established a regular presence within the community so parents receive information about the Charter School. The following organizations are examples of additional locations where outreach efforts occur:

- Plaza de La Raza at Lincoln Park
- Belvedere Park
- Obregon Park
- Salazar Park
- Catholics Charities
- Pecan Recreation Center
- Garcia Park
- Hollenbeck Park
- YMCA: LAUP
- YMCA on Whittier Blvd.
- YWCA on Union Pacific
- Centro Estrella on Cesar Chavez

These early education centers have requested presentations by EPS 2 staff at their parent meetings. EPS 2 recruitment staff have also gone to numerous events in the community during the holidays, such as Las Posadas, MLK Day at the Libraries, Casa del Mexicano, Easter and spring break events at the parks, and health fairs.

In summary, Extera Public School No. 2 uses a wide variety of venues for the distribution of information about the Charter School, such as local events, community centers, parks and recreation activities, social service agencies, shopping centers, apartment complexes and other dwellings, day care centers, et cetera. Marketing and other informational materials about the Charter School have also been developed in English and Spanish and are used during recruitment.

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

Extera Public School No. 2 maintains an accurate accounting of the ethnic and racial, special education, and EL balance of students enrolled in the Charter School. Extera Public School No. 2 also documents the efforts made

to achieve racial and ethnic, special education, and EL balance in accordance with the current charter petition and legal requirements.

## **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 schoosite.

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.)

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

As a charter school, Extera Public School No. 2 is a school of choice and is open to all students residing in California who wish to attend the Charter School, as outlined in Education Code Section 47605(e)(2)(A). No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Extera Public School No. 2 does not enroll pupils over nineteen (19) years of age unless they have been continuously enrolled in a public school and making satisfactory progress toward high school diploma requirements. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter 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), including 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. Similarly, in accordance with Section 47605(e)(4)(C), the 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 the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

### **Student Recruitment**

Extera Public School No. 2 is fully committed to serving economically disadvantaged families and students who are academically underachieving or at risk of underachievement. Given the identified education needs that exist within the communities of Boyle Heights and East Los Angeles, the Charter School makes a concerted effort to recruit families within these local neighborhoods. During the open enrollment period, informational meetings and school tours are offered to interested parents so that they may see a typical day of instruction in action. The meetings are conducted in English and Spanish, and the location of the meetings alternates between the two school sites so that parents interested in a specific campus are able to attend a meeting at their preferred campus. Informational meetings are scheduled to occur at times that are most convenient for a majority of parents, based on attendance at past meetings. Informational meetings take place most often during the school day so that parents are able to visit classrooms during a school tour and see Extera PS 2 students and teachers actively engaged in learning activities. During informational meetings, parents receive information about the Charter School’s programs and application process, and bilingual assistance with the completion of forms is available to interested parents. All parents and students are recruited and informed about the Extera PS 2 program including students with disabilities.

### **Lottery Preferences and Procedures**

If the number of students applying for enrollment exceeds the openings available, admission is determined by random public drawing (or “lottery”) in accordance with Education Code Section 47605(e)(2)(B). Enrollment to the Charter School is open to any resident of the State of California. Admission to EPS 2 is not determined according to the place of residence of the pupil or their parent within the state. In the event that the number of students who wish to attend the Charter School exceeds the Charter School’s capacity, admission is determined by a public random drawing. Existing students are exempt from the lottery. In the event of a public random drawing, admissions preferences will be assigned to groups of students in the following order:

1. Siblings of students admitted to or attending the Charter School who are residents of the District
2. Residents of the District who are not siblings of students admitted to or attending the Charter School
3. Siblings of students admitted to or attending the Charter School who are not residents of the District
4. Children of teachers and staff who are residents of the District (not to exceed 10% of total enrollment)
5. Children of teachers and staff who are not residents of the District (not to exceed 10% of total enrollment)
6. All other applicants do not receive preference and are admitted according to available space.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

### *Admission Process and Enrollment Timeline*

Extera Public School is an open enrollment, tuition-free public school with no specific requirements for admission. To be included in the admission lottery, if necessary, families must submit a Lottery Form during the open enrollment period that includes the student's name, entering grade level, birthdate, whether or not the student is a sibling of an existing student or applicant, and contact information for the family. The Extera Public School No. 2 application process includes:

1. Open Enrollment Period (first business day after September 1<sup>st</sup> through the third Friday in October)
  - a. Parent Information Meetings and School Tours (various dates September through October)
2. Completion of the Lottery Form
3. Random Public Drawing (conducted within five business days after the close of the Open Enrollment Period)
4. Notification of selected families following random public drawing (lottery)
5. Selected Families complete the Enrollment Packet (within two weeks of lottery)
  - a. Acceptance letter signed and mailed to school by parent/guardian
  - b. Completion of all necessary enrollment paperwork, including but not limited to:
    1. Proof of age
    2. Immunization records
    3. Home language survey
    4. Emergency medical information<sup>8</sup>
6. New Parent Orientation Meetings
  - a. During the week prior to the start of school, parents of students who are new to Extera Public School No. 2 are invited to attend an orientation meeting to learn more about the logistics of the start of school, the procedures and policies contained within the Parent Handbook, meals program, and

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<sup>8</sup> In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

parent involvement. Parents of new students are strongly encouraged to attend. In addition, parents and students have the opportunity to familiarize themselves with the Charter School campus.

### *Open Enrollment*

Open enrollment occurs September 1<sup>st</sup> through the third Friday in October of the same year. All interested families are required to submit a completed Lottery Form directly to the Charter School before 5:30 p.m. on the date of the annual open enrollment deadline. Submitted Lottery Forms are date- and time-stamped, and student names are added to an application roster to track receipt. Applications received after the open enrollment deadline will be held in abeyance for subsequent lotteries, as needed. Application materials are made available in English and Spanish. The open enrollment period is advertised in English and Spanish through flyers, postcards, and other media in the communities of Boyle Heights and East Los Angeles, the targeted communities that Extera Public School serves. Recruitment presentations and informational meetings for parents are conducted throughout these communities at day care centers, pre-schools, community organizations, and other locales. Open enrollment is also announced on the Charter School's website. When feasible, Extera Public School No. 2 informs parents about enrollment using local Spanish and English newspapers and radio.

### *Public Random Drawing*

Following the open enrollment period, applications are counted to determine if the number of applications exceeds available seats. Should the number of pupils who wish to attend the Charter School exceed the Charter School's capacity, admission (except for existing pupils of the charter school) will be determined by a public random drawing in accordance with Education Code Section 47605(e)(2)(B). If a lottery is held it shall follow the provisions and procedures set forth in the Charter School's approved petition. Lottery rules, deadlines, and the date and time for the public random drawing will be communicated via the Extera Public School No. 2's website. Public notice will be posted on the EPS 2 website and at the Charter School's physical locations regarding the date and time of the public drawing.

The Principal and at least one other Charter School employee will conduct the lottery as a public event to ensure that lottery procedures are fairly executed. To maintain confidentiality, the student's first name and last name initial will be used during the lottery process. In the event that two students have the same name, birth date (month and day only) will be included to distinguish between students. Procedures include announcing each applicant's name and lottery number; recording the number on paper; and entering the number in the Charter School's database.

The Extera Public School No 2 lottery will occur each year within five (5) business days following the close of the open enrollment period. The lottery will be open to the public and will be conducted during the evening hours on a weekday so that it is convenient for most interested parties. The Charter School will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery via mail at least two weeks prior to the lottery date. The lottery will be held at the school site.

The random public lottery determines applicants' waitlist status. Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Offers for openings are made in waitlist number order until the spots are filled or the waitlist is exhausted.

Initial rounds of offers are made by mail, while any subsequent offers are made through contacting applicants by phone by the Office Manager. When an offer is made, Extera Public School No. 2 will request that applicants notify the Charter School in writing, either via email, regular mail, or in person within three business days to indicate whether or not they will accept; if offers are declined or applicants do not respond, the spot is then offered to the next applicant on the waitlist.

The waitlist remains active for the academic school year, and applications are only valid for the current academic year. All students that do not receive a placement during the random, public lottery will be placed on a waitlist to enroll should space become available. Waitlist ranking will be assigned in the order selected during the lottery. Families who apply after the open enrollment deadline will be added to the waitlist generated by the lottery (if necessary) in the order the Application for Enrollment forms are received.

Vacancies that occur during the school year will be filled according to the waitlist. When a space occurs during the school year, families will be contacted by the Charter School's office staff in the order of the waitlist and will typically be given three business days to decide whether or not to accept a space at the Charter School. Acceptance must be perfected in writing to the Charter School Executive Director or office manager, via either email, U.S. mail, or in person. In the event that no such wait list exists where the space is available, the space will be made available to the next applicant at the appropriate grade level.

The Extera Public School No. 2 administration records all dates and dialogue regarding admissions activity for each applicant and maintains that information within the Charter School's database as its method for documenting the fair execution of waitlist procedures. The manual record of all lottery participants and their assigned lottery numbers is physically filed in the Charter School's main office on the campus where the greatest number of students attend, and lottery results and waiting lists are readily available in the Charter School's main office for inspection upon request. Each applicant's enrollment application is kept on file for the academic year with his or her assigned lottery number in the Charter School database and on his or her enrollment application.

## Element 9: Annual Financial Audits

*“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(5)(I).)*

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(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

## **Annual Audit Procedures**

### *Budgets*

Each spring Extera Public School No 2 will establish an annual budget, monthly cash flow projections, and a three-year financial projection. The Executive Director will prepare the budget and work with the back office provider and the Board to ensure the budget meets the programmatic needs of the Charter School within the anticipated revenue. The annual budget will include all estimated revenues and expenditures for the year and will also include ample reserves to accommodate cash flow challenges. At this time, a number of contingency budgets will be prepared to provide a framework in the case of an unexpected increase in expenses or cut in revenue. The budget development process will begin in March of the preceding fiscal year and continue through the Governor's May revisions of the State budget. The budget and three-year projections will then be presented to the Extera Public Schools Board of Directors for discussion and approval.

The Executive Director and the Board will review monthly cash flow statements and will present comprehensive budget updates to the Board at least four times each fiscal year. The ED and Board of Directors will also recommend formal budget revisions as needed to ensure financial stability and adequate cash flow. The Extera Public Schools Board will create formal policies regarding the deposit of funds, investment procedures, and internal financial controls. Extera Public School's first year operational budget, as well as cash flow and financial projections for the first five years is included with the charter petition submission.

### *Business Management*

The ED of Extera Public Schools will assume the lead responsibility for financial matters at the Charter School under the policies adopted by and oversight provided by the Charter School's Board of Directors. The ED, back office provider and/or HR/Ops coordinator and business manager(s), manage the day-to-day financial needs of the Charter School. Extera Public School No 2 has contracted with ExED, a non-profit provider of charter school business management services, for back office support. The Charter School selected ExED based on experience, comparative cost analysis with organizations that offer similar services, and customer satisfaction.

The ED and/or HR/Ops coordinator will work with the back office support provider to manage the Charter School's financial operations. Contracted services may include, but are not limited to, budgeting, fiscal planning, vendor services, personnel and payroll, accounts payable, attendance tracking systems, completion and submission of compliance reports, and monitoring adherence to the charter process and laws.

Extera Public School and ExED, the contracted business services provider, will employ all Generally Accepted Accounting Principles.

## **Annual Audit Procedures**

Each fiscal year an independent auditor conducts an audit of the financial affairs of Extera Public School No. 2 to verify the accuracy of the Charter School's financial statements, attendance and enrollment accounting practices, and review the Charter School's internal controls.

To the extent required under applicable federal laws for audits of the major federal programs, the audit scope is expanded to be in compliance with the requirements described in the U.S. Office of Management and Budget ("OMB") Circular A-133, audits of states, local governments, and nonprofit organizations. Should OMB Circular A-133 be rescinded, audits of the major federal programs will be conducted in compliance with standards and provisions approved by OMB.

Extera Public School No 2 engages an independent auditor with education finance experience certified by the State of California and approved by the State Controller on its published list as an educational audit provider, to audit the Charter School's financial statements in accordance with Generally Accepted Auditing Standards and the audit guide issued by the Controller of the State of California.

The Extera Public Schools Board of Directors is responsible for contracting with the independent auditor and overseeing the independent audit.

The ED and/or the coordinator of HR and accounting, and business manager, prepare and organize documents, materials, and other information as requested by the independent auditor.

The ED also reviews any audit exceptions or deficiencies and reports to the Charter School Board of Directors with recommendations on how to resolve them. The ED is responsible for presenting a corrective action plan to address audit exceptions or deficiencies to the Charter School Board of Directors. The Charter School Board of Directors will direct the ED to address and resolve any deficiencies, findings, material weaknesses, and audit exceptions to ensure sound fiscal operations. The Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the District. The ED is responsible for ensuring that the independent auditor sends the completed audit to the District, County Superintendent of Schools, the State Controller and the CDE as required, by the December 15 annual deadline. The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Extera Public School No. 2 will use all revenue received from the state and federal sources only for the educational services specified in the charter for the students enrolled and attending the charter school. Other sources of funding must be used in accordance with applicable state and federal statutes, and their terms and conditions, if any, of any grant or donation.

Extera Public School No. 2 will develop and maintain internal fiscal control policies governing all financial activities.



## Element 10: Suspension and Expulsion Procedures

*"The procedures by which pupils can be suspended or expelled 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.

### **School Climate and Student Discipline System**

Extera PS 2 is currently in a 3-year plan to fully implement Restorative Justice Practices (“RJP”) school wide. RJP is based on principles that focus on building and maintaining positive relationships to create a strong school community. EPS 2 also uses Positive Behavior Interventions & Supports as a way to support and foster a positive school-learning environment. PBIS is practiced school-wide and offers a multi-tiered framework used to encourage and explicitly teach positive behaviors to students.

Extera PS 2 emphasizes teaching, modeling, and reinforcing positive behaviors to prevent undesired behaviors. In addition, EPS 2 focuses on building strong teacher, staff, and student relationships through a community of caring.

The EPS 2 school culture is built through community traditions and a calendar of intentional instruction surrounding student behavior expectations and age-appropriate SEL curriculum. Behavior expectations are reviewed annually at the start of the year in classrooms through daily lessons reviewing expectations for specific times of day and locations around campus. Positive behavior is reinforced by all staff through Soaring High Slips, which are given to students to recognize positive behaviors aligned with **Trailblazer Traits**. Students deliver these Soaring High Slips to the designated bins before the end of each school day to be eligible for student raffle prizes the following morning. By accruing soaring high slips in elementary school, students will be able to earn prizes out of the prize boxes at Morning Meeting and/or through the student store. Students can also collaborate as a classroom/homeroom to earn eligibility for larger class prizes in the student store.

At EPS 2, effective teaching and modeling of school appropriate behavior is the responsibility of every adult. Effective school discipline includes the establishment of high standards of behavior, time for students to learn appropriate behavior, and fair and appropriate consequences for failure to meet behavior standards. Students share in the responsibility to uphold and respect the high standards of school behavior that contribute to the ability of all to learn. Effective discipline maximizes the amount of time students and staff spend on effective teaching and learning and minimizes the amount of student and staff attention directed toward behavior that disrupts the learning process. Effective discipline also considers the age and development of the student in framing instruction of appropriate behavior and consequences for misbehavior. It is educational, not punitive, and includes building relationships and using restorative practices to re-engage students in their learning community.

### **Trailblazer Traits**

**Innovative:** Innovative students combine their understanding of subject matter with personal experience to invent novel questions and ideas, as well as creative solutions.

**Helpful:** Helpful students assist their peers, teachers, and the community without being asked. They seek to improve situations and find the most effective ways to help.

**Responsible:** Responsible students carefully complete school assignments on time. They are honest and take responsibility for their words and actions.

**Respectful:** Respectful students follow school rules and classroom procedures. They are respectful of other people as well as their surroundings.

**Safe:** Safe students make safe choices. They think before they act so that both they and their peers are safe. These students never participate in bullying or unsafe games.

**Best Effort:** A student who shows best effort maintains persistence even when faced with difficult tasks. These students give extra time and energy when confronted with challenges.

In addition, EPS 2 has a PBIS committee that is responsible for the development and monitoring of the Tier 1, Tier 2, and Tier 3 supports. The PBIS committee meets monthly and reviews data and supports for students in Tiers 1-3.

### **School Jurisdiction**

All students are held accountable to all school rules and policies while under the Charter School's jurisdiction. The Charter School's jurisdiction is defined as:

- School grounds and property
- Travel to and from school
- Any online conduct that disrupts the educational process
- Any school-sponsored event or activity, including travel to and from (e.g. athletic events, field trips, etc.).

### **Progression of Disciplinary Procedures**

EPS 2's PBIS system focused on creating a strong school culture and clear expectations to prevent undesired student behaviors. The PBIS framework focuses on creating a positive and supportive school culture for all, through the implementation of evidence-based academic and behavioral practices for improving important academic and behavior outcomes for ALL students. This three-tiered model focuses heavily on school-wide core features (Tier I), as described above.

EPS 2 implements a three-tiered prevention, and all students receive supports at Tier 1. If the behavior of some students is not responsive, more intensive behavioral supports are provided, in the form of a group contingency (Tier 2) or a highly individualized plan (Tier 3).

Teachers receive PD and implement positive behavior systems in their classrooms. Teachers work with their students to meet individual needs and work together to find a common ground in the classroom, to ensure learning can take place. Teachers ensure behavior responses in the classroom are age appropriate and follow the PBIS matrix. Disciplinary options available to the teachers include, but are not limited to: conversations with the teacher, reteaching behavior expectations, verbal or written warnings, parent-teacher communication, counseling referral, written assignment, and discipline referral to the Principal.

### **Student Behavior Expectation Matrix**

The EPS 2 behavior expectation matrices are reviewed throughout the school year and posted in all classrooms, and common areas for staff and students. Specific instructional times are designated in the beginning of each school year, after school breaks and throughout the school year, for lessons which are designed to help students understand how to follow behavior expectations and model the trailblazer traits. For an age-appropriate visual, the K-2 behavior matrices also include a visual matrix for younger students to be able to understand the trailblazer traits and behavior expectations at EPS 2.

### **Everywhere, at all times, we expect EXTERA students to:**

- Be kind to others in words and behavior
- Report bullying to an adult
- Use appropriate school language

- Follow school rules, including dress code to represent EXTERA positively
- Enter and exit school quietly
- Respond immediately to any adult request
- Talk to your teacher, counselor, administrator or any other adult if you have any questions or concerns
- Respect school property
- Greet others kindly
- Be honest
- Keep your hands to yourself
- Respect others belongings
- Never give up
- Keep your emotions in check
- Help your friends in need
- Walk when moving from one place to the next
- Follow the electronic device policy
- Be a PROUD EXTERA STUDENT!

Grades 3-5	Innovative	Helpful	Responsible
<b>Classroom</b>	Asking questions that connect to the ideas of other students Respond to questions with relevant evidence Make real life connections to the ideas of other students Be willing to have your mind or views changed	Encourage other peers to follow the routines and expectations of the classroom Collaborate towards solutions Be a team player	Take care of your supplies Keep the class and your desk clean Put things back where they belong after you use them Be on time to school

<b>Hallway</b>	Ask questions if you need help	Report problems you see (obstacles/student conflicts)	Quietly walk down the halls
<b>Restroom</b>	Encourage other to respect bathroom rules Inform staff if there are any supplies that need to be restocked or messes cleaned up	Report restroom incidents	Ask permission for a restroom pass Clean up after yourself Flush toilet after each use Wash your hands with soap
<b>Lunchtime</b>	Try to bite all of the food given to you Don't "yuck" another student's "yum"	Politely remind classmates to clean up after themselves Sit in your assigned area for eating	Clean up your area; table and floor Ask for permission by raising your hand to leave Keep hands away from other students' food
<b>Playground</b>	The behavior intervention matrices are reviewed throughout the school year and posted in all classrooms, and common areas for staff and students. Specific instructional times are designated in the beginning of each school year, after school breaks and throughout the school year, for lessons which are designed to help students understand how to follow behavior expectations and model the trailblazer traits. For an age-appropriate visual, the K-2 behavior matrices also include a visual matrix for younger students	Report any concerns (Bullying, unsafe activity) Tell an adult if someone is hurt or if you are hurt	

	<p>to be able to understand the trailblazer traits and behavior expectations at EPS 2. Use respectful language for groups and peers</p> <p>Use your peers as resources</p> <p>Be open to getting to know new students</p>		
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Grades 3-5	Respectful	Safe	Best Effort
<b>Classroom</b>	<p>Practice good manners</p> <p>Say “please” and “thank you”</p> <p>Raise your hand when you want to speak</p> <p>Respect other peoples property and personal space</p> <p>Express your feelings appropriately</p> <p>Use appropriate language</p>	<p>Following the classroom rules and expectations</p> <p>Stay in your designated area</p> <p>Inform adults about unsafe and concerning behaviors</p>	<p>Make eye contact with the speaker</p> <p>Complete assignments on time</p> <p>Contribute to the reward systems that are in place</p> <p>Come to class prepared</p>
<b>Hallway</b>	<p>Keep your hands to yourself</p> <p>Use indoor voices</p> <p>Respect personal space</p>	<p>Walk at a safe pace</p> <p>Go straight to your destination</p>	<p>Ask for help when you need it</p> <p>Return promptly to class</p>
<b>Restroom</b>	<p>Use indoor voices</p> <p>Respect privacy</p> <p>Wait for your turn</p> <p>Use stalls individually only</p> <p>Use grade level assigned restrooms</p>	<p>Walk in and out quietly</p> <p>Report any issues to staff</p> <p>Look for safety hazards spills, or water</p>	<p>Use the restroom during recess and lunchtime when possible</p>

<b>Lunchtime</b>	Listen to all adults the first time they ask Only eat the food on your tray Use your manners; say please and thank you Wait for instructions to be dismissed for lunch/recess	Walk to your line after lunch is over Sit while you are eating	Line up in alpha order Speak loud and clear when giving your name
<b>Playground</b>	Treat everyone with respect and listen to staff	Walk to and from class Keep your hands and feet to yourself Follow all school procedures Stay in designated area	Play by the rules

### Student Consequence Matrix

This discipline system is designed to create a safe, respectful, and cooperative community. Extera Public School No. 2 has five levels of violations.

#### Intervention & Consequence Matrix By Behavior Level

Possible consequences and interventions for campus monitors, teachers, counselors, and administrators are shown below for 5 levels of behavior infractions included in the succeeding chart.

**Consequences vs Interventions:** Although interventions listed on this document can be considered consequences, they are listed separately due to the emphasis on student cooperation and prevention as a part of our positive behavior intervention and support system. When the use of the listed interventions are not effective, the list of consequences should be used to strongly discourage the unwanted behavior.

#### Level 1

These interventions and consequences aim to teach correct behavior so students may learn and demonstrate safe, respectful, and responsible behavior.

**Teacher Led Intervention**

- Teach and reteach expectations
- Establish positive relationship with student
- Verbal corrective feedback
- Role play replacement behavior
- Goal setting with student
- Student written reflection
- Increase positive recognition
- Reward student for desired behavior

**Teacher Led Consequence**

- Verbal warning
- Seat change
- Student verbal or written apology
- Loss of classroom privileges
- Time Owed
- Logical consequences
- Teacher student conference
- Parent Phone call
- Parent/guardian conference

**Campus Monitor Led Intervention**

- Verbal corrective feedback

**Campus Monitor Led Consequence**

- Loss of school yard privilege

**Level 2**

Level 2 violations involve actions that significantly impact high achievement culture and a community of safety, respect and cooperation. Documentation and parent contact is required.

**Teacher Led Interventions**

- Establish positive relationship
- Pre-correction and redirection
- Goal setting with student
- Rewards
- Student written reflection
- Increase positive recognition
- Check In/Check Out
- Academic skills group

**Teacher Led Consequences**

- Parent/guardian accompany student
- Lunch Detention
- Student verbal or written apology
- Conference with student
- Loss of classroom privileges
- Logical Consequences

**Campus Monitor Led Consequence**

- Referral to Counselor
- Loss of school yard privileges

**Campus Monitor Led Intervention**

- Verbal corrective feedback

**Counselor Led Interventions**

- Role play replacement behavior
- Goal setting with student
- Student written reflection
- Collaborative problem solving
- Mentoring
- Behavior Support Plan
- Check In/Check Out
- Social Academic Skills Group

**Level 3**

Serious violations involve actions that are serious violations of our Code of Conduct. These violations require a referral to a counselor or administrator.

**Counselor Led Intervention**

**Administrator Led Consequence**

- |  |                                   |
|--|-----------------------------------|
| ● Refer for substance abuse intervention | ● Administrator-Parent Conference |
| ● Develop/revise Behavior Support Plan   | ● Loss of school-wide privilege   |
| ● Behavior Contracts                     |                                   |
| ● Restorative Justice Circles            |                                   |

**Level 4**

Level 4 behavior violations are suspendable offenses, but an alternative to suspension may be used.

### Administrator Led Intervention

- Alternatives to suspension

### Administrator Led Consequence

- Suspension (1 to 3 days)

### Level 5

These behavior violations are the most serious in nature. They often require the involvement of law enforcement, a mandatory suspension, and a recommendation for expulsion.

### Administrator Led Consequence

- Suspension from school (5 days)
- Recommendation for Expulsion

Below is an example of possible behavior infractions that students might engage in during the school day. This chart shows what level the infraction belongs to and then the suggested intervention that should occur after the infraction. This chart also shows the levels of intervention such as managed by teacher, or a counselor or the principal.

Behavior Infractions	Levels					
	1	2	3	4	5	Law Enforcement
<b>Teacher and Campus Monitor Managed Behavior Infractions</b>						
• Off task	•					
• Littering	•					
• Lack of participation	•					
• Head down	•					
• Shouting out	•					
• Making noises eating/chewing gum	•					
• Tardy	•	•				
• Profanity	•	•				

• Using a phone or unauthorized technology	•	•				
<b>Teacher, Campus Aide, and Counselor Managed Behavior Infractions</b>						
• Defiance	•	•				
• Dress code violation	•	•				
• Cutting class	•	•				
• Plagiarism	•	•				
• Excessive tardiness		•				
• Excessive Unexcused Absences		•				
• Inappropriate use of technology	•	•	•			
• Excessive profanity/vulgar Speech		•	•			
• Verbal altercation		•	•			
• Intimidation		•	•			
<b>Counselor and Administrator Managed Behavior Infractions</b>						
• Under the influence			•			
• Vandalism			•			
• Bullying			•			
• Tagging			•			
• Instigating a fight			•			
• Habitual profanity			•			
• Hate speech			•			
• Possessed or used nicotine products			•			
• Lewd comments or behavior			•	•		
• Threatened to cause physical injury *(fight)			•	•		
• Two or three behavior infractions in any of the above categories				•		

• Four or more behavior infractions in any of the above categories					•	
<b>Administrator Managed Behavior Infractions</b>						
• Gang related threats or intimidation			•	•		
• Caused or attempted to cause physical injury (fight) K-5*			•	•		
• Caused or attempted to cause physical injury (fight) 6-8*				•		
• Offered, possessed, or sold alcohol				•		
• Offered, arranged, or sold drug paraphernalia				•		
• Harassment				•		
• Offered, possessed, or sold cannabis (1st offense)				•	•	
• Theft			•	•	•	•
• Possessed, sold, or furnished an imitation weapon				•	•	•
• Offered, arranged or sold a controlled substance <a href="#">Chapter 2.</a> *					•	•
• Possessed, sold, or furnished a real weapon*					•	•
• Committed or attempted to commit a sexual assault.*					•	•
• Robbery or extortion*					•	•
• Two or more behavior infractions in any of the above categories					•	

### Alternatives to Suspension

At EPS 2 a continuum of supportive practices are used to prevent, or respond instructionally, respectfully and supportively to student behaviors. These practices help EPS 2 educators to implement foundational Tier 1 practices, which are explicitly teaching, prompting, and reviewing school wide expectations; implementing school wide acknowledgements and responding to challenging behavior. All of these practices are used across all classrooms locations and routines and integrate these supports within all academic and social emotional instruction in a culturally responsive manner. The continuum of response to behavior includes: precorrection strategies, such as providing the student with an opportunity for success through prompts, reminders and gestures and cueing. Calming strategies, such as making structural/environmental modifications or providing options and choices, helping a student regulate or “quiet” their stress response, relate to an empathetic adult and reason to think logically. Giving clear, calm and brief respectful redirection using classroom expectations

and giving clear feedback and positive reinforcement. Students in upper elementary grades can be guided through restorative conversations through being prompted to ask restorative questions that help understand the problem and the alternative behavior. Alternatives to suspension are used at all possible times to avoid more severe consequences such as suspension, and interventions are implemented in an age-appropriate manner which takes into account the grade level/ability of the student.

Alternatives to suspension are used in place of suspension with student cooperation and parent consent at the discretion of the administrator. They may include:

1. On Campus Reassignment
2. Saturday School
3. Restitution
4. School Service (e.g. helping staff)
5. Referral to Community Organization (e.g. drug counseling, mental health)
6. Community Service

### **Behavior Contracts**

Any student who engages in repeated violations of the Charter School’s behavioral expectations will be required to attend a meeting with staff and the student’s parents. The consequence for not attending this meeting is the relinquishment of an opportunity to be heard for the student and parent. The Charter School will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, alternatives to suspension, in school suspension, out of school suspension or a recommendation for expulsion.

### **Restorative Justice Practices**

Extera Public School No. 2 uses Restorative Justice Practices such as counselor, teacher and administrator-led mediations, to respond to behavior and build a positive school climate. Other Restorative Justice Practices include community circles that are held school wide during morning meetings, smaller circles held with specific groups of students led by counselors or administrators or classroom circles led by teachers. Additional approaches include the referral of specific student groups for targeted workshops on relationships and anti bullying so students are able to explicitly learn and develop appropriate responses during social interactions. The use of Restorative Justice Practices allows Extera Public School No. 2 to continue to hold students accountable for following the student code of conduct, while not using more punitive measures for behavior intervention.

### **Teacher Development**

Teacher and staff training on Restorative Justice Practices, PBIS, and positive school climate and behavior interventions occur continuously throughout the school year at EPS 2. At the beginning of the year, teachers and staff review all consequence and behavior matrices, major and minor flowcharts, PBIS systems and explicit

strategies and lessons for teaching students in the classroom. These lessons are taught throughout the school year, and at specific times, such as the beginning of the school year, after winter break and after Spring break. Teachers also are trained through two different series focused on behavior intervention and Restorative Justice Practices during the Winter semester and then the Spring semester. Behavioral data is reviewed and shared school-wide every single month so all staff can review data and give input on PBIS systems and school climate.

**Sample Professional Development Calendar**

Portion of Year	Professional Development	Who Attends
Teacher Pre-Service	PBIS Systems, SEL, Restorative Practices, PBIS incentives, Consequence Matrix, Trailblazer Traits, Major and Minor Flowcharts, PBIS Lesson	All Staff
Fall (Trimester 1)	Restorative Practices, Anti-bullying strategies	Administrators Teachers All Staff
Winter (Trimester 2)	Trauma-Informed Strategies for Educators	All Staff
Spring (Trimester 3)	Behavior Intervention Series	Teacher & Support Staff

**Student Behavior Data**

Behavioral data is collected using the referral system, a platform where all staff can submit referrals for behaviors. This data is analyzed for level of incident, type of incident, grade level, and frequency of incidents by the Director of Special Education & Intervention Programming and the Lead Student Wellness Counselor. Data on alternatives to suspension, restorative practices, suspension, and PBIS incentives given is also collected and analyzed. The data is aggregated into charts for each month, which then informs Tier 1-3 interventions through the PBIS systems and Restorative Justice Practices. Behavioral interventions are tracked by the teachers, student wellness counselors and administrators and then referral data is used to gauge the effectiveness of the interventions. This process has allowed Extera to proactively plan PBIS field days, social workshops and other interventions based on analyzing referral data trends for specific parts of the school year from previous years.

**In-School Suspension**

EPS 2 utilizes suspension of any kind as an absolute last resort after implementation of alternative interventions and considering all aspects of student and staff safety. In the likely event that an alternative can be used, suspension will not occur.

EPS 2 provides an in-school suspension program to avoid any loss of instructional time. A student suspended from a school for any of the enumerated offenses may be assigned, by the School Principal, to a supervised suspension classroom for the entire period of suspension if the student poses no imminent danger or threat to the campus, students, or team members, or if an action to expel the student has not been initiated.

EPS 2 follows the same notice and conference requirements for in-school suspension as for out-of-school suspension. In-school suspension is supervised by a teacher or a principal responsible for gathering assignments from the student's teachers of record and providing a small-group environment with close supervision and assistance in completing the work. The credentialed teacher remains in the room to monitor on-task behavior and provide tutoring when needed. The in-school suspension program includes a physical education component. On the rare occasion of a student with an IEP participating in the in-school suspension program, an itinerant RSP teacher visits the individual student to provide the assigned daily minutes prescribed in the IEP, and the student goes to all other DIS services as scheduled.

The maximum number of days of in-school suspension does not exceed twenty (20) days per school year. The maximum number of days a student with an IEP can be suspended in a school year is ten (10) days. The following offenses are offenses for which the principal has broad discretion to determine appropriate discipline: (1) causing, attempting to cause, threatening to cause, or participating in act of hate violence; (2) engaging in harassment, threats, or intimidating against a pupil or group of pupils or school district personnel; and (3) making terrorist threats against school officials or school property, or both.

The principal will have discretion as to whether in-school or out-of-school suspension (or no suspension) is appropriate for these offenses. However, in-school suspensions must receive final approval from the Executive Director along with guidance on exactly how the in-school suspension will be administered. In exercising discretion, the principal, along with the Executive Director, will consider which determined course of action adequately provides safety for students, team members, and visitors to EPS 2 and serves the best interests of EPS 2. It will also be determined if an in-school suspension would better support the student in learning and growing from the incident.

**Out of School Suspension:**

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 Charter School campus; d) during, going to, or coming from a school-sponsored activity, or in online behavior.

Suspension is intended to remove the student from peers and the class environment. This separation provides the student time to reflect on his or her behavior and a possible pattern of behavior that will be more positive, as well as to protect the student body as a whole from dangerous and disruptive behavior.

Suspension length is determined by the administrator in accordance with the consequence matrix based on

the severity of the infraction. The maximum number of consecutive days a student may be suspended is five (5) days, unless the suspension is extended pending an expulsion hearing. A student may be suspended from school for not more than twenty (20) school days in any school year. This restriction on the number of days of suspension does not apply, however, when the suspension is extended pending an expulsion.

The student will have the opportunity to complete instructional activities missed due to his or her suspension and is able to communicate with designated school staff for any questions and for evaluation of work. Suspended students (or their parents/guardian) are able to communicate with designated classrooms teacher(s) or administrator(s) for any questions and for evaluation of work and shall receive homework assignments during their suspension and be provided the opportunity to make up any missed exams.

As suspension of the following offenses is precluded, EPS 2's consequence matrix lists the following interventions. For any student that caused, attempted to cause, threatened to cause, or participated in an act of hate violence: this is considered a level 3 offense, so the behavior is referred to the student wellness counselor or administrator. The interventions are behavior support plan, behavior contracts, restorative justice circle, loss of school-wide privileges. For any student that engaged in harassment, threats, or intimidation against a pupil or group of pupils or Charter School personnel: this is considered a level 4 offense, and alternatives to suspension such as community service assignment or loss of school-wide privileges, and no contact contracts are the interventions outlined by the consequence matrix. For any student that made terrorist threats against school officials or school property or both: this is considered a level 4 offense and the alternatives to suspension as outlined in the consequence matrix are followed as well as notifying the proper authorities and conducting a threat assessment to determine the level of risk.

### **Grounds for Suspension and Expulsion**

**1. Discretionary Suspension or Expulsion Offenses:** A student may be suspended or expelled when the Executive Director or designee determines 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 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 his or her 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 subdivision, “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 section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic

performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 5, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 5, inclusive.

s) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 5, 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 his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual 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 clause, "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 clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A 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, Executive Director or designee's concurrence.

**2. Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion when it is determined 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 Executive Director or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault 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

**3. Discretionary Expellable Offenses:** Students may be recommended for expulsion when it is determined 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 4 to 5, 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 4 to 5, 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 4 to 5 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 school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual 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 Penal Code Section 31, 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 (3)(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 Executive Director or designee's concurrence.

4. **Non-Discretionary Expellable Offenses:** Students must be recommended for expulsion when it is determined pursuant to the procedures below 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 Executive Director or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*

d) Committed or attempted to commit a sexual assault 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 Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United State 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.

## **Suspension Procedures**

### **Process for Suspension**

#### **Step 1: Informal Conference**

Suspension shall be preceded by an informal conference conducted by the principal, 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. The conference may be omitted if the Executive Director and/or Principal determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. The student and parent will have 24 hours to respond to the allegations before him/her prior to the issuance of discipline.

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. 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

#### **Step 2: Notice to Parents**

Parents and students will have due process rights with regards to suspensions. At the time of a student’s suspension, the Charter Principal or designee shall make a reasonable effort to contact the parents by telephone, by email, or in person. Initial contact will be followed by a written notice. This notice will state the specific offense(s) committed by the student. In addition, the

notice will also state the date and time the student may return to school. If Charter School officials wish to confer with the parent/guardian regarding matters pertinent to the suspension, the notice may note that the parents are strongly encouraged to respond without delay, and that violation of Charter School rules can result in expulsion from the Charter School.

#### **Step 3: Suspension Time Limits/Recommendation for Expulsion**

The length of the suspension will be determined by the Executive Director and/or Principal based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for students may not exceed a period of five (5) continuous days unless the suspension is extended pending an expulsion hearing. A student

may be suspended from school for not more than twenty (20) school days in any school year. (Students with

an IEP may not be suspended for more than ten (10) days in any school year.) This restriction on the number of days of suspension does not apply, however, when the suspension is extended pending an expulsion. 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.

#### **Step 4: Homework Assignments During Suspension**

In accordance with Education Code Section 47606.2(a), upon the request of a parent, legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 5, inclusive, who has been suspended from school for two (2) or more days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

#### **Re-entry Meeting**

Every student who is suspended from the Charter School shall receive a re-entry conference and an intervention plan to be developed with the student and guardian/parent(s) that shall include clear documented behavioral and academic expectations for the student, and any additional services or support that school staff will provide to assist the student in meeting those expectations. If Charter School principals request to meet with the parent/guardian, the notice may state that the law requires such individuals to respond to the request without delay. However, the student shall not be penalized for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because such individuals failed to attend the conference, nor will it prevent the Charter School and student from holding the conference or developing the intervention plan.

#### **Expulsion Procedures**

##### **Written Notice of Hearing and 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 Executive Director determines that the student has committed an expellable offense and recommends the student for expulsion.

The Board 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 (comply with all student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")), unless the Pupil makes a written request for a public hearing three (3) days prior to the Hearing.

If an Administrative Panel is appointed, the Administrative Panel will consist of three members or 5 members who are certificated administrators from other charter schools and teachers from the school site who are not

teachers of the pupil or teachers involved in the incident.

Written notice of the hearing will be forwarded by the Executive Director to the student and the student's parents at least ten (10) calendar days before the date of the hearing. This notice will be sent in English and the family's home language, if different, and

will include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offense(s) upon which the proposed expulsion is based.
3. A copy of the Charter School's disciplinary rules that 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 examine and acquire copies of all documents to be used at the hearing.
7. An explanation of the opportunity to cross-examine all witnesses that testify at the hearing.
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence and witnesses on behalf of the student.
9. The right to postpone the hearing.

### **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

When 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, 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 pupil/parent.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their 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 they testify, which may include a parent, guardian, or legal counsel, and
  - (c) elect to have the hearing closed while testifying.
2. The Charter School must provide the victim access to 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 entity conducting the expulsion 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 Hearing Officer or Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Hearing Officer or Administrative Panel 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 Hearing Officer or Administrative Panel presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining to the witness stand/area where the witness will be seated during the hearing.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Hearing Officer or Administrative Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Administrative Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing Officer or Administrative Panel from exercising his or her discretion to remove a person from the hearing whom they believe 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.

## **Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. A copy of the recording is available to the pupil, parent, or guardian within five (5) business days of a written request.

## **Expulsion Decision**

The decision of the Hearing Officer or Administrative Panel shall be in the form of written findings of fact. The final decision by the Hearing Officer or Administrative Panel shall be made within five (5) school days following the conclusion of the hearing. If the Hearing Officer or Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their previous educational program.

A recommendation by the Hearing Officer or Administrative Panel to expel must be supported by substantial evidence, presented during the hearing, that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. The Executive Director will facilitate 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.

## **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. 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 Hearing Officer, Administrative Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

## **Rehabilitation Plan**

Students 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 student may apply to Charter School for readmission. Charter School shall inform parents/guardians in writing of its processes for readmission and applying for expungement of the expulsion record. The readmission plan includes supports for the student, terms for readmission, progress monitoring, and staff responsible for monitoring student progress.

## **Options for Readmission Terms**

- 1) Maintain passing grades or maintain above a 2.0 or other gpa (grade point average)

- 2) Attend school regularly, or maintain 95% (or other %) attendance
- 3) Therapy for some number of hours or until a certain program is completed. Parents may be able to get approval for religious/pastoral counseling to meet this requirement.
- 4) No breach of school rules or federal, state, or local laws
- 5) No additional suspensions/expulsions (broad or limited scope)
- 6) Community service for a certain number of hours at an approved nonprofit
- 7) Stay off all district properties, not coming within a certain distance

### **Re-admission or Admission of Previously Expelled Student**

Upon completion of the readmission process and request, the student will be readmitted, unless Charter School's Board makes a finding that the student 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 student and the student's parent or guardian at the time the expulsion order is entered and the decision of the Hearing Officer or Administrative Panel, including any related findings, must be provided to the student and the student's parent/guardian within a reasonable time.

### **Parent Notification**

The Executive Director following a decision of the Hearing Officer or Administrative Panel to expel shall send written notice of the decision to expel, including the Hearing Officer or Administrative Panel's adopted findings of fact, to the student and the student's parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; Notice of appeal options; information about alternative placement options, and the rehabilitation plan. The parent/guardian shall have ten (10) calendar days to appeal by requesting review by the Board of Directors. If no appeal/review is requested the expulsion becomes final on the eleventh (11<sup>th</sup>) after notice was issued.

### **Expelled Students/Alternative Education**

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. Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

### **District Notification**

The Executive Director shall send a copy of the written notice of the decision to expel to the student's district of residence, upon finality of the expulsion. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

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:

1. 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.

2. 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 Individuals with Disabilities Education Act (“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). 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.

### **Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

### **Appeal and Board Review**

Students or parents may contact the Executive Director or a member of the board of directors to appeal an expulsion. If an appeal is requested, the Board of Directors, or a committee thereof, shall review the expulsion within ten (10) school days following the conclusion of the hearing, or as soon thereafter as practicable, but no later than its next regularly scheduled meeting. The Board review/appeal is not a second hearing. Rather, the Board appeal is a review for procedural error, and whether the evidence supports the expulsion.

### **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.

### **Involuntary Removal for Unexcused Absences**

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School’s Board adopted Attendance Policy and after notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for unexcused absences may be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

### **Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities**

If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim

educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

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 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 504?

Hearing Students recommended for expulsion will be entitled to a hearing before an Administrative Panel to determine whether or not the student should be expelled. Unless postponed for good cause by the student/parent or the Charter School, the hearing, if requested, will be held within 30 days after the Executive Director and/or Principal determines that an act subject to expulsion has occurred and a recommendation for expulsion is made. A student may be expelled following a hearing before an Administrative Panel to be assigned by the Board.

## **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***

Eligible Extera PS 2 teachers and certificated staff participate in the California State Teachers’ Retirement System (“CalSTRS”). The Charter School works directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data. All withholdings from employees and Extera Public School No. 2 are forwarded to the CalSTRS Fund as required. Employees accumulate service credit years in the same manner as all other members of CalSTRS. For full-time certificated employees who participate in CalSTRS, employees contribute the required percentage, and Extera PS 2 contributes the employer’s portion as required by CalSTRS. Extera PS 2 shall continue participation in CalSTRS for the duration of the charter school’s existence under the same CDS code, or as otherwise required by law.

### ***Classified Staff Members and Other Staff Members***

Non-certificated, classified employees and other Extera Public School No. 2 employees participate in the federal Social Security system in accordance with applicable law.

The Charter School also has an optional 403(b) plan that both certificated and classified employees can participate in. The certificated employees do not receive any match from the employer for the 403(b) plan. Only classified full time employees receive a match up to 3% of their contributions.

## Element 12: Public School Attendance Alternatives

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)*

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

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

No student may be required to attend the Charter School. Extera Public School No. 2 is a school of choice that is open to anyone in the State of California. Those students who choose not to attend Extera Public School but who live within the LAUSD attendance area will have the right to attend any other school in the attendance area served by LAUSD in keeping with existing enrollment policies of the District. Alternatives to Extera Public School No. 2 for these students living within the LAUSD attendance area will be the same as those offered to all other students currently residing in the District. The parent or guardian of each student enrolled in the charter school shall be informed on admissions forms that the students have no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such right is extended by the local education agency.

## Element 13: Rights of District Employees

*“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(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.

Extera Public School No. 2 does not require any employee to work for the Charter School.

## 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:

[Redacted]

Director

Charter Schools Division

Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

Director/Principal: Monica Salas

Extera Public School No. 2

4112 E Olympic Blvd

Los Angeles, CA 90023

[Redacted]

- 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: Monica Salas

Extera Public School No. 2

4112 E Olympic Blvd

Los Angeles, CA 90023

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the

American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

## Element 15: Charter School Closure Procedures

*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)*

### REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

### CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-

renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

## **CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

### **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### **Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

### **Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in

accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

### **Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

### **Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event the Charter School closes, the Executive Director 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).)