

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

July 1, 2020 to June 30, 2025

Date of Submission: July 30, 2019

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Assurances, Affirmations, and Declarations

Ednovate – East College Prep (also referred to herein as “East College Prep” and “Charter School”) shall:

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

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1: The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

Modified Consent Decree Requirements

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

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

- **End of Year Suspension**

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

- **Statewide Assessment Data**

The standard file including District ID.

- Norm day
District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- CBEDS
- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- Dropout
District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

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

GENERAL INFORMATION

GENERAL INFORMATION	
The contact person for Charter School is:	Andrew Goltermann
The contact address for Charter School is:	Through 2019: 350 S Figueroa St, Suite 100 Los Angeles, CA 90071 Beginning 2020: 3825 Mission Road Los Angeles, CA 90031
The contact phone number for Charter School is:	(323) 285-1441
The proposed address or ZIP Code of the target community to be served by Charter School is:	90031
This location is in LAUSD Board District:	2
This location is in LAUSD Local District:	East
The grade configuration of Charter School is:	9 – 12
The number of students in the first year will be:	440
The grade level(s) of the students in the first year will be:	9 – 12
Charter School’s scheduled first day of instruction in 2020-2021 is:	August 3, 2020
The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	460 ^s
The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional, single track
The bell schedule for Charter School will be:	8:00-3:30 with one day per week dismissing at 1:00
The term of this Charter shall be from:	July 1, 2020 to June 30, 2025

COMMUNITY NEED FOR CHARTER SCHOOL

East College Prep is an independent, site-based charter school using an innovative educational model to serve high needs students in grades 9-12. East College Prep is the second charter school operated by Ednovate, Inc. (“Ednovate”), a California nonprofit public benefit corporation founded in partnership with the University of Southern California Rossier School of Education (“USC Rossier”). Ednovate originally was established to facilitate the development of USC Hybrid High School, which was authorized by the Los Angeles Unified School District (LAUSD) and opened in 2012. Today, Ednovate operates five public charter schools (collectively, “Ednovate Schools”) and was recently approved to open two more:

- **Ednovate - USC Hybrid High (USC HH):** opened in 2012, currently serves 520 students in grades 9-12 in South Los Angeles, with 86% Free and Reduced-Price Lunch (FRPL), 80% Hispanic/Latino, 18% African American, 1% Asian, 6% English Learners (ELs), 9% Special Education (SpEd) and 1% Homeless/Foster Youth (H/FY).¹
- **Ednovate - East College Prep (East):** opened in 2015, currently serves 365 students in grades 9-12 in a temporary facility in downtown Los Angeles (with an anticipated move into a long-term private facility in Lincoln Heights in 2019-20), with 87% FRPL, 91% Hispanic/Latino, 5% African American, 2% Asian, 10% ELs, 15% SpEd and <1% H/FY.²

^s See p.25 for rationale for adjustment in enrollment

¹ CDE DataQuest. Retrieved from <https://dq.cde.ca.gov/dataquest>.

² Ibid.

- **Ednovate - Legacy College Prep (Legacy):** opened in 2016, currently serves 305 students in grades 9-11 in Santa Ana, with 74% FRPL, 95% Hispanic/Latino, 1% African American, 1% Asian, 20% ELs, 11% SpEd and 3% H/FY.³
- **Ednovate - Brio College Prep (Brio):** opened in 2017, currently serves 191 students in grades 9-10 in downtown Los Angeles, with 93% FRPL, 75% Hispanic/Latino, 19% African American, 2% Asian, 13% ELs, 17% SpEd and 1% H/FY.⁴
- **Ednovate – Esperanza College Prep (Esperanza):** opened in 2017, currently serves 218 students in grades 9-10 in East Los Angeles, with 93% FRPL, 100% Hispanic/Latino, 0% African American, 0% Asian, 7% ELs, 8% SpEd and < 1% H/FY.⁵
- **Ednovate College Prep 6:** approved by LAUSD in 2019 to be opened in 2020-2021.
- **Ednovate College Prep 7:** approved by LAUSD in 2019 to be opened in 2020-2021.

Combined, across the network, 99% of our students are non-white, 85% qualify for FRPL, 10% are current EL (with another 51% Reclassified Fluent-English Proficient (RFEP)), 11% are SpEd and 1% are F/HY.

Our overarching goal is to ensure that *100% of our graduates* – all from historically under-served communities across Southern California -- are accepted to a selective 4-year university where they can thrive, with a 90% persistence rate after their freshman year of college. We refer to our mission as “**Positive Multigenerational Change**”: we want everyone in our school community to engage in effecting better lives for themselves and their communities. Notably, while only 60% of LAUSD’s 2017 high school graduates met “A-G” requirements for admission to California’s public universities,⁶ **Ednovate has achieved a 100% A-G completion rate for each of the past four years, and 100% of our graduates in East College Prep’s first graduating class have been admitted to a 4-year college or university.**⁷ We know that there is a real, long term, financial incentive to graduate from college. A study by Georgetown University calculates that a college degree will earn a person approximately \$2,800,000 more in their lifetime when compared to only having a high school diploma.²

Relationship with the University of Southern California (USC)

Ednovate was founded in partnership with USC Rossier; the Dean of USC Rossier, Dr. Karen Gallagher, was our Founding Board Chair and remains in that position today, providing an important link to our partners at the University. USC HH was approved by the University’s Provost Council and given the right to brand as “USC,” along with myriad in-kind supports and collaborations that continue to benefit our schools.⁸ For example, Ednovate seniors now have access to all University of Southern California Libraries, to facilitate work on their senior theses. Also, two faculty researchers at USC Rossier have been conducting a longitudinal study of Ednovate alumni – at no cost to Ednovate -- to determine whether

³ Ibid.

⁴ Ibid.

⁵ Ibid.

⁶ Ibid.

⁷ Our flagship school, USC HH, has graduated four cohorts of seniors, starting with the Class of 2016. East College Prep graduated its first class in spring 2019. Legacy will graduate its first class in 2020; Brio and Esperanza will follow in 2021.

⁸ USC and Ednovate realized that the use of the USC name with our schools created some branding and legal challenges, so our Board shifted to naming schools “Ednovate” to facilitate more flexibility, while still demonstrating significant partnership with the University.

our high school model does, in fact, better prepare educationally disadvantaged students to persist in college and what qualities of the model best achieve this goal.

SCHOOL PERFORMANCE DURING THE CURRENT CHARTER TERM

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1)

Education Code Section 47607(b)(4) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the Charter School is at least equal to the academic performance of the public schools that the Charter School pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the Charter School is located, taking into account the composition of the pupil population that is served at the Charter School.

As noted in the Ed Code, “The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school.” (Cal. Ed. Code § 47607(b)(4)(B).

Since California’s Academic Performance Index (API) measure was suspended after 2013, the first three criteria do not apply. We focus on the fourth criteria. The following shall serve as documentation confirming that East College Prep meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b).

Academic performance at East College Prep is at least equal to (and generally greater than) the academic performance of the public schools that pupils at East College Prep would otherwise have been required to attend, as well as the academic performance of the schools in the district, taking into account the composition of the pupil population that is served at East College Prep, meeting the minimum threshold criteria in Education Code Section 47607(b)(4).

Performance on the California State Tests

The California Assessment of Student Performance and Progress (“CAASPP”) is available to high schools in grade 11 only. East College Prep has tested 11th grade students in 2018 and 2019.

Smarter Balanced Assessment Consortium (SBAC) student performance results in 2018 show that East College Prep students are meeting or exceeding ELA standards at rates equal to – and often higher than – those of “resident schools”, LAUSD, and the state of California. East College Prep students are meeting or exceeding Math standards at higher rates than those of “resident schools” within LAUSD. The charts below show a comparison of the school’s performance in ELA and Math to the performance of schools our students would otherwise attend, alongside results for LAUSD and CA.

SBAC results are shown below all students and for subgroups with numerically significant numbers of students tested: Hispanic / Latino students, Socioeconomically Disadvantaged Students (“SED”), Reclassified fluent English Proficient (“RFEP”) students, and Students with Disabilities (“SPED”). Subgroups not shown below indicate that the numbers of students tested in that subgroup were not numerically significant.

2018 CAASPP ELA and Math - Grade 11⁹

	All Students		Hispanic / Latino		SED		RFEP ¹⁰		SPED	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
East College Prep	65%	35%	65%	35%	52%	31%	65%	35%	40%	7%
Abraham Lincoln Senior High	53%	26%	44%	13%	52%	27%	58%	34%	12%	0%
Academy for Multilingual Arts and Science at Mervyn M.Dymally High	20%	4%	22%	5%	20%	5%	33%	6%	7%	0%
Belmont Senior High	37%	14%	36%	11%	37%	13%	44%	17%	17%	17%
Boyle Heights STEM High	25%	6%	25%	6%	22%	3%	23%	5%	n/a	n/a
Communication and Technology at Diego Rivera Learning Complex	40%	11%	41%	12%	42%	12%	49%	16%	0%	0%
Contreras Learning Center-Academic Leadership Community	36%	17%	35%	16%	35%	16%	46%	21%	n/a	n/a
Contreras Learning Center-Los Angeles School of Global Studies	20%	5%	20%	3%	19%	5%	28%	8%	n/a	n/a
Contreras Learning Center-School of Social Justice	37%	10%	37%	10%	39%	9%	48%	11%	n/a	n/a
Diego Rivera Learning Complex Green Design STEAM Academy	47%	25%	48%	26%	47%	25%	52%	30%	n/a	n/a
Dr. Maya Angelou Community High	39%	8%	37%	7%	38%	8%	43%	7%	7%	0%
East Los Angeles Renaissance Academy at Esteban E. Torres High No. 2	63%	11%	62%	11%	62%	11%	69%	11%	17%	0%
Edward R. Roybal Learning Center	64%	36%	65%	34%	64%	35%	70%	38%	36%	38%

⁹ Data from CAASPP website.

¹⁰ East College Prep did not test a significant number of English Learners in 2018. Thus, the results for RFEP students are reported instead.

	All Students		Hispanic / Latino		SED		RFEP ¹⁰		SPED	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Engineering and Technology Academy at Esteban E. Torres High No. 3	44%	18%	43%	18%	43%	18%	54%	24%	n/a	n/a
Felicitas and Gonzalo Mendez High	52%	26%	52%	26%	51%	25%	50%	26%	4%	0%
Hilda L. Solis Learning Academy School of Technology, Business and Education	64%	30%	63%	31%	66%	32%	75%	35%	8%	0%
Humanitas Academy of Art and Technology at Esteban E. Torres High No. 4	52%	17%	53%	17%	52%	18%	62%	19%	7%	0%
James A. Garfield Senior High	65%	39%	64%	39%	65%	39%	64%	41%	14%	10%
John C. Fremont Senior High	39%	12%	40%	12%	39%	12%	47%	15%	8%	0%
NAVA College Preparatory Academy	54%	4%	53%	4%	54%	4%	55%	4%	0%	0%
Performing Arts Community at Diego Rivera Learning Complex	40%	13%	41%	13%	40%	13%	50%	15%	n/a	n/a
Public Service Community at Diego Rivera Learning Complex	64%	21%	65%	22%	65%	21%	69%	22%	n/a	n/a
Ramon C. Cortines School of Visual and Performing Arts	58%	20%	55%	16%	51%	18%	53%	16%	8%	3%
Santee Education Complex	68%	19%	70%	19%	69%	19%	81%	22%	17%	2%
School of Business and Tourism at Contreras Learning Complex	60%	19%	60%	21%	60%	22%	69%	24%	29%	0%
Social Justice Leadership Academy at Esteban E. Torres High No. 5	36%	14%	37%	13%	39%	16%	39%	13%	n/a	n/a
Theodore Roosevelt Senior High	51%	9%	51%	9%	52%	9%	61%	9%	11%	0%
Thomas Jefferson Senior High	30%	8%	32%	9%	31%	8%	40%	11%	13%	7%
Woodrow Wilson Senior High	43%	16%	41%	13%	44%	16%	42%	17%	20%	0%
<i>Resident Schools Median¹¹</i>	<i>45%</i>	<i>15%</i>	<i>44%</i>	<i>13%</i>	<i>46%</i>	<i>16%</i>	<i>51%</i>	<i>17%</i>	<i>11%</i>	<i>0%</i>
LAUSD	42%	31%	37%	26%	36%	26%	45%	31%	10%	8%
State of CA	50%	39%	39%	27%	38%	26%	58%	42%	15%	12%

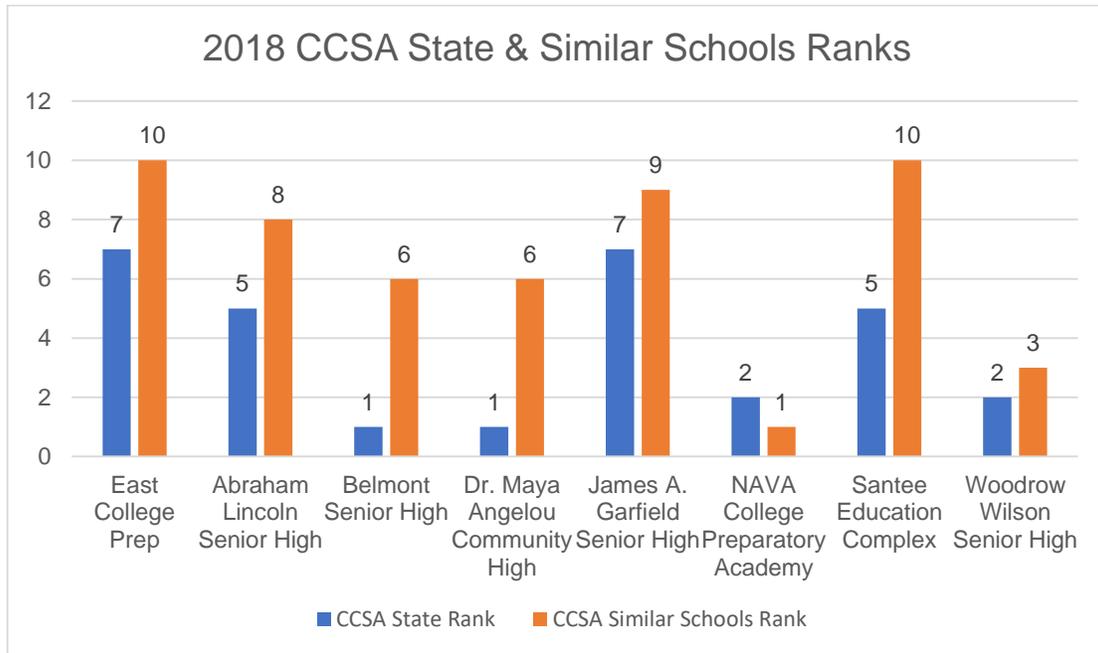
¹¹ Resident Schools Median for All Students provided by LAUSD Office of Data and Accountability. Resident Schools Median for all other subgroups calculated by Ednovate.

East College Prep maintained its strong performance on the 2019 CAASPP, as shown below.

2019 CAASPP ELA and Math - Grade 11¹²

	All Students		Hispanic / Latino		SED		RFEP ¹³		SPED	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
East College Prep	64%	36%	64%	34%	58%	30%	72%	40%	16%	11%

The academic performance of students at East College Prep is also reflected in the California Charter Schools Association (CCSA) rankings, which compares all public schools in California based on CAASPP data. East College Prep received a State Rank of 7 out of 10 and a Similar Students Rank of 10 out of 10, both well above CCSA’s target of 4 out of 10. The chart below compares East College Prep’s rankings against a sample of resident schools within LAUSD.



¹² At the time of renewal petition submission, the 2019 CAASPP (SBAC) data was not made available to the public and therefore was not used in making a renewal determination.

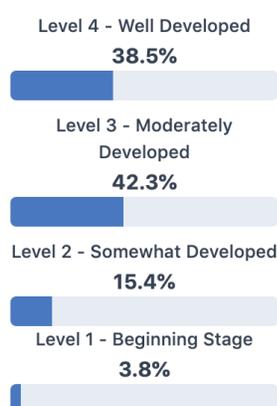
¹³ East College Prep did not test a significant number of English Learners in 2019. Thus, the results for RFEP students are reported instead.

Academic Performance of English Learners

East College Prep has been successful supporting English Learners, as demonstrated by the reclassification rates and ELPAC results below.

Reclassification Rate			
	2016-17	2017-18	2018-2019
East College Prep	28.6%	39.1%	25.9%
Resident Schools Median¹⁴	12.3%	9.7%	10.0%
LAUSD	16.8%	20.1%	22.8%

English Language Proficiency Assessments for California Results



East College Prep is also committed to supporting Long-term English Learners (LTELs); in the 2017-18 school year, 13.2% of students were designated LTEL. All English Learners receive designated English Language Development (ELD), which is:

- At a separate and distinct instructional time each week, in addition to (not in place of) core content instruction
- Provided for a target of 75 minutes per week
- Offered to ELL students at all levels
- Tailored to meet students' language proficiency levels
- Based on the English Language Development standards

ELD curricular materials are grounded in research-based best practices for supporting English Language Learners, such as explicit and direct instruction, a focus on academic English, ample structured interactions, teaching content-based forms and functions, corrective feedback, and ongoing formative assessment. Per our personalized learning approach, we also leverage technology to best reach students at various levels. For example, classes for newcomer students may utilize Rosetta Stone and students at higher levels and LTELs utilize Achieve3000.

¹⁴ Data provided by LAUSD Office of Data and Accountability.

In conjunction with these tools, given the nature of the school's self-paced learning facilitated by use of technology, teachers have access to a constant flow of real-time data to assess student progress in the moment and deliver the right interventions at the right time. With real-time analytics, teachers can take action immediately to provide students with personalized support, providing interventions such as one-on-one or small group instruction or scaffolded assignments: graphic organizers, sentence starters, personalized discussion groups, and essay outlines. This differentiation allows most English Learners to be successful in grade level coursework in the general classroom where they will also benefit from exposure to academic language with their English Only and Reclassified peers. Our goal is that with the support of all of these tools integrated throughout their academic experiences, as well as the dedicated instructional time focused on language development, all students will graduate proficient in the English language.

High School Graduation and College Matriculation

We are proud to share the many successes of our first graduating Class of 2019. With strong CAASPP and ACT results combined with A-G completion and college acceptances, the Class of 2019 has served as an exemplar for academic achievement, paving a path to college for future cohorts at East College Prep.

100% of graduates at East College Prep have completed A-G requirements and have been accepted to college. Examples of college acceptances include:

- UC Berkeley
- University of Southern California
- UC Los Angeles
- UC Merced
- UC Davis
- Fordham University
- Reed College
- New Hampshire Institute of Art

As of July 2019, the four-year cohort graduation of 96.2%, East College Prep and 100% of enrolled 12th graders at the beginning of 2018-2019 graduated 12th grade.

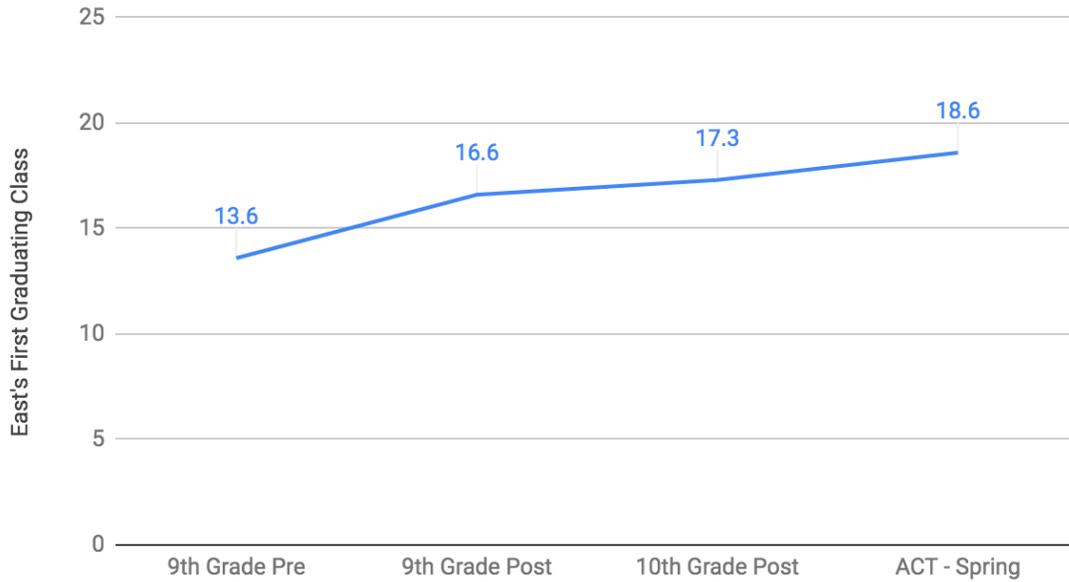
Performance on the ACT

In order to better track student cohort growth over time and to measure proficiency levels with meaningful data teachers can use to differentiate instruction on a continuous basis, we use the ACT suite of assessments. The ACT has long defined college and career readiness as “the acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing, first-year courses at a postsecondary institution without the need for remediation.”¹⁵ Every 9th grader or newly entering student takes a four-part (English, Math, Reading and Science), four-hour ACT benchmark exam during the first week of the school year. The same test is administered at the end of each year, with pre-/post- testing repeated annually. We expect 9th graders to have a minimum composite score of 14 points, 10th - 16, 11th -18.

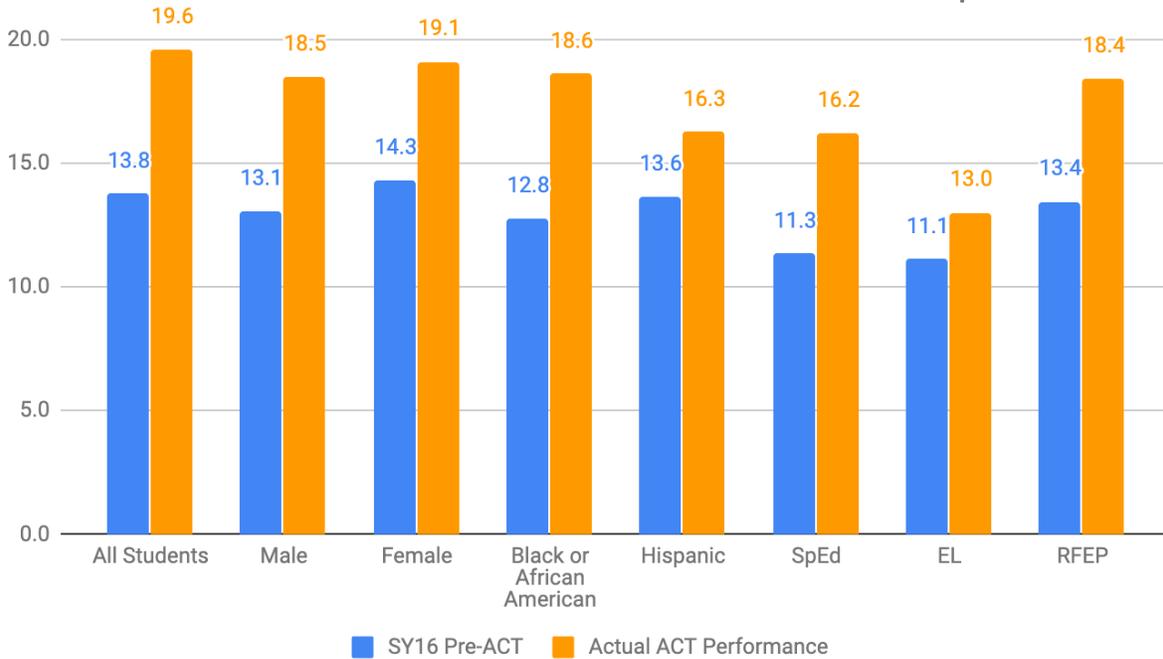
¹⁵ ACT. Retrieved from <https://www.act.org/content/dam/act/unsecured/documents/Plan-CommunicationText.pdf>.

Students have shown tremendous growth during their time at East College Prep. Pre- and Post- ACT data provides nationally normed, valid, and reliable test results, enabling us to measure the growth of our students year over year. East College Prep’s first graduating class of seniors has demonstrated strong growth on the ACT across all subgroups. The Class of 2019 best reflects the success of East College Prep’s educational model.

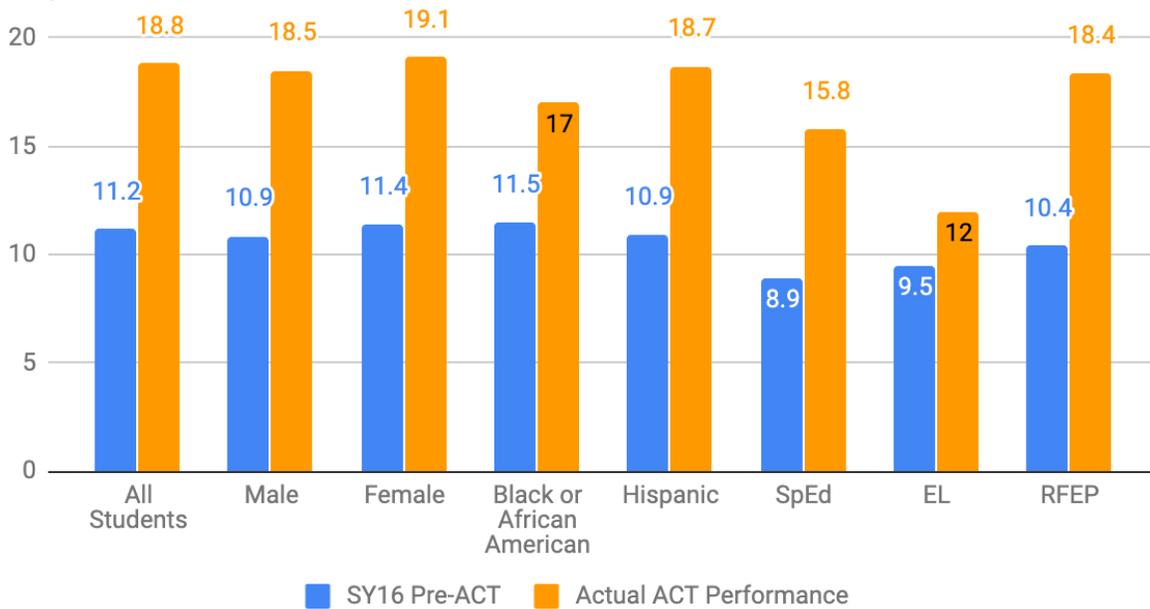
ACT Scores - Class of 2019



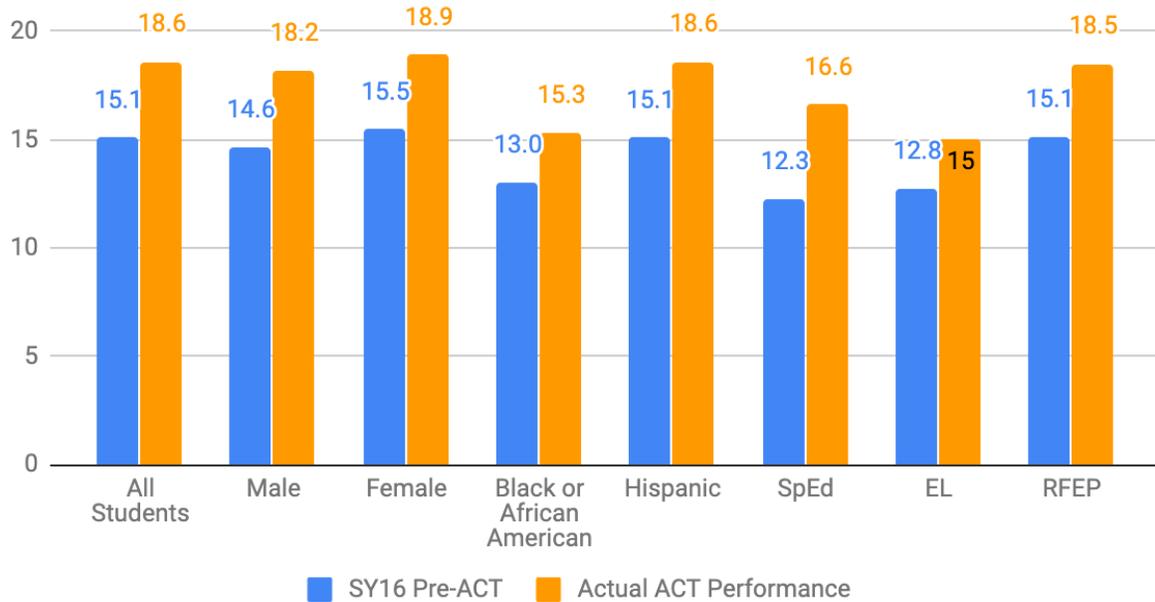
Class of 2019: 9th Grade Pre-ACT - Official 11th Grade Composite ACT



Class of 2019: 9th Grade Pre-ACT - Official 11th Grade ACT English

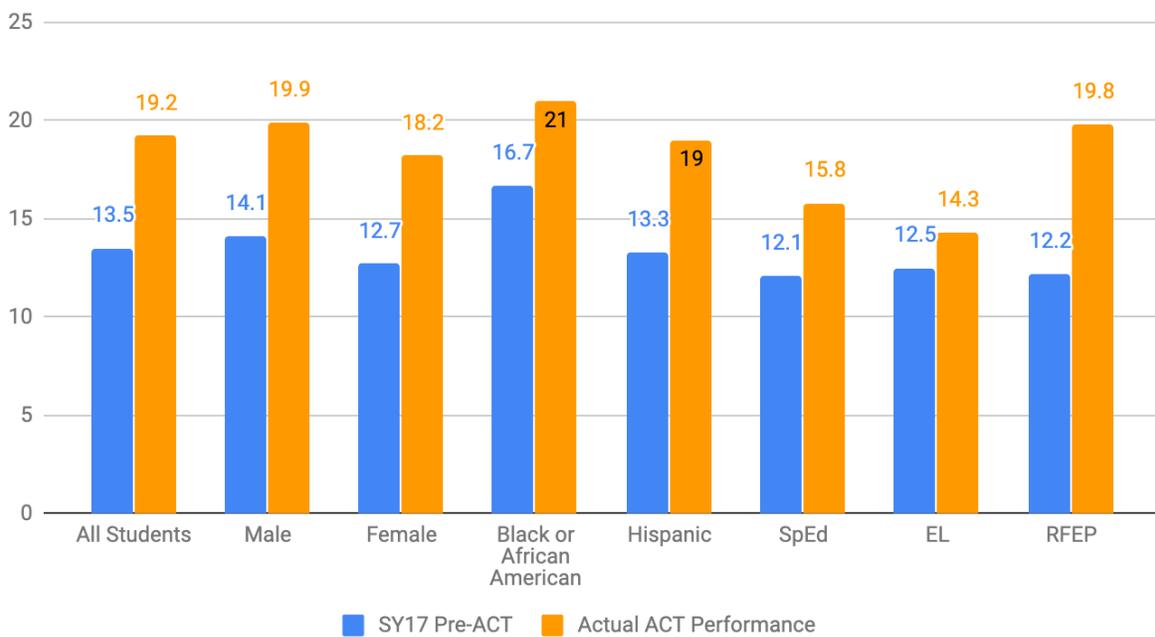


Class of 2019: 9th Grade Pre-ACT - Official 11th Grade ACT Math

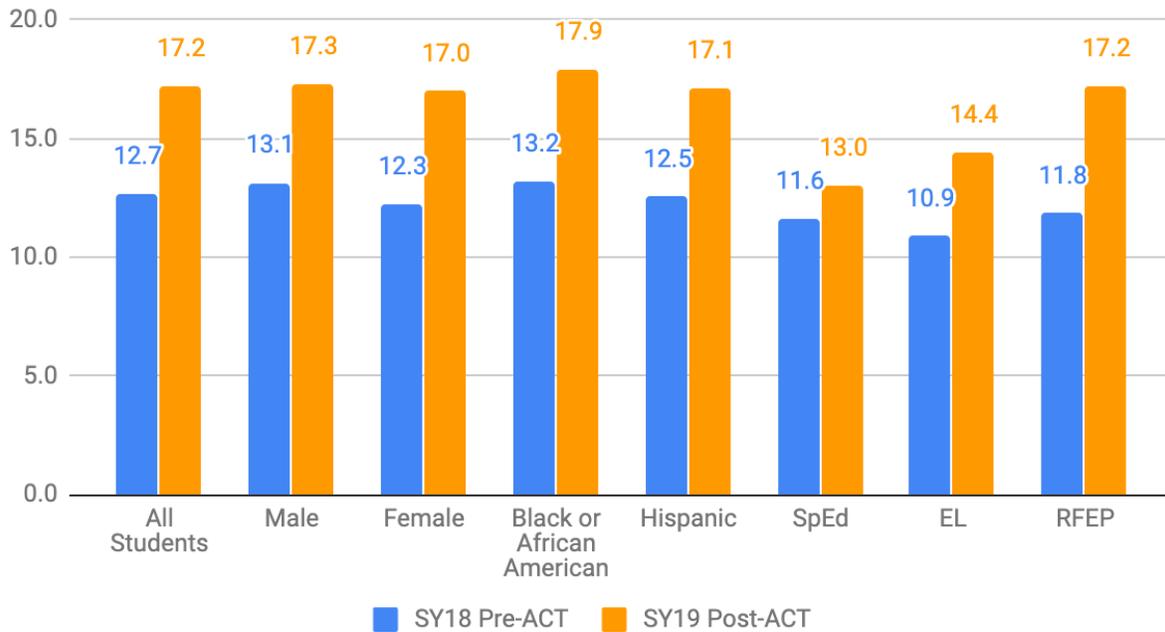


The Class of 2020 and Class of 2021 have also demonstrated material growth on the ACT across subgroups, reinforcing the strength of East College Prep’s academic program. Because students take a Pre-ACT and Post-ACT, we are able to measure growth over the course of each year.

Class of 2020: 9th Grade Pre-ACT - Official 11th Grade ACT Composite

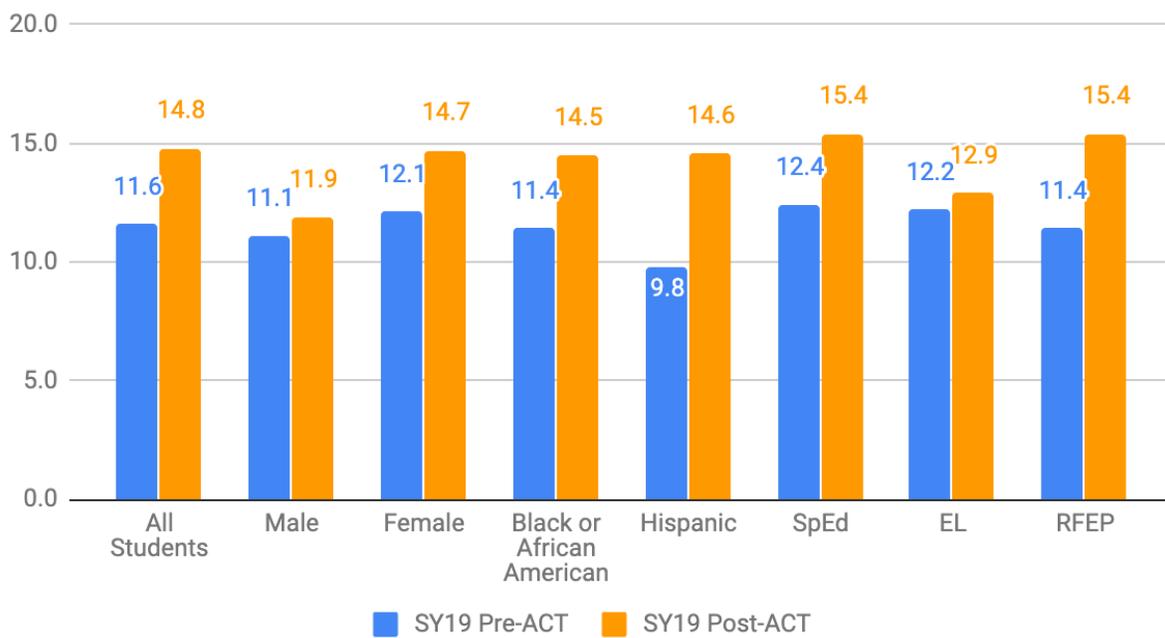


Class of 2021: 9th Grade Pre-ACT - 10th Grade Post-ACT



Even 9th graders had demonstrated increases in ACT scores across all subgroups from the Fall 2018 Pre-ACT to the Post-ACT. We expect to see comparable growth throughout their time at East College Prep.

Class of 2022: 9th Grade Pre-ACT - 9th Grade Post-ACT



SUCCESS OF INNOVATIVE FEATURES OF EDNOVATE'S PROGRAM

East College Prep strives to prepare its students to effect Positive Multigenerational Change using a highly personalized, college-preparatory educational program. East College Prep uses technology in the classroom and strong advisory supports to ensure all of its students are ready to go to and graduate from the best colleges in the country. Fundamental to our model is building a safe and welcoming school culture with high expectations while fostering student autonomy.

Personalized and College-preparatory Education

At East College Prep, we want our students to leave as well-rounded and accomplished scholars that use their college degrees and careers to make a Positive Multigenerational Change. The academic program at East College Prep is designed to prepare students for the rigor of college and emphasizes mastery of academic skills and content through highly personalized learning.

The success of East College Prep's program is best demonstrated by the graduates in the Class of 2019 achieving 100% A-G completion rate and college acceptance rate. Additionally, East College Prep outperforms the Resident Schools Median on both CAASPP ELA and Math. East College Prep also uses annual ACT performance to help assess a student's readiness for college year after year, enabling personalized learning efforts to be more targeted. Teachers have autonomy to customize lessons to best support students' journey toward mastering specific skills. Grades and grade point average (GPA) are also used to communicate mastery to students and families so that students can access additional support as needed.

Unique Leadership Development Opportunities

We believe success in college requires skills beyond classroom academics. The East College Prep experience includes many opportunities to develop well-rounded leadership skills through advisories, weekly town halls, student ambassadors, senior capstone presentations, college trips, and volunteer programs. Advisories and town halls provide students with the opportunity to discuss a variety of topics in depth, as well as participate in a safe space to build understanding of self and others. Senior capstone presentations and visits to college campuses give students a sample of college, helping to set realistic expectations for higher education. To build student engagement around Positive Multigenerational Change, East College Prep includes volunteer and/or community service hours in its program. We believe these opportunities to give back to the community help broaden our students' worldviews and offer a sense of purpose. Students have completed over 5,000 hours of community service to date. This culminates in a Senior Capstone to answer the question "How will I use my skills and passions to meet the world's greatest needs?"

Healthy School Culture

We believe that holding students accountable to high expectations and affirming each other's identity and humanity with dignity, integrity and kindness are mutually interdependent. Fostering this essential teaching and learning environment will require a commitment from staff and students alike to examine how we interact and hold ourselves, each other, and students accountable to these values. We believe it's important that we hold students accountable in a caring manner through our network wide Caring and Accountable culture policy. The staff at East College Prep strives to create a healthy environment that focuses care and attention on the

students. As a result, both student and parent engagement are high: student attendance rates range between 94 – 96% and we consistently see at least 95% parent attendance rates at parent/teacher conferences. We administer quarterly surveys to families and ask questions about their overall school experience and satisfaction. East College Prep families have exceeded our goal of 90% or better Network satisfaction goal, which is on par with the Network average. Students are given a similar survey and East College Prep’s students averaged a 77% satisfaction rate, which is 1% higher than the network average.

Areas for Improvement

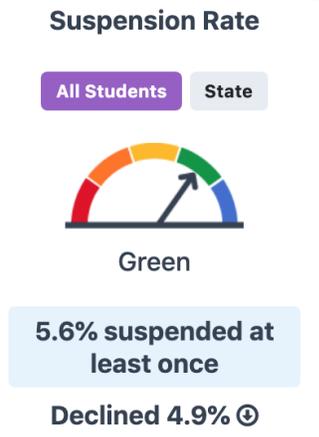
East College Prep is committed to continual improvement and expects its school model to evolve over time. We have especially prioritized a few areas.

Minimizing Suspension Rates

East College Prep has made significant efforts to strengthen its school culture and reduce the number of suspensions. Over the past few years, we have made material improvement in this area, reducing the out-of-school suspension event rate by approximately half from 2016-17 to 2017-18.

	Out-of-School Suspension Event Rate		
	2015-16	2016-17	2017-18
East College Prep	17.5%	13.8%	8.5%
Resident Schools Median¹⁶	0.8%	0.4%	0.2%

On the California School Dashboard, East College Prep has a “green” rating on suspensions, with 5.6% of students suspended at least once, as shown below.



To further reduce suspensions for our student population overall, we take a whole-child approach and try to understand what each student’s circumstances and needs are. We recognize that suspension alone does not yield behavior change and we believe our caring and accountable model holds students to high standards with many opportunities to learn from both positive and negative behaviors, thereby ensuring their long-term success. We have developed and implemented several alternatives to suspensions, which we believe have had a positive impact on all students. These alternatives include, but are not limited to:

¹⁶ Data provided by LAUSD Office of Data and Accountability.

- Alternative Programming
- Behavior Monitoring
- Community Service
- Coordinated Behavior Support Plan
- Counseling
- Interventions such as:
- Mindfulness activities
- More opportunities for cool down breaks
- Utilization of curricular tools (for example, the behavior skills course in Edgenuity) to support behavior change, to teach students healthy behaviors and coping mechanisms
- Parent Suspension in School
- Parent conferences
- Restitution

Overall, we believe the behavior support plans and alternatives to suspension we have put in place contribute to the success and growth of all of our students. We are confident these measures will continue to reduce overall rates of suspension such that it remains below 5%.

Additionally, we regularly review and analyze data from our behavior management tool, Dean's List, and our Student Information System, Illuminate, to identify trends and students who need additional support. We regularly analyze data by different subgroups to identify and address any disproportionalities we see. Our Deans of Culture from across all Ednovate schools also meet regularly to review best practices and collaborate on ways to continue to serve and support students. We believe this intentional data review and analysis also has, and will continue to, fuel decreases in our suspension rates, as it is helping us to intervene and support students proactively.

Long-term English Learners

East College Prep has taken proactive steps to ensure that Long-term English Learners (LTELs) progress and success throughout their time at East College Prep. To that end, we've designated one of our Assistant Principals to develop and track the progress of all ELs, and our LTELs receive weekly small group instruction from our Principal Resident to help develop their speaking, writing, and listening skills.

We analyze their progress on a weekly basis to identify where and how intervention is needed and we personalize what that looks like for each LTEL. Additionally, because the majority of our LTELs also have IEPs, they receive support from our Special Education team and targeted instruction from all teachers and staff.

LTELs are also privy to the differentiated instruction provided to all ELs. Teachers use the English Language Development standards set forth by the California Department of Education to assist in the planning and assessment of the progress of English Learners. Students of limited English proficiency receive the same academic content as those students who are native English speakers, however, primary language support is provided to LTELs. One-on-one coaching is provided to support teachers with this task. Teachers also employ Specially Designed Academic Instruction in English (SDAIE) strategies to enhance their English language development and they organize the subject matter, so it is still grade-level appropriate and academically rigorous.

The use of digital platforms allows teachers to efficiently provide scaffolds or accommodations for English Learners, giving students personalized resources and tasks based on their individual needs.

STUDENT POPULATION TO BE SERVED

East College Prep primarily serves students in grades 9-12 who have traditionally been underserved educationally. This group includes students from low-income families, underrepresented minorities, and English learners. The Charter School aims to serve students living in the Lincoln Heights and Boyle Heights neighborhoods in East Los Angeles where a large percentage of the student population will match one or more of the above criteria. Our numerically significant subgroups are reported below.

2018-19 Enrollment

Subgroup	Enrollment
English Learners	32 (9%)
Students with Disabilities	55 (15%)
Socioeconomically Disadvantaged	314 (87%)
Black / African American	18 (5%)
Hispanic / Latino	327 (91%)
Total	361

U.S. Census data¹⁷ indicates that in the 90033 zip code, 90% of the population identifies as Hispanic/Latino. Another 5% is Asian, and 2% is Black or African-American. Approximately 48% of residents over the age of 25 have a high school diploma (or equivalent certifications), but only 5% have a four-year degree, which is low for the city and county of Los Angeles¹⁸. Approximately 35% of individuals fall below the poverty line.

Many students enroll at East College Prep below grade level proficiency – at times by many grade levels – and they face significant challenges outside of school walls. Ednovate’s model is designed explicitly to serve these students in a rigorous, college preparatory school environment. Elements that are particularly beneficial for students who are likely to be the first generation in their family to graduate from college include: a) a strong school culture; b) a rigorous college preparatory curriculum; c) personalized, highly differentiated instruction that enables self-paced and mastery-based learning and that provides real-time performance data to the student and school staff; d) and a strong data-driven advisory program that empowers students to set and achieve academic and personal goals.

East College Prep anticipates enrollment over the next five years to stabilize at approximately 460 students. Student’s safety is our highest priority. In our new permanent site the maximum occupancy is 460 students. Therefore, we are adjusting our enrollment to match the maximum occupancy and ensure safety of our students.

¹⁷ https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml?src=bkmm

¹⁸ <http://maps.latimes.com/neighborhoods/neighborhood/boyle-heights/>

Enrollment Roll-Out Plan					
Grade	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
9	130	125	125	125	125
10	125	125	125	125	125
11	95	110	110	110	110
12	90	100	100	100	100
Total	440	460	460	460	460

GOALS AND PHILOSOPHY

Mission

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

Vision

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

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

In the vast majority of U.S. schools, instructional content and pedagogy have changed remarkably little relative to the ever-changing 21st century world¹⁹. According to Federica Cornali, “It is widely believed that countries’ social and economic well-being will depend to an ever-greater extent on the quality of their citizens’ education: the emergence of the so-called ‘knowledge society’, the transformation of information and the media, and increasing specialization on the part of organizations all call for high skill profiles and levels of knowledge.”²⁰

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

¹⁹ Serdyukov, P. (2017) "Innovation in education: what works, what doesn't, and what to do about it?" *Journal of Research in Innovative Teaching & Learning*, 10(1), 4-33.

²⁰ Cornali, F. (2012). Effectiveness and efficiency of educational measures: Evaluation practices, indicators and rhetoric. *Sociology Mind*, 2(03), 255.

performance expectations of today's status quo; to make a meaningful impact, these new solutions must also "scale," that is grow large enough, to serve millions of students and teachers or large portions of specific underserved populations."²¹

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

- Evaluate and use information rather than simply memorizing facts. They must develop critical thinking, collaborative work habits, and problem solving and technology skills. This is essential in a world where information is currently estimated to double every 3-5 years, "Simply put, students who are able to think critically are able to solve problems effectively. Merely having knowledge or information is not enough. To be effective in the workplace (and in their personal lives), students must be able to solve problems to make effective decisions; they must be able to think critically."²² This is essential in a world where 2.5 quintillion bytes of data being created each day²³ and where the traditional manufacturing sector is being replaced by a growing service sector and higher-skilled industries.²⁴ The U.S. Labor Department states that a large percentage of the jobs available to our future graduates have not yet been invented.²⁵ Flexibility and the ability to adapt will be essential in the outlook of students stepping into their future. At East College Prep, this type of deep critical thinking and problem solving will be the norm, with technology allowing for more efficient use of student and teacher time and creating space for the high-level thinking and collaboration that takes place through projects and performance tasks.
- Develop a strong comfort working with existing technology, including computers, tablets, phones, software, and the Internet, and have the skills to adapt to new technology as it becomes available. According to Jeremy Shapiro and Shelly Hughes, students must develop information literacy, the "new liberal art that extends from knowing how to use computers and access information to critical reflection on the nature of information itself, its technical infrastructure and its social, culture, and philosophical context and impact."²⁶ The use of technology is a key feature of the school's instructional design and is embedded across all content areas. East College Prep features a 1:1 student:laptop ratio, and students will use technology to access the majority of their coursework. Technology allows for the type of flexible, highly personalized instruction that takes place every day at East College Prep, allowing students to work at their own pace to demonstrate mastery on the standards. In this type of setting, technology use becomes second nature to students.
- Learn and work autonomously in order to independently advance themselves by continuing their education and developing new skills on a lifelong basis.²⁷ East College Prep students will develop the skills to learn and work independently as a result of the school's self-paced instructional model as well as its Advisory structure in which students learn to self-reflect, set goals, and seek out resources as needed.

²¹ Shelton, J. (2011). Education innovation: what it is and why we need more of it. *Education Week*.

²² Snyder, L. G., & Snyder, M. J. (2008). Teaching critical thinking and problem-solving skills. *The Journal of Research in Business Education*, 50(2), 90.

²³ Marr, B. (2018). How Much Data Do We Create Every Day? The Mind Blowing Stats Everyone Should Read. *Forbes*. Retrieved from <https://www.forbes.com/sites/bernardmarr/2018/05/21/how-much-data-do-we-create-every-day-the-mind-blowing-stats-everyone-should-read/#31d74ac060ba>.

²⁴ Buera, F. J., & Kaboski, J. P. (2012). The rise of the service economy. *American Economic Review*, 102(6), 2540-69.

²⁵ United States Department of Labor. Futurework: Trends and Challenges for Work in the 21st Century. Retrieved from <https://www.dol.gov/oasam/programs/history/herman/reports/futurework/report.htm>.

²⁶ Shapiro, J. J., & Hughes, S. K. (1996). Information literacy as a liberal art?. *Educom review*, 31, 31-35.

²⁷ Betts, G. (2004). Fostering autonomous learners through levels of differentiation. *Roepers Review*, 26(4), 190-191.

- Develop not just the academic skills but also the specific mindsets and behaviors needed to be successful college students, employees, and adults.²⁸ For example, David Conley lists four areas of college readiness: cognitive strategies, content knowledge, transition knowledge and skills, and learning skills and techniques.²⁹ To be successful in their rapidly changing environment, students must be entrepreneurial and perseverant, must act with integrity, and must have a sense of joy.
- Learn and practice better exercise and eating habits and build a deeper understanding about personal and public health issues and how they affect their lives. This is vital in light of the fact that for the first time ever in this country, average life expectancy is declining.³⁰
- Appreciate and participate in the arts, discovering the joy and personal power in artistic expression. Such practice is recognized to help develop and sustain curiosity, wonder, and creativity—all essential to developing the mental agility and willingness to adapt in the face of rapidly changing situations. In his book, *Creative Schools*, Sir Ken Robinson notes that when a student’s “curiosity is engaged, they will learn for themselves, from each other, and from any source they can get their hands on.”³¹ Understanding the arts also leads to increased knowledge about the world and its people, enabling them to appreciate the richness and vibrancy of other countries and cultures.³² To this end, all East College Prep students will complete coursework in the Visual and Performing Arts, including participating in periodic performances and/or exhibitions.

HOW LEARNING BEST OCCURS

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

Summary Research Findings and Consequent Program Features

Research Findings	East College Prep Program Features
High-need students respond better in school cultures where there are consistent and high expectations for appropriate behavior, academic achievement, and life goals. ³³	Challenging annual promotion and graduation requirements for all students detailed in Ednovate’s six Annual College Readiness Indicators (ACRIs), defined below.

²⁸ Nagaoka, J., Farrington, C. A., Roderick, M., Allensworth, E., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2013). Readiness for college: The role of noncognitive factors and context. *Voices in Urban Education*, 38, 45-52.

²⁹ Conley, D. (2013). *College and Career Ready and the Common Core: What Everyone Needs to Know*. Portland, OR: Educational Policy Improvement Center.

³⁰ Berstein, L. (2018, November 29). U.S. life expectancy declines again, a dismal trend not seen since World War I. *The Washington Post*. Retrieved from https://www.washingtonpost.com/national/health-science/us-life-expectancy-declines-again-a-dismal-trend-not-seen-since-world-war-i/2018/11/28/ae58bc8c-f28c-11e8-bc79-68604ed88993_story.html?noredirect=on&utm_term=.fda6b6a20aee.

³¹ Robinson, K., & Aronica, L. (2016). *Creative schools: The grassroots revolution that's transforming education*. Penguin books.

³² Fiske, E. (1999). *Champions of Change: The Impact of the Arts on Learning*. Washington, DC: The Arts Education Partnership and The President’s Committee on the Arts and the Humanities. Robinson, K., & Aronica, L. (2016). *Creative schools: The grassroots revolution that's transforming education*. Penguin books.

³³ Brookover, W and Lezotte, L. (1977). *Changes in School Characteristics Coincide with Changes in Student Achievement*. East Lansing: Michigan State University, College of Urban Development. Cotton,

Research Findings	East College Prep Program Features
	Clear rules and consequences through merit/ demerit system
Personalized, mastery-based instruction allows all students to perform at high levels. ³⁴	Innovative personalized learning model that allows for students to receive instruction in an online, self-paced format facilitated by their teachers. Students who need more time or additional support can take the time that they need or access additional explanations and practice online, while students who achieve mastery faster can advance through content as quickly as they are able to.
Increased time on the right instructional task increases academic achievement for at-risk students. ³⁵	A strong commitment to increasing the amount of time spent on task for every student by prioritizing personalized delivery of instruction in varying formats (online, teacher-led, peer collaboration, etc.), eradicating anything that gets in the way of student learning such as inefficient schoolwide procedures, and ensuring “bell to bell” instruction in every classroom every day.
High-need students persist and achieve better in schools where they see themselves as “connected,” i.e., where they identify with and are proud of their affiliation with the school, feel trusted and respected, have positive social interactions with adults and peers, and feel cared for. ³⁶	Students assigned to consistent advisors over 4 years. Culture-building activities, including advisory groups, group projects, sports, and celebrations of achievement and learning.
More selective colleges are much more effective at retaining students, especially	A strong focus on increasing students’ access to more selective colleges by increasing their GPAs and ACT composite scores over four years of high school.

K. (2003). *Principals and Student Achievement: What Research Says*. Alexandria: VA Association for Supervision and Curriculum Development.

³⁴ Bloom, B. (1984). The two-sigma problem: The search for methods of group instruction as effective as one-to-one tutoring. *Educational Researcher*, 13(6), 4-16. Twyman, J. S. (2014). Competency-Based Education: Supporting Personalized Learning. Connect: Making Learning Personal. *Center on Innovations in Learning, Temple University*.

³⁵ Alexander, K, Entwisle, D, Olson, S. (2001). Schools, Achievement and Inequality: A Seasonal Perspective. *Educational Evaluation and Policy Analysis*, 23:171–91. Bloom, D, Haskins, R. (2010). The Future of Children brief: Helping High School Dropouts Improve Their Prospects. Princeton-Brookings. Fisher, C., et al. (1980). Teaching behaviors, academic learning time, and student achievement: An overview. In C. Denham & A. Lieberman (Eds.), *Time to Learn: A review of the beginning*.

³⁶ Karcher, M, Davis, C, Powell, B. (2002). The Effects of Developmental Mentoring on Connectedness and Academic Achievement. *The School Community Journal*, 12(2), 35-50.

Research Findings	East College Prep Program Features
students from underrepresented backgrounds. ³⁷	Full-time College Counselor to support students in identifying their best fit colleges and Alumni Coordinator to support their transition and continued success beyond high school.

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

THE REQUIREMENTS OF EDUCATION CODE § 47605(B)(5)(A)(II)

East College Prep will pursue the following Charter School wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of schoolwide, subgroup and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP), as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the Charter School’s goals as of this petition submission, for all pupils (including statistically significant subgroups) pursuant to California Education Code Section 47605(b)(5)(A)(ii), 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, East College Prep stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions East College Prep anticipates at this point in time.

³⁷ Healey, K, Nagaoka, J, Michelman, V. (2014). The Educational Attainment of Chicago Public Schools Students: A Focus on Four-Year College Degrees. Research Brief. University of Chicago Consortium on Chicago School Research.

LCFF STATE PRIORITIES

GOAL #1

Provide high quality classroom instruction and curriculum that promotes college and career readiness with academic interventions in place to eliminate the barriers to student success.

Related State Priorities:

- 1 4 7
 2 5 8
 3 6

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

100% of low-income students will have access to ACT CCRS/ California State/ ELD/ Next Generation Science standards aligned curriculum that supports our school’s educational program that includes:

- i. Blended learning (online, self-paced) with Canvas, Academic Approach, and Edgenuity
- ii. Project-based learning
- iii. Performance Tasks

100% of teachers will receive training on “Top 5 Teacher Moves” designed to maximize cognitive lift in all students, and how to properly scaffold assignments for our English Learners and Special Needs subgroups to maintain rigor while meeting their needs.

100% of students will be placed in an advisory in which teachers provide extra support for passing classes and for the college application process for low income, EL and foster youth students, many of whom will be first generation college students.

100% of students will be enrolled in courses each year that ensure they are on track to meet or exceed all A-G or Certificate Track requirements before graduation.

To ensure proper scaffolding for English Learners and the additional resources required for low income and foster youth, the school employs additional teachers in order to have small class sizes (30:1). All instructional staff is expected to have a proper credential, and if not available, is assisted with obtaining proper permits to remain in compliance while appropriate credentials/authorizations are granted.

To create a safe atmosphere for our at-risk subgroups, including ELs, foster youth and low-income students, the Dean of Students provides additional supports outside of the classroom, including meeting with students individually, creating personalized behavior improvement plans and working with parents to ensure 100% of students are in an environment that nurtures their success and makes them feel motivated to attend school every day.

The Assistant Principal provides curriculum and behavior supports that allow students in subgroups, including ELs, foster youth and low-income students, to succeed.

100% of teachers receive a professional development series focused on how to provide extra support in the classroom to English Learners, foster youth and low-income students.

100% of English Learner, low income, and foster youth seniors will be accepted into a 4-year college or will be on a stable career path with the guidance of the College Counselor.

The Office Coordinator will monitor and track attendance, chronic absenteeism, truancy, suspensions, and will provide supervision of students, with particular focus on low income and foster youth. The Office Coordinator will identify when students need intervention from school staff and will send letters, make phone calls, and facilitate meetings with students, their families, and school staff, to provide the resources needed to maintain high daily attendance rates for our at-risk students. Attendance is tracked in our SIS, Illuminate, which allows for real-time reporting of daily attendance/truancy/suspensions. The Office Coordinator reacts in real time to contact families and intervene as quickly as possible if needed. The Coordinator also runs a daily report identifying students who have been chronically absent, contacts families via phone and letter, coordinates SARB/SART meetings as needed, and keeps students accountable to agree upon expectations. Aggregate analysis is done on a weekly, monthly, quarterly, and annual basis. Outcomes are reported to the school Principal within those timeframes.

100% of students with enriching learning experiences that included the use of technology and technological devices to access digital tools, and online curriculum.

100% of students will participate in the 1:1 Chromebook program. To ensure low income students' status is never a barrier to a high-quality education, the school will provide Chromebooks at a ratio of 1:1. A tech liaison at the school site will manage and maintain the Chromebook program.

Hapara, Rosetta Stone, and Mongoose programs will be used as instruments to better support the needs of low income and foster youth, special needs and English Learner students.

Expected Annual Measurable Outcomes

Outcome #1: 100% of students will have access to ACT College and Career Readiness Standards (CCRS), Common Core standards, and aligned instructional materials.

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

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	* ³⁸	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*

³⁸ Asterisks (*) indicate that the subgroup is not numerically significant at this time.

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

Outcome #2: 100% of students, with the exception of students who are on a different track according to their IEPs, are taking and passing standards - aligned courses that satisfy the UC/ CSU A-G entrance requirements including all core subjects in addition to: World Language, Visual and Performing Arts, Physical Education, and College Readiness.

Metric/Method for Measuring: Percentage of students passing standards-aligned courses that satisfy the UC/ CSU A-G entrance requirements.

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Maintain >94% ADA.

Metric/Method for Measuring: ADA calculated by attendance records maintained in the SIS.

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	94%	94%	94.5%	95%	95%	95%
English Learners	94%	94%	94.5%	95%	95%	95%
Socioecon. Disadv./Low Income Students	94%	94%	94.5%	95%	95%	95%
Foster Youth	*	*	*	*	*	*

Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	94%	94%	94.5%	95%	95%	95%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Provide 1:1 Chromebook program that enables access to all curriculum for all students.

Metric/Method for Measuring: Ratio of Chromebooks to number of students enrolled.

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	1:1	1:1	1:1	1:1	1:1	1:1
English Learners	1:1	1:1	1:1	1:1	1:1	1:1
Socioecon. Disadv./Low Income Students	1:1	1:1	1:1	1:1	1:1	1:1
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	1:1	1:1	1:1	1:1	1:1	1:1
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #2	
Engage parents as partners through education, communication, and collaboration to provide students with a safe, welcoming and inclusive, positive learning environment to ensure students are in class ready to learn.	Related State Priorities: <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
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal

Positive school culture will be achieved through the implementation of the Tiered Behavior System. Students will earn merits for exuding positive behaviors and exemplifying the school's core values, which come with public recognition, prizes, and raffles. Students will earn demerits by not meeting our shared expectations; demerits will be given respectfully and discreetly, and will be accompanied by a moment of behavior coaching and reflection from a staff member.

The student handbook will be revised to include more alternatives to suspension. To reduce the suspension rates for our low income and special needs students, the Assistant Principal will devote a significant amount of time (approximately 25%) to identifying the causes of high rates for these subgroups, develop resources, and meet with students and their families. Additional counsel and accountability will be provided by a formal Performance Indicator Review team composed of school staff, network support, and an LAUSD SELPA representative.

To reduce suspensions for our at-risk students and our student population overall, we take a whole-child approach and try to understand what each student's circumstances and needs are. We recognize that suspension alone does not yield behavior change and we believe our caring and accountable model holds students to high standards with many opportunities to learn from both positive and negative behaviors, thereby ensuring their long term success. We have developed and implemented several alternatives to suspensions which we believe have had a positive impact on all students. These alternatives include, but are not limited to:

- Alternative Programming
- Behavior Monitoring
- Community Service
- Coordinated Behavior Support Plan
- Counseling
- Interventions such as:
 - Mindfulness activities
 - More opportunities for cool down breaks
 - Utilization of curricular tools (for example, the behavior skills course in Edgenuity) to support behavior change, to teach students healthy behaviors and coping mechanisms
- Parent Suspension in School
- Parent conferences
- Restitution

Overall, we believe the behavior support plans and alternatives to suspension we have put in place contribute to the success and growth of all of our students. We are confident these measures will continue to decrease any disparities in our Black or African American population and to further reduce overall rates of suspension such that it remains below 5%. Additionally, we regularly review and analyze data from our behavior management tool, Dean's List, and our Student Information System, Illuminate, to identify trends and students who need additional support. We regularly analyze data by different subgroups to identify and address any disproportionalities we see. Our Deans of Culture from across all five Ednovate schools also meet regularly to review best practices and collaborate on ways to continue to serve and support

students. We believe this intentional data review and analysis also has, and will continue to, fuel decreases in our suspension rates, as it is helping us to intervene and support students proactively.

To further promote a positive learning culture and provide opportunities for engagement and involvement for our at-risk students (low income, foster youth, English Learners, and Special Needs), the school hosted or created several student activities, field trips, and after school clubs/sports.

The school will maintain a safe learning environment for our students by investing in full-time janitorial services, and facilities repairs/ maintenance.

Additionally, the Principal and all teachers will devote a significant amount of time (about 10% of total time) to managing behavior for the benefit of our at-risk students (low income, foster youth, and EL), and all students, and providing guidance or mediation as needed.

Further supports for these students are provided through after school tutoring, coaching, and credit recovery periods at the end of each quarter.

The school will host the following events, organized and lead by the Principal, Assistant Principal and the Office Team, for parents to be involved in the school and give input on decisions:

- i. Report cards pick-ups (parent-teacher conferences) will take place 4 times/year
- ii. The school will host monthly Coffee with the Principal to address schoolwide topics including but not limited to issues generate by parent requests, LCAP and character development.
- iii. The school will organize and promote SSC meetings to address the school’s Title I program and the academic support programs to increase ELA & Math student academic achievement.
- iv. The Parent Advisory Committees are composed of parents who work in a support capacity with the Principal and Parent Engagement Coordinator. The purpose of the PAC is for all members to work together to enhance student learning and development, and to enrich the educational experience of all students by increasing family and community involvement through strong working relationships among parents, teachers and schools. This can include recruiting and coordinating volunteers, providing special recognition in awards ceremonies or through other activities, organizing parent education events, planning teacher appreciation activities, fundraising and much more.
- v. The school will host English Language Advisory Committee (ELAC) meetings to address the school’s ELL Program. ELAC addresses the ELD program and develops methods to support ELL students.
- vi. Parents will have access to Illuminate to check on student progress.
- vii. The school will use translation services to better serve ELL students and Spanish- speaking families.

Expected Annual Measurable Outcomes

Outcome #1: Maintain suspension rates <10%.

Metric/Method for Measuring: Suspension rates.

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	<10%	<5%	<5%	<5%	<5%	<5%
English Learners	<10%	<5%	<5%	<5%	<5%	<5%
Socioecon. Disadv./Low Income Students	<10%	<5%	<5%	<5%	<5%	<5%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	<10%	<5%	<5%	<5%	<5%	<5%
African American Students	*	*	*	*	*	*

American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	<10%	<5%	<5%	<5%	<5%	<5%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: At least 80% of student respondents will agree that the school provides a safe learning environment as measured in the quarterly student survey.

Metric/Method for Measuring: Percentage of student respondents who agree or strongly agree with the statements on the survey.

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	70%	70%	75%	80%	80%	80%
English Learners	70%	70%	75%	80%	80%	80%
Socioecon. Disadv./Low Income Students	70%	70%	75%	80%	80%	80%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	70%	70%	75%	80%	80%	80%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	70%	70%	75%	80%	80%	80%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: At least 80% of parent respondents will be satisfied with the school's program as measured in the quarterly parent surveys.

Metric/Method for Measuring: Percentage of parent respondents who agree or strongly agree with the statements on the survey.

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	70%	70%	75%	80%	80%	80%
English Learners	70%	70%	75%	80%	80%	80%
Socioecon. Disadv./Low Income Students	70%	70%	75%	80%	80%	80%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	70%	70%	75%	80%	80%	80%

African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	70%	70%	75%	80%	80%	80%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #3	
Develop an infrastructure for ongoing analysis of data including: student achievement, performance data, and demographics to measure program efficacy and ensure maximization of physical, human, and fiscal resources.	Related State Priorities: <input checked="" type="checkbox"/> 1 <input checked="" 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
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal
<p>100% of low-income students will have access to ACT CCRS/ California State/ ELD/ Next Generation Science standards aligned curriculum that supports our school’s educational program that includes:</p> <ul style="list-style-type: none"> iv. Blended learning (online, self-paced) with Canvas, Academic Approach, and Edgenuity v. Project-based learning vi. Performance Tasks <p>100% of teachers will receive training on “Top 5 Teacher Moves” designed to maximize cognitive lift in all students, and how to properly scaffold assignments for our English Learners and Special Needs subgroups to maintain rigor while meeting their needs.</p> <p>100% of students will be placed in an advisory in which teachers provide extra support for passing classes and for the college application process for low income, EL and foster youth students, many of whom will be first generation college students.</p> <p>Assessments: The ACT will be used as a summative assessment for all students to measure student progress in addition to monitoring and measuring growth targets. The school will use results to measure program efficacy. Quarterly interim assessments, aligned to the ACT, will be given as a formative assessment to monitor student progress. In addition, the school’s Administrative Team, in collaboration with teachers, will disaggregate, review, analyze and monitor assessment results to inform and improve instructional practice, identify each student’s areas of strength; and growth. An ACT boot camp is held each year to provide additional support in student preparation for the exam.</p>

100% of English Learners will participate in an effective English Language acquisition program that affords them meaningful access to the school’s academic core curriculum. Our Network Credentialing Team will ensure teachers delivering the instruction are appropriately credentialed and possess English Learner Authorization. Students will be assessed and monitored closely to ensure EL growth targets and measurable outcomes are met. Within the classroom setting, teachers use the specifically designed academic instruction in English (SDAIE) approach to teach academic content with additional scaffolding, so students can access the content. The Assistant Principal dedicates time to routinely test students, monitor progress, and design PD in response to the needs of the EL population.

Expected Annual Measurable Outcomes

Outcome #1: 70% of students will meet or exceed the benchmark scores for the ELA CAASPP Assessment. 30% of students will meet or exceed the benchmark scores for the Math CAASPP Assessment.

Metric/Method for Measuring: CAASPP

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	65% ELA 35% Math	70% ELA 30% Math	70% ELA 30% Math	70% ELA 30% Math	70% ELA 30% Math	70% ELA 30% Math
English Learners	n/a	70% ELA 30% Math	70% ELA 30% Math	70% ELA 30% Math	70% ELA 30% Math	70% ELA 30% Math
Socioecon. Disadv./Low Income Students	52% ELA 31% Math	70% ELA 30% Math	70% ELA 30% Math	70% ELA 30% Math	70% ELA 30% Math	70% ELA 30% Math
Foster Youth	*	*	*	*	*	*
Students with Disabilities	40% ELA 7% Math	70% ELA 30% Math	70% ELA 30% Math	70% ELA 30% Math	70% ELA 30% Math	70% ELA 30% Math
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	65% ELA	65% ELA	67% ELA	68% ELA	69% ELA	70% ELA

	35% Math	30% Math	32% Math	33% Math	34% Math	35% Math
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: 80% of students will meet or exceed grade level ACT benchmarks as an indicator of college preparedness. Benchmarks:

- 9th Grade: 14
- 10th Grade: 16
- 11th Grade: 18
- 12th Grade: 21

Metric/Method for Measuring: ACT

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	50%	60%	65%	70%	75%	80%
English Learners	50%	60%	65%	70%	75%	80%
Socioecon. Disadv./Low Income Students	50%	60%	65%	70%	75%	80%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	50%	60%	65%	70%	75%	80%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	50%	60%	65%	70%	75%	80%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Maintain 20% annual ELPAC reclassification rate.

Metric/Method for Measuring: ELPAC reclassification rate.

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	15%	16%	17%	18%	19%	20%
English Learners	15%	16%	17%	18%	19%	20%
Socioecon. Disadv./Low Income Students	15%	16%	17%	18%	19%	20%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	15%	16%	17%	18%	19%	20%
African American Students	*	*	*	*	*	*

American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	15%	16%	17%	18%	19%	20%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

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

The goals and objectives of East College Prep are the following:

- GOAL: To prepare students for successful college or career experiences
 - **Objective:** Develop core academic competencies, enriched by real world application
 - **Objective:** Develop critical thinking and problem-solving skills
 - **Objective:** Develop students' ability to work and learn autonomously with success
 - **Objective:** Develop students' non-cognitive skills needed to thrive and persist in college and beyond

- GOAL: To provide a personalized, self-paced learning experience for every student
 - **Objective:** Meet students' individual learning needs through strong differentiation and online, self-paced instruction and monitoring of learning with real-time data and feedback
 - **Objective:** Provide an appropriate level of challenge needed to engage student interest and maximize learning
 - **Objective:** Make instructional and programmatic decisions grounded in real-time student achievement data
 - **Objective:** Ensure that students feel connected to other students and to supportive adults and, where needed, provide counseling and other non-academic supports

- GOAL: To increase the amount of time spent engaged in rigorous academic work in the school year
 - **Objective:** Provide challenging core content
 - **Objective:** Create a caring and accountable discipline system with clear expectations for student behavior
 - **Objective:** Leverage technology and innovation to increase the percentage of time that students are actively thinking and working in each class period.

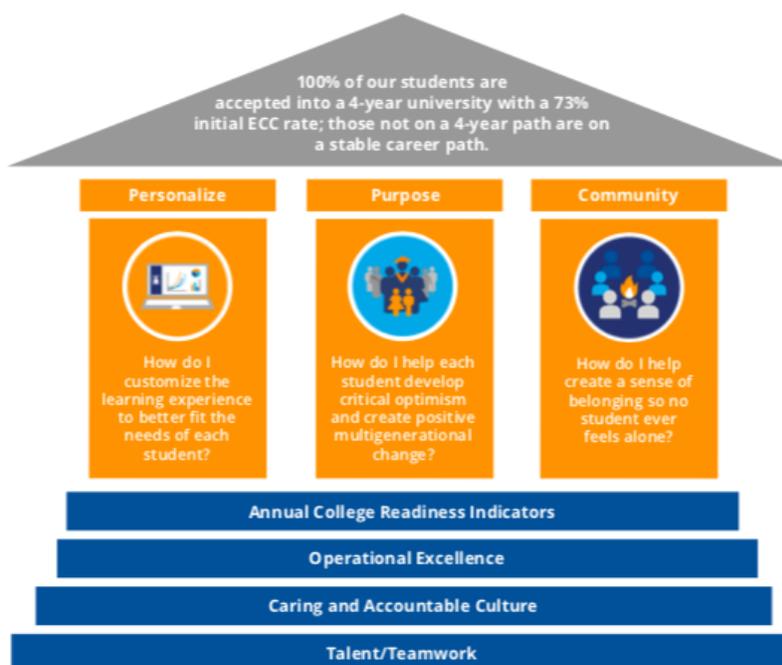
Consistent with the California Charter Schools Act, these combined goals enable all students to become **self-motivated, competent, and lifelong learners**. Strong academic preparation aimed at career and college readiness gives students a foundation to continue learning over a lifetime. In addition to the academic skills that students will develop through East College Prep's program, students also will develop the skills to manage their time, plan ahead, monitor their own progress, persist through challenges, and seek additional resources when necessary; these are all skills that will aid them in becoming self-motivated, competent, lifelong learners.

INSTRUCTIONAL DESIGN

Curricular and Instructional Design of the Education Program: Key Educational Theories and Research

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

Ednovate uses the “Parthenon” graphic below as a symbol to visual the key tenets of our model. First, there is our over-arching goal towards which all staff at all levels work to effect Positive Multigenerational Change (PMC): 100% of our students will be accepted into a selective 4-year university, with 90% persisting into their sophomore year or on a stable career path.



As the foundation of this work (the blue steps), across all Ednovate schools we employ consistent practices including: a focus on talent and a commitment to teamwork with intensive and personalized professional development, coaching and structured collaboration; a caring and accountable school culture that is consistent and transparent; operational excellence; and our six Annual College Readiness Indicators (ACRIs), a whole student measure for college success (mastery, college rigor, self-regulation, presence, purpose, and critical thinking).

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

Personalization: Ednovate believes that we can significantly advance the academic proficiency and depth of learning in educationally disadvantaged students through a mastery-based college prep curriculum that integrates technology to personalize the learning experience. Research indicates that “the average student who receives one-to-one, mastery-based instruction performs at the same level as the top 2% of students who receive traditional group instruction.”³⁹ We replicate that tutoring-like experience by putting technology at the center of teachers, students, and curriculum to provide every student with a truly personalized education.

All curricula are aligned to California Common Core State Standards (CCSS) and ACT’s College and Career Readiness Standards (CCRS). Classes are designed to not only meet A-G requirements but also be rigorous enough to prepare students for the classes they will take at the university level. Teachers will build in appropriate scaffolds into their curriculum and instruction to ensure that all learners are able to be successful with rigorous work. Using the ACT as our primary measure of student growth allows us to make comparisons from year to year, as well as to other schools, districts, and states. The ACT is a nationally normed test with decades of historical data, and we know that colleges and universities use ACT scores in part to determine student entrance. As long as colleges and universities continue to heavily weigh ACT scores in their admissions process, the CCRS will continue to be the “North Star” guiding our instruction.

Blended Learning: The core academic curriculum at East College Prep is delivered through a combination of online coursework, which students complete through teacher-created “modules” via an online learning platform, Canvas, with support from their teachers, as well as more traditional, offline coursework. Class time is structured to deliver curricula in varying ways, personalized based on students’ needs, to ensure mastery of content. Students will work independently or in strategic grouping arrangements (designated by their teachers) on self-guided lessons created and curated by their teachers to meet quarterly objectives. Students have control over the pace at which they work as long as they are meeting a minimum expected pace established by the teacher to meet quarterly objectives. Students who are able to move quickly through lessons are able to do so and then either move on to the next lesson or complete enrichment activities; students who need to work more slowly are able to get the support they need, reviewing content from earlier in the lesson or pressing “pause” on a video to practice another problem. Teachers serve as facilitators and coaches, providing support to all students throughout the lesson or implementing interventions as needed. As students work online individually and collaboratively, teachers meet with small groups and one-on-one to provide direct instruction and targeted support.

In many of its many forms, hybrid/blended learning is a rapidly growing option for students in U.S. K-12 schools.⁴⁰ “Online learning is sweeping across America. In the year

³⁹ Childress, S. (2013). How Instructional Technologies Can Help Personalize Learning. *CIO Review*, December 2013. Retrieved from <https://www.cioreview.com/magazine/How-Instructional-Technologies-Can-Help-Personalize-Learning-NOLX549643809.html>.

⁴⁰ Picciano, A., Seaman, J. (2007). K-12 Online Learning: A Survey of U.S. School District Administrators. Newburyport, MA: Sloan Consortium. Tucker, B. (2007). Laboratories of Reform: Virtual High Schools and Innovation in Public Education. Washington, DC: Education Sector Reports. Watson, J., & Gemin, B. (2008). Using Online Learning for At-Risk Students and Credit Recovery. Promising Practices in Online Learning. *North American Council for Online Learning*. Watson, J. (2008). Blended Learning: The

2000, roughly 45,000 K–12 students took an online course. In 2009, more than 3 million K–12 students did. What was originally a distance learning phenomenon no longer is. Most of the growth is occurring in blended-learning environments, in which students learn online in an adult-supervised environment at least part of the time.”⁴¹ In some instances, online learning has been shown more effective than face-to-face traditional instruction. One specific example is the Means study, conducted by the U.S. Department of Education that looked at differences between online and traditional face-to-face learning in 50 different cases. The primary findings of the study showed that “classes with online learning (whether taught completely online or blended) on average produce stronger student learning outcomes than did classes with solely face-to-face instruction.”⁴²

We know that every student is different. We thus work to create a customized learning experience that capitalizes on each individual student’s strengths and interests, leaving behind a one-size-fits-all approach.

Our blended model is thus defined by the following characteristics:

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

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

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

Convergence of Online and Face-to-Face Education. Promising Practices in Online Learning. *North American Council for Online Learning*.

⁴¹ Horn, M. B., & Staker, H. (2011). The rise of K-12 blended learning. *Innosight institute*, 5.

⁴² Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2009). Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies.

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

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

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

Additionally, students, teachers, and parents will have access to real-time academic data through the use of East College Prep's SIS, Illuminate and Schoolgirl. All of these systems allow teachers to easily view and analyze student achievement data across the whole school, within a single grade level or advisory, or even for an individual student. With that information, teachers can make data-driven curricular decisions and differentiate based on the needs of individual students.

Schoolzilla provides a quick, easy-to-read snapshot of schoolwide progress in each area, allowing teachers and staff to observe trends across the school or grade level. All staff members view this data at least weekly. Teachers are able to drill down to the individual student level to see a student's progress in each of the areas we have defined as our Annual College Readiness Indicators. Schoolzilla updates nightly so nearly real-time data can be used for decision-making at every level from schoolwide policies to individual students' daily academic and behavior goals.

In addition to the schoolwide scoreboard, teachers utilize data from each of the network-wide interim assessments to make instructional decisions in their classrooms. Diagnostic and interim assessment information will allow teachers to know what content has been mastered and what needs to be reviewed, which students require intervention and in what areas, and which instructional strategies have been most effective in leading students to standards mastery.

East College Prep teachers know that a one-size-fits-all education is no longer enough to prepare students for the rigors of college; therefore, differentiated instruction must be implemented in the classroom with fidelity. "To differentiate instruction is to recognize students varying background knowledge, readiness, language, preferences in learning,

interests, and to react responsively.”⁴³ Online or offline, lessons are differentiated to challenge students performing at all levels and to meet the needs of students who learn best in different ways, so all students can demonstrate mastery on the standards.

Intervention: A focus on continuous improvement is extremely important for schools like East College Prep, where many students come in with academic skills that are below grade level. Reeves (2003) notes that frequent monitoring of student progress, coupled with providing students with multiple opportunities to improve performance are essential elements in effective schools that serve at-risk populations.⁴⁴ East College Prep will implement a Multi-Tiered System of Support (MTSS) to support student learning and mastery of grade level standards. MTSS is an evidence-based model that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention are delivered to students in varying intensities (multiple tiers) based on student need. Students that struggle to achieve mastery will receive targeted assistance from instructional and support staff and are provided with multiple opportunities to improve their performance and master content. (See section on Students with Special Needs, below, for more details about intervention and support.)

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

Given East College Prep’s focus on personalization, students will have access to different learning spaces for different types of learning. At its most basic level, this could look like arranging different desk configurations in a classroom to allow for independent work or group work or purchasing furniture that can be easily moved to allow for different configurations.⁴⁵ The permanent facility East College Prep is moving into in 2020 is designed with this in mind – the building will reflect the school’s value of personalization.

Purpose: Ednovate believes that if students develop a deep, personal sense of purpose, they will be more likely to graduate from college and excel in the career of their choice. We push our students to uncover and fulfill their purpose as agents of social change, co-creators of knowledge, innovators, critical thinkers and problem solvers. Each quarter in each of their core classes at East College Prep, students will complete performance tasks or PMC Journeys designed to extend and authenticate their core academic activities.

Project-Based Learning: Project-based learning stems from research that demonstrates that students learn most effectively by working on and solving real-world challenges. (Barron & Darling-Hammond, 2008; Thomas, 2000)⁴⁶ As Stephanie Bell notes in her

⁴³ Hall, T. (2002). Differentiated instruction. *Wakefield, MA: National Center on.*

⁴⁴ Reeves, D. B. (2003). High performance in high poverty schools: 90/90/90 and beyond.

⁴⁵ Higgins, S., Hall, E., Wall, K., Woolner, P., & McCaughey, C. (2005). The impact of school environments: A literature review. *London: Design Council.*

⁴⁶ Barron, B., & Darling-Hammond, L. (2008). Teaching for Meaningful Learning: A Review of Research on Inquiry-Based and Cooperative Learning. Book Excerpt. *George Lucas Educational Foundation.*
Thomas, J. W. (2000). A review of research on project-based learning.

essay, “Project-Based Learning for the 21st Century: Skills for the Future, “Students drive their own learning through inquiry, as well as work collaboratively to research and create projects that reflect their knowledge. From gleaned new, viable technology skills, to becoming proficient communicators and advanced problem solvers, students benefit from this approach to instruction.”⁴⁷ Students will work in partners or groups to apply what they are learning to real-life applications with the teacher serving more as a coach or facilitator. Projects usually culminate in a presentation. East College Prep’s performance tasks are aligned to the school’s mission of Positive Multigenerational Change and allow students to explore their own passions and interests, resulting in not only positive academic outcomes but also high student engagement. East College Prep students are required to complete quarterly performance tasks in each course designed to extend and authenticate their core academic activities. Projects will have oral and written components and will correspond to the four annual themes. The four grade level themes give teachers a framework for helping students understand the impact they can have on their community, nation, and world. Performance tasks or PMC Journeys are written to help students understand the world they live in through the themes.

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

Examples of performance tasks could include exploring the History of your Family through ethnographic research in Humanities/English, developing a personal training plan for a peer in Health/Fitness, and creating podcasts or blog posts to debunk myths about race in Biology.

These themes allow students to further explore our school’s mission of creating a Positive Multigenerational Change (PMC). Through thematic projects, East College Prep aims to give students a deep sense of purpose and inspire them to make a beneficial contribution to their communities. Projects are embedded in students’ course requirements.

One example of a Performance Task a teacher may assign in 10th Grade is a Community Engagement project. Students would be given a GRASPS (Goal, Role, Audience, Situation, Product, and Standards for Criteria of Success) in order to present the outline of the project. In this example, the Goal is for students to collaboratively identify an area of need in their community. Students then work on a proposed solution to that problem, plan, take action and carry out the steps to help solve the area of need they identify. The Role would be one of the following, with each group having at least one person doing each: Lead Project Designer is the point person in charge of overseeing the project; Marketing & Advertising is in charge of advertising the campaign’s efforts; Design Team is in charge of building, constructing, or creating any needed materials; Community Liaison coordinates any outside partners students choose to work with (clubs, churches,

⁴⁷ Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. *The Clearing House*, 83(2), 39-43.

etc.). The Audience would be outlined as the community that is impacted by the sort of engagement the student groups decide to do. This could be a certain age group, street, portion of a city, etc. The Situation in this project is crucial: students are all valued members of the community, entrusted to create something with a long-lasting positive impact. Each student group will have two Products: their event itself, and their reflection after. They would then be graded by Criteria for Success on their oral presentation, written work, as well as the success of their community outreach event itself.

PMC Hours: Students at East College Prep engage in community-based experiences that are tied to their passion/career goals by completing PMC Hours. Students also need to complete a minimum of 10 hours in a volunteer capacity throughout the school year. If hours are not completed during the school year, students may make them up during the summer. These can be filled through community service or internship hours and are a demonstration of career/passion exploration and/or service to the community. We call these Positive Multigenerational Change hours, for students to begin to make their world a better place.

Through performance tasks, and through their annual PMC community service or work-based hours in the “real world,” students will begin to answer this question, typically posed as a capstone or senior thesis project: *“How will you use your college degrees and careers to make a Positive Multigenerational Change?”*

Comprehensive college counseling starts in 11th grade with at least one full-time College Counselor. Counselors will lead a College Readiness course required for all 12th graders, during which time they will receive detailed and personalized assistance in completing college applications, essays and financial aid applications. After completing the application and financial aid process in the required College Readiness course, the focus will shift to being prepared to succeed in college, with “life skills” lessons and in such things as managing personal finances, time management, and identity/social-emotional work to support the transition to environments with people who come from very different backgrounds and circumstances.

College workshops will be held for parents of juniors and seniors, and students in every grade will participate in college visits annually. At East College Prep, students have visited USC, UCLA, UC Irvine, Cal Poly Pomona, Stanford University, SF State University, UC Berkeley, and UC Merced, among others.

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

Community: Ednovate believes that students are driven to be successful in school by relationships: their relationships with each other, their family members, and supportive adults at school. Thus, structures are put in place to ensure that all students are able to build strong, safe relationships with at least one adult on campus and with their peers, anchored by our Advisory program.

Advisory: Our students meet in their Advisory twice daily (beginning and end of the day), with the same Advisor for all four years (where possible), helping them develop a relationship with an adult mentor who knows the goals and dreams of individual students, as well as a consistent set of peers who they foster a strong sense of community alongside. Students receive one-on-one academic, attendance, behavioral, and fitness support from their Advisor. Advisory ensures that no student falls through the cracks and that 100% of students have an on-site adult serving as a counselor and mentor to make sure that they remain in good standing and are on track to graduate. Advisory is designed to build strong relationships between classmates, their advisor, and other students in their advisory. The advisor's role is to support his/her advisees throughout their path to graduation in a variety of ways, including:

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

Advisory serves as a home base, where students form a tight-knit support network that lasts throughout high school. By thoughtfully and strategically scaffolding the level of autonomy students have from the beginning of their tenure to the end, East College Prep strives to help students develop the habits and skills they will need to be successful college students. Through the self-paced learning aspect of the instructional program, students learn to manage their time, plan ahead, monitor their own progress, persist through challenges, and seek additional resources when necessary, all skills that will aid them in their path through college. This is seen through the self-paced modules, the online courses as well as the flexible study hall periods.

Social Learning: East College Prep students have frequent opportunities to learn with and from one another formally and informally through group work and partner work, class discussions, community service, and projects. With scaffolded independence over time, students learn to work productively with their peers without requiring facilitation on the part of the teacher. When East College Prep moves into its permanent space in 2020, the physical space will be conducive to this type of learning as students will be able to flow into and out of various types of learning spaces depending on the type of task at hand. East College Prep also offers a number of clubs, field trips and extracurricular activities based on both curricula being taught and student interest.



TEAMWORK

We trust and care for each other, hold each other accountable, and work toward collective results.



JOY

We express gratitude and have fun in pursuit of our mission.



INTEGRITY

We have consistency between our values and actions.



MASTERY

We strive for quality and constantly seek to improve upon our results.



ENTREPRE-NEURIAL SPIRIT

We see the reality of situations and remain optimistic that we will find creative solutions.

Our culture system values and respects students’ cultural identities and affirms their personal development. Ednovate uses culturally relevant instruction across all schools, grades and subjects, with comprehensive Professional Development provided to faculty each year. Research shows that this tends to be important for the success of African American and Latino students, which are the largest groups we serve. Culturally relevant instruction includes – but also goes beyond – things like using real world role models, cultural connections to what is being studied, acknowledgement and respect for dialect alongside instruction in Standard English, and awareness to avoid stereotypes and bias in curriculum content and materials.⁴⁸

We recognize students for exemplifying our school values with daily merits, quarterly award ceremonies, and perks such as dress-down days. These mindsets are embodied by teachers, encouraged by leadership, interwoven into everything on campus, and are taught both explicitly and implicitly. East College Prep has at least one full-time counselor that will offer 1:1 and group counseling, peer mediation, grief and crisis counseling, as well as referrals to outside partners that support our families.

CURRICULUM AND INSTRUCTION

To ensure that all students can be accepted to a four-year university, every academic course offered at East College Prep is aligned to California’s A-G requirements. The East College Prep curriculum is be guided by state and national standards. All curriculum and instruction implemented at East College Prep will meet and exceeds the academic content standards of the CA CCSS, Next Generation Science Standards, CA ELA/ELD standards, and CA standards in History/Social Science. The guiding principles from the *Curriculum Frameworks for California Public Schools: Kindergarten through Grade Twelve* are incorporated by each of the core content areas. In addition,

⁴⁸ See, e.g., Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory Into Practice*, 34(3), 159-165; Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American educational research journal*, 32(3), 465-491; Brown-Jeffy, S., & Cooper, J. E. (2011). Toward a conceptual framework of culturally relevant pedagogy: An overview of the conceptual and theoretical literature. *Teacher Education Quarterly*, 38(1), 65-84; Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.

East College Prep also aligns its instructional planning to the ACT CCRS. Alignment between the CCSS and CCRS is clear and well-documented. The CCSS Initiative presents a common definition of the knowledge and skills necessary for students to be “ready for college and career”; these skills are aligned to the skills defined in the College Readiness Standards. According to a report released by the ACT, an independent, not-for-profit organization that provides assessment, research, information, and program management services in the broad areas of education and workforce development, 100% of the Common Core Standards are addressed by the ACT Standards, as seen below.⁴⁹

Percentage of the Common Core State Standards Addressed by the ACT Standards

Common Core State Standards	ACT Course Standards
Reading Anchor Standards	100%
Reading Standards for Literature	100%
Reading Standards for Informational Text	100%
Reading Standards for History/ Social Studies	100%
Reading Standards for Literacy in Science and Technical Subjects	100%
Writing Anchor Standards	100%
Writing Standards	100%
Writing Standards for Literacy in History/ Social Studies, Science, and Technical Subjects	100%
Speaking and Listening Anchor Standards	100%
Speaking and Listening Standards	100%
Language Anchor Standards	100%
Language Standards	100%
Language Progressive Skills	100%
Standards for Mathematical Content, Grades 9-12	100%
Standards for Mathematical Practice	100%

Additionally, there is over 50 years’ worth of historical data that includes correlations between ACT scores and college acceptance, persistence, and graduation. This includes specific longitudinal data for students with similar demographics to the students East College Prep will serve. This wealth of historical information allows East College Prep to create instructional plans that, in alignment with the school’s mission, prepare students to be accepted to and persist through college.

The ACT has long defined college and career readiness as the acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing, first-year courses at a postsecondary institution without the need for remediation. ACT’s definition has since been adopted by the Common Core State Standards Initiative and provides a unifying goal for educators and policymakers to act upon. East College Prep’s alignment to the CCRS and the

⁴⁹ The Alignment of Common Core and ACT’s College and Career Readiness System, http://www.walkercountyschools.com/Sites/Walker_County_Schools/Documents/Main/ACT%20Common%20Core%20Alignment%20-%20Appendix%20B.pdf

CCSS will allow the Charter School to adequately prepare students for both college entrance exams as well as state standardized tests.

The following details the courses East College Prep anticipates offering during this charter term.

English Language Arts

All ELA courses are aligned to the CA CCSS for ELA and 2014 *English Language Arts/English Language Development Framework (ELA/ELD Framework)*. The Common Core’s “College and Career Readiness Anchor Standards” dictate the broad goals for what all students should be able to do prior to graduating high school in order to be ready for higher education and a range of career options, while the 9-12th grade standards inform more specific grade level expectations.

East College Prep prepares all students for college-level reading, writing, speaking, and listening. To that end, all students receive more instruction in English Language Arts and Reading than is typical for a high school. Every day, students will have 65-minute periods of English and 65-minute periods of Social Studies with a strong emphasis in reading skills. Through their Performance Tasks, all students also get significant amounts of practice in speaking and listening.

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

For struggling readers, low-achieving students and English Learners (ELs), scaffolding and SDAIE strategies (such as explicit teaching of vocabulary and teacher modeling of scientific methodology) are necessary to promote English acquisition and content acquisition. Auditory presentations of primary source material, graphic organizers, laboratory opportunities, hands-on activities, manipulatives, models, scientific drawings and diagrams, and classroom pairings are examples of strategies that offer support to students. Modifications to pacing, offering more accessible language/texts, developing self-guided learning for advanced students, and student/teacher conferences are among differentiation strategies that are used. To accommodate struggling readers, online materials from Achieve 3000 and MobyMax are also used to provide grade level content at lower reading levels.

The entire Language Arts curriculum is a strong literature-based program that includes a balance of oral and written language. Reading instruction is meaning-based and encompasses systematic and explicit instruction of emergent literacy skills including attention to the four cueing systems, spelling and vocabulary development, a wide range of comprehension strategies, and critical thinking skills to interpret, evaluate and appreciate texts. Students with language and other special needs will also be given ample opportunities to participate in communicative and

interactive learning activities, which enhance their language acquisition, social, interpersonal and academic skills in a language and print rich environment.

The strengths of the Language Arts program lie in the integration of the literacy instruction across all areas of the core curriculum, incorporating multicultural literature and multimedia, building upon an abundance of life experiences and the reservoir of knowledge students of diverse backgrounds bring to school. While the ELA Common Core standards are grouped into discrete categories for identification and assessment purposes, they are taught in a highly integrated manner at East College Prep, consistent with our constructivist approach and interdisciplinary model. For example, in 11th grade, our history teachers and ELA teachers co-plan interdisciplinary units where the 11th grade students may be reading *Common Sense* by Thomas Paine (1776) to reinforce the 11th grade history standards on the American Revolution. Meanwhile, the 11th grade history teacher may require students to write a persuasive essay on the causes of the World War II that would ultimately reinforce 11th grade ELA standards for writing.

Classes are designed to provide students with exposure to a variety of texts from the classics to contemporary literature to non-fiction that represents the voices of diversity within the community. Other effective program elements include differentiated instruction to meet the needs of all. Additionally, all students are encouraged to read, write and share their work daily through various practices. Such practices might include daily sustained silent reading, readers' and writers' circles and workshops, literature circles, semi-annual authors' fairs, on-going literacy clubs by interest groups, and during and after school library access. Finally, the language arts program is presented via a spiraled curriculum, offering students the opportunity to go both deep and broad over the course of their years at East College Prep.

The ultimate language arts program goal is to ensure access to high-quality instruction for all students, so they develop as competent English language users who can:

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

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

English 9 (Core; College Prep)

The goal of the English 9 course is to set a strong foundation for the rest of high school and ultimately college. The English 9 course introduces ninth grade students to various types of literature including novels, short stories, poetry, plays and other types of text. Instruction focuses on reading strategies, which enable students to read for understanding of subtlety, ambiguity, and inference, as well as basic comprehension. Students are able to construct essential meaning from 9th-grade level text, both non-fiction/informational and fiction. Students respond to all forms of text with both written and oral responses. The emphasis on critical thinking skills and literary analysis will prepare students for higher level English courses. Students focus on developing their writing skills with formal essays and informal writing assignments (journal entries, free-writes, character analyses, etc.). They complete a variety of writing activities including composing personal narratives, persuasive essays, expository essays, and responses to literature

that incorporate descriptive writing and persuasive strategies. Correct grammar, spelling, punctuation, and usage are emphasized for students to develop a command of standard writing conventions. Students that are successful in this course will be on their way to being successful in future courses.

Course Content

Each quarter of the course covers a breadth of content that includes skills and content building.

Literature

In each quarter, students read a novel or book. Students will use these books to apply reading skills, prompt discussions, and explore themes and concepts.

Writing Instruction

Students are expected to write papers that cover a range of genres. By the end of the year students will be expected to be able to write a five-paragraph essay that includes a clear thesis and research-based evidence to support claims.

Performance Tasks

Performance tasks are learning tasks that ask students to use their learning to create and present projects. Each quarter will include at least one learning task. Students are expected to not only create a variety of projects and outcomes, but also present them for their peers and others at the school. Each performance task is aligned to the theme of “Know Yourself”.

English 10 (Core; College Prep)

Throughout this course, students will have many opportunities to continue developing skills in reading and vocabulary development, writing, grammar, mechanics, listening, and speaking. As students progress through mastering the CCSS and CCRS, they will develop their higher-level thinking, speaking, and writing skills. The coursework and instruction for English 10 will foster students’ ability to think critically as well as analyze, evaluate, and synthesize course content.

Reading Requirement

Students will read and analyze both classic and contemporary fiction and nonfiction literature including full-length novels, a Shakespearean tragedy, short stories, poetry, articles, essays, web-based documents, historical speeches, and nonfiction selections. Students will actively engage with texts through close readings and practice analysis and critical thinking skills by responding to reading through a variety of writing assignments and regular class discussions. Students will make inferences and ask questions about what they read and make connections between their own lives and experiences to the texts and well as make text-to-text connections. Students will analyze the point of view or cultural experience presented in each text. Students will expand their vocabulary by using grade level appropriate language and domain specific language and determine connotative and denotative meanings of words based on how words are used in context and how language can impact the author’s tone and meaning in a text.

Writing Requirement

Students will continue to master the writing process by generating ideas, developing a strong thesis, defending a thesis with strong, relevant evidence and thoughtful explanations, and revising and editing for coherency and precise sentence structure. Students will produce a variety

of writing demonstrating the ability to respond to the task, audience, and purpose for informal and formal pieces and pieces in the following genres: explanatory writing, research writing, argument writing, narrative writing, and creative writing. Attention will be given to teaching students to write and support tightly reasoned arguments. Students will engage in regular research opportunities where they will conduct advanced research searches for information, document information using parenthetical citations, and format their essays using MLA format. Students will also create quality content including that with authentic application.

Students will properly use all writing conventions and the writing process will be modeled and followed in their work. Spelling, grammar, and mechanics will be emphasized throughout each semester and specific lessons will be available to students who need extra support in concepts such as parallel structure, correct use of modifiers, agreement of verbs and pronouns, sentence structure, and consistency of verb tense.

Writing opportunities will include the following:

Journal Writing, Literary Analysis Essays, Argument Analysis Essay, Argumentative Essay Writing, Persuasive Speech, Expository Critique Essay, Historical Connection Essay, Narrative Writing, Research Paper, Functional Workplace Document, Creative Writing (poetry and Shakespearean scene rewrite)

Listening and Speaking Requirement:

Oral communication skills will be practiced in class discussions and presentations. Students are required to speak to both large and small audiences several times throughout the course of a year and engage in weekly discussions with peers and an English teacher through class discussions, live seminars, and weekly forums. Multimedia and oral presentations will be an integral component of this course and students will use technology to develop digital literacy skills as they progress through the course.

English 11 (Core; College Prep)

The focus of the English 11 course is to provide students the opportunity to engage in the following essential skills:

- Reading and understanding works of American writers
- Analyzing literature in terms of theme as well as political and cultural perspectives
- Completion of a variety of writing assignments including persuasive, descriptive, evaluative and formative essays.
- Expansion of vocabulary the understanding of the mechanics of spelling and grammar.
- Oral communication of ideas through discussions and presentations.

Students are required to write essays and/or writing assignments throughout the course of the year, length ranging from 1-6 pages. They also have several speaking assignments including a persuasive speech, PowerPoint presentations, group discussions, and group projects. Students are required to speak to large and small group audiences several times throughout the course of a year.

English 12 (Core; College Prep)

The English 12 course is designed to foster academic development to prepare students for the rigorous academic program of a four-year college or university, and college and career readiness. The course contains elements of reading, writing, language, speaking, and listening to develop

high-order thinking skills. Throughout the course, students learn how to become analytical readers by tackling challenging and engaging texts from a variety of genres and literary periods. Students engage in critical reading, analysis, and academic discourse.

AP English Language and Composition (Core; College Prep)

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

The AP English Language and Composition course is designed to help students become skilled readers and writers through engagement with the following course requirements:

- Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects
Writing that proceeds through several stages or drafts, with revision aided by teacher and peers
- Writing informally (e.g., imitation exercises, journal keeping, collaborative writing), which helps students become aware of themselves as writers and the techniques employed by other writers
- Writing expository, analytical, and argumentative compositions based on readings representing a variety of prose styles and genres
- Reading nonfiction (e.g., essays, journalism, science writing, autobiographies, criticism) selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques
- Analyzing graphics and visual images both in relation to written texts and as alternative forms of text themselves
- Developing research skills and the ability to evaluate, use, and cite primary and secondary sources
- Conducting research and writing argument papers in which students present an argument of their own that includes the analysis and synthesis of ideas from an array of sources
- Citing sources using a recognized editorial style (e.g., Modern Language Association, The Chicago Manual of Style)
- Revising their work to develop
 - A wide-ranging vocabulary used appropriately and effectively;
 - A variety of sentence structures, including appropriate use of subordination and coordination;
 - Logical organization, enhanced by techniques such as repetition, transitions, and emphasis;
 - A balance of generalization and specific, illustrative detail; and
 - An effective use of rhetoric, including tone, voice, diction, and sentence structure.

AP English Literature and Composition (Core; College Prep)

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

The course is designed to help students become skilled readers and writers through engagement with the following course requirements

- Reading complex imaginative literature (fiction, drama, and poetry) appropriate for college-level study
- Writing an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's structure, style, and themes; the social and historical values it reflects and embodies; and such elements as the use of figurative language, imagery, symbolism, and tone
- Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) based on students' analyses of literary texts
- Writing that proceeds through several stages or drafts, with revision aided by teacher and peers
- Writing informally (e.g., response journals, textual annotations, collaborative writing), which helps students better understand the texts they are reading
- Revising their work to develop
- A wide-ranging vocabulary used appropriately and effectively;
 - A variety of sentence structures, including appropriate use of subordination and coordination;
 - Logical organization, enhanced by techniques such as repetition, transitions, and emphasis;
 - A balance of generalization and specific, illustrative detail; and
- An effective use of rhetoric, including tone, voice, diction, and sentence structure.

Mathematics

Our math program is entirely aligned with Common Core standards. The mathematics curriculum will be problem-based, offering all students the opportunity to learn mathematical concepts and procedures with understanding. It will draw on six major mathematical content strands: number sense, algebra, geometry, measurement, and data analysis and probability, and mathematical reasoning. Students engage in problem solving that requires them to draw on knowledge of a wide variety of mathematical topics. At times, they will solve problems by approaching them from different mathematical perspectives, and at other times by representing the mathematics in different ways. Students have ready access to and learn to use a variety of tools effectively, including manipulatives and technology, as they explore, conjecture, analyze, and refine solutions to problems based on evidence. Students will become skilled at analyzing their findings and the findings of others, and at communicating their understandings in both written and oral language. Finally, they will appreciate the value of integrating mathematics with other areas of the curriculum as they grow in their understanding of how math can be used as a tool to help them organize and better understand many different types of information. East College Prep students will be required to take 4 years of course in Math.

Algebra I (Core; College Prep)

Algebra I is a first-year course in the study of algebraic expressions, equations, inequalities, and functions. The content of this course is organized into Seven Big Ideas in order to help one understand how the math that is being studied connects to the real-world.

The Seven Big Ideas are as follows:

1. Properties
2. Variable
3. Equivalence
4. Solving Equations & Inequalities

5. Proportionality
6. Function
7. Modeling

Topics covered include simplifying expressions, real numbers, solving equations/inequalities, graphing equations/inequalities, writing linear equations/inequalities, absolute value equations/inequalities, systems of equations/inequalities, direct and inverse variation, exponents and exponential functions, polynomials, factoring, quadratic equations, rational expressions/equations, radicals, and connections to geometry.

Geometry (Core; College Prep)

Geometry is a course in logic, proof, and measurement. Students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. Some of the topics covered include definitions, postulates, and theorems regarding angles, segments and lines, arcs, congruent triangles, similar triangles, special quadrilaterals, parallel lines, circles, coordinate geometry, area and volume formulas, transformations, constructions, and right triangle trigonometry.

Algebra II (Core; College Prep)

Algebra II centers around the study of functions. Functions can be used to model nearly any real-world phenomena and serve as the basis for studying calculus. In the Algebra II course, students will be exposed to a variety of mathematical problems and situations and are expected to read mathematical problems actively and critically, write effective solutions to problems and projects, present solutions to problems effectively, employ multiple critical and creative thinking strategies in reasoning and problem solving and demonstrate a knowledge and appreciation of how mathematics can be used outside the mathematics classroom.

Probability & Statistics (Core; College Prep)

This course covers the basic principles of descriptive statistics, exploratory data analysis, design of experiments, sampling distributions and estimation, and fitting models to data. Other topics include probability distributions, binomial distributions, sampling techniques, and experimental design. Measuring the probability of an event, interpreting probability, and using probability in decision making are the central themes to this course. This Statistics course is taught as an activity-based course in which students actively construct understanding of the concepts and techniques of statistics. Students will gain proficiency in accuracy and communication of statistical concepts throughout the course to include effectively communicating how methods, results and interpretations of data for any given experiment are valid. Students learn that writing complete responses using appropriate justification is a critical aspect of gaining statistical proficiency.

Pre-Calculus (Core; College Prep)

The purpose of this course is to provide students with the tools they will need for college mathematics courses, particularly calculus. The course is structured around investigations and problem solving. Students will explore concepts and develop mathematical relationships through observation, application, and both formal and informal proof. Lessons are designed to facilitate teamwork and encourage students to pose conjectures, justify solutions, and defend their thinking.

In addition to covering all of the key concepts found in traditional pre-calculus (e.g. trigonometry, graphing functions, solving equations, and limits), it emphasizes several big ideas that form a foundation for calculus and other college mathematics curricula.

AP Calculus AB (Core; College Prep)

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP Statistics (Core; College Prep)

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

Science

Drawing from the recommendations of the Next Generation Science Standards, the science curriculum develops students' scientific thinking and knowledge through exploration and analysis. Students will develop critical thinking skills, as well as creativity in scientific inquiry. Students will explore concepts through lab investigations, simulations, and mathematical problem solving, as well as practice lab procedures to develop sound reasoning and thoughtful questioning. The science curriculum will be based on the scientific process of inquiry, and will be organized around the following unifying themes: systems, order and organization; evidence, models and explanation; constancy, change and measurement; evolution and equilibrium; and form and function. Specific content will be united by these themes and will include physical science, life science, and earth systems science. Students will learn more than just scientific fact, because they couple their knowledge of disciplinary core ideas with actual scientific practice.

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

Environmental Science (Core; College-Prep)

Environmental Science course is a course through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

Biology (Core; College-Prep)

Biology is a yearlong course designed to meet college entrance requirements as a laboratory science. Students will demonstrate the ability to use scientific skills and apply biological concepts to explain living organisms at the cellular and organ/system level, their interactions with the environment, and their life cycle.

The material presented in the course includes cell biology and basic chemistry, genetics, evolution and natural selection, human physiology of the human body, and ecology. The Biology course is designed to give students an overview of the key concepts and theories in life science. It builds upon the concepts and skills taught in earlier science classes, and prepares students for a college level science course. Biology students will practice the scientific process to think critically about the phenomena they observe every day. They will make claims about their observations and support those claims with evidence and reasoning. And they will reflect upon and evaluate the validity of their experimental work products. The content is divided into units: cell biology, genetics, evolution, ecology, and physiology.

Chemistry (Core; College-Prep)

Chemistry presents the foundations of the physical matter of the world. This course will emphasize how chemistry is a part of our daily lives, for example, breathing oxygen or cooking dinner. Students will investigate how the interaction of matter and energy through dynamic processes impact the world around them. In science, students learn through inquiry. In order to achieve the course goals, students will:

- Demonstrate understanding of the fundamental concepts of chemistry.
- Practice appropriate laboratory techniques and analytic skills.
- Communicate scientific arguments using claim, evidence, and analysis

Physics (Core; College-Prep)

This is an introductory course in the foundations of physics. This course will help students develop an intuitive understanding of physics principles, as well as utilize their math training to solve problems. Laboratory learning is a major component of the course to help students understand physics concepts as well as provide training in sound laboratory techniques. The ultimate goal of this course is to help students develop the critical thinking skills needed to solve real world problems, and to encourage an appreciation for physics and the sciences.

AP Biology (Core; College-Prep)

The course is based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems.

The following are the four Big Ideas:

- The process of evolution explains the diversity and unity of life.
- Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.
- Living systems store, retrieve, transmit, and respond to information essential to life processes.
- Biological systems interact, and these systems and their interactions possess complex properties.

Science Practices:

Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Focusing on these disciplinary practices enables teachers to use the principles of scientific inquiry to promote a more engaging and rigorous experience for AP Biology students. Such practices require that students:

- Use representations and models to communicate scientific phenomena and solve scientific problems;
- Use mathematics appropriately;
- Engage in scientific questioning to extend thinking or to guide investigations within the context of the AP course;
- Plan and implement data collection strategies in relation to a particular scientific question;
- Perform data analysis and evaluation of evidence;
- Work with scientific explanations and theories; and
- Connect and relate knowledge across various scales, concepts, and representations in and across domains.

Inquiry-Based Investigations:

Twenty-five percent of instructional time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations. Investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

AP Chemistry (Core; College-Prep)

The key concepts and related content that define the AP Chemistry course and exam are organized around underlying principles called the six Big Ideas. They encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the particulate nature of matter underlying the observations students make about the physical world.

The following are the six Big Ideas:

- The chemical elements are the building blocks of matter, which can be understood in terms of the arrangements of atoms.
- Chemical and physical properties of materials can be explained by the structure and the arrangement of atoms, ions, or molecules and the forces between them.
- Changes in matter involve the rearrangement and/or reorganization of atoms and/or the transfer of electrons.
- Rates of chemical reactions are determined by details of the molecular collisions.
- The laws of thermodynamics describe the essential role of energy and explain and predict the direction of changes in matter.

- Bonds or attractions that can be formed can be broken. These two processes are in constant competition, sensitive to initial conditions and external forces or changes.

Science Practices:

Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Focusing on these disciplinary practices enables teachers to use the principles of scientific inquiry to promote a more engaging and rigorous experience for AP Chemistry students. Such practices require that students:

- Use representations and models to communicate scientific phenomena and solve scientific problems;
- Use mathematics appropriately;
- Engage in scientific questioning to extend thinking or to guide investigations within the context of the AP course;
- Plan and implement data collection strategies in relation to a particular scientific question;
- Perform data analysis and evaluation of evidence;
- Work with scientific explanations and theories; and
- Connect and relate knowledge across various scales, concepts, and representations in and across domains.

Inquiry-Based Investigations:

Approximately 25% of instructional time is devoted to inquiry-based laboratory investigations. Students ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

AP Physics (Core; College-Prep)

Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world.

The following are the six Big Ideas:

- Objects and systems have properties such as mass and charge. Systems may have internal structures.
- Fields existing in space can be used to explain interactions.
- The interactions of an object with other objects can be described by forces.
- Interactions between systems can result in changes in those systems.
- Changes that occur as a result of interactions are constrained by conservation laws.
- Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.

Science Practices:

Students will be taught to establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Focusing on these disciplinary practices enables teachers to use the principles of scientific inquiry to promote a more engaging and rigorous experience for AP Physics students. Such practices require that students:

- Use representations and models to communicate scientific phenomena and solve scientific problems;
- Use mathematics appropriately;
- Engage in scientific questioning to extend thinking or to guide investigations within the context of the AP course;

- Plan and implement data collection strategies in relation to a particular scientific question;
- Perform data analysis and evaluation of evidence;
- Work with scientific explanations and theories; and
- Connect and relate knowledge across various scales, concepts, and representations in and across domains.

Inquiry-Based Investigations

Twenty-five percent of instructional time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations. Investigations will require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

Anatomy & Physiology (Non-Core; College-Prep)

This rigorous college-preparatory elective science course includes a detailed study of many human body systems. Homeostatic balance, the relationship between structure and function, and the interrelationships between body systems are a focus throughout the course. This course is recommended for students interested in a health-related career, especially those students who plan to study medicine, nursing, physical therapy, and athletic training. The course may also be helpful for those students who plan to enter education as either a life science or physical education teacher. Laboratory activities will include several microscopic analyses of tissue specimens as well as several dissections to accompany the subject matter.

History/Social Studies

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

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

Social Studies 9 (Core; College-Prep)

The theme of the course is "What does it mean to be human?" as well as the grade level theme of "Know Yourself" and explores the human condition through the arts, literature, philosophy, culture, geography, history, and health. Lessons are drawn from classical texts of western and non-western cultures. The course provides students with a culturally enriching experience. The curriculum will incorporate a dynamic study of human achievement while imparting the

essentials of cooperative learning, the techniques of research, and the experience of oral presentation.

Modern World History (Core; College-Prep)

World History is a year-long required course that explores the key events and global historical developments since the Paleolithic age that have shaped the world we live in today. Modern World History covers all aspects of human experience, ranging from economics, religion, philosophy, science, and literature, and the arts to politics and law, as well as military conflict. The major historical units will include the following: Early Modern Times, Enlightenment and Revolution, Industrialization and a New Global Age, World Wars and Revolutions, and the World from 1945 to the Present.

This course will illustrate connections between students' lives and those of ancestors around the world. Students will uncover patterns of behavior, identify historical trends and themes, explore historical movements and concepts, and test theories. Students will build upon their ability to read for comprehension and critical analysis by summarizing and paraphrasing, note taking and organization, categorizing, comparing, and evaluating information, as well as writing clearly and convincingly, expressing facts and opinions orally, and using technology appropriately to present information.

U.S. History Since the Civil War (Core; College-Prep)

This is a year-long course. It is a thorough course covering the history of the United States and builds on what was learned in World History. Students will review the nation's beginnings, democratic ideals, and industrial transformation. They will trace the change in the ethnic composition of American society, the movement towards equal rights for racial minorities and women, and the role of the United States as a major world power. Students will consider major social problems of our time and trace their causes in historical events. Emphasis is placed on critical and evaluative thinking skills, essay writing, and interpretation of original documents.

U.S. Government & Politics (Core; College-Prep) - 1 Semester Course

In U.S. Government and Politics, students will examine the history, principles, and function of the political system established by the U.S. Constitution. Starting with a basic introduction to the role of government in society and the philosophies at the heart of American democracy, this course provides students with the knowledge needed to be informed and empowered participants in the U.S. political system.

Through critical reading activities, feedback-rich instruction, and application-oriented assignments, students develop their capacity to conduct research, analyze sources, make arguments, and take informed action. In written assignments, students address critical questions about U.S. politics and the role of individual Americans in the politics and political organizations. In discussion activities, students respond to political opinions, take a position, and defend their own claims. Formative and summative assessments provide students — and teachers — with ample opportunities to check in, review, and evaluate students' progress in the course.

U.S. and Global Economics (Core; College-Prep) - 1 Semester Course

U.S. and Global Economics offers a tightly focused and scaffolded curriculum that introduces key economic principles. The course covers fundamental properties of economics, including an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

U.S. and Global Economics is designed to fall in the fourth year of social studies instruction. Students will perfect their analytic writing through a scaffolded series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read selections from annotated primary documents and apply those readings to the course content.

AP Macroeconomics (Core; College-Prep) - 1 Semester Course

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students will learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

The AP Macroeconomics course provides students with a thorough understanding of the principles of economics and how economists use those principles to examine aggregate economic behavior. Students learn how the measures of economic performance, such as gross domestic product (GDP), inflation, and unemployment are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. The course recognizes the global nature of economics and provides ample opportunities to examine the impact of international trade and finance on national economies. Various economic schools of thought are introduced as students consider solutions to economic problems.

AP Microeconomics (Core; College-Prep) - 1 Semester Course

AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

The AP Microeconomics course will provide students with an understanding of the principles of economics as they apply to individual decision-making units, including individual households and firms. The course examines the theory of consumer behavior, the theory of the firm, and the behavior of profit-maximizing firms under various market structures. Students evaluate the efficiency of the outcomes with respect to price, output, consumer surplus, and producer surplus. They examine the behaviors of households and businesses in factor markets, and learn how the determination of factor prices, wages, interest, and rent influence the distribution of income in a

market economy. There are ample opportunities to consider instances in which private markets may fail to allocate resources efficiently and examine various public policy alternatives aimed at improving the efficiency of private markets.

AP U.S. Government & Politics (Core; College-Prep) - 1 Semester Course

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

Students study general concepts used to interpret U.S. government and politics and analyze specific topics, including:

- Constitutional Underpinnings
- Political Beliefs and Behaviors
- Political Parties, Interest Groups, and Mass Media
- Institutions of National Government
- Public Policy
- Civil Rights and Civil Liberties

An integral part of the course includes analysis and interpretation of basic data relevant to U.S. government and politics, and the development of connections and application of relevant theories and concepts.

Course Goals and Objectives

Students successfully completing this course will:

- Describe and compare important facts, concepts, and theories pertaining to U.S. government and politics.
- Explain typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures).
- Interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats).
- Critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.

AP U.S. History (Core; College-Prep) - Full Year Course

The AP U.S. History course focuses on the development of historical thinking skills and an understanding of content organized around seven themes:

- American and National Identity
- Politics and Power
- Work, Exchange, and Technology
- Culture and Society
- Migration and Settlement
- Geography and the Environment
- America in the World

In this course, students will develop the following historical thinking skills:

- Analyzing evidence: content and sourcing
- Interpretation

- Comparison
- Contextualization
- Synthesis
- Causation
- Patterns of continuity and change over time
- Periodization
- Argumentation

AP United States History will:

- Provide students with the thinking skills and enduring understandings necessary to deal critically with the main issues and documents of U.S. history
- Prepare students for intermediate and advanced college courses by making demands upon you equivalent to those made by full-year introductory college courses
- Enable students to assess historical sources — their relevance to a given interpretive problem, their reliability, and their importance — and to weigh the evidence and interpretations of the past presented in historical scholarship
- Develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format
- Train students to analyze and interpret primary sources, including documentary materials, maps, statistical tables, and pictorial and graphic evidence of historical events
- Teach students to take notes from both printed materials and lectures or discussions, to write essay examinations, and to write analytical and research papers
- Enable students to express themselves with clarity and precision and know how to cite sources and credit the phrases and ideas of others

World Languages

East College Prep is designed to prepare students for the 21st century, and we know that equipping students with proficiency in a language other than English is critical in our multi-cultural Los Angeles community and our increasingly interconnected world. All students will have the option to take Spanish or Mandarin. The specific language courses available may vary year to year depending on student need.

East College Prep’s Foreign Language program incorporates the California World Language Standards and the California Framework for Foreign Language K-12. Per A-G requirements, students are required to take at least two years of a foreign language with a grade of C- or better. Counselors will work closely with students who transfer to Ednovate to take additional languages offered at neighboring community colleges or online, including high-quality summer school options.

Mandarin I (Core; College-Prep)

This Chinese Mandarin 1 college preparatory course is the first in a four-year sequence for students who do not currently speak or have a Chinese bilingual background. It is an introductory course to the Mandarin language and Chinese culture. In this course level of Chinese Mandarin 1, students will develop a foundation of the pinyin pronunciations, tonal sounds and learn how to connect and interpret the sounds associated with the symbols of the Chinese written characters. The course will introduce students to basic vocabulary and structures dealing with contemporary everyday life situations. The course will furthermore provide students the opportunity to learn to communicate in all three modes of communication by practicing; interpretive listening, interpretive reading, interpersonal speaking, interpersonal writing, presentational writing and presentational speaking in the target language. Students will also, study the Chinese culture and

learn to distinguish between the traditional and the simplified Mandarin forms of writing, but the course will focus primarily on the Simplified form of writing. Students will furthermore, learn to culturally introduce themselves in the target language and have a basic conversations pertaining to themselves and their surroundings. Instruction will emphasize accurate pronunciation, fluency and understanding of the target culture. The student will develop fundamental skills through the study of vocabulary, language structures and the study of perspectives, practices and products of the Chinese culture. Likewise, students will be exposed to various authentic literary and current printed sources. Strategies for academic success will be introduced and reinforced throughout the year. The course will be conducted in the Mandarin language with a lot of comprehensible input to help support student progress in language acquisition.

Mandarin II (Core; College Prep)

Chinese II is a second-year course in Mandarin. It is designed to continue students' development in speaking, reading, writing and listening to Mandarin. The units present topics that serve to further develop students' vocabulary, grammar and language structures which will enable them to communicate in social situations. The lessons are designed to help students continue to learn about Chinese customs, traditions and essential Chinese social etiquette related to modern Chinese society. Topics that reinforce these skills include: conversations with classmates and friends on various topics, talking about the Chinese learning experience, writing letters in Chinese, transportation modes, weather, comparing and discussing clothing items, goals, hobbies, extracurricular activities, special occasions, environmental preservation as well as dining in Chinese restaurants.

Students will build upon listening, speaking, reading and writing skills in Mandarin. Students are expected to attain approximately 350 additional words. At the end of this course, students are expected to: have mastered most of the basic grammar, know how to use past and future tenses, communicate in various real-life situations in a Mandarin-speaking environment, as well as read and write with the mastered vocabulary.

Spanish I (Core; College-Prep)

Spanish I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe.

Spanish II (Core; College-Prep)

Building on Spanish I concepts, Spanish II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of present-tense verb forms, an introduction to the past tense, the conditional mood, imperatives, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-

speaking regions and cultures by learning about history, literature, culture, and contemporary issues.

Spanish III (Core; College-Prep)

In Spanish III, students build upon the skills and knowledge they acquired in Spanish I and II. The course presents new vocabulary and grammatical concepts in context while providing students with ample opportunities to review and expand upon the material they have learned previously.

Students will read and listen to authentic materials from newspapers, magazines, and television. The content is focused on contemporary and relevant topics such as urbanization and population growth in Latin American countries, global health concerns, jobs of the future, and scientific advancements. The materials will engage students as they improve their command of Spanish.

Students review the formation and use of regular and irregular verbs in the present and future tenses, as well as the use of reflexive particles and infinitives. They also expand their understanding of noun and adjective agreement, the comparative and superlative degree of adjectives, and the placement and use of direct and indirect objects and pronouns. Students expand their vocabulary through exposure to word roots and families, popular slang, the correct use of words that are often confused for one another, and review of concepts such as proper placement of accents and stress.

Presentation of new materials is always followed by several interactive, online exercises, allowing students to master the material as they learn it. Teacher-scored activities provide students with opportunities to use their new Spanish skills both orally and in writing. Discussion activities allow students to interact with their peers in the target language.

AP Spanish Language and Culture (Core; College-Prep)

The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the Standards for Foreign Language Learning in the 21st Century¹ (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advanced level.

It should be possible to make certain claims about students who succeed in an AP Spanish Language course. Students should be given ample opportunities throughout the course to provide evidence that these claims are valid through the administration of formative and summative assessments. The following is a list of such claims and the types of evidence that would validate them. These claims and evidence are identical to those that support the AP Spanish Language Exam.

Visual and Performing Arts

Using the CA Visual and Performing Arts Standards as a base, East College Prep’s arts program grounds students in the discipline, detail and focus of the arts. Students explore their own creative processes and the skills and techniques of professional artists. The curriculum stresses the artistic process over the final product and strives to foster an appreciation for the creative endeavor and the willingness to take risks, the inherent discipline and rewards of the creative process, cultural relevance, and a sense of art history, and a sense of one’s own infinite creative possibility. A minimum grade of a C- in at least one year of Visual or Performing arts is required to meet UC/CSU A-G requirements; a second year also meets the “G” requirement.

Visual Art I (Non-Core; College-Prep)

This course is designed for students interested in art. Students will learn how to draw by examining edges, space, light, and shadows. Students will develop an understanding of art history and how to use it in our work. Students will discover how to use different mediums and techniques in our work, and develop our own creative approach to making art. In the first semester, students will learn about art in world cultures, drawing, watercolor, and printmaking techniques. In the second semester, students will learn about color theory and art history, and they will create paintings and mixed media artworks.

Visual Art II (Non-Core; College-Prep)

This course is designed for students to explore art in greater depth from Art 1, with emphasis on control of art media, technique and creativity. Students will gain deeper understandings of art concept. This class will encourage students to look at art analytically and to understand art concepts more thoroughly. This will enlighten not only the students’ artistic creation, but also give them a better understanding of the art of others.

Physical Education

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

Physical Education I (Non-Core; Non-College-Prep)

This course focuses on physical, social, emotional, and mental aspects of health. Students will explore the impact of physical activity and nutrition on one’s health; mental health; the impact of various legal and illegal drugs and medications, tobacco, and alcohol on the body; infectious and noninfectious diseases. Additionally, students learn techniques physical activity and create fitness goals.

Physical Education II (Non-Core; Non-College-Prep)

This course is designed to give students the opportunity to learn weight training concepts and techniques to achieve high levels of fitness. Students will benefit from exposure to comprehensive weight training, cross training, technology in fitness, proper supplementation, and cardiorespiratory endurance activities. Students will learn the basic fundamentals of weight

training, strength training, aerobic training, and resources used to maintain quality fitness levels. The course will include lecture, activity sessions, assessments to ensure safety, and fitness program development.

Advisory

Advisory (Non-Core; Non-College-Prep)

Upon enrollment, each student will be assigned to an advisor. When possible, they will stay with the same advisor and/or advisory cohort for their *whole* four years in high school. Advisory is designed to build strong relationships between classmates, their advisor, and other students in their advisory. The advisor's role is to support his/her advisees throughout their path to graduation in a variety of ways, including:

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

College Preparatory Course (Non-Core; Non College-Prep)

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

Innovative Curricular Components of the Educational Program

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

Intervention and Enrichment Programs

As mentioned above, and detailed more fully below in the section on Students with Special Needs, East College Prep will implement a Multi-Tiered System of Support (MTSS) program to support student learning and mastery of grade level standards. MTSS is an evidence-based model that uses data-based problem solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention are delivered to students in varying intensities (multiple tiers) based on student need. Students who are struggling to achieve mastery will receive targeted assistance from instructional and support staff as detailed below in the section on Students with Special Needs and will be provided with multiple opportunities to improve their performance and master content.

Enrichments, as described above, include a comprehensive art appreciation courses, two years of required P.E. for all students, world languages and electives in core subjects. As the Charter School grows to capacity, we plan to offer a comprehensive after-school program including a variety of enrichments such as basketball, yearbook, soccer, dance company, robotics club and music.

Curricular and Instructional Materials

All of East College Prep's courses are designed in alignment with State Standards. Given the importance we place on collaboration, we have our teacher teams work together to develop detailed pacing plans for our courses using the key principles of backwards planning and Understanding By Design.⁵⁰ Therefore, the teachers start with the goal of having their students master all of the CCSS and then plan backwards to determine the most appropriate sequencing of instruction.

For our core textbooks/online curricula, East College Prep uses materials aligned with California Common Core Standards. Teachers in each content area may work with the Principal to gain approval for the use of alternative materials than those listed in this charter petition.

Content Area	High School (9 th -12 th) Instructional Materials
English Language Arts	<ul style="list-style-type: none">• California Collections (HMH)• Achieve 3000 (www.achieve3000.com)• Textbooks approved by the College Board for Advanced Placement Literature and Composition.• Common Core recommended texts• Newsela: https://newsela.com/• Edgenuity• Springboard
English Language Development	<ul style="list-style-type: none">• Achieve 3000 Empower Access (www.achieve3000.com)• Kate Kinsela's ELA 3D• Rosetta Stone
Math	<ul style="list-style-type: none">• Geometry - Houghton Mifflin• Algebra II - Houghton Mifflin• Pre-Calculus/Trigonometry - Houghton Mifflin

⁵⁰ Wiggins, G & McTighe, J. (2001) Understanding by Design. Prentice Hall.

High School (9 th -12 th) Instructional Materials	
Content Area	<ul style="list-style-type: none"> • Single Variable Calculus - Houghton Mifflin • CPM: Integrated Math 1/ Integrated Math 2/Integrated Math 3 & Pre-Calculus • IXL: https://www.ixl.com/ • Texts approved by the College Board for Advanced Placement math • Edgenuity
Social Studies/ History	<ul style="list-style-type: none"> • HMH Social Studies World History Student Edition- Houghton Mifflin • Online resources at www.myhrw.com • Facing History and Ourselves: https://www.facinghistory.org/ • Stanford History Education Group: https://sheg.stanford.edu/ • The Americans: Reconstruction to the 21st Century: Grades 9-11 by McDougal Littell • Textbooks approved by the College Board for Advanced Placement US History and World History • Common Core recommended texts • Edgenuity
Science	<ul style="list-style-type: none"> • HMH Physics w/ 5 Year Digital Premium Student Resource Package- Houghton Mifflin • HMH Modern Chemistry w/ 5 Year Digital Premium Teacher Resource Package- Houghton Mifflin • HMH Biology w/ 5year digital program Houghton Mifflin • Other resources as available aligned to Next Generation Science Standards (still in development) • Textbooks approved by the College Board for Advanced Placement science courses • Common Core-recommended texts • Newsela: https://newsela.com/ • Edgenuity • Activate Learning for physics
Language Other Than English	<ul style="list-style-type: none"> • Rosetta Stone • DuoLingo • Textbooks: Aventuras, Realidades, Descubre • SRI Lexile
Health	<ul style="list-style-type: none"> • Holt Lifetime Health 6 Year Subscription Interactive Online Edition
Art	<ul style="list-style-type: none"> • Teacher-created materials, varies by subject
Other Content Areas	<ul style="list-style-type: none"> • APEX for credit recovery intervention • Goalbook - for IEP goal support (goal creation, progress monitoring and academic strategies) • Edgenuity for credit recovery intervention

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

Comprehensive Course List

Subject Area	9th Grade	10th Grade	11th Grade	12th Grade
English Language Arts	English 9	English 10	English 11 or AP English Language and Composition, AP English Literature and Composition*	English 12, AP English Language and Composition*, AP English Literature and Composition
Designated ELD	Designated ELD	Designated ELD	Designated ELD	Designated ELD
Mathematics	Algebra I, Geometry, or Algebra II	Geometry, Algebra II, or Pre-Calculus	Algebra II, Pre-Calculus, Probability & Statistics	Probability & Statistics, Pre-Calculus, or AP Calculus AB, AP Statistics
Social Studies	Social Studies 9	Modern World History	US History since the Civil War or AP US History	US Government and Politics, AP US Government and Politics AND US and Global Economics, AP Macroeconomics, AP Microeconomics
Science	Biology	Biology or Chemistry	Chemistry, Physics, AP Chemistry	Anatomy & Physiology*, AP Chemistry, Environmental Science
World Languages*	Spanish I, Mandarin I	Spanish I or II, Mandarin I or II	Spanish I, II or III, Mandarin I II or III	Mandarin I or II or III, Spanish II or III, AP Spanish Language and Culture
Visual and Performing Arts	Visual Art I	Visual Art I or II	Visual Art I or II	Visual Art I or II
Physical Education/ Health	P.E. I	P.E. I or II		
Additional Electives				College Preparatory Course
Advisory	Advisory			

*depending on student need

INSTRUCTIONAL METHODS AND STRATEGIES

Mastery of the standards is the primary focus of the school's instructional program. Personalized learning is at the core of East College Prep's instructional methods and strategies. Teachers differentiate both online and offline coursework to provide scaffolds and supports for students who need additional help, as well as to allow for different ways for students to access content and demonstrate mastery.

The use of technology allows teachers to do this more efficiently than they would be able to in a traditional classroom. For example, teachers can share differentiated resources with individuals or groups of students; they can also offer different ways for students to learn new content, such as through video, reading, or lecture. As instructors develop their curriculum, resource documents are built to embed these additional supports for students in each unit, topic, or concept. By using the technology embedded in the instructional design of the school, students work with a variety of cloud-based software, Internet applications, email, organizational tools and hardware. This builds the technological proficiency that has become a real-world essential skill set.

To further prepare students for college-level work, East College Prep provides students with the opportunity to work independently during the learning cycle on standards-aligned self-guided lessons created and curated by their teachers to meet quarterly objectives. Students who are able to move quickly through lessons can do so and are then challenged by rigorous extension learning task; students who work more slowly are able to get the support they need, reviewing content from earlier in the lesson or pressing "pause" on a video to practice another problem. Teachers serve as facilitators and coaches, providing support to all students throughout the lesson and implementing individualized and small group interventions in the moment as needed based on a constant flow of real-time data.

In order to successfully implement these personalized instructional strategies, we invest in our teaching staff. We believe in hiring skilled education professionals, providing them with comprehensive and ongoing training and coaching, establishing clear structures and time for teachers to collaborate, and empowering them with a high degree of autonomy to develop their courses; that autonomy is balanced with accountability for student achievement and growth over time. Teachers, with coaching and support from administrators (in addition to the supports listed earlier in this application), select their own online and offline curricular tools that support instruction of the standards. Though curriculum will vary from classroom to classroom, certain aspects are consistent across all classrooms as described below.

In order to ensure a mastery focus, teachers meet with their instructional coach weekly for observation debriefs, gradebook analysis and a deeper reflection into one mastery-based assignment in order to make plans for reteaching, reassessing and also to continue any bright spots and highlight best practices. Coaches will additionally participate in a one hour Guided Analysis with each instructor quarterly to reflect on Interim Benchmark Assessments. This helps instructors backwards plan, map to their content standards, and assure a mastery focus for all classrooms. Additionally, teachers have weekly Professional Development focused on a wide range of topics including: Differentiating for subgroups (Gifted, Students with Disabilities, and English Learners), collaboration on Response to Intervention practices, Student Work Analysis,

classroom management, and culture building, as well as collaboration time for vertical alignment to ensure college readiness.

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

In East College Prep's personalized learning model, instruction is highly dynamic to meet the needs of all students, and teachers must have a variety of tools and strategies in their instructional toolboxes. In addition to the techniques listed above (e.g., Personalized Learning, Blended Learning, Differentiation, etc.), East College Prep teachers are also trained to use classic research-based strategies, including those named in Ednovate's Personalized Learning Toolkit below, to best meet the needs of each student, and they are also challenged to identify areas where technology can enhance these instructional moves.

Instructional strategies follow the cycle described in the Ednovate Personalized Learning Toolkit:

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

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

- Inductive thinking
- Concept attainment
- Synetics model
- Group investigation
- Advanced organizer
- Inquiry training
- Awareness training
- Non-directive

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

When using the Ednovate Personalized Learning Toolkit, an instructor has a wealth of vetted tools easily accessible. If the World History teacher noticed that one group in their second period class is bored with their discussion, their Grade Level Lead may guide them towards using a Platinum Level Discussion asking students to come up with their own solutions to the world problems they are currently studying. In another classroom, the Biology teacher may be

practicing shout outs on Fridays with their Advisory in order to focus on areas where they are doing well and for public recognition. In a coaching meeting, the 12th Grade English teacher may be guided through the cycle of Assess, Analyze, Act in order to push even more of his students to reach mastery on grammar application. Finally, the Geometry teacher may be helping students understand the angles behind architecture and design in order to help students design a birdhouse for their final project. With the Personalized Learning Toolkit, education of the whole child can be more accessible through a multifaceted approach.



Personalized College Preparation

Curriculum

Baseline curriculum elements for personalization: Mastery based grading aligned to CCRS - All modules are planned, integrating the CCRS with your content and clearly defined mastery targets and grading structures by the first day of the quarter.
Self Paced Modules - As long as they are meeting the min. requirements, students control the pace of their learning

Modules: Utilize, purchase, curate or create a seamless 10 week college prep learning experience

Modules = Objectives+ Learning Experiences + Assessment + Design
Curriculum/Units Standards & Content Escalating learning experiences Tests and Quizzes Sequence

Mastery Objectives for Every Lesson

Each created lesson is driven by objectives that can clearly answer the following two questions:

- I. What did I want my Scholars to learn (know and do) today?
- II. What will I take as evidence that our objective has been met?

Varied Learning Experiences (Skillful Teacher)

Learning Experiences	Differentiation choices instructors can make
Source of information	Conventional or Constructed
Resources Used	Text, teacher, peers, parents, interviews, observation, audiovisual, online, experience/imagination
Personal Relevance	Contrived, Simulated, Real
Competition	Competitive, Individualized, Cooperative
Supervision	Supervised, facilitated, independent
Expressing the self	No, yes, matched
Degree of abstraction	Concrete, representational, abstract
Cognitive level	Bloom's Taxonomy
Structuring learning	Teacher, Student or negotiated for content, behavior, procedures, products, closure.
Grouping	Low, moderate, high
Sensory Channels	Visual, Kinesthetic, Oral, Writing

Sample Module Sequence and Design

Platinum	6. Create	Develop or imagine your own solution
Gold	5. Evaluate	Agree, disagree or recommend & defend answer
	4. Analyze	Compare and contrast to previously learned material
Silver	3. Apply	Try new learning on a similar problem
	2. Understand	Summarize what you learned
Bronze	1. Remember	Start with the why and by learning the facts

Assessment Types: Live questioning, Authentic Performance tasks, Multiple Choice/Fill in the blank, Observation of performance (short answer, essays, problem solving tasks), Examination of student products (notebooks, binders, portfolios, oral and written reports and exhibitions)



Community

Create an environment where learning is the ultimate objective for our community. Show that WE CARE by building healthy relationships and expecting more from them than they expect from

We create the best personalized college prep experience

Baseline community elements for community:

Create a sense of community - Build healthy relationships by getting to know each student and creating space for dialogue and conversations.
Clear, fair & consistent classrooms - Ensure consistency across all classrooms by holding students to the high standards in our Guide to Thrive.

Consistent Culture First: We are a culture first school. We prioritize creating a consistent and productive learning environment across all classrooms.

Clear, Fair and Consistent Discipline: *I merit is our gratitude, I demerit is our warning.* We use a merit/demerit system to track progress of developing self control and ability to create a healthy community of learning.

Bell-to-Bell Engagement: Have consistent opening and closing independent work routines. Ensure learning from bell to bell.

Affirming Accountability: When you are simultaneously affirming (positive, enthusiastic, and thoughtful) and accountable (clear, consistent, and firm) you demonstrate that caring and accountability are not mutually exclusive.

100 Percent 9: There's one acceptable percentage for creating a community of respect with each other: 100%.

Proactive: Building Healthy Relationships

Community Circles Start and end each period with check in and out ?s.	Public Shoutouts Make compliments public and frequent.	Communicate Value Use individual names and know what makes them tick.	Respect Speak with integrity and courtesy.
Set Goals and Celebrate Reflect daily on progress of individuals and class.	Equity Check your biases. Minimize double standards.	Realness Share a few personal experiences from your life.	Humor and Fun Students like adults who smile. Have fun everyday.

Reactive: When processing a consequence with a student, help them see their higher self by...

Strengthening Relationships Process consequences with students in a way that repairs and strengthen relationships and the harmony in the community.	Sets High Expectations w/Supports Hold all students to high expectations while offering supports by emphasizing doing things "with" the student and not "to" or "for".	Equity of Voice Give space for student to also express thoughts, in the moment or at a time that is appropriate for the learning community.
Teacher Effectiveness Gets teachers and students to clarify who really owns the problem, use appropriate skills and negotiate a no-lose solution using a set of moves.	Self-Awareness Teaches students to read their own feelings so they know what leads to outbursts or other behaviors that disrupt the learning community.	Personal Influence Teachers build strong relationships to motivate students towards behavior. Or engage other teammates who can connect help.

Creating a community. Through questions rather than give advice

Possibility Conversation: When at a crossroads, what actions are possible today that can transform our community and you?
Ownership Conversation: What have you done to contribute to the very thing you complain about? How are you invested in the well being of the whole?
Dissent Conversation: What doubts or reservations do you have?
Commitment Conversation: What promises are you willing to make?
Gifts Conversation: What gratitude do you hold onto that has gone unexpressed? What have others done to positively impact you?

Before removing from a community, try these alternatives

1. **Coordinated Behavior Plan:** Target behavior to be reduced. Clean weeks
2. **Alternative Programming:** Alt. schedule, classes, course, social content
3. **Behavior Monitoring:** Tracking slips to be signed daily
4. **Community Service:** Service learning programs, projects and experiences
5. **Counseling:** Partnering with service providers to address other needs
6. **Parent Suspension in School:** Have parent shadow students around classes
7. **Alternative Programming:** Alt. schedule, classes, course content
8. **Restitution:** Financial or in-kind payments to restore or improve community

The foundation for good teaching is a goal aligned and rigorous curriculum that is fully prepared by the start of each quarter. Every interaction w/students needs to be personalized to what they need, when they need it & how they need to learn it best...quickly.

Instruction

Baseline instruction elements for personalization:

Various grouping and learning spaces - Sitting up, standing, on the ground, independently or groups, allow for students to learn in ways that best suit their needs
Goal Setting - As long as they are meeting the min. requirements, students control the pace of their learning for most of their class time

Continuous Improvement cycle (Data Wise)

Assess- Create methods for instant feedback:

- **Mastery quiz trackers** - Create a quiz for each standard to get a sense of daily mastery
- **On-pace metrics** - Whether on your walls or online, have students see daily if they are on or off pace
- **Grade Predictors** - Create a system that allows students to see how their effort can immediately impact their grades
- **Goal Trackers** - Set goals at the beginning of a class and then evaluate at the end of the period to see instant progress or feedback
- **On Task Monitoring** - Move around, use Hapara to get live feedback



Analyze- After collecting data, sort and look for patterns in the by:

- **Standards** - Organize data by standards to see what you are teaching well, what specific students need to relearn
- **Grades** - Look at overall percentage scores on illuminate to see daily progress by period. Look at grade distributions on Schoozilla.
- **Sextile analysis** - Group students by incoming skill sets and see if you are teaching to one side of the spectrum or the other better.
- **Lexile analysis** - Filter student outcomes by reading levels. Maybe it is or it is not the skill but the complexity of the text.
- **Comparisons** - Get a relative sense of performance by campus comparisons. Use them to learn from each other.
- **Looking at Student Work** - Get samples of student work and look for patterns
- **Demographic subgroups** - Gain awareness of any unintended biases in instruction by breaking down performance by gender, race, ELL or SPED status

Act- After analyzing student data, match your instructor moves to areas of need:
Dynamic Daily Grouping: Regroup, re-seat, check in with students by their performance on standards, pace, ability, heterogeneously, ability to stay on task, etc.

Provide Immediate Feedback Often: Pinball around w/specific feedback, create a 1:1 station where students come to you and update your grades as soon as possible

Models of Teaching (The Skillful Teacher)

Inductive Thinking	Concept Attainment	Synetics Model	Group Investigation
Scholars develop an ability to make inferences from data by gathering, grouping, labeling, comparing, inferring, hypothesizing, and generalizing.	Scholars develop their skills in logic, analysis, comparing and contrasting by giving examples of positive and negative exemplars.	Scholars connect something new with something that is familiar by using analogies	Scholars learn to respect different points of view, become more independent learners, and develop group process skills.
Advanced Organizer	Inquiry Training	Awareness Training	Non-Directive
This model seeks to advance a body of knowledge and promote a meaningful (hierarchical arrangement) assimilation of information.	Firecat is expected to put his or her knowledge to work to solve a problem. In the process, there is more knowledge to be gained.	Bridges individual's own experiences with experiences of other Scholars to discuss feelings and thoughts about learning in a language within a social context.	The Firecat acquires responsibility for one's own learning and the skill to plan and develop plans. Scholars become aware of their feelings and thoughts about themselves and others.
Classroom Strategies that Work- Marzano		Teach Like a Champion (LaMovi)	
<ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Non-linguistic representations • Cooperative Learning • Setting objectives and providing feedback • Generating and testing hypothesis • Cues, questions and advanced organizers 		<ul style="list-style-type: none"> • Be META - Model your thinking and problem solving skills for our scholars. Use well chosen explanatory devices to name the steps to your thinking. • Gradual Release - Gradually transfer your knowledge and skills to the point where students can do it themselves. • Create Pattern Experts - Experts see patterns in problems before solving. 	

the world's personalized learning experience



Purpose

Demonstrate care about our students' future. Ask them "At what points do my talents and deep happiness meet our world's deep need?" and then encourage them to major and make a career from their answer.

Baseline purpose elements for purpose:

Align course to annual themes - Help our students build awareness of their strengths and the world around them through our annual themes culminating in a senior thesis reflection on the question "At what points do my talents and deep happiness meet the world's deep need?" Career exploration through performance tasks - Help students "try" different careers through performance tasks.

Road Map to lighting the fire for Positive Multigenerational Change Annual Themes:

9th grade - Know yourself	Goal: Assign a clear challenge or goal. <i>"Your goal is to win a consulting contract with a national health care firm to provide affordable health care in the state of California."</i>
10th grade - Know your community	
11th grade - Know your nation	
12th grade - Know your world	
Senior Thesis - "At what points do my talents and deep happiness meet our world's deep need?"	
Critical Thinking Rubric Make critical thinking a habit of mind Significance- Why is this important? Why should I care? Perspective- Who says? How does the author's experiences influence the ideas presented? Evidence- What argument is being made? What facts are used to support the argument? How do I know they are fact versus opinion? Connection- How does this work connect to me? How has it been influenced by the past? How could it affect the future? Supposition- How would my life be different if this wasn't true or never happened? What would happen if you changed part of the problem?	

G.R.A.S.P.S
Brainstorming PMC Performance Tasks: Create a real life experience

Role: Define the role that our students will play. <i>"You are a lead consultant for a top consulting firm in the country."</i>
Audience: State who they will be presenting to <i>"The audience is the President and Board of Health Care Solutions."</i>
Situation: What are students asked to do <i>"Your team has been asked to calculate when the nursing shortage will end, if ever, and if not, what can HCS do to be a part of the solution."</i>
Product/Performance: What is the deliverable? <i>"Your team will need to present your calculations and potential solutions at an upcoming board meeting, prepared to answer questions immediately afterwards. Additionally, each individual will have to write a paper answering questions of significance, perspective, evidence, connection, supposition and your knowledge of self in the context of this national problem."</i>
Standard for Success: What does success look like? <i>"Your team needs to complete a 10 min. presentation, 8-10 slide powerpoint and a 2 page written paper."</i> Full example here

Examples of PMC Performance Tasks:

History/ Social Studies	Perspective: Compare British and French textbooks accounts of the Revolutionary War to your textbook account.
Mathematics	Read Flatland and a set of letters between mathematicians explaining why they fear publishing their findings; write a reflective essay on the difficulty of explaining new ideas, even "abstract" ones.
English Language Arts	What makes a "great book"? Make an audiotope review of a favorite book for the school library.
Arts	Write and perform a one-act play on a school issue.
Science	Read and discuss premodern or discredited scientific writings to identify plausible or "logical" theories (given the information available at the time).

See the Big Picture: Resume vs. Eulogy Virtues

Resume Virtues	Eulogy Virtues
"are the ones you list on your résumé, the skills that you bring to the job market and that contribute to external success."	"They're the virtues that get talked about at your funeral, the ones that exist at the core of your being—whether you are kind, brave, honest or faithful; what kind of relationships you

Essential Questions:
Where do my talents and deep happiness intersect with the world's greatest need?
How can I use my college degree and careers to make a PMC?

How the Instructional Methods Will Ensure Mastery of Standards

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

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

STUDENT USE OF TECHNOLOGY

East College Prep integrates technology throughout the program, both to ensure that students develop critical 21st century skills in using tech-based tools, as well as helping to personalize instruction and maximize student achievement. The core academic curriculum at East College Prep is delivered through a combination of online coursework, which students complete through teacher-created “modules” via an online learning platform, Canvas. All students are provided a 1:1 Chromebook to use while attending East College Prep and technology is integrated throughout every class period and students take online interim benchmark assessments, further preparing them for computer-based standardized assessments. Students learn basic computer skills (Word, Excel, Prezi, etc.), as well as internet research skills and online communication proficiency. The school utilizes an integrated data management system, Illuminate, to collect, analyze and report student achievement data and other required measures (e.g., attendance, student behavior, etc.). Parents and students have real-time access to Illuminate to access current grading and homework assignments.

GRADUATION REQUIREMENTS

East College Prep graduation requirements exceed the A-G requirements of the University of California/ California State University System and allow all students to graduate ready to enter a four-year college or university. Students are required to pass courses with a C- or better. With five course periods in the bell schedule and four years, students take 20 courses towards graduation (“College Prep Elective” overlaps with an advanced year of a core course.) Any course required over the UC/CSU requirement will go towards the G Elective.

	Ednovate	UC/CSU A-G Eligibility	Credits
History/Social Science (“A”)	3 years	2 years	60 credits
English (“B”)	4 years	4 years	80 credits
Math (“C”)	4 years	3 years; 4 recommended	80 credits
Science (“D”)	3 years	2 years; 3 recommended	60 credits
World Languages (“E”)	2 years	2 years; 3 recommended	20 credits
Visual & Perf. Arts (“F”)	2 years	1 year	20 credits
College Prep Electives (“G”)	1 year	1 year	Covered with exceeded requirements in A-F
Physical Education	2 years	N/A	20 credits
Advisory	4 years	N/A	40 credits
PMC Hours (Community Service/Real-World Learning)	40 hours (10/year)	N/A	n/a

Credit Recovery

Students who earn a “D” or “F” in any class will be required to make up the credits during evening or summer credit recovery courses. Credit recovery may be offered on site or students may need to go elsewhere to complete credit recovery. Credit recovery and other intervention supports will be available to ensure that all students, including transfer students, have the opportunity to meet graduation and college entrance requirements. We will use APEX for credit recovery.

Ensuring Transfer Students Can Meet Graduation and College Entrance Requirements

Upon enrollment, counselors work with individual students to create a graduation plan to meet the requirements for graduation. This plan will be monitored and updated each semester. Advisors help to ensure that each student is enrolled in appropriate courses, and that each student has the support he or she needs to successfully complete graduation requirements. Minimum requirements for a diploma exceed with UC/CSU A-G requirements.

Ensuring Students Meet CDE’s College/Career Indicator

East College Prep will ensure all students meet the “Prepared” level on the CDE’s new College/Career Indicator by achieving a High School Diploma and any one of the following:

- Career Technical Education (CTE) Pathway Completion plus one of the following criteria:
 - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments
- Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)

- Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams
- Completion of courses that meet the University of California (UC) or the California State University (CSU) a-g criteria **plus one** of the following criteria:
 - CTE Pathway completion
 - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
 - Passing score on one AP Exam **OR** on one IB Exam.⁵¹

With graduation requirements that exceed UC A-G requirements, a rigorous, mastery-based program of instruction that will prepare students to excel on the CAASPP exams, and an array of AP course offerings, all of East College Prep’s students can and will meet this college/career readiness indicator criteria.

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

Western Association Of Schools And Colleges (WASC) Accreditation

East College Prep has received its Initial WASC Accreditation through June 30, 2020.

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

⁵¹ CollegeBoard. AP Students. Retrieved from <https://apstudent.collegeboard.org/home>.

The Charter School will use a quarterly calendar with 8-10 weeks of instruction followed by 2- or 3-week breaks for students at the end of each quarter, with teachers working one week of this break to collaborate, engage in professional development, and reflect on data. Research has shown that for students who have traditionally been underserved, more frequent breaks provide an opportunity for remediation and tutoring (Ballinger, 1995), as well as a time for staff members to rest, reflect on the previous quarter, and plan for the upcoming quarter. A draft of the school's 2020-21 academic calendar can be found below.

ednovate 2020-2021

Academic Year Calendar

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

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

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

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

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

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

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

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

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

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

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

June 21						
Su	M	Tu	W	Th	F	Sa
						1
		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		

DRAFT

Notes

Holiday
Staff Professional Development (No School)
Report Card Pick Up (Parent Conference Day, No School)
Early Release (1:30pm dismissal) Staff PD 2:00-4:00
Regular Instructional Days
Pre/Post-ACT or Interim Assessment Day (minimum day)

Sample Bell Schedules

East College Prep utilizes a block schedule with 75-minute periods. Students attend four core subject courses each day as well as an elective such as physical education or vocal ensemble. Also built into the schedule are two Advisory periods. Morning Advisory is a brief check-in that includes attendance, announcements, and uniform checks. Afternoon Advisory is longer and includes study hall and one-on-one counseling with individual students to ensure they are on track for promotion to the next grade level. Certain courses may alternate on students' schedules, and in those cases, students would have them either on "A" days or "B" days (such as physical education on "A" days and art on "B" days)

9 th and 10 th Grades		11 th and 12 th Grades		All Grades	
Monday – Thursday Schedule		Monday – Thursday Schedule		Friday Schedule	
Time	Period	Time	Period	Time	Period
8:00-8:05	Advisory (5 min.)	8:00-8:05	Advisory (5 min.)	8:00 – 8:05	Advisory (5 min.)
8:10-9:20	P1 (70 min.)	8:10-9:20	P1 (70 min.)	8:10-9:00	P1 (50 min.)
9:25-10:35	P2 (70 min.)	9:25-10:35	P2 (70 min.)	9:00-9:55	P2 (50 min.)
10:50-12:00	P3 (70 min.)	10:50-12:00	P3 (70 min.)	10:10-11:00	P3 (50 min.)
12:05-12:30	Lunch (25 min.)	12:05-1:15	P4 (70 min.)	11:05-11:55	P4 (50 min.)
12:35-1:45	P4 (70 min.)	1:20-1:45	Lunch (25 min.)	12:00-12:50	P5 (50 min.)
1:50-3:00	P5 (70 min.)	1:50-3:00	P5 (70 min.)	12:55-1:30	Advisory (35 min.)
3:05-3:40	Advisory (35 min.)	3:05-3:40	Advisory (35 min.)	8:00 – 8:05	Advisory (5 min.)

Instructional Minutes

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	Yes	141	435	0	0	39	330	0	0	180	64800	74205	9405
10	Yes	141	435	0	0	39	330	0	0	180	64800	74205	9405
11	Yes	140	435	0	0	41	330	0	0	181	64800	74430	9630
12	Yes	138	435	0	0	39	330	0	0	177	64800	72900	8100

PROFESSIONAL DEVELOPMENT

Teacher Recruitment & Selection

East College Prep recognizes that high student achievement depends on having excellent instructors in every classroom. Highly qualified, credentialed teachers will teach all core, college-preparatory academic courses.

As identifying top talent is critical for the school's success, East College Prep uses multiple strategies to attract and retain highly qualified teachers. East College Prep advertises positions on Ednovate's website, www.ednovate.org, as well as a variety of online job boards and education publications. East College Prep also works with teacher preparation programs, such as USC, UCLA, Teacher for America, and LMU to identify strong instructors.

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

It is a goal of East College Prep to foster a positive work environment for teachers that will allow excellent teachers to stay in the classroom year after year. The Charter School attracts and retains high-performing teachers by offering a competitive compensation package and by creating an

attractive and highly innovative work environment. At East College Prep, teachers are given the opportunity to innovate in their classrooms as the Charter School develops and refines its blended technology model year after year. With a 1:1 student to computer ratio and ample technology provided to staff, teachers are able to leverage technology to make their career more sustainable. East College Prep's unique advisory program will also appeal to teachers who thrive on forming close, supportive relationships with students and problem solving to help each student succeed.

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

Professional Development

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

Every summer, teaching staff return to work in the middle of July for several weeks of intensive teambuilding and professional development. A sample of summer PD and planning time includes the following:

Module 1: The CCRS Standards

- Do Now: Why College?
- Standards & Interim Assessments
- The Student Experience
- Deconstructing the Standards (CCSS and CCRS)
- Unpacking your Base Curriculum
- Instructional Huddle: The CCRSs

Module 2: Building your Modules

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

Module 3: The Student Handbook

- Intro to the Student Handbook
- Caring & Accountable Culture

- Culture Role Plays
- Classroom Management Plan
- Instructional Huddle: Caring and Accounting

Module 4: Advisory

- Purpose, Best Practices, Week 1

Module 5: A day in the Life

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

Operations Part 1

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

Operations Part II

- Health & Safety Policies and Procedures
- Emergency Procedures
- Student Meds
- Social Work Overview
- Course Planning Time (1:1s)
- Professional Norms + Culture Snapshot

Intro to SPED

- SpEd Overview and supports
- Mandated Reporter
- SPED Snapshots Deep Drive in Grade Levels
- Meeting the needs of English learners and EL strategies
- Gradebooks Office Hours Set Up
- Module Review Consultancies

Strong Start

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

Ongoing Professional Development for Teachers

The Professional Development schedule is guided by the Principal's vision that is also aligned with Ednovate's mission. Professional Development begins with a strategic focus on building a functional team by using research-based practices for building effective team. Teambuilding is followed by Professional Development for all teachers that is essential for supporting rigorous and well-designed instructional delivery. Each day is designed to include planning time for teachers to develop lessons with their grade level teams and to participate in meaningful data driven conversations in order to develop benchmark goals that drive instructional practices.

In addition, new hires will take part in a 3 day New Hire professional development prior to the two weeks of Professional Development on their school site. During this New Hire PD, teachers will have an opportunity to learn from our mission and about the 4 foundations of Ednovate. Days 2 and 3 of New Hire PD will be focused on instructional staff with a focus on curricular support, content specific vision as well as planning time in content areas. These themes will be reinforced at their school site during the first two weeks of school. Additionally, New Hires will receive additional support from their instructional coaches throughout the year to ensure the implementation of the school's specific educational program.

Throughout the school year, our calendar includes an additional 13 pupil-free days for PD and collaborative planning time, including data analysis; students also will be dismissed at 1:00pm on Fridays to allow for ongoing staff professional development. Topics for these sessions vary depending on the needs of the teachers and are always grounded in data, whether it is academic, discipline, attendance, or other data. Likely PD topics include:

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

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

In addition to Friday afternoons, the academic calendar includes pupil-free days between each quarter to allow for longer, more in-depth professional development for teachers and staff.

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

Individual teacher performance support begins with regular informal classroom visits by the Principal, Assistant Principal, instructional coach or other administrators and include bi-annual formal observations with follow-up meetings and evaluations that provide opportunities for staff to reflect critically on their own practice. Teachers also observe each other, collaborating both at grade level and across grade levels. Cross grade level curriculum development helps build continuity of academic content, schoolwide behavioral standards, academic vocabulary and performance expectations. Teachers share lesson plans, instructional materials, booklists, Internet resources, and behavior charts for individual reinforcement of positive behavior goals.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

East College Prep has an English Learner Advisory Committee (ELAC) comprised of parents of EL students, which is required for schools with enrollment of more than 21 EL students. The ELAC is responsible for advising the Principal and staff on programs and services for English Learners, including but not limited to: LCAP goals, priorities in the Single Plan for Student Achievement (“SPSA”), schoolwide needs assessment, and more.

As detailed below, designated ELD instruction occurs during flexible scheduling block as well as daily integrated ELD instruction across all content areas for all ELs. ELD instruction is delivered by both teachers and web-based programs. Curriculum resources are selected because that align with best practices in English Learner instruction with resources that integrate ELA instruction, designated ELD and integrated ELD instruction designed to support ELs in acquiring foundational reading, academic language, and conversation skills in English order to be successful in school. This includes targeted instruction for Emerging, Expanding, and Bridging EL students, adaptive learning to target support for foundational skills, and structured opportunities to practice and apply academic language. The selected curriculum include assessments that will provide teachers with real-time student performance data to pinpoint a student’s exact skill gaps to strengthen interventions.

We have structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting with caring teachers and focused, personalized attention. East College Prep teachers, staff and Charter School leaders will communicate to parents in their home language as needed—but will use English instruction for the content areas in the classroom.

Identification of English Learners

East College Prep’s EL program follows the Ednovate English Learner Master Plan approved by LAUSD. East College Prep’s EL program is designed to ensure English Learners (including those who are reclassified) have equal access to instructional materials and supports (including

both integrated ELD throughout core subject learning as well as designated ELD during specific time periods in the bell schedule) in order to achieve grade-level CCSS mastery and English-language proficiency.

In order to identify EL students in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a *Home Language Survey* upon enrollment at the Charter School. (Cal. Education Code § 52164.1) Students whose primary language is not English will be assessed using the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English Learner by a California Public Charter School or if there is no record of prior ELPAC test results. The ELPAC assessment will take place within 30 days of the start of the Charter School year or within two (2) weeks after the date of the student's first enrollment at East College Prep.

The ELD Coordinator assesses English language proficiency of all currently enrolled English learners in accordance with California Education Code guidelines. Students with disabilities are permitted to take the ELPAC test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP. The Charter School will notify parents of the school's responsibility to conduct ELPAC testing and will inform parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

Students are monitored in conjunction with the four new Performance Level Descriptors (PLDs) approved by the State Board of Education:⁵²

This document provides the general performance level descriptors (general PLDs) for the English Language Proficiency Assessments for California. These general PLDs take into account the categories of Emerging, Expanding, and Bridging. The language in the description draws from the language used to describe those categories on page 20 of the [2012 California English Language Development Standards: Kindergarten Through Grade 12](#) (PDF).

Following the field tests for the initial assessment (IA) and summative assessment (SA), the specific performance level threshold score recommendations will be submitted to the State Board of Education (SBE) for approval pursuant to California Education Code Section 60810(2) after the IA and SA standard settings. These general PLDs are structured so that for the summative assessment, a recommendation to consider an English learner for reclassification would be based on the threshold between level 3 and level 4. For the IA, a student whose IA results fall at or above the threshold between level 3 and level 4 would be considered Initial Fluent English Proficient (IFEP). These recommendations for IFEP and reclassification will be reconsidered by the SBE upon adoption of the specific threshold scores.

⁵² Previously, under the CELDT test, there were five proficiency levels. A chart located on the CDE website provides a helpful comparison of the old CELDT test standards compared to the new ELPAC: <http://www.cde.ca.gov/ta/tg/ep/celdtelpaccompare.asp>.

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

<http://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>

Parents are notified of their rights and their child’s ELPAC scores each year and will be encouraged to participate in the reclassification process. Parents are notified when a student is being considered for reclassification and again when they are officially reclassified.

Educational Program for English Language Acquisition

All EL students learn with all other students in the classroom during instructional time. In addition, EL students have designated ELD instruction with a teacher in small groups using web-based programs daily during ELD/Literacy time during Flexible scheduling blocks. During designated ELD, they complete curricular tasks in Reading Comprehension, Grammar, Word Meaning and Writing at their level of English proficiency, using Achieve 3000’s Empower Access, Kate Kinsela’s ELA 3D and Rosetta Stone curriculum, as well as receiving direct instruction with the teacher.

Upon completion of weekly tasks, student data are analyzed to track progress of language acquisition. The Achieve 3000 ELD curriculum supports language growth with a standards-aligned custom curriculum that integrates phonics and fluency practice. As students engage in online adaptive learning with linguistic scaffolds through these curricular resources, teachers are provided point-of-use instructional supports to facilitate targeted instruction for each student based on their individual needs. The curriculum simultaneously develops academic vocabulary,

ensuring EL students do not miss out on essential grade-level, standards-aligned instruction while increasing their literacy and language skills. Teachers use modeling, graphic organizers and visuals to support students' recognition of essential information in all academic subjects. Teachers keep the stages of language acquisition in mind as they plan instruction and differentiate within the classroom to meet the needs of each student as they work towards the next level of proficiency. Through 1:1 coaching, weekly grade level data analysis, Achieve 3000 and/or SRI Lexile testing, and network wide reporting on quarterly benchmark data (including subgroup data), instructors at East College Prep will monitor ELs' progress toward English proficiency. On a daily and weekly basis, teachers examine subgroup data to adjust instruction and use Lexile data to differentiate readings, provide scaffolds, and to inform small group instruction. In addition, EL students receive Designated English Language Development for a target of 80 minutes a week.

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

Sheltered instruction/SDAIE is grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. Teachers engage in the following practices to support universal access of subject matter content for all students:⁵³

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

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

⁵³ Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

I. Into: Determining what the students know about the topic of study. Possible SDAIE strategies for “Into”:

- **Anticipatory Guide:** Students are given a series of statements that relate to concepts they are studying in their unit on Ancient Greece. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.
- **Brainstorming** - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

II. Through: The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students take responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for “Through”:

- **Graphic Organizers** – Students complete a variety of graphic organizers as they read or listen to information. Graphic organizers used might include:
- Comparison-Contrast Matrix-Students determine similarities and differences between two topics studied
- Flowcharts – Students sequence important events in the content studied. Cause and Effect Chart – Students chart the ways in different characteristics effect change and impact others.
- **Reciprocal Teaching** - Two students work together to read a passage in the social science text. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.
- **Picture This** – Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other's drawings.
- **Reading Guide** Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what are discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

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

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

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

East College Prep bases its English Learner support program on the 2012 California ELD Standards. The California English Language Development Test (CELDT), aligned to the 1999 ELD Standards, was replaced by the English Language Proficiency Assessments for California (ELPAC) system in 2018, which is aligned to the 2012 revised CA ELD Standards.

As guided by the CA ELD Standards, East College Prep teachers provide integrated ELD instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students are expected to advance at least one ELD level annually. Our ELD Coordinator partners with the classroom teachers to include ELD goals on students' learning plans, including specific goals to meet during dedicated ELD instruction. Additionally, our ELD Coordinator assesses student progress towards attainment of the standards using standards-based portfolios.

If students are not making sufficient academic progress as indicated through ELPAC data, we are committed to modifying our EL program as needed.

East College Prep ensures that teachers are qualified and supported to meet the needs of ELs. We hire teachers that are CLAD/BLAD certified and place a priority on hiring teacher(s) that speak Spanish and English and can provide strong instruction within a structured immersion classroom. We also support teachers by providing professional development on structured immersion instruction, specially designed academic instruction in English (SDAIE) teaching strategies, language development, monitoring, and assessment of ELs. We commit to monthly professional development specifically addressing the instructional effectiveness, reviewing assessment data and revising curriculum to meet our EL students' needs.

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

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

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

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

blocks are also utilized to support English Learners. Additionally, office hours are available for students to receive more support.

Process For Annual Evaluation Of The School's English Learner Program

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

Teachers are expected to regularly evaluate student progress by reviewing EL data from formative and summative assessments. Teachers use the results of this data to change their instructional practices to better serve each student. In order to document progress, all teachers receive an ELD folder for each of their EL students that is used to monitor individual progress at their targeted ELD level. These folders include the new ELD standards by level 1-4. Teachers use these folders to collect student work samples, and check of mastery towards each ELD standard.

Process and Specific Criteria for Reclassification

East College Prep monitors student mastery of the ELD standards through the use of online student folders. The folder is used as a guide that, when implemented systematically and consistently, ensures the implementation of a quality ELD program. Teachers select assessments and work samples that accurately represent the student's current level of performance in listening, speaking, reading, writing and language.

As English Learners progress, work samples that no longer characterize the student's best work are replaced with more representative samples. The ELD Coordinator reviews ELD folders at the end of each reporting period and EL students receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking.

The following assessments are examples of ELD folder evidence:

- Publisher ELD assessments
- End-of-unit assessments from state-adopted ELD programs
- Teacher/grade-level created performance tasks
- Checklists to informally observe student performance in everyday activities
- Core content area assignments scored using an ELD standards-based scoring rubric

It is the responsibility of the Principal, collaborating with the ELD Coordinator/Assistant Principal to work with classroom teachers to carry out the EL Master Plan. The ELD Coordinator maintains ELD portfolios, monitors classroom instruction, updates ELD levels in the East College Prep Student Information System (Illuminate), places ELs according to ELD level, reviews EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, reviews ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification or

need for intervention. The ELD Coordinator works with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

EL student reclassification criteria will meet the criteria of CA Education Code § 313(f) and will include:

Measure	Performance Expectation
ELPAC	<ul style="list-style-type: none"> Overall proficiency level of 4 (Well Developed) on the ELPAC, with subscores of 3 (moderately developed) or higher
Teacher Evaluation	<ul style="list-style-type: none"> Demonstrated mastery of grade level content with a C- or better in English 9, 10, 11, 12
ACT Readiness Benchmarks	<ul style="list-style-type: none"> An ACT score of 14 on the ACT Reading or English test or an average score of 44% on normed ACT College Readiness Interim Assessments CAASPP ELA score of "Met" or "Exceeded" standards (11th grade only)
Parent Opinion and Consultation	<ul style="list-style-type: none"> Parent approval

Students scoring Level 3 or 4 on the ELPAC are considered for possible reclassification. If a student scores below Level 3 on any subtest (Listening, Speaking, Reading, Writing), he/she will no longer be considered to reclassification despite an overall score of Level 3 or Level 4. Teachers will submit ELD folders and work samples for each student that was administered the ELPAC regardless of score.

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

The reclassification team (which includes the teacher, an Administrator, and may include a parent) reviews the information listed above as well as teacher recommendations and overall successful classroom performance in academic areas as indicated by report cards, and benchmark/summative assessment type tests. The reclassification team also discusses if the student has met sufficient goals and the team will also consult with the parent for their input. If a student has satisfied all of these requirements they will then be recommended for reclassification pending the release of CAASPP scores for that year. If a student Meets or Exceeds standards on the ELA test, he/she will be officially reclassified, and their file will be updated to reflect Reclassified Fluent English Proficient in that academic year. A student will continue to be monitored by the reclassification team for two years after official reclassification.

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

Reclassified students are monitored for a period of four years by our ELD Coordinator, both to ensure that they have not been redesignated too early, and that they are successfully participating in the academic program without incurring deficits. Monitoring of reclassified students' academic progress includes review of ACT benchmark data, CAASPP scores, and ELA grades.

Follow-up services for students who do not demonstrate satisfactory progress include, but are not limited to: additional tutoring, counseling, and enrichment classes. Students scoring at the lowest levels of the ELPAC are provided supplemental English Instruction, focusing on skills, vocabulary and information that support both their oral and written English language acquisition. The goal is to ensure a quality instructional program that enables English Learners to attain English proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that East College Prep provides for all students.

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

English learners will continue to be re-evaluated annually using the ELPAC assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). East College Prep sets a reclassification target annually as part of the Local Control Accountability Plan (LCAP) goal setting process. The ELD Coordinator serves as the ELPAC testing coordinator and meet weekly with teachers to discuss the progress of English learners toward mastery of the CA ELD standards. The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of two years, by meeting regularly with their teachers and reviewing their benchmark assessments and standardized testing results to ensure that they are able to keep up with their peers.

Process for monitoring progress and supports for Long Term English Learners (LTELs) and Students At-Risk of Becoming LTELs

Under California law, Long Term English Learners (LTELs) are defined as those students who have spent seven years or more in California schools, score Far Below Basic or Below Basic on the state academic exams in English Language Arts (or presumably equivalents under the new CAASPP testing) and are failing to progress on the state's English language proficiency exam (AB 2193, Lara). When LTELs enroll at East College Prep, or students are classified as LTELs after enrolling at East College Prep, the ELD Coordinator and classroom teachers will work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. East College Prep will prioritize resources (e.g. curriculum for ELD instruction) for students at risk of being identified as LTELs. Students and parents will be made aware of the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

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

At East College Prep, instructors and administrators regularly analyze data from formative assessments as well as in-class coursework and quizzes to monitor students' progress toward academic goals. Students may be identified as achieving above grade level in a given area as a result of any of the assessments described in Element 3, grades, or teacher observation. At this

time, East College Prep does not offer testing for giftedness. Parents may contact the Assistant Principal for more information about GATE.

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

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

East College Prep parents are informed about their students' progress in multiple ways. All parents receive progress reports every two weeks with their students' grades and progress toward scorecard goals. Parents also have access to the student information system Illuminate's 24/7 Parent Portal to access grades, attendance, and assessment data. On a quarterly basis, parents are asked to come in for 1:1 conferences with the student's advisor at Report Card Pick Up, and those conversations will also be grounded in data.

Students Achieving Below Grade Level

At East College Prep, instructors and administrators regularly analyze data from formative assessments as well as in-class coursework and quizzes to monitor students' progress toward academic goals. Students may be identified as needing additional support in a given area as a result of quarterly interim assessments, ongoing review on curricular assessments (e.g., online data), unit tests, performance tasks, grades, or teacher observation.

East College Prep ensures that academically low achieving students succeed by offering differentiated instruction, through responsive problem solving as issues occur, and by continuously monitoring student progress and intervening as needed. Small group instruction will allow for extra teacher-led instruction, reteaching and spiral teaching. The MTSS program provides tiered interventions and support to students in need, as detailed above. Students recommended for MTSS will have individual interventions implemented for 6-8 weeks with monitoring and data collection to determine effectiveness. Flexible scheduling blocks allows for all students to receive additional support in an area of need or support advanced students with more rigorous opportunities. Students have access to online resources that will help to supplement classroom instruction, including, but not limited to, Read 180 and IXL. Additionally, office hours are available to all students to request additional support.

Socioeconomically Disadvantaged/Low Income Students

East College Prep expects that the majority students will continue to qualify as socio-economically disadvantaged (identified via Free- and Reduced-Price Lunch forms), which means that they are more likely to be exposed to a range of risk factors associated with low academic achievement. To ensure that all students graduate from East College Prep prepared for success in college and in life, the Charter School's mission, vision, and instructional program are designed to provide and ensure equal access for all students, particularly those students who are considered socioeconomically disadvantaged.

East College Prep supports students to meet high academic and social expectations by committing a variety of resources to make it possible for every student to meet their full academic and social potential. The Charter School's leadership is committed to working diligently to place a full range of social services within reach of families who need them. To that end, the Charter School provides counseling services to students who need them. When applicable, the Charter School may refer families to outside counseling services as well. Over time, as other needs are identified, East College Prep will bring in community support services for families or refer families out to them as needed.

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

- More time to increase the number of optimal learning moments per day and throughout the school year, including an extended school day and summer school for students who need it
- College-going culture
- Technology
- Higher order questioning
- Immediate feedback
- Journals to engage students in reflection about their learning
- Pre-teaching of information
- Explicit disclosure of what the lesson is about
- Explicit instruction of the growth mindset (Blackwell, et. al., 2007)
- Maintaining high expectations
- Multiple ways to learn
- Tutoring and homework support
- Field trips and college visits
- Inclusion of parents
- Building meaningful student-student and student-adult relationships

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

Students with Disabilities

Please see District Required Language at the beginning of Element 1.

Students in Other Subgroups

East College Prep offers a variety of support for students with extraordinary needs, such as foster youth and homeless students. Our extensive intervention program provides several levels of guidance depending on the need of the student, including counseling, and referrals to outside resources. The Principal serves as the Charter School designee responsible for monitoring foster and homeless students' growth, support services and achievement of Charter School and individual goals. If a parent or student indicates they are living in a situation that would qualify as homeless the Charter School will inform them of their rights under the McKinney-Vento Act. East College Prep adheres to the McKinney-Vento Act and provides all required supports to its homeless youth.

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

A Typical Day

A visitor to East College Prep would see the school's vision and values in practice throughout the day. The building, a warm and welcoming environment decorated with inspirational phrases and various college pennants, opens at 7:00 a.m. for students who choose to arrive early. Students are greeted by culture staff members who check to make sure that they are set up for success by being in full East College Prep uniform- polo shirt, slacks/skirts, belt, and professional all black shoes. Students work on their assignments, socialize with peers, and enjoy a nutritious breakfast before going to advisory.

One student the visitor would see was Alexandra (Alex), a 17-year-old senior who takes the school bus every morning with her peers at 7:00 a.m. She arrives at 7:30 a.m., walks through the front door with a smiling face, and greets teachers and staff members. Mr. Jimenez greets her as she walks through the door towards the patio where she meets her friends. Now a total of three, they walk to the breakfast table inside Spartan Hall and grab a breakfast bag. They sit down and begin to talk about their agendas for the day and their homework for in class discussions. Mckayla shares her perspective on the material that they learned in AP Chemistry the day before and asks questions about the lab that was being conducted during first period. Aris shares his perspective from his Environmental Science class where he is preparing to debate about the workings of climate change. Alex shares her predictions for the AP Calculus AB test later that week and is glad that she's getting a review day in class.

At 8 a.m. Alex heads to Morning Advisory where she is greeted by her advisor Ms. Shertzinger and fellow peers. She grabs her Chromebook, checks her email, but most importantly the 12th

Grade Google Classroom announcements page. Alex reads the messages posted by the Principal and other staff members and is always excited to read all of the events and opportunities for different grade levels. The first passing period bell rings at 8:10 a.m. and Alex's advisor wishes each student a great day on their way to class.

When the bell rings and students are dismissed to their first period class, Alex walks with Amy, her fellow advisory friend, to AP Chemistry with Mr. Williams. During this class, Mr. Williams greets his students, projects the day's topic for lecture, and reminds Alex, Amy, and Mckayla that they are the first group to gather their materials for the lab. Mr. Williams shares the background information for the lab and ensures that all his students have their goggles on when beginning the lab. He reminds the students that they must not take their goggles off until all measurements are recorded and they have cleaned up. Alex asks Mckayla to begin gathering the materials as Amy begins to do the calculations are needed for the measurements. Alex annotates all of the group's work that will later be used in their lab report. The lab was designed for students to better visualize what happens during a redox titration, which was learned about the day before during Mr. Williams's lecture. The students balance equations and identify how much potassium permanganate was consumed by oxalate through a change in color, which would notify the group that the oxidation state had changed. Once Alex and her group have finished recording their data, Mr. Williams checks in with them and reviews their results. He gives them advice for their trials the following day and tells them they did a good job with their first set of numbers. Once the group has reviewed with their teacher they begin to clean up and dispose of the solutions as Mr. Williams instructed. The bell for the second passing period rings and Mr. Williams wishes us a good day and tells us that we did a great job with our first day of lab.

Alex continues her second and third period classes and is awaiting the bell to ring to head to her AP Calculus AB class- one of her favorites. During her math class, Ms. Dykes welcomes everybody, asks about our day, and the students take out their notebooks to follow along with today's lecture on derivatives. Some students choose to use their Chromebooks to take notes, but many prefer the traditional pencil and paper. Ms. Dykes began class by reviewing the content from yesterday and showing us how the lessons are connected. She notes that today's lecture will also be a part of test later on in the week. At this time, she explains how to solve problems step by step and leaves enough time for clarifying questions and homework. When the lecture has concluded, Ms. Dykes reminds us that she is holding office hours after school for students who want extra practice or want to ensure that they have a grasp on the topic. Alex begins her homework with her friend and classmate Stephanie and they will be attending office hours for extra practice to better review for the test. Alex asks her teacher for help identifying the different derivative rules such as the product, quotient, sum, difference, and chain rules, and returns to her group able to help them understand, as well. Her group likes to use whiteboards to practice and they ask their teacher if the answer is correct and ask for clarification when they need support solving a problem. Ms. Dykes also emails the class different resources such as flashcards, videos, and other practice for those that prefer online methods. She advises the class to continue making study groups to prepare for the midterm coming up in a couple of weeks and to make flashcards. When the students need a break from all the math they've done, they talk about how their day has been going with Ms. Dykes and how it's almost time for lunch and they're excited for the chicken sandwich that's being served. Ms. Dykes laughs while checking the work that the student has brought to her during their conversation.

Throughout Alex's day, her classes are filled with rigorous, standard-based instruction. Her lessons are both online for AP United States Government and Politics/ AP Microeconomics and AP Spanish Language and Culture and offline for AP Chemistry, AP Calculus AB, and AP English Literature and Composition. Her classes are objective-driven, and she spends almost every minute of each 70-minute class period working and thinking hard alongside her peers. Before she leaves each class, the teacher checks for understanding in a measurable way, such as multiple-choice questions, so she is also aware of what skills she needs to practice going into the next day's lessons.

On a typical day, Alex has five core subject area classes as well as one A-G elective course, Art. In her core classes, Alex experiences various learning techniques in her classes, showing that she and her classmates are getting the right individualized instruction for their needs at the right time. Alex works independently on some of her classes through an online curriculum such as Edgenuity or an online lesson from Khan Academy or Albert.io to relearn or strengthen skills. In other classes, Alex accesses the day's lesson from an online learning management system called Canvas where the assignment is posted online through teacher created modules that students can complete at their own pace. Alex follows links to relevant articles, YouTube videos, or online assessments that will be necessary to complete the assignment, respectively.

To facilitate this type of learning, Alex was given a Google email address and was taught how to use Google Apps for Education, so she can easily share assignments with her teachers and her classmates for group projects. Teachers are equipped with software that enables them to monitor each student's computer screen, so they can easily intervene if they notice a student needs additional support or a reminder to stay on task. Students are mentally engaged from bell to bell, and teachers are free to circulate through the classroom providing individualized support and interventions as needed.

During Alex's AP English Literature and Composition class, Mr. Breddan groups students to work on projects, discussions, or other types of online and offline tasks. For example, today in English, Alex took part in identifying the rhetorical strategies of the play "Fences", written by August Wilson, through whole group discussions with her teacher and class. While many types of activities take place on a typical day, in every classroom, Alex is engaged and working at a rigorous level to master content standards. Her experience is highly personalized, tied to a deeper purpose and passion, and intended to instill specific mindsets to allow for success in college and beyond. Alex has realized she factors auditory, visual, and kinesthetic learning styles into each class and is able to personalize her learning what method of studying or annotating works best for her.

Additionally, Alex is able to choose the topic she would like to explore based on her passion for her Senior Capstone. This project is designed as a thesis, essentially, for seniors to research, write, and present their passions to the community and fellow Spartans. Alex's Capstone was based on her experience volunteering with the High-Risk Premature Infant Clinic and how she was bringing awareness to the community about different resources and solutions for families before and after birth. She showcased this through a presentation and a paper where she was given continuous feedback by her mentor, advisor, and teachers.

Alex's day ends with Afternoon Advisory, a session of at forty minutes that is a hallmark of East College Prep's college preparatory program. Alex's group has been together since her freshman year and every day she looks forward to telling her advisor about everything she's done throughout the day. Alex is reminded of the deadlines that she has Senior Capstone submissions. Her advisor also begins to address the Senior events that are coming up. The Advisor's goal is to ensure that all students are on track for promotion to the next grade and for graduation at the end of their senior year. Ms. Shertzinger will use the ACRI requirements that consist of grades, test score benchmarks, detentions, attendance, and community service hours to help each student with their path towards graduation. On most days, Alex uses this time as study hall while Ms. Shertzinger meets one-on-one with other advisees looking at their individual data on the scorecard and set goals accordingly. Sometimes, Ms. Shertzinger will lead a whole-group lesson on topics such as: mindfulness, time management, scheduling, planning, and team building exercises. Advisory helps to ensure that Alex feels that Ms. Shertzinger will be there to help her and that 100% of the advisory and class at East College Prep are accepted to a four-year college by the time they graduate.

When the bell rings at 3:40 p.m., Alex is dismissed from Afternoon Advisory. Alex looks for her friend Stephanie and is ready to head to office hours with Ms. Dykes at 3:50 p.m. Her friends all head to different activities such as Yearbook, Math Club Soccer or Basketball, Activist Club, and other sports and clubs.

Element 2: Measurable Pupil Outcomes

Element 3: Method by which Pupil Progress Toward Outcomes will be Measured

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Please see Element 1, The Requirements Of California Education Code §47605(B)(5)(A)(ii).

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please see Element 1, The Requirements Of California Education Code §47605(B)(5)(A)(ii).

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

The use of data is fundamental to the culture of East College Prep in all areas, but especially in informing the instructional program to ensure that East College Prep's primary goal of increased academic achievement for all students is met. At all levels of the organization, from students to teachers to leadership to the Ednovate network office, members of the Ednovate community utilize data to drive all important decisions impacting teaching and learning. While East College Prep's academic model is built to evolve, Ednovate and East College Prep are clear about goals and intended outcomes, and everyone throughout the organization will be held accountable for collectively and individually achieving those goals.

East College Prep uses a variety of assessments to inform student progress throughout the school year.

Baseline Assessments

East College Prep uses a released ACT exam to establish a baseline for student performance and to document progress over time in English language arts, reading, writing, science and mathematics. Diagnostic assessments are administered to new students at Orientation each summer before the start of each school year. East College Prep uses CCRS-aligned diagnostic assessments in English language arts, mathematics, science, and reading. These assessments will be used to identify students needing intervention to ensure that all reasonable steps are taken to promote each student's grade level academic performance. Student progress is monitored regularly, meaning daily in class assessments as well as weekly and quarterly. When student progress is not at the desired level (indicated by not meeting grade level targets on ACT; D's or F's in core subject areas, and failing to demonstrate mastery of skills based on classwork, tests and quizzes, and based on exemplars and rubrics), the Student Success Team will be used to prescribe and monitor the effectiveness of interventions or other courses of action and to continue to monitor student progress in MTSS until success is achieved. Additionally, the ELPAC assessment is used as a baseline for English proficiency for all EL students.

Formative Assessments

During the school year, teachers conduct formative assessments of student progress using a variety of measures. Students are assessed in each of the academic skill areas by a range of methods, including, but not limited to, standardized tests and assessments, diagnostic assessments, teacher-designed quizzes and tests, performance assessments, teacher observation, skills inventories, and homework and class work. These assessments help teachers regularly adjust instruction according to students' progress and ensure that instruction is differentiated to meet each individual student's needs. These tools provide teachers with a snapshot of each student's mastery of standards at regular intervals.

- **Interim Assessments (quarterly):** Interim assessments are aligned to the ACT College & Career Readiness Standards for each grade level and subject area. They are intended to identify areas for re-teaching and/or intervention and to familiarize students with the content and format of such standardized assessments as the ACT. East College Prep administers interim assessments four times per year. The results from these assessments will integrate with the school's online student

information and assessment system, Illuminate, so that all relevant data about each student can be found in one place and reports can be easily generated. These tests allow the Charter School to monitor student progress in all subject areas to assess where learning is breaking down and what areas need to be targeted and retaught if necessary. Additionally, students take a pre- and post- full length ACT exam.

- **Performance Tasks (quarterly):** East College Prep’s instructional design incorporates projects as a foundational component. Through projects embedded in their coursework, students will explore a different theme each year: “know yourself,” “know your community,” “know your nation” and “know your world.” Projects are intended to give East College Prep students a deep sense of purpose and inspire them to make a beneficial contribution to their communities, aligning with the school’s mission of Positive Multigenerational Change.
- **Real-Time Data (ongoing):** Because of the online coursework that is a significant part of the school’s instructional model, teachers have access to a constant flow of real-time data with which to evaluate students’ progress. Equipped with a wide variety of instructional strategies, teachers can quickly provide interventions (such as one-to-one instruction, small group pullouts, reteaching/remediation using another modality, or peer-to-peer support), in the moment to ensure that instruction is constantly meeting the needs of all students.

Schedule of Assessments

Assessment	Purpose	Grade	Administration Timeline
Internally-Created Tests and Rubrics for Performance-Based Tasks and Projects	Measure CCRS standards mastery in each subject and progress against IIP and IEP goals (as applicable)	9-12	Daily and /or weekly
Publisher-Designed Assessments (Online and paper-based)	Assess standards (both Common Core and CCRS) mastery and progress against personalized learning plan goals	9-12	End of each unit
Writing Rubrics	Assess mastery of grade-level writing standards	9-12	Daily and/or weekly
CAASPP	State Criterion-Based Assessment in ELA and Math	11	Once a year
ACT	State Criterion-Based Assessment in ELA, math science and social studies	9-12	Quarterly
California Science Test (CAST)	State Assessment in Science	9-11	Once a year

Assessment	Purpose	Grade	Administration Timeline
California Alternative Assessment (CAA)	Alternative assessment in ELA, Math and Science	11	Once a year
Interim Assessment	Summative ELA, Math, Reading and Science assessment of mastery	9-11	At end of units of study per curriculum
ELPAC	Measure English language acquisition	9-12	Upon enrollment; twice annually for all ELs
Performance tasks	Graded using the critical thinking rubric	9-12	Culminates with 12th grade graduate capstone
Incoming Placement Exams	Measure mathematics ability	9-12	Upon enrollment; as needed

Accountability for Results

The Principal has the primary responsibility and accountability to the East College Prep community for implementing the guiding principles, curriculum, and instruction and ensuring that each and every student gets what he/she needs to achieve individual and school performance goals.

The Principal of East College Prep is accountable for demonstrating progress toward and meeting applicable federal and state requirements along with annual goals set in the school’s LCAP and other performance goals. The Board of Directors of Ednovate is responsible for monitoring academic progress and documenting and publishing results to the parents, Charter School community, and the community of Los Angeles.

The Board of Directors of Ednovate, Inc. monitors, documents, analyzes, and publishes implementation results and student outcome results. Ongoing evaluation will serve to document exemplary teaching practices, provide longitudinal data for continuous improvement, and inform parents and the community on the degree to which East College Prep is achieving its stated goals for individual students and the school.

DATA ANALYSIS AND REPORTING

East College Prep utilizes an online dashboard system called Schoolzilla to monitor all students’ progress toward academic and non-academic goals, collectively defined as our Annual College Readiness Indicators (ACRIs). These are the metrics that allow East College Prep to monitor the academic and nonacademic goals of our students, and cover GPA, performance on interim ACT assessments, attendance, behavior, their PMC hours (community service or internship hours), and the Performance Tasks they’re asked to complete at the end of each semester to build their Critical Thinking skills. Schoolzilla provides a quick, easy-to-read snapshot of schoolwide progress in each area, allowing teachers and staff to observe trends across the school or grade level. All staff members view this data at least weekly. Teachers are able to drill down to the individual student level to see a student’s progress in each of the areas. The real -time data can be used for decision-making at every level from schoolwide policies to individual students’

Schoolzilla updates nightly so nearly real-time data can be used for decision-making at every level from schoolwide policies to individual students' daily academic and non-academic such as behavioral and attendance goals. East College Prep is committed to transparency and accountability, and thus data is shared widely.

Schoolzilla drive a number of important conversations and decisions throughout the Charter School community:

- **Instructors:** On weekly professional development days, the entire staff reviews the dashboard, discuss any changes from the previous week, and plan ways to improve in any areas of concern. If there are common trends throughout the school, that will suggest to the administration that the whole staff may need professional development in a certain area to better support students. Also, on a weekly basis, teachers meet with their grade level teams to look more closely at the progress of the students in their grade level. The grade level team may identify areas where the whole grade level needs more support or they may identify individual students that require certain interventions.
- **Advisors:** All East College Prep instructors also serve as advisors. In their capacity as advisors, they work closely with a cohort of 20-30 students over the course of their four years in high school. Advisors use the Schoolzilla dashboard to guide counseling/ data conferencing sessions with their advisees. Approximately every two weeks, advisors meet one-on-one with each of their advisees to review each student's progress in each of the promotion/graduation requirements and set goals for the student.
- **School Administrators:** The Charter School's leadership team meets weekly, using the Schoolzilla dashboard to assess schoolwide progress from the previous week, identify trends, and plan schoolwide initiatives and interventions. The leadership team also use this time to plan highly responsive weekly staff professional development based on what the data shows is needed at that time.
- **Students:** As referenced above, students review data in their 1:1 sessions with their advisors and receive coaching toward their personal goals. Students also have real-time access to grades, attendance, and assessment data through Illuminate, the Charter School's student information system, as well as frequent, real-time feedback from their online modules and from their teachers' interventions during the class period.
- **Parents:** East College Prep parents receive progress reports every two weeks with their students' grades and progress toward goals. Parents also have access to Illuminate's 24/7 Parent Portal to access grades, attendance, and assessment data. On a quarterly basis, parents will be asked to come in for 1:1 conferences with the student's advisor at Report Card Pick Up, and those conversations will also be grounded in data. Schoolzilla dashboard data will also drive parent meetings to ensure that student outcomes are central to all decision-making.
- **Board:** The Board of Directors is kept up to date of progress toward goals through the same data system that all staff members use. Board members receive a weekly email from the CEO that includes the scoreboard as well as other highlights from the week.

All Ednovate schools use a common student information system (SIS) and data assessment system to ensure alignment across schools. At this time, the SIS in use is Illuminate.

GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

Grading

East College Prep uses a standard grading scale for all students. See the table below for the full scale. Honors classes are awarded a ½ point bonus and Advanced Placement classes are awarded a 1-point bonus when calculating weighted grade point averages. Pass / Fail classes are issued “P” or “F” and earn credit; however, they do not factor into grade point averages. Students must have C- or better to earn credit and pass a pass/fail class.

Grade	%	GPA Factor	Grade	%	GPA Factor	Grade	%	GPA Factor	Grade	%	GPA Factor
A+	97-100	4.3	B+	87-89	3.3	C+	77-79	2.3	D+	67-69	1.3
A	93-96	4.0	B	83-86	3.0	C	73-76	2.0	D	63-66	1.0
A-	90-92	3.7	B-	80-82	2.7	C-	70-72	1.7	D-	60-62	0.7

Within this familiar grade structure, East College Prep uses a mastery-based grading system in which students earn grades based on their demonstrated mastery of essential skills rather than on completion of tasks. In a mastery-based grading structure, students are not graded on their ability to master a standard at a certain time; rather, they can work at their own pace and demonstrate mastery when they are ready. This grading structure is aligned with East College Prep’s mission and values in that a) it gives students and parents specific, actionable feedback about what skills students have learned or still need to learn, b) it shifts the focus to student growth over time; and c) it aligns with the school’s personalized learning model in which students learn at their own pace. This grading system ensures that students develop mastery of the standards and essential skills for college.

Progress Reports

Students receive progress reports every two weeks of the semester; however, parents are strongly encouraged to attend Report Card Pick-Up each quarter and meet with their child’s Advisor. Parents and students also have access to a variety of progress information online in real-time.

Promotion Requirements

While graduation from East College Prep is based on credits, East College Prep students must also meet rigorous annual academic, health, community service, and attendance requirements to be promoted to the next grade level. East College Prep provides a large number of supports and interventions to students at risk of not being promoted or not graduating with those types of supports in place, the vast majority of students will meet the Charter School’s high expectations and complete all promotion requirements by the end of summer school each year. There is frequent, ongoing communication between the Charter School, students, and families so all

stakeholders are aware of students' progress toward promotion; including progress reports every two weeks and formal report cards every quarter. Only students who have completed all graduation requirements are eligible to receive a diploma and participate in graduation ceremonies. Students with disabilities, including 504 plans, receive accommodations and modifications in regard to annual promotion requirements as required by law and as determined appropriate by Charter School administration and the students' parents/guardians as part of the IEP team. In the event a student fails to meet requirements for promotion or graduation, they will be expected to complete requirements over the summer; if this does not result in successfully meeting expected requirements, the Principal will determine on a case-by-case basis whether a student should be retained. Students who are not promoted will be required to repeat the classes in which they did not receive a passing grade and will move forward to the next level for classes in which they did receive a passing grade.

Element 4: Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.⁵⁴

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and

⁵⁴The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that

Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

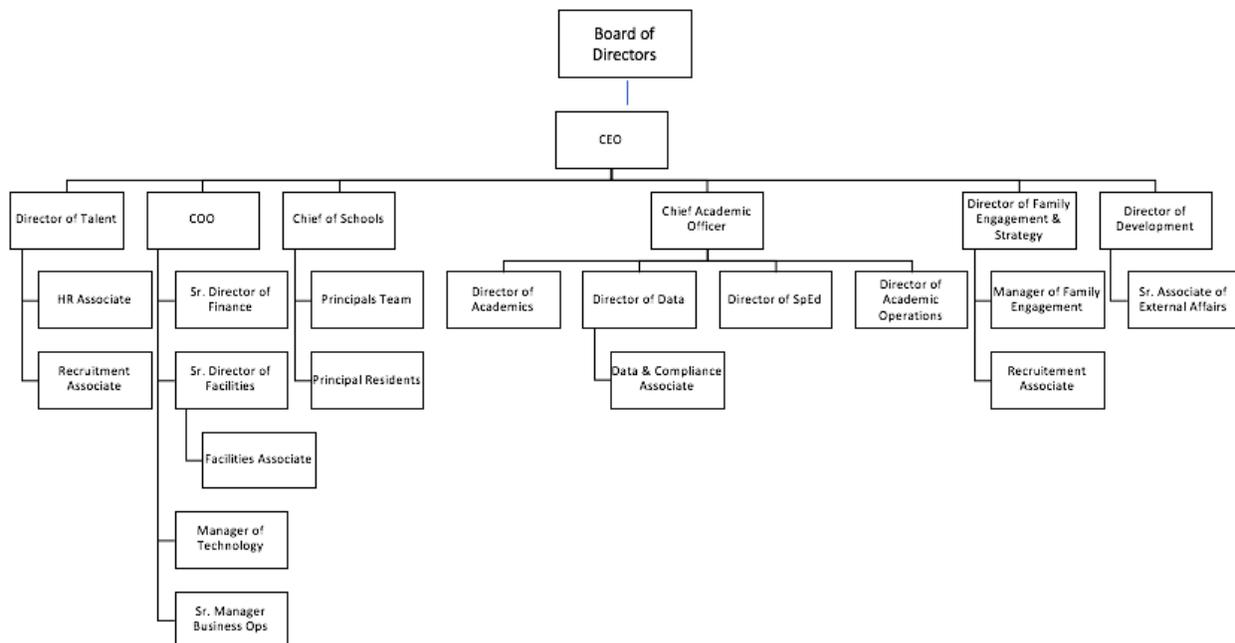
GOVERNANCE STRUCTURE

East College Prep is a direct funded, independent charter school that operates independently from LAUSD. The affairs of East College Prep are managed and its powers exercised under the ultimate jurisdiction of the Board of Directors of Ednovate, Inc., a California Non-Profit Public Benefit Corporation with 501(c)(3) designation from the IRS.

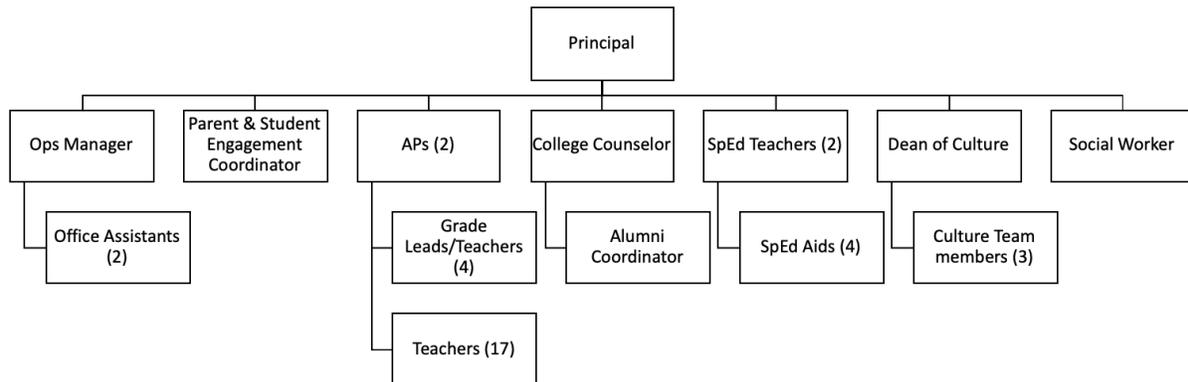
The Ednovate Board of Directors (“Board”) is a policy-making board and supervises the leadership of the Ednovate, Inc. Charter Management Organization (“CMO”) and East College Prep. The Board delegates all school management decisions such as hiring teachers and school staff, day-to-day school management and adherence to Charter School policy to the CEO.

Organizational Charts

Currently, the CMO staff includes the following:



East College Prep’s school site staffing include the following:



Detailed job descriptions for lead CMO positions and all school site positions are included in Element 5, below.

MAJOR ROLES AND RESPONSIBILITIES

Board of Directors

The Board advocates the organization’s mission and provides expert guidance to the organization in law, real estate, financial management, governance, marketing, fundraising, community organizing, strategic planning, Charter School operations, and student learning. As the governing body for all Ednovate schools, the Board will be responsive to the needs of various communities through school visits, regular updates from each site, and participation of parents and community stakeholders in board meetings.

In addition to the general and specific powers of the Board delineated in the California Nonprofit Public Benefit Corporation law and included in the Ednovate, Inc. Bylaws, the Board of Directors is fully responsible for the operation and fiscal affairs of East College Prep (and the other Ednovate schools) including but not limited to the following:

- Ensure East College Prep meets its mission and goals
- Monitor student achievement to ensure progress toward fulfillment of the mission;
- Hire, supervise, and evaluate the CEO;
- Retain ultimate responsibility for hiring and terminating all other employees;
- Approve contractual agreements in accordance with approved Fiscal Policies and Procedures;
- Approve and monitor the Charter School’s annual budget, budget revisions, and monthly cash flow statements;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the school in accordance with applicable laws and the receipt of grants and donations consistent with the mission of East College Prep;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training;
- Participate in fundraising to support the Charter School;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;

- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which East College Prep is established. The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of East College Prep any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

Ednovate is privileged to have a strong, seasoned Board of Directors, and East College Prep will benefit from the expertise and years of experience of Ednovate’s current board.

Ednovate Team

Chief Executive Officer (CEO)

The CEO will set the vision and mission of the organization, with Board approval, and develop the strategic plan to advance the mission. S/he works closely with the Ednovate Board of Directors to set operational goals and allocations of resources to accomplish those goals. His/her work is evaluated annually by the Board. The CEO represents the organization to its community and constituency through written articles and presentations at local, state, national, and international meetings and conferences. The CEO builds and sustains a fundraising network using professional contacts, foundation relationships, and coordinating, writing, and submitting proposals to state, federal, or other philanthropic grant programs. He/she is responsible for strategic alignment of the Ednovate schools’ programs with other USC and USC-affiliated programs.

The CEO also develops operating policies and oversees Ednovate’s operations to insure operational efficiency, quality, and cost-effectiveness. He/she is responsible for developing the organization’s management team, recruiting, and hiring/firing employees. He/she is responsible for the evaluation and professional development of senior personnel and executive staff, and the Principals of each school in the network.

The CEO reviews activity reports and financial statements to determine progress and status in attaining objectives and revises objectives and plans in accordance with evolving conditions. He/she directs and manages the activities of Board committees. He/she presents company reports

at quarterly and Annual Board of Director meetings and completes other duties as assigned by the Board of Directors.

Chief of Staff (CS)

The Chief of Staff will report directly to the CEO. Ednovate's Chief of Staff (CS) plays an integral role in the organization and works closely with senior leaders to drive the creation of an annual plan leading to the success of our strategic plan goals. Additionally, the Chief of Staff works with the CEO in the overall day-to-day management of the board and senior leaders, creating a healthy culture for Ednovate's Support Team. Finally, the Chief of Staff will work with the CEO in all aspects of running and representing the organization both internally and externally.

Chief Operating Officer (COO)

The Chief Operating Officer will report directly to the CEO. The Chief Operating Officer (COO) provides strategic leadership and planning for the operations function and oversee all operations activities including: facility acquisition and management; information technology; internal financial processes; human resources and vendor management.

Chief Academic Officer (CAO)

The Chief Academic Officer (CAO) will report directly to the CEO and will drive the organization to national leading academic outcomes by refining Ednovate's academic model, by ensuring alignment and effectiveness of assessments, and leading curriculum, data analysis, coaching, academic supports, compliance and more.

Chief of Schools (COS)

The Chief of Schools will report directly to the CEO and will manage the principals as well as the leadership work across the organization.

Principal

The Principal of East College Prep will serve as the operational and educational leader of the school, responsible for implementing programs, policies and procedures to realize East College Prep's mission and vision. The Principal is responsible for providing instructional leadership in hiring, training, and evaluating (in collaboration with CMO staff) highly qualified teachers and other instructional and support staff. (See full job description in Element 5, below.)

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

Board Directors should have a firm belief in the philosophy on which East College Prep is based and must be committed to advancing the mission of Ednovate. The purpose of the Board of Directors is to direct, not manage, the Charter School. Board members must be able to ensure that the East College Prep vision is carried out, foster relationships with staff and the Charter School community, and oversee the budget.

The Charter School's Board will maintain no fewer than three and no more than 15 voting positions at any time with the exact number of directors to be fixed, within the limits heretofore specified, by the Board from time to time. No Board Director position will be filled by any paid

employee of East College Prep, and no Board Director shall be paid. Directors are elected for two-year terms and may renew their term or remain in office until a successor member has been designated. Candidates for each seat on the Board will be nominated by any Board member and will be filled by a vote of a majority of the current members, except in the following case: Pursuant to Education Code 47604, the governing board of LAUSD has the right to appoint a member of the Board.

The Board shall strive to include Directors who have expertise in education, law, finance, non-profit management, and more. Although not required, the Board shall strive to create an odd number of Directors for voting purposes. The Board shall strive to seat new Directors as promptly as possible upon any vacancy or change in the Board's designated number of directors.

Qualifications of a Board Member

- Supports the mission and vision of the Charter School
- Agrees to comply with the Brown Act
- Places a high value on professionalism
- Motivated to serve on the Board primarily to help guarantee the educational success of students
- Has prior board experience (not required, but helpful)
- Brings expertise in a desired area, such as law, real estate, financial management, governance, marketing, fundraising, community organizing, strategic planning, charter school operations, and student learning.

GOVERNANCE PROCEDURES AND OPERATIONS

The Board meets at least four times per year; additional meetings may be called as necessary. All meetings of the Board of Directors and Board committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"), Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the California Government Code). Board and Board committee meetings rotate at different school sites of the existing Ednovate schools within LAUSD, per Education Code Section 47604.1. There will be a two-way teleconference set up at each school site with a member of the Ednovate staff to support anyone who wishes to be a part of the meeting.

Per the Bylaws, the majority of the Directors in office constitute a quorum of the Board, with telephonic participation available within the requirements of the Brown Act (i.e. agendas specifying location of teleconference participants and providing opportunity for the public to address the Board, posted at publicly accessible location with teleconference capabilities, at least a quorum of directors must participate from within jurisdictional boundaries of LAUSD, all votes must be by roll call, and in accordance with Education Code Section 47604.1). Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted near the entrances of East College Prep for public viewing at least 72 hours in advance of scheduled meetings. Notices for regular meetings will be posted on the Charter School's website, published in the monthly newsletter to parents, and posted in the main office of the Charter School at least 72 hours in advance of the meetings. The schedule for regular Board meetings will also be included in the Charter School's monthly calendar that will be distributed to all parents at the school. Agendas for special meetings will be posted at least 24 hours before the meeting. Notices for special meetings will be posted in the main office and at the primary entrance to East College Prep at least 24 hours prior to the meeting. Minutes of each

meeting will be kept in the Board Book located in the corporate records available on the website (www.ednovate.org) and available for review by the public.

Ednovate, Inc. has adopted a conflicts of interest policy that complies with the Political Reform Act, Government Code 1090, Corporations Code, and District policy. The Board of Directors attends an annual in-service for the purposes of training individual board members on their responsibilities with topics including at minimum Conflicts of Interest and the Brown Act.

STAKEHOLDER INVOLVEMENT

East College Prep seeks input from parents and students, as well as teachers, staff, and administrators. These stakeholders provide important input and feedback on the governance and operation of East College Prep both informally and formally. Surveys are an important source of feedback. Across existing Ednovate schools, 100% of teachers and staff report they are proud to be team members at Ednovate. Parents and students are surveyed quarterly to assess their satisfaction and engagement with our programs with strong results: 97% of parents and 91% of our students believe Ednovate is preparing the students for success in college and career.

Parents have the opportunity to participate in Charter School decisions through the East College Prep Parent Advisory Council (PAC). The PAC provides an ongoing opportunity for two-way communication and feedback between parents and the school, including processes for parents to initiate desired activities, plan events or provide input to the school's leadership. The main responsibility of the PAC is to analyze scorecard data (academics, attendance, behavior, community service and performance tasks) and make recommendations to the school's leadership for ways to improve schoolwide performance in the key indicators tracked on the scorecard. East College Prep staff provides logistical support to ensure that communication about PAC meetings and processes reach all parents in a timely fashion. Parents are also encouraged to:

- Attend parent education programs
- Serve as mentors and volunteers
- Assist in planning family nights and other Charter School events, contributing to newsletters, and attending community events on behalf of the school
- Meet with teachers as questions and concerns arise and attending student parent conferences.

Quarterly, East College Prep holds parent-teacher conferences (Report Card Pick-Up Days). Many opportunities for parent involvement, such as PAC meetings, will coincide with Report Card Pick-Up Days. At least twice a year, the Charter School conducts a process to surface and address questions and concerns of the parents. Concerns not resolved to parents' satisfaction will be pursued through additional meetings between the Principal or administrative designee and the parents. If concerns are still not resolved, concerned parents may direct their concerns to the Board of Directors, where both the Principal or administrative designee and the parent(s) may present information.

Stakeholder Communication

Opportunities to provide input are clearly communicated and accessible to stakeholders. Additionally, stakeholders may make appointments with East College Prep teachers and staff to provide feedback directly.

East College Prep communicates with parents about student progress on an ongoing basis as parents interact with teachers and administrators informally and by request, as well as through weekly progress updates. In addition to school-initiated communications, parents also have 24/7 real-time access to their child's grades, attendance, and behavior records through the Parent Portal of East College Prep's SIS, Illuminate. The Charter School sends annual reports to stakeholders.

Parental Involvement to Promote Academic Achievement

East College Prep creates a school culture where parents and families are embraced as partners in the education of their children. Contrary to popular belief, increasing parental involvement does not always increase student achievement; it depends on the quality of parental involvement. East College Prep will focus on developing the effective kind as characterized by Pomerantz (2006):

Parental involvement, both in Charter School and at home, is beneficial when it supports student autonomy, focuses students on effort, is delivered with positive affect, and conveys positive beliefs about children's abilities. The right kind of parent involvement is beneficial to children's mental health, social functioning, and behavior in school.

Before the start of the school year, parents/guardians are asked to a) attend an orientation and b) sign a non-binding compact indicating they understand the East College Prep philosophy, program, and outcomes and accept the "parent responsibilities" outlined therein. The compact encourages parents/guardians to fulfill the following "parent responsibilities":

- Attend parent-teacher conferences every ten weeks
- Monitor homework assignments on a daily basis
- Provide time and space for their child to do homework each night
- Talk with their child about school
- Support the code of conduct, the dress code, and the homework policy of East College Prep, including supporting the assigning of Detention or Suspension when necessary
- Treat East College Prep faculty and staff with respect

Research has found that school-initiated invitations to parents were effective across different income levels – but that low socioeconomic status parents responded best when schools took into account possible barriers to their involvement (e.g., transportation, child care needs, and demanding and inflexible work hours) and were explicit about the most useful role they could play in their children's Charter School success (Hoover-Dempsey et al., 2005). East College Prep works with parents to address barriers to Charter School involvement and to ensure they are involved in their children's education through alternatively scheduled meetings and volunteer opportunities on weekends or in the evenings. Parents are informed that volunteering is not required as a condition of his/her child's admission, continued enrollment, attendance or

participation in school educational activities through the Parent Handbook. East College Prep provides materials in languages other than English (including Spanish and other native languages).

In accordance with the California Education Code, section 52176(b), East College Prep will have an English Learner Advisory Committee (ELAC) if it has more than 21 EL scholars. All parents with students attending the Charter School in which the ELAC is established are eligible and encouraged to participate in the ELAC. The Charter School will advertise ELAC participation at the beginning of each school year and ensure meetings are accessible. The Principal will ensure that ELAC members receive appropriate training.

Each year, the Principal also engages students, parents, teachers and staff in formulating the Charter School's annual LCAP updates and goal setting through focus groups, surveys and open meetings in which stakeholders are invited to participate in reviewing the school's annual progress and establishing goals – and allocating resources – for the coming years. The Charter School solicits feedback from parents, teachers and staff via annual surveys, meetings regarding the LCAP, SARC and other reports of progress, and a variety of web-based applications like parent square and kickboard. The Charter School website is used to house all important documents (LCAP, SARC etc.) providing 24/7 access.

Element 5: Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

EMPLOYEE POSITIONS AND QUALIFICATIONS

East College Prep seeks to hire staff with a commitment to the mission and vision of the school. East College Prep selects a group of professionals that shares the educational philosophy of the Charter School and is committed to the education of all children. Employees’ job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the Charter School and its students.

CMO Staff

Chief Executive Officer (CEO)

The CEO will report directly to the Board of Directors and the responsibilities include management of all areas of the Charter School from academic achievement to personnel management and financial oversight.

- Develop and execute vision.
 - Work with the board, key funders and partners, the leadership team, staff and community to develop a strategic vision and implementation plan to accomplish it.
 - Set clear academic, growth, operational, and financial goals and manage to them; adapt as necessary given changes in internal and external environment.

- Build and manage a high-performing leadership team that delivers transformational educational outcomes for students.
 - Build and support a cohesive culture that reflects Ednovate’s core values and leads to a unified network identity. Support collaborative learning across schools to promote scalability of best practices (including curriculum and instruction) and provide supports to drive academic achievement and character development.
 - Introduce consistent accountability systems to ensure progress toward shared goals. Promote transparent decision-making processes and embrace distributive leadership principles over time.
- Build the short and long-term organizational capacity and brand required for excellence, sustainability, and growth.
 - Ensure that the network has a viable long-term financial plan and a diversified and sustainable funding base. Manage development efforts to meet ambitious annual goals by identifying, cultivating, and soliciting public, individual and foundation sources of giving. In particular, ensure that schools are maximizing all public revenue sources.
 - Elevate the network’s reputation as a great place to work
- Engage key constituents to build strategic support for Ednovate.
 - Develop a strong, engaged, and active board in close partnership with the board chair.
 - Build coalitions, relationships, and partnerships with key stakeholders in support of the organization’s mission and goals. This group of stakeholders likely includes the local school district, charter authorizer, parents, donors, community members, and leaders of community and political organizations.

Qualifications

- Minimum five years of experience as a senior leader in a charter school or in an educational organization
- Experience in leading an organization through strategic planning
- Experience in building and/or managing a complex organization or enterprise (e.g., a high-performing school or network of schools, a successful non-profit or for-profit organization) in a fast paced, high growth environment
- Experience in leading, motivating and developing diverse, high-performing teams and culturally healthy organizations
- Experience developing productive relationships with internal and external stakeholders, including funders and other partners
- Entrepreneurial, positive problem-solving, ability to see opportunity in challenges
- Bachelor’s degree required; advanced degree preferred

Chief of Staff (CS)

The Chief of Staff will report directly to the CEO. Ednovate's Chief of Staff (CS) plays an integral role in the organization and works closely with senior leaders to drive the creation of an annual plan leading to the success of our strategic plan goals. Additionally, the Chief of Staff works with the CEO in the overall day-to-day management of the board and senior leaders, creating a healthy culture for Ednovate's Support Team. Finally, the Chief of Staff will work with the CEO in all aspects of running and representing the organization both internally and externally.

Responsibilities:

- Annual Strategic Plan - Plan and execute a process to engage all key stakeholders in an annual strategic planning process
 - Annual and Strategic Plan Project Management - Work with leaders of each strategic plan goal to create an annual plan to achieve goal. Combine

all goals to create one master annual plan for organizational leadership, including dashboard(s) for monitoring progress towards goals and quarterly business reviews.

- Strategic Confidant for CEO - Push CEO on strategic thinking for organization, prepare CEO direct reports for 1:1s, ensuring strategic planning and thinking ahead of time.
- Senior Leaders Collaboration
 - Successfully Lead Key Leadership Meetings - Run morning check ins, tactical, strategic and offsite meetings for senior leaders. Set cadence and agendas for daily, weekly, monthly, quarterly meetings.
 - Maintain "More Like Family" environment with Senior Leaders and Support Team- Lead support team cultural aspects to ensure development of healthy team through leading regular team events
- CEO communications to organization - Create regular email and in person communications and schedule for CEO to ensure connection to all staff and needs of organization aligned with annual calendar and tied to annual goals.
- Board relations and communications- Be primary point of contact for board members, prepare and run board meetings, with help of development team. Set annual calendar for board meetings to review metrics aligned with strategic plan goals.
- People Management - Successfully directly manage 1-3 direct reports to successfully meet strategic plan goals

Qualifications

- Bachelor's Degree Required, Master's in Business Administration, Educational Leadership or similar field of study strongly preferred
- Leadership development and management of successful teams
- Sound knowledge and practice of organizational development
- Ability to make hard decisions rooted in vision, values, best practice, and stakeholder input
- Ability to develop strategic plans, and empower others to achieve them
- Highly flexible and comfortable with change, growth, and possibility
- Skilled collaborator, communicator, and relationship-builder
- A proactive self-starter with the ability to multitask, establish and rearrange priorities, and maintain focus in a fast-paced environment
- Excellent interpersonal, verbal, and written communication skills
- Relentless results-orientation
- Belief that all Ednovate students will succeed in college and make a Positive Multigenerational Change
- Unwavering determination to do whatever it takes to help our students succeed

Chief Operating Officer (COO)

The Chief Operating Officer will report directly to the CEO. The Chief Operating Officer (COO) provides strategic leadership and planning for the operations function and oversee all operations activities including: facility acquisition and management; information technology; internal financial processes; human resources and vendor management

Responsibilities:

- Operations Duties
 - Manage Operations Department and external contractors
 - Ensure Direct reports mediate and manage school-related conflicts
 - Establish budgets and plans to ensure that school meets its financial commitments to its scholars, staff, and community
- Finance Duties:
 - Oversee the management and allocation the finances of the school (budget, cash flow, development, grants, contracts, bonuses, etc.) prudently and efficiently to maximize scholar achievement
 - Oversee internal financial systems for accounts payable/receivable, weekly deposits, and expense reports
- Strategy:
 - Develop strategic systems to be used across our network of schools, in the following areas: facilities, lottery/enrollment, attendance, reporting, vendor management, inventory, procurement, and internal controls
 - Collaborate internally on special projects and provide leadership and strategic insight on cross- functional teams
- Facilities:
 - Manage the process of securing and maintaining facilities
 - Coordinate business insurance and maintain best practices for risk management and safety

Qualifications

- Bachelor's Degree Required, Master's in Business Administration, Educational Leadership or similar field of study strongly preferred
- Previous leadership development and management of operational, finance and facilities leaders and teams
- Sound knowledge and practice of organizational development
- Deep knowledge of operational systems, financial systems and facilities acquisition
- Skilled collaborator, communicator, and relationship-builder
- A proactive self-starter with the ability to multitask, establish and rearrange priorities, and maintain focus in a fast-paced environment
- Excellent interpersonal, verbal, and written communication skills

Chief Academic Officer (CAO)

The Chief Academic Officer (CAO) will report directly to the CEO and will drive the organization to national leading academic outcomes by refining Ednovate's academic model, by ensuring alignment and effectiveness of assessments, and leading curriculum, data analysis, coaching, academic supports, compliance and more.

Responsibilities:

- Academic Systems Building
 - Define the academic bar for Ednovate and create assessments to measure that bar.
 - Lead data and performance analysis.
 - Drive compliance and policy.

- Create an instructional/curricular vision with materials that keep the organization on the cutting edge.
- Teaching and Learning
 - Obtain top quartile academic outcomes and >80% success on ACRI (Annual College Readiness Indicators) by managing the academic team to create instructional language, to build a strong culture of best practice sharing and to coach of instructional leaders in the organization.
- Special Education Supports
 - Manage student supports to ensure 100% compliance and support of students with special needs and ELLs.
- Data Strategy
 - Manage data team to analyze academic performance of network, schools and teachers to find bright spots and areas of opportunity.
 - Create data reports that drive performance across whole organization.
- Academic Compliance
 - Manage team to ensure 100% compliance with authorizers and regulatory agencies.
- Testing and PD logistics
 - Manage the academic operations team to ensure that >90% of staff feel supported and that their time was well spent during school testing days and network professional development days.
- College and Alumni
 - Manage the College & Alumni team to create and execute a strategy to ensure that 100% of students complete college or are on a stable career path.

Qualifications

- Bachelor's Degree Required, Master's in Education, Educational Leadership or similar field of study strongly preferred
- Previous leadership development and management of instructional leaders and teams
- Previous experience developing academic priorities and strategic plans, and empowering others to achieve them
- Deep knowledge of learner-driven, mastery-based and personalized learning & teaching
- Skilled collaborator, communicator, and relationship-builder
- A proactive self-starter with the ability to multitask, establish and rearrange priorities, and maintain focus in a fast-paced environment
- Excellent interpersonal, verbal, and written communication skills

Chief of Schools (COS)

The Chief of Schools will report directly to the CEO and will manage the principals as well as the leadership work across the organization.

The Chief of Schools has the following primary responsibilities:

- Supervise and support school leaders
 - Developing the ability of principals and their instructional leadership teams to develop, implement and monitor a strategic plan that helps meet student achievement goals. This includes assisting principals and their teams in engaging in root cause analyses, developing theories of action and building coherent multi-year strategies.
 - Support principals' development and implementation of their strategic plan including the change management process needed to implement transformation initiatives at the school-level.
 - Working with school leaders to closely monitor school improvement through a cycle of continuous improvement and sound management practices.
- Leadership Building:

- Assessing the leadership capacity of each principal and their leadership teams (including teacher leaders and Assistant Principals) and developing a leadership plan for each leader
- Providing frequent, actionable feedback to assist principals and their leadership teams in improving in their leadership practice and achieve better results.
- Assess principal quality within the network and effectively plan for, facilitate and/or execute school leadership transitions as needed (including succession planning), in consultation and partnership with the Office of Network Support, Department of Principal Quality and Talent Office.
- Identify, recruit and engage in the selection of new principals able to successfully lead school improvement efforts.
- Principal Community:
 - Develop a high-performing community of principals who leverage one another's strengths and support one another in achieving shared goals

Qualifications

- Bachelor's Degree Required, Master's in Education, Educational Leadership or similar field of study strongly preferred
- Previous experience as a school leader at a high performing high school
- Demonstrated success in managing and leadership development
- A proactive self-starter with the ability to multitask, establish and rearrange priorities, and maintain focus in a fast-paced environment
- Strong project management skills
- Excellent interpersonal, verbal, and written communication skills

Director of Talent & HR

The Director of Talent will report directly to the CEO and will lead the people and talent work across our organization.

Responsibilities:

- Talent Recruitment:
 - Oversee Talent Recruitment for all school openings
 - Ensure timely and efficient communication with all candidates
 - Ensure 100% Hired of high-quality candidates by the first day of school
 - Engage in a country wide talent search to ensure top quality applicants
- HR Management:
 - Ensure Benefits and Payroll administered in timely and efficient manner
 - Ensure compliance
 - Ensure compliance with federal, state, Charter and local workplace regulations. Remain current with changes. Work with employment law attorneys as needed.
 - Ensure that personnel policies and the company handbook reflect adherence to statutory and mandatory requirements, as well as reflect the organization's culture and values. Update in a timely manner.
 - Oversee personnel record keeping and data tracking, and background checking related to new hires, employee reviews, promotions, complaints, separations, benefits, worker's compensation claims, credentialing, and exit interviews. Serves as Custodian of Records for the Organization.
- Onboarding and Offboarding:
 - Oversee onboarding/HR orientation for new employees
 - Ensure smooth and efficient implementation of processes throughout the employee life cycle at Ednovate (onboarding, offboarding, benefits administration, payroll, etc.).

Qualifications

- Bachelor's Degree Required
- Demonstrated success in executing talent and recruitment strategies

- Deep understanding of HR and Employee Relations Practices
- A proactive self-starter with the ability to multitask, establish and rearrange priorities, and maintain focus in a fast-paced environment
- Strong project management skills
- Excellent interpersonal, verbal, and written communication skills
- Knowledge of public education and charter schools preferred, but not required

Director of Family Engagement and Strategy

The Director of Family Engagement and Strategy will report directly to the CEO and will lead the people student recruitment and parent engagement strategy for the organization.

Responsibilities:

Family Engagement

- Lead the development and execution of school-level capacity building to increase family engagement as a strategy to support school transformation.
- Serve as a family engagement coach/liaison for the network of K-12 Partnership schools.
- Develop and lead a series of professional development trainings for Family Engagement team, and other multi-stakeholder groups around family engagement.
- Coach school leaders, including Family Action Team Leads, in working with their school teams to develop and implement their school's strategic plan for family engagement.
- Develop and lead the parent capacity building strategy across the network
- Create and execute network family engagement events for all five schools to promote a college-going culture
- Manage the parent/family federal and district involvement policy

Student Recruitment

- Lead the student recruitment process from the application period through the enrollment process
- Develop and oversee the network student recruitment strategy to enroll and retain our 9th grade students
- Community Engagement
- Implement Strategy for community engagement at the different school sites to ensure our schools are culturally responsive
- Build community partnerships to expand community engagement opportunities for students and families

Qualifications

- Bachelor's Degree Required
- Demonstrated success in community and family engagement
- Deep understanding of community context and ability to quickly learn community context
- A proactive self-starter with the ability to multitask, establish and rearrange priorities, and maintain focus in a fast-paced environment
- A process-oriented thinker with strong organizational skills and attention to detail
- Strong project management skills
- Excellent interpersonal, verbal, and written communication skills
- Knowledge of public education and charter schools preferred, but not required

Director of Development

The Director of Development will build the vision for how Ednovate engages with our partners, key stakeholders and funders. The position will be responsible for driving outcomes related to fundraising, media and communications, government relations, and stakeholder management.

Responsibilities:

- Internal/External Relations
 - Develop Marketing and Communications program, including media relationships, branding, website, public relations, social media and all external and internal collateral materials.
 - Manage the external representation and image of Ednovate.
 - Oversee advertising agency relationship to support student enrollment, staff recruitment and donor cultivation efforts.
 - Represent Ednovate at various community, education and partner events.
 - Stay on top of local, state and national education policy issues.
- Development
 - Create and execute a \$40MM capital campaign strategy and successfully fulfill by 2023.
 - Create and execute a \$22MM operational campaign strategy and successfully fulfill by 2023.
 - Monitor progress toward fundraising goals for all campaigns and share regular updates with key stakeholders.
 - Research and apply for relevant grant opportunities.
 - Expand donors through research, networking opportunities, relationship building and outreach.
- Board Development
 - Develop and manage board to meet fundraising and external engagement goals while supporting healthy governance of Ednovate.

Qualifications

- Bachelor's Degree Required
- Demonstrated success in executing fundraising strategies
- Previous experience managing Governing Board and establishing relationships with external stakeholders
- A proactive self-starter with the ability to multitask, establish and rearrange priorities, and maintain focus in a fast-paced environment
- A process-oriented thinker with strong organizational skills and attention to detail
- Strong project management skills
- Excellent interpersonal, verbal, and written communication skills
- Knowledge of public education and charter schools preferred, but not required.

School Site Staff

Principal

The Principal will report directly to the Chief of Schools. The Principal will be responsible for promoting the school's mission and vision through all aspects of the school's operations, including:

1. Student Performance

- Set and enforce rigorous standards for student achievement
- Ensure the academic program meets or exceeds yearly student outcome goals

2. Organizational Leadership

- Develop Charter School goals and objectives consistent with the mission and values of East College Prep and Ednovate
- Lead teachers in developing a healthy Charter School culture aligned with the mission, vision and values of the Charter School and the organization
- Create a culture of mastery, teamwork, integrity, and joy amongst the staff, teachers, students and families
- Ensure the safety and security of all students, staff, visitors, and public and private property

- Ensure an orderly learning environment
- Ensure appropriate standards of student behavior, performance, and attendance
- Represent the organization to external partners and the broader community

3. Instructional Leadership

- Manage, evaluate and develop a team of teachers
- Work with teachers to constantly assess and improve student achievement results
- Ensure use of effective, research-based teaching methodologies and practices
- Implement data-driven instruction and lead discussions about student performance
- Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning
- Keep abreast of successful instructional methodologies and practices
- Provide high quality curricular training and resources to staff
- Ensure consistencies in instruction and practice amongst team of teachers
- Ensure learning environment and classroom instruction maximizes student learning
- Monitor progress of all students

4. Operational Leadership

- Develop a budget that meets targeted requirements and utilize appropriate financial controls and monitoring to stay within budget
- Oversee management of Charter School records and resources as necessary
- Participate in fundraising activities as needed to ensure adequate resources for the Charter School and organization
- Ensure compliance with funding sources, the State of California, The Federal Government, the County of Los Angeles and the Los Angeles Unified School District

5. Personnel

- Recruit, select, and hire Charter School staff, including teachers and school-based support staff
- Continually monitor progress on all measures of Charter School and staff performance
- Administer personnel policies and procedures
- Ensure legal hiring and termination procedures
- Oversee any and all disciplinary actions
- Provide for adequate supervision, training, and evaluation of all staff and volunteers
- Communicate the vision that supports the school's goals and values
- Create an effective team of people jointly responsible for the attainment of Charter School goals and committed to achieving excellence

Qualifications

- Valid teaching or administrative credential preferred but not required
- Master's degree in a related field preferred
- Successful leadership experience in a Charter School setting required
- Successful teaching experience required
- Demonstrated success working with students from educationally underserved areas
- Self-aware with a strong commitment to continuous learning
- Strong written and oral communication skills
- Unquestioned integrity and commitment to the mission and values of Ednovate

Assistant Principal

The Assistant Principal will be selected by the Principal.

At the discretion of the Principal, the Assistant Principal's responsibilities may include:

- Serve on the Administrative Team of East College Prep as a Charter School leader, advisor, and thought partner to the Principal

- Contribute to the development of East College Prep’s strategic goals and objectives as well as the overall management of the school
- Oversee, direct, and organize the work of selected instructional and non-instructional staff members
- Coach and support East College Prep teachers
- Create the Charter School schedule and schedule students into classes
- Co-lead professional development along with the Principal

Qualifications

- Valid teaching or administrative credential preferred but not required
- Master’s degree in a related field preferred
- Successful classroom teaching experience in a Charter School setting required
- Demonstrated success working with students from educationally underserved areas
- Self-aware with a strong commitment to continuous learning
- Strong written and oral communication skills
- Unquestioned integrity and commitment to the mission and values of Ednovate

Teachers

Teachers will be selected by the Principal. Selection of teachers will be based on their skill with student-centric pedagogy, references, their degree of subject matter expertise, and their ability to demonstrate exceptional classroom practice. Teachers will be well-qualified.

At the discretion of the Principal, teachers’ job responsibilities may include:

- Ensure mastery in subject area for all learners
- Develop and implement a rigorous, high-quality curriculum that is aligned with the standards
- Provide continual assessment of student progress and maintaining records
- Continually evaluate instructional performance to meet the needs of the students
- Provide an effective environment that reflects and facilitates the academic program
- Deliver socio-emotional curriculum to students in advisory settings
- Routinely utilize instructional technology and optimize its instructional value
- Initiate and maintain open communication with parents and community members
- Maintain regular, punctual attendance.

Qualifications

- Valid Commission on Teacher Credentialing Certificate (in subject area)
- Three or more years of prior teaching experience as a full-time teacher strongly preferred
- Strong classroom management skills
- Bilingual/Spanish skills preferred
- Authorization to teach English Learners
- Proficiency in computer hardware and software use, including word processing, spreadsheets, multimedia presentations, email, the Internet, digital media
- In-depth understanding of and commitment to the Charter School's vision and mission.

East College Prep will employ highly qualified teachers, both in terms of ESSA as well as formal training and experience. In addition to possessing a current California Teacher Credential, teachers will hold specialized certifications or the equivalent training toward the Bilingual Cross-cultural Language and Academic Development (BCLAD) and Cross-cultural Language and Academic Development (CLAD) to work with English learners as required by federal and state requirements monitored by the California Commission on Teacher Credentialing.

East College Prep will adhere to all requirements outlined by ESSA and other applicable federal and state laws with respect to teachers and paraprofessional employees at public charter schools.

Teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(1). Primary teachers of core, college preparatory subjects (i.e. English language arts, math, science, social studies, foreign language and visual and performing arts) and Special Education will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public Charter School would be required to hold. East College Prep does not plan to hire teachers with emergency permits.

Social Worker

The Counselor will work directly with students as well as with staff to ensure that students' social-emotional needs are met at East College Prep.

At the discretion of the Principal, the Counselor's responsibilities may include:

- Assess home, school, personal and community factors that may affect a student's learning
- Identify and provide intervention strategies for children and their families, including counseling, case management, and crisis intervention
- Consult with teachers, administrators and other Charter School staff regarding social and emotional needs of students
- Coordinate family, Charter School and community resources on behalf of students
- Provide DIS counseling for students with IEPs

Qualifications

- Valid PPS credential
- Two or more years of prior counseling experience strongly preferred
- Bilingual/Spanish skills preferred
- Proficiency with technology
- Demonstrated success working with students from educationally underserved areas
- Self-aware with a strong commitment to continuous learning
- Strong written and oral communication skills
- In-depth understanding of and commitment to the School's vision and mission.

Other Certificated Staff

East College Prep contracts with a substitute teacher staffing agency for substitute teachers. East College Prep will only contract with qualified substitute teachers who meet the CA state requirements for substitute teachers. East College Prep shall ensure that substitute teachers will undergo criminal background check before being utilized as substitutes.

Classified Staff

Classified staff and other personnel will be hired by the Principal on an application and interview basis. Selection will be based on the ability to perform the job duties for that position. Please see below for job descriptions for classified staff members.

Operations Manager

The Operations Manager will support the day-to-day financial and operational activities of East College Prep. S/he will have a significant role in creating, refining and implementing policies and systems while upholding the values of the school. The Operations Manager will report to the Principal.

At the discretion of the Principal, the Operations Manager's responsibilities may include:

- Create, maintain, and execute the school's emergency and safety plans;
- Manage all school-based procurement;

- Track expenses and communicate trends in spending;
- Collect payments, manage deposits, and process credit card recaps;
- Oversee and manage school's food service program;
- Coordinate special events such as field trips and Charter School based fundraisers;
- Coordinate travel arrangements as needed;
- Manage incident reporting process for student/staff injuries, property loss/damage, and other claims;
- Write and translate parent communications, including the biweekly parent bulletin;
- Other duties as assigned.

Qualifications

- BA required
- Minimum of 2 years of professional experience required
- Spanish language skills preferred
- Prior Charter School or non-profit experience preferred
- Excellent organizational, planning, and implementation skills
- Excellent written and verbal communication skills.
- Ability to multi-task, adapt to changing priorities and meet deadlines
- Highly detail-focused and results-oriented
- Ability to communicate and interact effectively with multiple constituencies including parents, faculty, staff and students
- Highly proficient in Microsoft Excel, PowerPoint, and Word
- Demonstrated initiative, leadership, and tenacity
- Strong commitment and passion for East College Prep's mission and values.

Parent & Student Engagement Coordinator

The Parent & Student Engagement Coordinator will coordinate family engagement and recruitment efforts. They will oversee events and programming to engage families in our school community. This includes actively recruiting students, managing Admission Information Sessions and serving as a representative at high school fairs. This also includes holding meetings and workshops involving caregivers as well as helping to manage family volunteers.

At the discretion of the Principal, the Parent & Student Coordinator's responsibilities may include:

- Oversee events and programming to engage families
- Lead the Coffee with the Principal, Parent Workshops, PAC and School Site Council
- Recruit Students and serve as representative at high school fairs
- Manage Admission Information Sessions
- Manage and recruit family volunteers
- Provide written and verbal translations as needed;
- Other duties as assigned.

Qualifications

- Oral and written proficiency in Spanish required
- AA preferred
- Prior Charter School administrative experience required
- Excellent communication skills, both oral and written
- Strong organizational and interpersonal skills
- Ability to communicate and interact effectively with multiple constituencies
- Unquestioned integrity and commitment to East College Prep

Office Assistant

The Office Assistant will provide frontline customer service to students, families, and staff in East College Prep's front office. S/he will report to the Operations Manager.

At the discretion of the Principal, the Office Assistant's responsibilities may include:

- Direct phone calls and guests properly and professionally;
- Organize, secure, and maintain the reception area;
- Attend to student needs and injuries;
- Ensure confidentiality and security of office space, files, and all information pertaining to students, parents, staff, and community;
- Ensure the accuracy of students' daily attendance, as well as medical, tardy, and early leave logs;
- Regularly ensure that printers and other equipment are in optimal condition;
- Receiving and organize materials;
- Receive and distribute mail;
- Other duties as assigned

Qualifications

- Oral and written proficiency in Spanish required
- AA preferred
- Prior Charter School administrative experience preferred
- Strong proficiency with the Microsoft Office suite
- Experience in proper office procedures including filing, answering the telephone professionally, photocopying, greeting all visitors cordially, and handling information with confidentiality
- Excellent communication skills, both oral and written
- Strong organizational and interpersonal skills
- Ability to communicate and interact effectively with multiple constituencies
- Unquestioned integrity and commitment to East College Prep

Dean of Student Culture

The Dean of Student Culture ensures that the Charter School environment is safe and secure for optimal student learning. S/he reports to the Assistant Principal.

At the discretion of the Principal, the Dean of Student Culture's responsibilities may include:

- Maintain a safe, secure learning environment for all students
- Provide high visibility through the Charter School to act as a deterrent to unsafe or poor behavior
- Enforce safe Charter School policies regarding weapons, tobacco, illegal substances, and dress code
- Support classroom teachers in creating a positive classroom environment and resolving behavioral issues that impede learning
- Manage the school's rewards and consequences systems, such as detentions and merit raffles
- Discuss and mediate infractions with students, provide written reports of unacceptable behavior/incidents to administrators, and assist with assignment of disciplinary measures as necessary
- Intervene in verbal and physical encounters among the students and diffuse hostile situations
- Report unsafe conditions and potential health and safety hazards to administrators
- Assist administrators, staff, and students during crisis situations including fire drills, lockdowns, bomb threats, and earthquake drills

Qualifications

- BA preferred; high school diploma or equivalent required
- Prior school culture experience required
- Demonstrated success working with students in educationally underserved communities

- Excellent communication skills, both oral and written
- Strong organizational and interpersonal skills
- Ability to communicate and interact effectively with multiple constituencies
- Unquestioned integrity and commitment to East College Prep

Culture Team Member

The Culture Team Member ensures that the Charter School environment is safe and secure for optimal student learning. S/he reports to the Dean of Culture.

At the discretion of the Principal, the Culture Team Member's responsibilities may include:

- Monitor student behavior and hold students accountable according to our Student Code of Conduct.
- Issue merits and demerits according to behaviors we encourage and misbehaviors we discourage.
- Monitoring detention, lunch, dismissal, after school hours, bathroom/PE transitions, hallway transitions, and special events.
- Take initiative around forming positive relationships with students, mentoring them toward responsible adulthood.
- Help with office coverage, clerical tasks, and special projects. This position will require strong adaptability and flexibility around the various tasks asked of them.

Qualifications

- BA preferred; high school diploma or equivalent required
- Spanish fluency is preferred
- Prior school culture experience required
- Demonstrated success working with students in educationally underserved communities
- Can maintain a disciplined classroom
- Is committed to our Demerit/Merit Behavioral Management System
- Excellent communication skills, both oral and written
- Strong organizational and interpersonal skills
- Ability to communicate and interact effectively with multiple constituencies
- Unquestioned integrity and commitment to East College Prep

Special Education Student Aide

The Special Education Student Aide will support and give one-to-one assistance to a student with learning differences and support the Special Education department with various needs.

At the discretion of the Principal the Special Education Student Aide's responsibilities may include:

- Serving as the primary one-to-one support for a student with learning differences and supporting the Special Education department as needed.
- Adapt classroom activities, assignments, and/or materials under the direction of the general education and special education teachers to provide access to class activities.
- Responsible for appropriately managing student behavior, implementing a behavior support plan and behavior strategies as needed.
- Confer with teacher(s) on a regular basis to assist in evaluation of student progress and/or implementation of IEP goals and objectives and assist with student assessments as appropriate.
- Participate in IEP Meetings, maintain documentation, records and reports

Qualifications:

- Prior school experience supporting students with special needs is highly preferred
- Strong proficiency with the Microsoft Office suite and Google Apps

- Excellent communication skills, both oral and written
- Ability to communicate and interact effectively with multiple constituencies
- A collaborative team player who enjoys working with other adults and engages in healthy conflict to get the best results for students
- Comfortable with a high degree of transparency around results and accountability for results
- Enjoys having autonomy, flexibility and accountability
- Reflective, resourceful and persistent, constantly seeking to improve upon results
- Unquestioned integrity and commitment to East College Prep

College Counselor

The College Counselor will have two primary functions: guiding students in their college search and application process, and teaching lessons to students, in order to achieve 100% college acceptance; additionally, the college counselor will work closely with our instructional and advisory teams to engage their support in the college process.

At the discretion of the Principal, the College Counselor's responsibilities may include:

- Meet individually with all students to support their college application process
- Support students through the financial aid processes
- Accountability towards college acceptance - with 100% of students being accepted to a four-year university.
- Teach students around topics in the college search, application and financial aid processes.
- Through college readiness course, teach students about aspects of college life, preparing for autonomy and accessing resources on a college
- Active participant and accountable team member to our 11th (and eventually 12th) grade team(s).

Qualifications

- Passionate about increasing the college attainment rate in low-income communities
- Certain that all students can go to college
- Entrepreneurial and enjoys having autonomy, flexibility and accountability
- A collaborative team player who works well with other adults and engages in healthy conflict to get the best results for students
- Resourceful and persistent, constantly seeking to improve upon results
- Someone who strives to be the best at what they do and has fun along the way
- Committed to personalizing learning for each student and willing to learn with us as we innovate in our use of space, time, the role of teachers, and technology
- Comfortable with a high degree of transparency around results and accountability for results
- Supportive of our warm/strict discipline model and effective in maintaining a consistent, disciplined classroom
- A graduate of a four-year university

Alumni Coordinator

The Alumni Coordinator's primary responsibility is to provide support and guidance to graduating seniors as they pursue their postsecondary goals. The Alumni Coordinator will spend time assisting graduates as they fulfill matriculation responsibilities and will be in contact with and track alumni progress in their first year after graduation, providing support as needed. When not working directly on alumni projects, the Alumni Coordinator will also work with the College Counselor to provide individual counseling to a caseload of students and parents throughout the college process.

At the discretion of the Principal, the College Counselor's responsibilities may include:

- implementing and overseeing alumni management system,

- creating and managing social media and/or email accounts to communicate with alumni
- travel for campus visits
- assisting alumni in finding the appropriate campus level resources and supports as needed,
- providing reminders of critical college and financial aid deadlines
- other duties as assigned.

Qualifications

- Passionate about increasing the college attainment rate in low-income communities
- Have an understanding of the college application and financial aid processes, with previous experience in admissions, financial aid, or college counseling
- Certain that all students can go to college
- Entrepreneurial and enjoys having autonomy, flexibility and accountability
- A collaborative team player who works well with other adults and engages in healthy conflict to get the best results for students
- Resourceful and persistent, constantly seeking to improve upon results
- Someone who strives to be the best at what they do and has fun along the way
- Committed to personalizing learning for each student and willing to learn with us as we innovate in our use of space, time, the role of teachers, and technology
- Comfortable with a high degree of transparency around results and accountability for results
- Supportive of our warm/strict discipline model and effective in maintaining a consistent, disciplined classroom
- A graduate of a four-year university

Element 6: Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

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

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

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of 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.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

CUSTODIAN OF RECORDS

The Custodians of Records are the CEO and the Director of HR and Talent.

HEALTH & WELLNESS

East College Prep is committed to providing a school environment that promotes students' health, well-being and ability to learn by supporting healthy eating and physical activity. All students have opportunities, support, and encouragement to be physically active on a regular basis, including two years of required Physical Education classes. East College Prep participates in appropriate and available school meal programs, including the School Breakfast Program, National School Lunch Program. 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. Food and beverages served at the Charter School will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.

East College Prep provides nutrition education and physical education that fosters lifelong habits of healthy eating and physical activity. Health education also includes discussion about drug and alcohol abuse, sexual health and suicide prevention. Pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*), East College Prep shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 9-12, at least once. Finally, The Charter School stocks at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

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 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, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- 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
- the rules and procedures on Charter School discipline
- procedures for conducting tactical responses to criminal incidents.

The comprehensive School Safety Plan will be developed with input from classified employees of the charter school, a fire department and other first responder entities and will include procedures for conducting tactical responses to criminal incidents, including procedures related to persons with guns on school campuses and at school-related functions.

Element 7: Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

East College Prep actively seeks to achieve a 70/30 or 60/40 racial and ethnic balance among its pupils that reflects the general population residing within the District. Outreach activities are conducted in and around the community the Charter School intends to serve. East College Prep conducts information meetings prior to the opening of each school year to inform interested parents and students on what the Charter School has to offer. Outreach meetings are held in more than 20 locations of the target area in order to ensure all students in the area have an opportunity to attend the school. The Charter School holds around 7-10 admissions information sessions for families to learn more about the school.

Starting in August of each year and running through the end of January, East College Prep – supported by CMO staff -- works with local organizations, such as neighborhood churches, after Charter School programs, community groups, park and recreation departments, and small businesses, to generate interest in the school’s mission and connect with prospective families. The following is a list of organizations in the community we already have identified for outreach activities:

- After School All Stars
- Boys and Girls Club Lincoln Heights
- Barcenas Sourcing Group Inc.
- Barrio Action

- Boyle Heights Beats
- Business Improv Lincoln Heights
- Chair Hazard Park Ad Board
- Chinatown Service Center
- Clinica Romero
- Councilman Cedillo Office
- East LA College
- Eastsider Paper
- El Arca
- ELAC
- ELAC Foundation
- Endeavor Prep
- Extera schools
- Farmers Market
- Gabriella
- Hecho en Mexico
- Housing Authority LA County
- International In of LA
- Jovenes
- KIPP Southern California
- LA Times
- LAPD / LAPD Hollenbeck / LAPD PAL
- Latino Eq Center
- Latino Equality Alliance
- Latino Family Center
- Legacy LA
- Lincoln Heights Chamber of Commerce
- Lincoln Heights Park
- Lincoln Heights Tutorial Program
- LHNC
- Lincoln Park
- Magnolia MS
- Mariachi Plaza
- Mockingbird Communications
- Music LA
- Para los Niños
- Plaza De la Raza
- PLN Workforce
- PLN Worksource
- Proyecto pastoral
- PUC Excel Academy
- Resurrection Church
- Salesian Boys & Girls Club
- SEA
- Supervisor Solis Office
- The California Endowment
- The Shop
- The Wall las Memorias
- USC Community Partnership
- USC Health Science Center
- USC Public Safety
- Variety B&G Club
- Violence Inter Center

- Wellness Center LAC_USC
- Wiengart LA YMCA

The Charter School plans to leverage parent ambassadors to spread the word to families in the community as well.

The Charter School develops promotional and informational materials (i.e. a Charter School brochure, flyers, a website, and advertisements for local media) that are easily transmittable to all of the various racial and ethnic groups represented in the District. Promotional and informational materials will be distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic and interest groups represented in the district. Materials in Spanish and English will be distributed in order to reach the limited English proficient populations that exist in the area. East College Prep will translate materials into other languages as needed.

East College Prep maintains an accurate accounting of the ethnic and racial balance of students enrolled in the school, along with documentation efforts the Charter School has made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation. On an annual basis, the Charter School will self-evaluate its process and make adjustments accordingly.

Element 8: Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

ADMISSIONS REQUIREMENTS

East College Prep is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) other than minimum age requirements as dictated by federal and state laws. Enrollment to the school will be open to any resident of the State of California. Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law. East College Prep shall not require a parent/guardian or student to provide information regarding immigration status for admission or enrollment.

East College Prep shall enroll all pupils who wish to attend to the extent that space allows. CA Ed. Code § 47605(d)(2)(A).

East College Prep is fully committed to serving all students who wish to attend, regardless of socio-economic status, race/ethnicity, immigration status, academic achievement, special education needs or other “risk factors.” If the number of scholars who wish to attend the school exceeds the openings available, entrance shall be determined by random public drawing in accordance with Education Code §47605(d)(2)

STUDENT RECRUITMENT

As detailed in Element 7, recruitment materials will be bilingual English/Spanish to communicate the mission and educational program of Ednovate. Marketing materials will be delivered to homes, businesses and service organizations in the targeted community that include school information, including the school website and phone number for additional information. Information sessions at local community centers and after school programs ensure parents residing in the targeted neighborhood are informed about the opening of East College Prep. Given our target community’s demographics, our outreach efforts inherently encompass socioeconomically disadvantaged students, along with those with a history of low academic performance or SpEd, EL and other students with special needs. Ednovate is designed to meet these students’ needs.

Our outreach efforts attempt to attain a racial and ethnic balance that is reflective of the District by concentrating our efforts in the Charter School’s surrounding neighborhood.

LOTTERY PREFERENCES AND PROCEDURES

Lottery Procedures

The open enrollment timeline period commences September 1st of the preceding school year, with interested families notified to submit a Lottery Application form by the last school day of January. Families interested in enrolling a student will submit a Lottery Application Form in hard-copy or on the Charter School’s website. Any family submitting a Lottery Application Form to East College Prep will be informed on the Form itself and at information sessions of the school’s admissions procedures and information about when the applications must be submitted in order to be included in the public lottery. Lottery procedures will be communicated on the Lottery Application Form and explained publicly at the lottery. The lottery application period

will end at 5:00pm on the last school day in January. At that time, if there are more Lottery Application Forms than seats available, a lottery date will be set for the month of February. All Lottery Application Forms submitted within the open application period will be entered into the lottery. Lottery preference will be given to residents of LAUSD in accordance with state law and LAUSD policy as well as federal Non-Regulatory Guidance. Priority in the lottery will be given to the following categories of students:

1. Residents of LAUSD.
2. Siblings of admitted students, to help families and build community at the site
3. Children of Ednovate teachers and staff (up to a cap of 10% of enrollment), to benefit our hard-working teachers and staff.
4. Students who reside in the attendance area of the elementary school the Charter School is relying on to meet the Charter School Facility Grant Program Free and Reduced Priced Meal requirement.

No other admissions preferences will be given.

To better enable interested parties to attend, the drawing will be held on a weekday evening on the campus of East College Prep. Families who submitted an interest form during the lottery interest period will receive information about the date, time, and location of the lottery before the event.

The lottery will typically be held on a school day in the second week of February. Actual dates will be determined on an annual basis and advertised in advance. During the lottery, a disinterested independent third party will draw students' names. Once all available spaces are filled, the lottery process will continue and a waiting list will be developed from the list of students who do not receive admission and who will be considered should a vacancy occur during the year. The waiting list is populated during the same lottery using the same priorities that determines admission. Students will be placed on the waiting list for each grade in the order that their names were drawn during the public lottery.

Families are encouraged to attend the lottery, but their presence is not required. Families are informed about the lottery through our website and communication with all lottery applicants through the application form and robocalls. Additionally the random selection by lottery will be executed by an online system and an outside community representative will press the button. All families will be notified in writing of the results of the lottery within one week of the lottery date. The notification will indicate whether the child was accepted or waitlisted, and if waitlisted, the number of the seat the child occupies on the waiting list. Within two weeks following the lottery, students who are offered spots are notified via email or text (depending on their choice selected on the lottery application) and are asked by the Parent and Student Engagement Coordinator to complete an intent to enroll within three weeks to secure their spot. Additionally, families are notified through text, email and mailed letter explaining the enrollment process. School staff are available to assist families in completing this paperwork if needed. Scholars who are on the wait list are notified of their status via email or text (depending on their choice selected on the lottery application).

Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Openings that occur during the school year are filled according to the wait list

order determined during the lottery drawing. When an offer occurs during the school year, families are contacted through text and email by the Parent and Student Engagement Coordinator in the order of the wait list and are given 48 hours to decide whether or not to verbally accept a space at the school. In the event that no such wait list exists where the space is available, the space will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically filed on campus, and lottery results and waiting lists (determined in the order names are drawn in the lottery) are readily available in the school's main office for inspection upon request. Each applicant's admissions application is kept on file for the academic year with his or her assigned lottery number in the school database and on his or her lottery application.

The waitlist for the current school year remains active until the end of the school year and does not "roll over"; applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.

Element 9: Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

As required under Ed. Code § 47605 (b)(5)(I), each fiscal year an independent auditor conducts an audit of the financial affairs of Ednovate, Inc. to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:

- The Ednovate Board of Directors appoints an Audit Committee of two or more persons by January 1 of each year.
- The Audit Committee may include persons who are not members of the Ednovate Board, such as advisors with specific expertise, but may not include any members of the staff of the corporation, including the CEO or East College Prep Principal. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee is responsible for contracting with an audit firm from the State Controller’s list of approved charter school auditors by March 1, unless the existing contract is a multi-year contract. The Ednovate Board hires the audit firm after the Audit Committee performs a rigid search and interview process.
- The CEO, COO and back-office services provider work with the audit firm to provide the information they need.

- At the conclusion of the audit, the CEO and the Audit Committee are responsible for reviewing the results of the annual audit, identify any audit exceptions or deficiencies, and report them to the Ednovate Board of Directors with recommendations on how to resolve them.
- The Ednovate Board reviews and approves the audit no later than December 15.
- The CEO will be responsible for submitting the audit to all required agencies no later than December 15.

The Audit Committee will review any audit exceptions or deficiencies and report recommendations on resolution to the Board of Directors. The Board will report to LAUSD regarding how exceptions and deficiencies have been or will be resolved. It is understood that exceptions and deficiencies will be resolved to the satisfaction of LAUSD.

Element 10: Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the

rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

A Positive Learning Environment

In order for all students to thrive at East College Prep, the Charter School's discipline policy has been designed to provide a positive and safe learning environment throughout the Charter School. For students to thrive in the Charter School's innovative self-paced learning model, the Charter School must have a safe, consistent school culture. Academic as well as discipline expectations will be high at East College Prep, and the discipline policy has been designed to give students the best chance to be prepared for college or a career and to feel safe and happy at school.

The Charter School is committed to maintaining a supportive and safe Charter School environment in which all stakeholders work collaboratively toward the following outcomes for our discipline plan:

- All students are able to access and engage in a high-quality, college prep curriculum.
- Students are valued as individuals and supported to take ownership of their own behaviors.
- Clear expectations for students' academic and personal achievements are known and supported by all stakeholders.

- Instructional time is valued and maximized so students learn at optimal levels that ensure current and future successes.
- Students will grow and develop as ethical, responsible and involved citizens.

Schoolwide Behavior Systems

East College Prep will utilize a number of schoolwide systems on a day-to-day basis to intentionally create the type of positive culture that is conducive to learning and prevents negative behaviors.

First, East College Prep will use a schoolwide behavior accountability system that will make rules and consequences clear and consistent for all students and staff, and that is implemented in a caring manner for all students and staff. The Charter School’s rules and consequences will be clearly articulated to incoming students and families at two summer orientations and in the student and family handbook, so by the time students start school, they will be well-versed in the Charter School’s expectations for their behavior.

East College Prep will hold students accountable using merits and demerits. Merits are recognitions for positive behavior or above and beyond performance. Demerits are warnings for rule infractions and serve as a signal for students to self-reflect on their behavior.

East College Prep will support positive behavior changes through the use of merits, as addressed in the Ednovate *Guide to Thrive Student Handbook*. All Charter School staff members will give merits any time they see positive behaviors, such as demonstrating one of the Charter School’s values, serving as an example for one’s peers, or going above and beyond expectations. Merits will be given verbally and then logged and tracked in the Charter School’s student information system. At the end of a quarter, students will be rewarded for their merits in different ways. Students with the most merits or with specific types of merits will be publicly recognized and rewarded with prizes, which may include, but are not limited to, custom pins, computer stickers, awards, and certificates, in front of all of their classmates; at other times, all students with a certain number of merits will enter a raffle. This is a way to constantly reinforce positive behaviors that contribute to the type of environment conducive to rigorous learning.

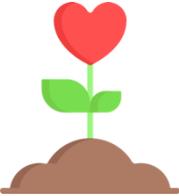
When students fail to demonstrate college-ready, professional behavior, they will earn one or more demerits, also addressed in the Ednovate *Guide to Thrive Student Handbook*. Demerits will serve as a progressive sequence of warnings that will empower students to self-reflect and consider how they will behave in the same situation next time. Demerits will be given respectfully and discreetly and will usually be accompanied by a moment of behavior coaching from a staff member. The accountability shall be provided in a caring way. This means that when a staff member gives demerits, he/she must be reflective and continue to grow to ensure that the result of holding a student accountable strengthens relationships and improves the learning community.

Secondly, the Charter School has a set of five mindsets—joy, teamwork, integrity, mastery and entrepreneurial spirit -- that will be fundamental to a student’s experience at East College Prep. We believe that by developing these mindsets, our students will be more likely to succeed in high school, college, and beyond. The mindsets will be interwoven into everything we will do

and will be taught both explicitly and implicitly. Students participate in quarterly surveys to share their feedback on these elements. Additionally, there are opportunities in advisory and town halls to recognize students and staff who demonstrate these mindsets.

East College Prep Mindsets

Mindset	Behaviors We Will Teach Our Students	How It Will Be Visible in Our School Culture
 <p>Integrity: We Treat others as we would like to be treated.</p>	<ul style="list-style-type: none"> -Your actions are aligned with your values. -You are truthful in all dealings with staff, parents, classmates, and guests. -You report all information accurately, whether good or bad. -You admit to errors and look to correct them. -You look first for assets in everyone you see. -You are polite, respectful, and friendly to students, staff, parents, and guests, especially when they are unhappy. -You assume that staff, parents, and guests are right and well-intentioned unless proven otherwise. -You do not discuss students, parents, staff or visitors in a negative way or gossip about them. -You expect staff, parents, and guests to treat everyone with respect and take action by politely confronting disrespectful behavior or reporting it to an administrator. -You keep your appointments and communicate if you are late or need to reschedule. 	<ul style="list-style-type: none"> -Ednovate’s Guide to Thrive Student handbook and behavior system reinforce student accountability and self-control -Classroom space allows for students to choose their working space as long as they are demonstrating academic growth and proper behavior -Scaffolded student ownership of technology reinforces student accountability and responsibility
	<ul style="list-style-type: none"> -You constantly seek to improve upon your results: -You are relentless in your goal to graduate from college. -You take risks to achieve even better results. 	<ul style="list-style-type: none"> -Mastery-based grading develops students’ internal drive to achieve mastery -Advisory Scorecard and regular goal setting conferences on the annual promotion requirements

Mindset	Behaviors We Will Teach Our Students	How It Will Be Visible in Our School Culture
<p>Mastery: We strive for quality and constantly seek to improve upon our results.</p>	<ul style="list-style-type: none"> -You choose high quality work and fewer tasks over mediocre quality in more tasks. -You follow through to make sure tasks are complete and loops are closed. -You take extra time to get it right instead of rushing through tasks. -You reduce the number of tasks if the quality of your work is not high. 	<p>reinforce student ownership and agency toward long-term goals</p>
<div style="text-align: center;">  </div> <p>Joy: We express gratitude and have fun in pursuit of our mission.</p>	<ul style="list-style-type: none"> -You find many moments to smile during our journey towards our mission to college graduation. -You understand the deep purpose of our daily and ongoing work. -You remember to find appropriate reasons to laugh and smile while we are doing this important work. -You strive to be the best in what you do and have fun along the way. -You pick others up when it is needed. 	<ul style="list-style-type: none"> -Student-centered Charter School design process to utilize space, time, human capital to maximize student learning and joy -Students and staff members are driven by a deeper purpose for their work and educations -Performance tasks allow students to learn about topics that ignite their curiosity
<div style="text-align: center;">  </div> <p>Entrepreneurial Spirit: We see the reality of situations and remain optimistic that we will find creative solutions.</p>	<ul style="list-style-type: none"> -You are curious and are always looking for better ways to accomplish things. -You don't just identify problems but you also create solutions. -You work well with others as both a leader and as a team player. -You never, never, never, never give up. 	<ul style="list-style-type: none"> -Performance tasks allow students to creatively solve real world problems that align to interests & passions -Bi-weekly conferences to creatively problem solve while on path to college enrollment and graduation -Student-led clubs and activities allow students to develop their leadership skills and have an impact on the school

Mindset	Behaviors We Will Teach Our Students	How It Will Be Visible in Our School Culture
 <p>Teamwork: <i>We trust and care for each other, hold each other accountable and work towards collective results.</i></p>	<ul style="list-style-type: none"> -You trust and care for each other -You hold each other accountable -You work towards collective results and outcomes 	<ul style="list-style-type: none"> -Advisory cohorts that build teamwork -Student-led clubs and activities -Group projects and presentations -Students and staff are motivated by their team and working towards common goals

These five mindsets will not only drive our Charter School design and the ways in which staff members work and operate, they will also be taught explicitly to all of our students in a variety of contexts. This will start with summer orientation before the school year even begins. At that time, students will be introduced to the mindsets. Once they begin school, they will receive direct instruction on each of the mindsets in the first quarter of the school year through lessons taught in their advisory. Students will learn about each of the mindsets in more depth, including, for example, what they look like and sound like in a classroom setting, historical and current-day heroes who exemplify these mindsets, and how they might demonstrate these mindsets themselves and notice them in one another. These lessons will be reinforced in schoolwide Town Hall meetings on Fridays when Charter School leadership will recognize students who have gone above and beyond in demonstrating one or more of the mindsets. Additionally, there are opportunities in advisory and town halls to recognize students and staff who demonstrate these mindsets, as well as quarterly surveys to share their feedback on these elements.

Another critical element of East College Prep’s positive Charter School culture will be its advisory system. All students will be assigned to an advisory, and they will stay with that same group of students and their advisor for their full four years at the Charter School. Advisories will meet for thirty minutes every day and a full hour on Fridays. In that time, advisors will either teach lessons on our five mindsets, study skills, or other habits needed for success in high Charter School and college, or they will meet one-on-one with students to provide coaching in all of the areas in which the Charter School will have promotion requirements (academics, behavior, attendance, community service, and fitness). Research indicates that students are more likely to be successful in school if there is at least one adult with whom they have a strong relationship, and we expect that students will form close bonds with their advisor, as well as with the other students in their advisory. Advisories will also serve as a team or family structure within the larger Charter School setting. East College Prep will hold advisory competitions, such as month-long challenges between advisories to increase their average GPA the most or earn the most merits in a given month, and advisories will be rewarded collectively for those types of accomplishments with celebrations or other privileges.

Through advisory, all students will learn the Charter School's greeter system. At East College Prep, students will take turns professionally greeting visitors to their classrooms by introducing themselves, describing what they're working on that day, and answering any questions the visitors may have. Students will practice speaking with poise and confidence, and through the greeter system, will learn to have professional interactions with adults.

In addition to the celebrations within the advisory setting described above, East College Prep will demonstrate its value of Joy often through frequent celebrations and recognitions of success. Ensuring 100% college acceptance for all students will be difficult work for students and staff, and the Charter School will be intentional about balancing that difficult work with frequent praise, recognition, and rewards when they are deserved. Beyond merit challenges and advisory competitions, the Charter School will also recognize academic performance--both absolute performance and growth--on a quarterly basis. Each quarter, top students in each subject area and students who demonstrate the most progress in each subject area will be rewarded publicly at a schoolwide Town Hall. Students on Honor Roll (GPA of 3.0+) and Principal's Honor Roll (4.0+) will also be recognized publicly in the Charter School community.

Lastly, Ednovate takes a Restorative Justice approach to build community. Practices may include community circles in advisory, peer counseling, facilitated mediation with culture team members and/or social worker.

Staff Professional Development

All East College Prep teachers and staff will be active participants in creating the Charter School's strong culture and positive climate, and that will only be possible when all staff members--teachers, administrators, front office staff, and even the building manager--are on the same page. That will begin with selecting staff members who will be able to consistently hold students to high expectations while also providing the right supports at the right time to ensure success for all students. Once the team is assembled each year, all staff members will participate in intensive professional development over the summer. Embedded in summer PD will be training on how to effectively implement the Charter School's schoolwide behavior systems. Staff members will norm around expectations for students and participate in role-plays of difficult situations that can be anticipated each year. Staff members will be taught to seek out and reward positive behaviors in students and to administer consequences respectfully and appropriately when needed. They will receive specific training in doing "bias checks" to ensure that they are treating all students fairly and not allowing their own biases about the student to impact the consequences administered.

Ongoing staff professional development will be based on what data shows about students' progress. Quarterly, the Charter School will do a data deep dive in all key areas, including student discipline. The Charter School's staff will do an in-depth analysis of discipline data disaggregated by subgroup. If the Charter School's leadership notices trends, such as a disproportional rate of detentions within a certain subgroup, they would lead the staff in identifying the cause of that trend and implementing a plan to address that concern in the upcoming quarter.

Interventions

In addition to the positive schoolwide behavior system described above, through our Multi-Tiered System of Supports (MTSS) program, aligned with LAUSD's Discipline Foundation Policy and School Climate Bill of Rights, East College Prep will utilize a number of behavioral interventions to promote the types of behaviors that will allow our students to be successful in college and beyond and to make every effort to keep students in class. The Charter School will have a dedicated student support team that will lead efforts to support individual students' needs and provide differentiated behavioral support for students who need it. This will include identifying the students who are in the most need of behavioral support, as exemplified by those who continue to not meet their behavior goals after a series of interventions (e.g., one-on-one consultations with the students, parent and student conferences). The student support team will implement behavior monitoring and coordinated behavior plans, including target goals, behavior trackers, and frequent communication with parents. For extreme cases, the Charter School will take a problem-solving approach, developing contracts with students and families which include reinforcements for success and consequences for continuing problems, such as mandatory tutoring, regular demerit reports to parents, and anti-bullying contracts. Additionally, the Charter School will employ a well-qualified full-time Social Worker/Counselor to support our students' social-emotional needs and advise our staff on how best to meet our students' social-emotional needs as well.

There are a variety of other alternatives to suspension that will also be used on a case-by-case basis, such as:

- Alternative programming, such as student schedule changes
- Appropriate in-school alternatives in which students receive academic tutoring and behavior coaching to help them learn skills for more positive behaviors moving forward
- Mini-courses/modules on topics related to social-emotional behavior to provide opportunities for self-reflection on behavior
- Parent meetings to confer and develop appropriate behavior interventions to support the student and inform different decision-making in the future
- Targeted support for students with attendance-related concerns

The Charter School will explore additional partnerships that will both support students' behavior needs in Charter School and create positive self-identities within students.

INVOLUNTARY REMOVAL

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 below.

IN-SCHOOL SUSPENSION

East College Prep may utilize in-school suspension as an alternative to suspension, as described in this section. This alternative to suspension allows the student to continue receiving educational services at the Charter School site, in addition to any behavioral or counseling support that may be needed to restore the student back to class.

A student may be assigned to in-school suspension, at the discretion of the Principal or his/her designee, for actions that violate the Charter School’s code of conduct or the enumerated offenses for suspension and expulsion set forth below, if the student poses no danger or threat to the Charter School campus, students and/or staff. Students assigned to in-school suspension will be supervised by the Principal or his/her designee and will serve their in-school suspension at a supervised suspension classroom.

Students will receive written assignments and/or tests from their teachers during the duration of their in-school suspension to ensure they receive continued instruction. Students will serve their in-school suspension in a designated room not being used for instruction, with supervision provided by a member of the culture team. Students with disabilities will continue to be provided with all supports and services by a SPED-credentialed teacher or other appropriate staff as described in their IEP.

Parents/guardians of students assigned to in-school suspension will be notified by a Charter School staff member by phone and written notice, outlining the reason for and duration of the in-school suspension.

In-school suspensions will be no more than five (5) consecutive days per incident, and no more than twenty (20) days in one school year for general education students. The charter school will follow all applicable laws governing discipline for special education students.

To ensure the safety of all students, staff, and visitors to East College Prep, students who violate Education Code Sections 48900.3 (caused, attempted to cause, threatened to cause, or participated in an act of hate violence), 48900.4 (engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel), or 48900.7 (made terrorist threats against school officials or school property, or both) are precluded from in-school suspensions.

GROUNDINGS FOR SUSPENSION AND EXPULSION

Actions taken for unacceptable student behavior will be progressive. Violations of the Charter School’s code of conduct may result in consequences such as the following: demerits (verbal warnings), parent notifications, loss of privileges (e.g., detention), parent conferences, in-school suspension, conflict mediation/resolution, and behavioral coaching. In the limited number of situations that are more serious or in which there has been a pattern of repeated violations, a

student may be suspended at the discretion of the Principal and in alignment with California Education Code.

Students are expected to behave appropriately while on Charter School grounds, while going to or coming from school, during the lunch period, and during, or while going to or coming from, a school-sponsored activity.

East College Prep will update its discipline policies regularly, and will consult with the Charter Schools Division accordingly, to reflect changes in legislation related to student behavior.

Annotated Excerpts from the Current California Education Code

§ 48900. Grounds for Suspension or Expulsion

A pupil shall not be suspended from Charter School or recommended for expulsion, unless the Principal of the Charter School in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated Charter School employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to Charter School property or private property.
- (g) Stolen or attempted to steal Charter School property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) [Removed per Assembly Bill No. 420]
- (l) Knowingly received stolen Charter School property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means 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.

- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a Charter School disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or Charter School personnel.
- (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to Charter School activity or Charter School attendance occurring within a Charter School under the jurisdiction of the superintendent of the Charter School district or principal or occurring within any other Charter School district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to Charter School activity or attendance that occur at any time, including, but not limited to, any of the following:
 - (1) While on Charter School grounds.
 - (2) While going to or coming from school.
 - (3) During the lunch period whether on or off the campus.
 - (4) During, or while going to or coming from, a Charter School sponsored activity.
- (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- (u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- (v) A superintendent of the Charter School district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.
- (w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from Charter School activities.

Grades 4-12

48900.2 – Committed sexual harassment.

48900.3 – Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

48900.4 – Engaged in harassment, threats, or intimidation directed against Charter School personnel or pupils.

48900.7 – Made terroristic threats against Charter School officials, Charter School property or both.

Category I Offenses: Student Offenses with No Principal Discretion (Except as Otherwise Precluded by Law)

The Principal shall immediately suspend and recommend expulsion when the following occur at the Charter School site or at a Charter School activity off campus, or any of the following reasons (E.C. 48915.1[c]) in Category I for grades 4-12:

1. Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 488900[n]). E.C. 488915(c)(4); 48900(c)
5. Possession of an explosive E.C. 48915(c)(5); 48900(b)

Category II Offenses: Student Offenses with Limited Principal Discretion

The Principal has limited discretion with Category II student offences listed below. The Principal must recommend expulsion when any of the following occur at Charter School or at a Charter School activity off campus unless the principal determines that expulsion is inappropriate (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2).
2. Possession of any knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
5. Assault or battery upon any Charter School employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III Offenses: Student Offenses with Broad Principal Discretion

The remaining Category III includes the following student offenses that require limited principal discretion. The Principal may recommend expulsion when any of the following occur at any time, including, but not limited to, while on Charter School grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

1. Caused or attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of “caused,” injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
2. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)

4. Caused or attempted to cause damage to Charter School or private property. E.C. 48900(f); 48915(e)
5. Stole or attempted to steal Charter School or private property. E.C. 48900(g); 48915(e)
6. Possessed or used tobacco. E.C. 48900(h); 48915(e)
7. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
9. Removed per Assembly Bill No. 420]e)
10. Knowingly received stolen Charter School or private property. E.C. 48900(l); 48915(e)
11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or Charter School district personnel. E.C. 48900.4; 48915(e)
13. Committed sexual harassment. E.C. 48900.2; 48915(e)
14. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3; 48915(e)
15. Made terrorist threats against Charter School officials or Charter School property, or both. E.C. 48900.7; 48915(e)
16. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
18. Any behavior listed in Category I or II that is related to Charter School activity or Charter School attendance but that did not occur on campus or at a Charter School activity off campus. E.C. 48915(b)
19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or Charter School personnel. E.C. 48900(r); 48915 (e)

OUT-OF-SCHOOL SUSPENSION PROCEDURES

An out-of-school suspension is when a student is removed from the Charter School due to an action that violates one or more of the enumerated offenses identified above. Students who have been suspended may not appear on campus nor attend any Charter School functions (before school, during school, or after school, including in the evening) while suspended. They may, however, enter the Charter School to take or prepare for state assessments.

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or his/her designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

The Principal or his/her designee may suspend a student. At the time of the suspension, the Principal or his/her designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the Principal or his/her designee must fill out an appropriate misconduct report to notify the parent/guardian in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice shall also state the date and time when the student may return to school. When the Principal or his/her designee officials requests the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay. The written notice to the parent/guardian 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. The notice will also clearly indicate the student and his/her parent/guardian's rights to appeal a suspension, and the process for the appeal.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or his/her designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

While an expulsion case is being processed by the Discipline Review Panel, a student's suspension may be extended. The maximum number of days a general education student and a student with an IEP can be suspended in a school year is 20 days. The charter school will follow all applicable laws governing discipline for special education students.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Suspended students must be assigned homework by their teachers and will be given the opportunity to make up missed assignments, quizzes or tests during the course of their

suspension, including any extension while an expulsion case is being processed. Work will be sent home to the students and made available on the online portals.

Suspension Appeal Procedures

A student and his/her parent/guardian may appeal a suspension by requesting a review in writing to the Ednovate CEO within two (2) days of the notice of the suspension. The CEO or designee will make the final determination of any suspension appeal. The CEO or designee will make a decision within 10 schooldays of the receipt of the appeal and deliver the decision within 3 days of making the decision. An appeal does not halt a student's suspension. If the suspension is overturned, the suspension will be removed from the student's record and any remaining days will not have to be served.

EXPULSION PROCEDURES

Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

When the Principal determines that a student has committed an offense(s) that warrants an expulsion, the Principal will complete the appropriate misconduct report, and provide a copy to the neutral and impartial Ednovate Discipline Review Panel. The Panel will consist of at least 3 objective and unbiased members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Panel members may otherwise include any combination of: Ednovate network staff members, and teachers or administrators from other Ednovate schools. The Panel will be presided over by a designated neutral hearing chairperson. The Panel may recommend expulsion of any student found to have committed an expellable offense, and the CEO will make the final determination. The CEO's final determination to expel a pupil shall be based on the finding of one or both of the following: (i) other means of correction are not feasible or have repeatedly failed to bring about proper conduct; and (ii) due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

A student and his/her parent/guardian may appeal an expulsion decision by the CEO to the Charter School's Board of Directors, consistent with the appeal procedures described below.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

The student and his/her parent/guardian will be notified in writing of the hearing at least ten (10) calendar days before the date of the hearing, and strongly encouraged to attend as described below. The written notice to the parent/guardian 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. Reasonable accommodations and/or language support will be provided as needed. The notice will include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. 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. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
9. Information about obtaining reasonable accommodations and/or language support.

The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the parent/guardian of the student makes a written request for a public hearing in open session three days prior to the date of the scheduled hearing.

After the expulsion hearing, the Discipline Review Panel will then make a written report within two (2) school days to the CEO, the student, and his/her parent/guardian, summarizing the grounds for expulsion and the evidence presented at the hearing. The report will include the Panel's recommendation to the CEO as to whether or not to expel the student and if so, for what period of time. Students can be expelled for a time that is not to exceed one year if they have met the requirements for reinstatement. If this Panel recommends against expulsion, then the student will be immediately reinstated and permitted to return to an instructional program. If this Panel recommends the pupil for expulsion, the CEO will make a final decision on whether or not to accept the recommendation for expulsion and/or any other recommendations by the Panel. As referenced previously, the Panel will comprise of at least 3 objective and unbiased members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors.

EXPULSION APPEAL PROCEDURES

The expelled student and his/her parent/guardian will have the right to appeal the CEO's decision to expel the student to the Ednovate governing board within five (5) school days of notification of the CEO's decision to expel. The parent/guardian must submit an appeal request in writing to the Ednovate Board of Directors along with any additional evidence that the parent/guardian wishes to submit to the Ednovate Board of Directors. Ednovate's Board of Directors will review and vote on the appeal request within ten (10) school days of the receipt of the request for appeal. Ednovate Board of Directors's final decision shall be delivered within three (3) days of the decision, by the most expedient means of communication identified by the parent/guardian or student at the hearing (telephone, e-mail, etc.) and shall also be delivered, in writing, by certified

mail. The governing board's decision will be final. Expulsion causes the student to be terminated from enrollment at East College Prep for the entire term of the expulsion.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. East College Prep must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Discipline Review Panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Discipline Review Panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Discipline Review Panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, East College Prep must present evidence that the witness' presence is both desired by the witness and will be helpful to East College Prep. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing 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 pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Discipline Review Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Discipline Review Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the Discipline Review Panel shall be in the form of written findings of fact. The final decision by the panel shall be made within three (3) school days following the conclusion of the hearing.

If the Discipline Review Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program or be given the opportunity to transfer to another Ednovate Charter School with mutual agreement of the parent and the other Ednovate Charter School.

Written Notice to Expel

Following a decision of the Discipline Review Panel to expel, the Principal or designee shall send to the student and parent/guardian written notice of the decision to expel, including the Panel's adopted findings of fact.

This notice to expel a student will be sent by certified U.S. Mail and will include the following:

- The reinstatement eligibility review date. The student must have successfully completed the conditions outlined in the rehabilitation plan.
- A copy of the rehabilitation plan, as described below.
- The type of educational placement or study plan during the period of expulsion.
- Appeal procedures.
- The specific offense(s) committed by the student
- Notice of the student's or parent's obligation to inform any new school district in which the student seeks to enroll of the student's status with East College Prep.

DISCIPLINARY RECORDS

East College Prep shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request.

REHABILITATION PLANS

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Discipline Review Panel 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. The rehabilitation plan will include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

The rehabilitation plan typically includes one or more of the following categories: 1) academic performance (i.e. maintain a certain grade); 2) satisfactory behavior expectations (i.e. no suspensions related discipline referrals); and 3) other (i.e. counseling or other social services support that will have a direct impact on remedying the identified issue).

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.

READMISSION

The decision to readmit a student shall be in the sole discretion of the CEO following a meeting with the Principal or designee and the student and parents/ guardian to determine whether the student has successfully completed the rehabilitation plan and whether the student poses a threat to others or will be disruptive to the school environment. The student's readmission is also contingent upon the school's capacity at the time the student seeks readmission.

Element 11: Employee Retirement Systems

“The manner by which staff members of the charter schools [sic] will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

CERTIFICATED STAFF MEMBERS

Full-time certificated employees may elect to participate in a 403b retirement contribution plan. Social Security payments are contributed for all qualifying employees. The Ednovate, Inc. Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. All full-time eligible employees are covered by the Federal Social Security program.

CLASSIFIED STAFF MEMBERS

Full-time classified employees may elect to participate in a 403b retirement contribution plan. Social Security payments are contributed for all qualifying employees. The Ednovate, Inc. Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. All full-time eligible employees are covered by the Federal Social Security program.

OTHER STAFF MEMBERS

Full-time employees may elect to participate in a 403b retirement contribution plan. Social Security payments are contributed for all qualifying employees. The Ednovate, Inc. Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. All full-time eligible employees are covered by the Federal Social Security program.

The Chief Operating Officer is responsible for ensuring that appropriate arrangements for the retirement coverage have been made.

The Ednovate Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. Ednovate's COO or his/her designee will be responsible for ensuring that appropriate arrangements for the above-referenced coverage will be made.

Element 12: Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

East College Prep will communicate to all prospective and current parents and students that East College Prep is a Charter School of choice, and parents may choose to send their children to a different school in the area. All parents and students are informed on the Lottery Application Form of their public Charter School attendance alternatives.

Element 13: Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14: Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Ednovate, Inc.
c/o Chief Executive Officer
350 South Figueroa Street, Suite 200
Los Angeles, CA 90007

- 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

Ednovate, Inc.
c/o Chief Executive Officer
350 South Figueroa Street, Suite 200
Los Angeles, CA 90007

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15: Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

CLOSURE AGENT

In the event that the Charter School closes, the CEO will serve as the 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 the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of

insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the

Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

[Ednovate – East College Prep (also referred to herein as “Charter School”) shall:

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

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all

provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

- How Charter School’s EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School’s core academic curriculum
- How English Learners’ specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School

reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

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

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day
District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- CBEDS
- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- Dropout
District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

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

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.⁵⁵

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

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

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

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

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

⁵⁵ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

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

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

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of 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.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60

days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

REINSTATEMENT

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to

pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
[Charter School Name]
[Charter School Address]

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
[Charter School]
[Charter School Address]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted

accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of

District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language

to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the

Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)