



Ednovate College Prep 7

Charter Petition for a Five-Year Term
(July 1, 2020 to June 30, 2025)
Submitted to the
Los Angeles Unified School District Board of Education

Date of Submission: February 6, 2019

TABLE OF CONTENTS

Assurances and Affirmations.....	6
ELEMENT 1 – THE EDUCATIONAL PROGRAM.....	7
General Information	11
Community Need for Proposed School	11
Relationship with the University of Southern California (USC)	12
Replication of Ednovate Model	13
Ednovate’s Track Record of Success	13
Student Population To Be Served	23
Target Community.....	23
Existing Schools in Target Community	23
Projected Enrollment Roll-Out Plan	24
Goals And Philosophy	25
Mission	25
Vision.....	25
What It Means to Be An Educated Person in The 21st Century.....	25
How Learning Best Occurs	27
Summary Research Findings and Consequent Program Features.....	27
Goals for Enabling Students as Self-Motivated, Competent and Lifelong Learners.....	28
The Requirements of Education Code § 47605(B)(5)(A)(II)	29
Instructional Design: Key Educational Theories and Research	62
Curricular and Instructional Design of the Education Program: Key Educational Theories and Research	62
Curriculum and Instruction	69
Percentage of the Common Core State Standards Addressed by the ACT Standards	70
World Languages	83
Innovative Curricular Components of the Educational Program.....	86
Intervention and Enrichment Programs	86
Curricular and Instructional Materials	86
Comprehensive Course List.....	88
Instructional Methods and Strategies.....	89
How the Instructional Methods Will Ensure Mastery of Standards	93
Student Use of Technology.....	93
Graduation Requirements	93
Credit Recovery	94
Ensuring Transfer Students Can Meet Graduation and College Entrance Requirements	94
Ensuring Students Meet CDE’s College/Career Indicator	94
Western Association Of Schools And Colleges (WASC) Accreditation	95
Informing Parents, Including Parents with Limited English, About Course Transferability and College Entrance Requirements	95

Academic Calendar and Sample Schedules	95
Academic Calendar	95
Sample Daily Schedules	97
LAUSD Instructional Minutes & Days Calculator	99
Professional Development.....	99
Teacher Recruitment & Selection	99
Professional Development	100
Meeting the Needs of Diverse Learners	102
MTSS Team	102
English Learners	104
Gifted and Talented Students and Students Achieving Above Grade Level	111
Students Achieving Below Grade Level.....	111
Socio-economically Disadvantaged Students/ Low Income Students.....	112
Students In Other Subgroups.....	113
Typical School Day	113
ELEMENT 2 – MEASURABLE PUPIL OUTCOMES &	116
ELEMENT 3 – METHODS BY WHICH STUDENT OUTCOMES WILL BE MEASURED	116
Measurable Goals of the Educational Program.....	116
Measurable Pupil Outcomes: Summative Assessment Performance Targets.....	116
Method For Measuring Pupil Progress Toward Outcomes: Formative Assessment.....	116
Baseline Assessments	117
Formative Assessments.....	117
Schedule of Assessments.....	118
Accountability for Results.....	119
Using Data to Inform the Instructional Program	119
Grading, Progress Reporting And Promotion/Retention	120
Grading.....	120
Progress Reports	120
Promotion Requirements	120
ELEMENT 4 - GOVERNANCE.....	121
Governance structure	123
Organizational Charts	123
Major Roles and Responsibilities	125
Governing Board Composition And Member Selection.....	126
Qualifications of a Board Member.....	127
Governance Procedures and Operations	127
Parental Involvement.....	127
Parent Communication.....	128
Parental Involvement to Promote Academic Achievement.....	128
ELEMENT 5 – EMPLOYEE QUALIFICATIONS	129

Employee Positions and Qualifications	130
CMO Staff.....	130
School Site Staff:.....	135
ELEMENT 6 – HEALTH AND SAFETY	143
Custodian of Records	144
Health & Wellness	144
School Safety Plan	145
ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE.....	146
ELEMENT 8 - ADMISSION REQUIREMENTS.....	148
Admissions Requirements	148
Student Recruitment	149
Lottery Preferences and Procedures	149
Lottery Procedures	149
ELEMENT 9: FINANCIAL AUDITS	151
ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES.....	153
School Climate & Student Discipline System	155
A Positive Learning Environment.....	155
Schoolwide Behavior Systems.....	155
Ednovate 7 Mindsets.....	156
Staff Professional Development.....	158
Interventions.....	159
In-School Suspension.....	160
Grounds for Out-of-School Suspension and Expulsion.....	160
Annotated Excerpts from the Current California Education Code	161
OUT-OF-SCHOOL Suspension Procedures	164
Conference.....	164
Notice to Parents/Guardians	164
Suspension Time Limits/Recommendation for Expulsion.....	164
Suspension Appeal Procedures.....	165
Expulsion Procedures.....	165
Authority to Expel.....	165
Expulsion Procedures	165
Expulsion Appeal Procedures	166
Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses.....	166
Record of Hearing.....	167
Presentation of Evidence	167
Written Notice to Expel	168
Disciplinary Records	168
REHABILITATION PLANS	168
ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS.....	170

Certificated Staff Members 170
Classified Staff Members 170
Other Staff Members 170
ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES 171
ELEMENT 13 - RIGHTS OF DISTRICT EMPLOYEES..... 172
ELEMENT 14 – MANDATORY DISPUTE RESOLUTION 173
ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES..... 176
 Closure Agent 180
ADDITIONAL PROVISIONS 181
ADDENDUM - District Required Language.....185

Assurances and Affirmations

Ednovate College Prep 7 (also referred to herein as “ECP7,” “Ednovate 7,” or “Charter School”) shall:

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

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment,

enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

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

SELPA Reorganization

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

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

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

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

GENERAL INFORMATION

• The contact person for Charter School is:	Oliver Sicat, CEO
• The contact address for Charter School is:	350 S. Figueroa St. Suite #250, Los Angeles, CA 90071.
• The contact phone number for Charter School is:	(213) 454-0599
• The proposed address, or target community by Zip Code, of Charter School is:	4917 S. Central Avenue, LA, CA 90011
• This location is in LAUSD Board District:	2
• This location is in LAUSD Local District:	Central
• The grade configuration of Charter School is:	Grades 9-12
• The number of students in the first year will be:	125
• The grade level(s) of the students in the first year will be:	Grade 9
• Charter School's scheduled first day of instruction in 2019-2020 is:	August 7, 2019
• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who can be enrolled in Charter School regardless of student residency.)	500
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional, single track
• The bell schedule for Charter School will be:	8:00-3:30 with one day per week dismissing at 1:00 to allow for staff professional development.
• The term of this Charter shall be from:	July 1, 2020 to June 30, 2025

COMMUNITY NEED FOR PROPOSED SCHOOL

Ednovate College Prep 7 (ECP7 or Ednovate 7) will be an independent, site-based charter school using an innovative educational model to serve high needs students in grades 9-12. ECP7 will be the sixth charter school operated by Ednovate, Inc., a California nonprofit public benefit corporation (Ednovate) 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):

- **Ednovate - USC Hybrid High (USC HH):** opened in 2012, currently serves 520 students in grades 9-12 in downtown 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

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

- **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
- **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

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 three years, and 100% of our graduates 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 with 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, USC HH 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 USC HH alumni – at no cost to USC HH/Ednovate -- to determine whether our high school model does, in fact, better prepare educationally disadvantaged students to persist in college and what qualities of the model best achieve this goal. Like the Ednovate schools before it, ECP7 will benefit greatly from its affiliation with this world-class research institution.

² Ibid.

³ Ibid.

⁴ Ibid.

⁵ Ibid.

⁶ Ibid.

⁷ To date, only our flagship school, USC HH, has graduated seniors, starting with the Class of 2016. (East will graduate its first class this spring, followed by Legacy in 2020 and Brio and Esperanza 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.

Replication of Ednovate Model

ECP7 will expand the successful Ednovate Schools model (describe in extensive detail below) to serve students in Historic South Central who are educationally underserved. ECP7 students will benefit from a rigorous, highly personalized curriculum that helps them develop a sense of purpose and fosters belonging in a supportive school community. Each Ednovate school is supported and held accountable by our charter management organization (CMO) staff, with consistent practices across the network including: a focus on talent and a commitment to teamwork with intensive and personalized professional development, coaching and structured collaboration; caring and accountable school culture that is consistent and transparent; operational excellence in which all staff are held to high standards for performance; and our six Annual College-Readiness Indicators (ACRIs), a whole student measure for college success (academics, ACT interim benchmark targets, service/work hours, performance tasks, discipline and attendance). **Demand** for Ednovate Schools is high: our existing schools received more than 2,500 applications in 2018 for approximately 600 spots. USC HH enrolls students from more than 90 feeder schools, while our newest schools, Brio and Esperanza, both enroll students from 20+ middle schools in just their second year of operations. As detailed extensively in the following sections, we intentionally locate our schools in communities where the existing public school options are struggling to achieve success; Ednovate offers a crucial alternative for some of LAUSD's most underserved families and communities.

Ednovate's Track Record of Success

We are incredibly proud of our success and accomplishments to date:

- **100% of USC HH's graduates (all three years) have been admitted to four-year colleges and universities.** Over three years, our students have been admitted to some of the nation's most selective schools such as USC, UCLA, Cornell, NYU and UPenn. Our combined 299 graduates to date have garnered 1,557 4-year college acceptances and more than \$14M in scholarships. (Internal data.)
- **100% of USC HH's graduates (all three years) have completed "A-G" requirements** to be eligible for admission to University of California and California State University (UC/CSU) systems (compared to fewer than half of high school graduates across the state).⁹
- USC HH's 93% 4-year cohort graduation rate in 2018 exceeds the graduation rates of the two large nearest high schools, Manual Arts SH – 81% and Dr. Maya Angelou Community HS – 61% (42 percentage points lower than USC HH), District (80%), and State (83%) graduation rates.
- **97% of the Class of 2018 graduates have enrolled in college**, with three-quarters of these students enrolled in 4-year colleges and another 23% enrolling in a local community college or another 2-year degree program. Almost half of this graduating class are the first in their families to enroll in college; 16% of our Class of 2018 seniors do not have a parent who has complete high school.¹⁰
- On the 2018 California Assessment of Academic Proficiency and Progress (CAASPP), Ednovate's 11th graders were 80% Met/Exceeded in English Language Arts (ELA) and 43% Met/Exceeded in Math, both dramatically outperforming comparisons with their peers across LAUSD (55% ELA; 24% Math) and the State (60% ELA; 32% Math).
- Our schools consistently maintain an average attendance rate $\geq 95\%$.
- 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 and believe Ednovate is preparing the students for success in college and career.** Notably, *100% of teachers and staff report they are proud to be team members at Ednovate.*
- *U.S. News and World Report* has recognized USC HH with a Silver Medal as one of the top high schools in the nation.¹¹

⁹ CDE DataQuest. Retrieved from <https://dq.cde.ca.gov/dataquest>.

¹⁰ CDE DataQuest. Retrieved from <https://dq.cde.ca.gov/dataquest>. Internal Data.

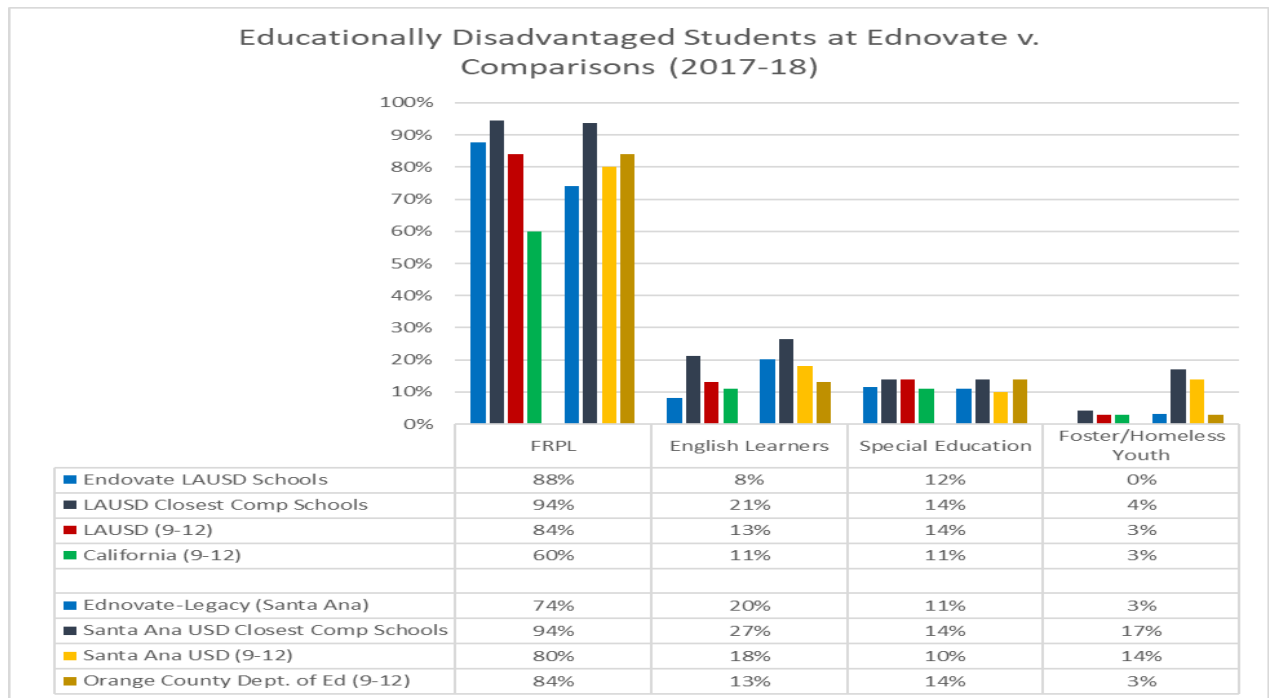
¹¹ U.S. News & World Report. Best High Schools: USC Hybrid High. Retrieved from www.usnews.com/education/best-high-schools/california/districts/los-angeles-unified-school-district/usc-hybrid-high-140698.

- Ednovate has raised more than \$9.7M in grants for our first five schools from Next Generation Learning Challenges, The Walton Family Foundation, The Gates Foundation, Charter School Growth Fund, Great Public Schools Now and others; most of this funding has supported facilities development.
- Ednovate’s CEO, Oliver Sicat, recently was selected as one of just six nationally recognized CMO leaders to participate in the inaugural IDEA Public Schools *Scaling Up Institute*, where participants will learn and apply leadership and management strategies to their own organizations based on IDEA’s rapid and successful growth in Texas.

The following provides more details about Ednovate’s success to date:

Similar Students

Ednovate’s current schools enroll students who qualify for FRPL, ELs and SpEd students, at comparable rates to the surrounding public schools, and higher rates than District and State averages. In our four LAUSD schools, our FRPL, EL and SpEd rates are all on par with the LAUSD, though we have fewer ELs than the two nearest traditional high schools (Comp Schools) to our four locations.

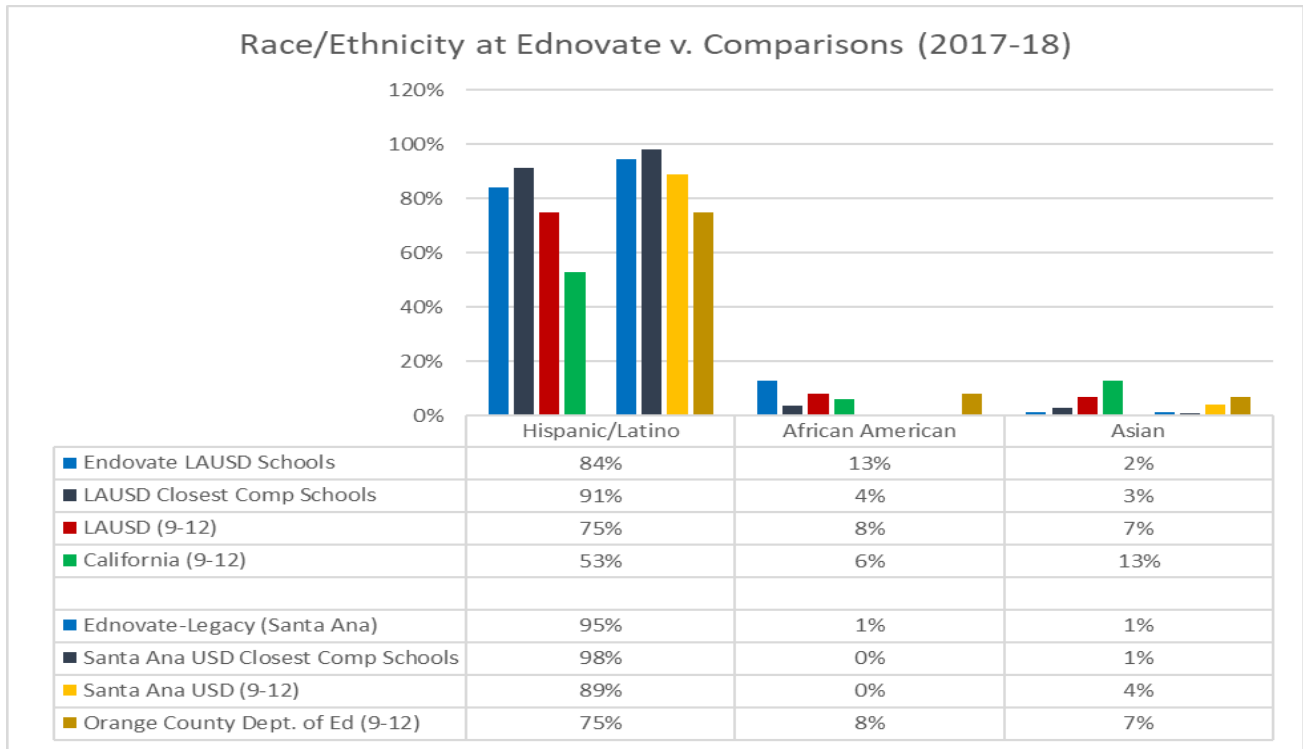


Source: CDE DataQuest, <https://dq.cde.ca.gov/dataquest>.¹²

We note that we have a higher percentage of RFEP (former EL) students than LAUSD, ranging from 1% more (at Brio) to 20 percentage points more (at Esperanza, with 64% RFEP compared to LAUSD’s 43% for grades 9-12). We also serve more Hispanic/Latino and African Americans than LAUSD. In Orange County, Legacy’s FRPL, EL, SpEd and racial composition is comparable to the surrounding district (Legacy is County-authorized), with the exception of foster/homeless, which is on par with the broader County.¹³

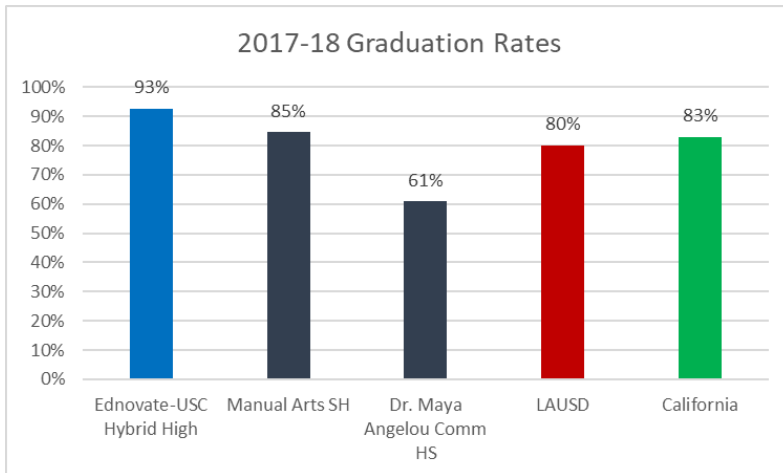
¹² The closest LAUSD comp schools included are as follows: USC HH: Manual Arts SH, Dr. Maya Angelou Comm. HS; East: Abraham Lincoln HS, Woodrow Wilson SH; Brio: Miguel Contreras Learning Complex (including four academies within the school), Belmont HS: Esperanza: Torres (four academies) and James Garfield HS.

¹³ Santa Ana Unified (SAUSD) has long reported far higher-than-average homeless student counts than other districts. In 2014-15, SAUSD reported a 10.6% homeless student rate (6,015 students) while LAUSD -- the second largest district in the nation -- reported a 0.8% homeless student rate (5,048). In fact, of 120 districts



Source: CDE DataQuest, <https://dq.cde.ca.gov/dataquest>.

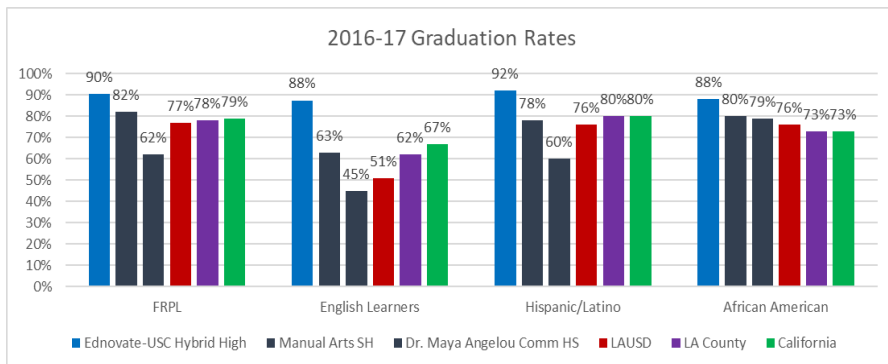
Graduation Data



Source: CDE DataQuest, <https://dq.cde.ca.gov/dataquest>.

To date, only our flagship school, USC HH, has graduated seniors, starting with the Class of 2016. (East will graduate its first class this spring, followed by Legacy in 2020 and Brio and Esperanza in 2021.) Both overall and for each statistically significant subgroup, USC HH's graduation outcomes outperform the two large nearby high schools our students otherwise would attend, along with District and state averages.

ranked by the National Center for Education Statistics, SAUSD reports the *highest percentage of all*, with New York City at 10.1%. https://nces.ed.gov/programs/digest/d16/tables/dt16_204.75e.asp
 We believe our enrollment forms are not accurately capturing homeless data in accordance with the full scope of the definition in California (e.g., shared housing) and our enrollment forms have been revised and we plan to survey students periodically to better capture this data.



Source: CDE DataQuest, <https://dq.cde.ca.gov/dataquest>.

Notably, despite the fact that only 20% of the Class of 2018 have a parent who has completed a college degree (and 16% do not have a parent who has completed high school), three-quarters of these students enrolled in 4-year colleges, with another 23% enrolling in a local community college or another 2-year degree program. Over three years, our students have been admitted to some of the nation’s most selective schools such as USC, UCLA, Cornell, NYU and UPenn. Our combined 299 graduates garnered 1,557 4-year college acceptances and more than \$14M in scholarships. USC HH’s 93% 4-year cohort graduation rate in 2018 exceeds the two large nearest high schools – in one case by a dramatic margin, District (80%), and State (83%) graduation rates.

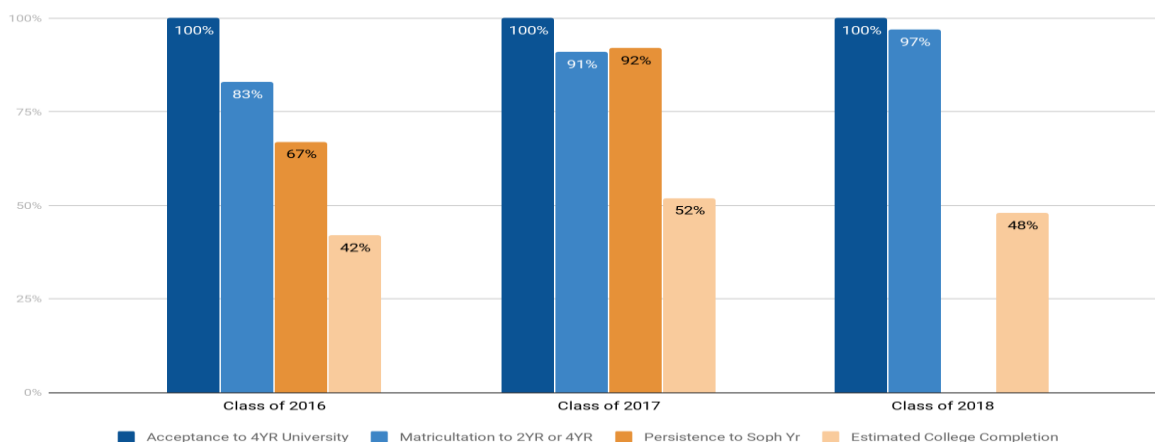
Ednovate College Enrollment

	4-year	2-year	Total
2018	74%	23%	97%
2017	62%	29%	91%
2016	65%	18%	83%

Source: CDE DataQuest, <https://dq.cde.ca.gov/dataquest>.

Ednovate is helping low-income and otherwise educationally disadvantaged students gain admission (100%), enroll in (97%), and complete college degrees (42-52% projected) at far higher ratios.

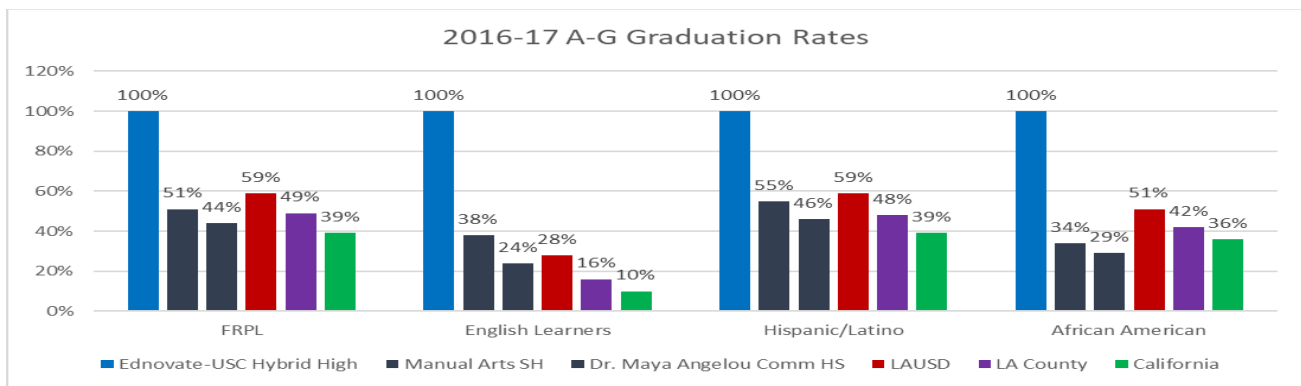
Ednovate - College Acceptance, Persistence, and Estimated Completion



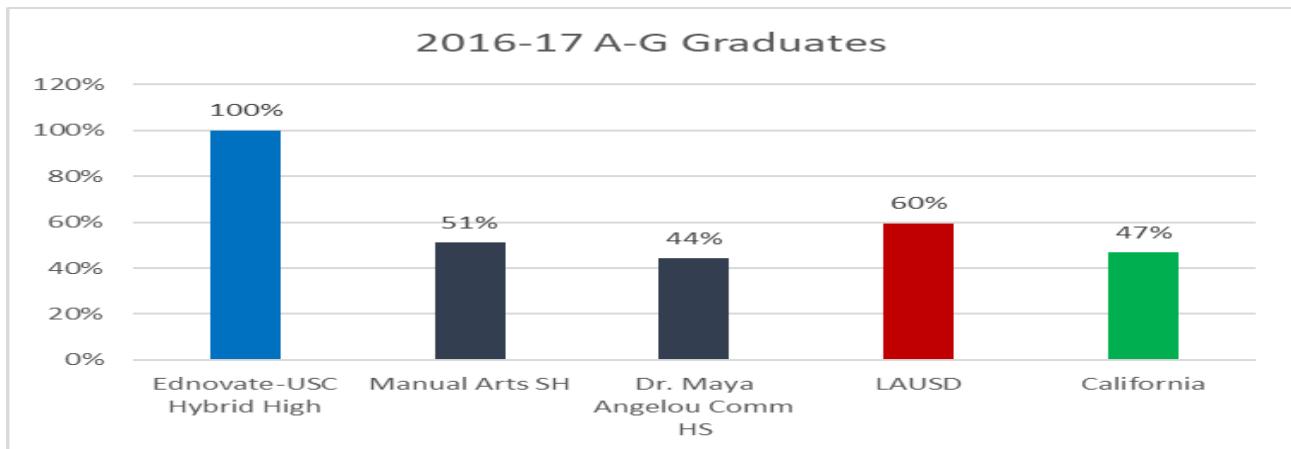
Source: Ednovate Internal Data.

Estimated College Completion percentages are calculated from the National Center for Education Statistics [IPEDS](#) (Integrated Postsecondary Data System) datasets using the 6-year minority graduation rates of the specific institutions where Ednovate alumni are enrolled (supplemented by National Clearinghouse data). The class average is calculated based on alumni's reported race from Ednovate's student information system and includes zeros for those not currently enrolled in college (according to our sources).

This data is particularly compelling given that Ednovate's graduation requirements are quite rigorous. First and foremost, Ednovate's students are expected to meet rigorous requirements tied to our six ACRI's (see above) before promotion or graduation can occur. Our graduation requirements exceed the state's "A-G" requirements that are a baseline of eligibility for admission to one of the state's UC/CSU public universities. Students are required to complete a minimum of 220 credits for graduation (10 credits per yearlong course) and must have a C- or better to pass a course. As a result, 100% of our graduates complete A-G requirements and are eligible for UC/CSU admission. While LAUSD has made impressive gains in A-G rates in recent years (60% in 2017, the most recent year with publicly available data), Ednovate's 100% doubles the Comp Schools (44-51%) and state (47%), with even more dramatic subgroup comparisons.

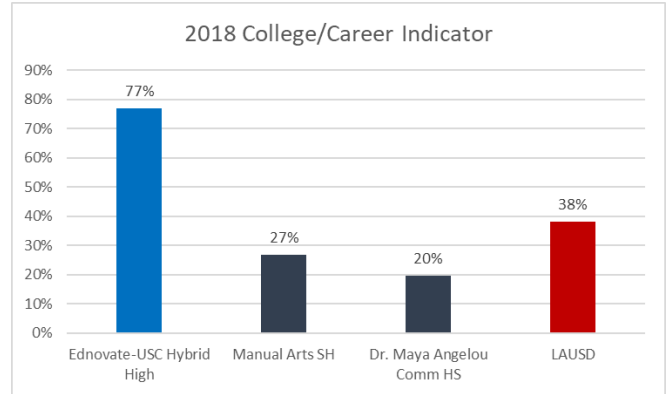


Source: CDE DataQuest, <https://dq.cde.ca.gov/dataquest>.



Source: CDE DataQuest, <https://dq.cde.ca.gov/dataquest>.

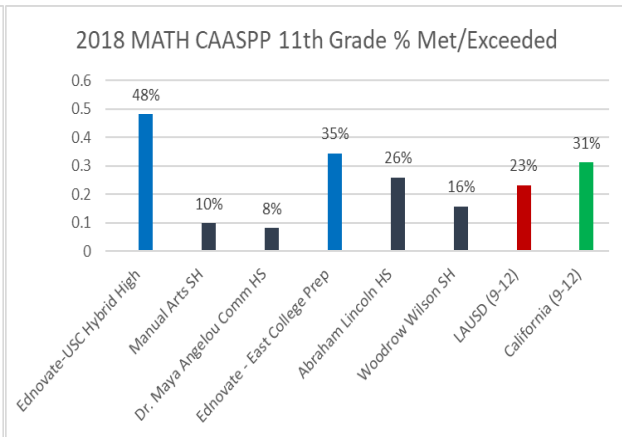
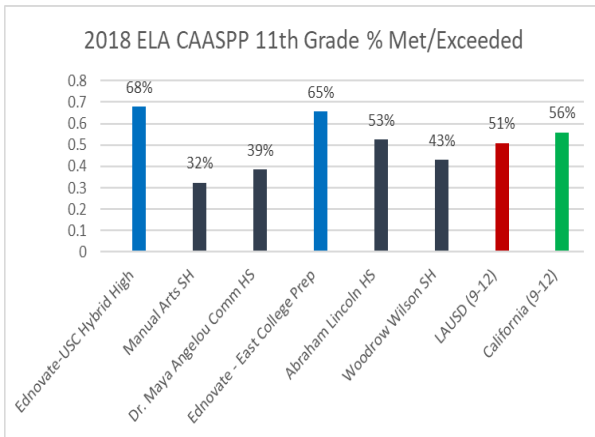
Our emphasis on college readiness is reaping results. On California's new Dashboard accountability system, USC HH's College Readiness rate (77%) is significantly higher than the available comparisons, including LAUSD's district-wide average of just 38%.



Source: California School Dashboard, <https://www.caschooldashboard.org/>.

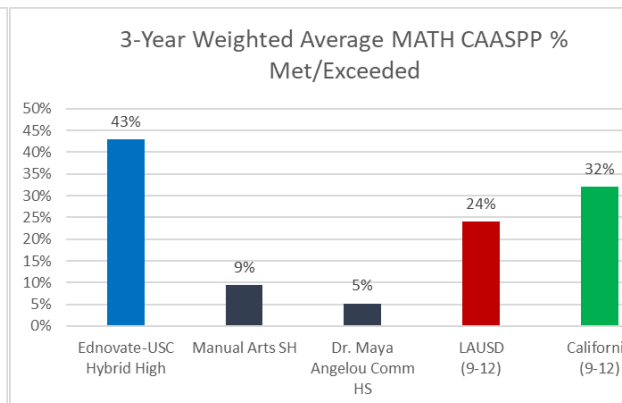
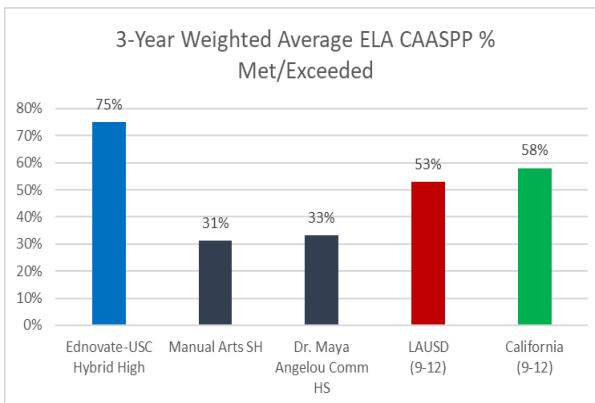
CAASPP Scores

Ednovate's existing schools have consistently demonstrated strong results on the CAASPP. To date, USC HH and East have had 11th graders participate in this testing (Legacy has its first class of 11th graders this year), with students dramatically outperforming their peers by 12 to 36 percentage points in ELA and nine to 40 percentage points in Math:



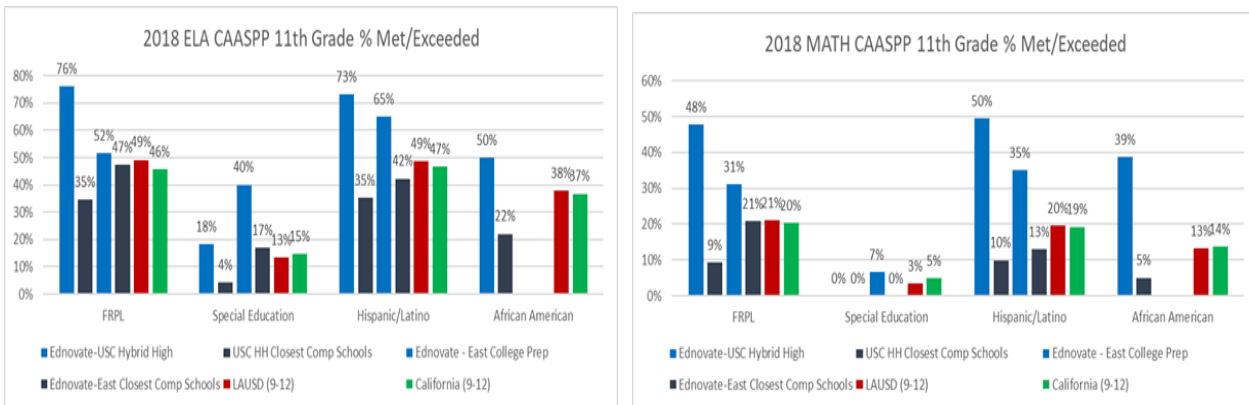
Source: CDE CAASPP Test Results for ELA/Math, <https://caaspp.cde.ca.gov/sb2018/Search>.

This performance has been consistent, as evidenced by 3-year weighted averages:



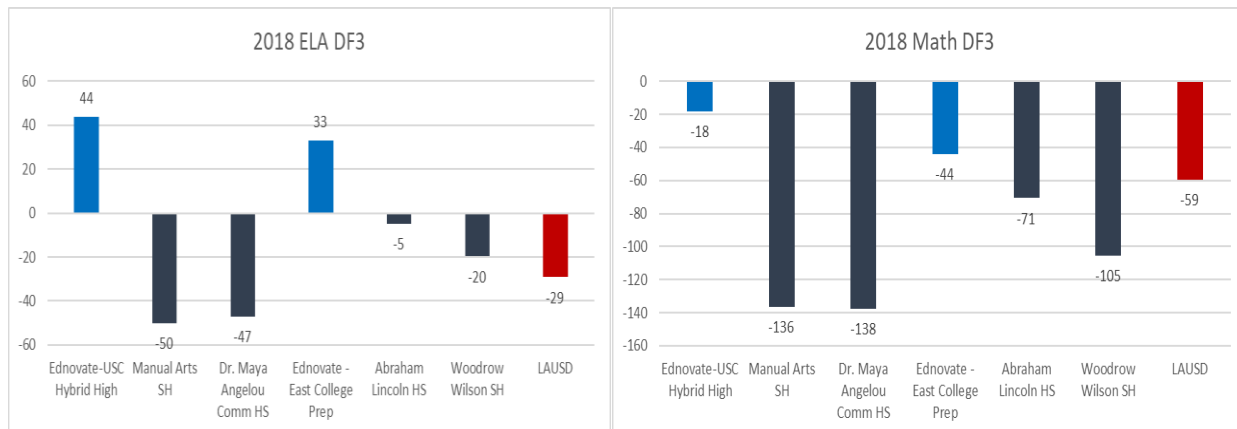
Source: CDE CAASPP Test Results for ELA/Math, <https://caaspp.cde.ca.gov/sb2018/Search>.

Peer-to-peer subgroup comparisons yields similar results: on the 2018 CAASPPs, both USC HH and East's FRPL, SpEd, Hispanic/Latino and African American student subgroups outperformed Comp School, District and State rates on both ELA and Math.¹⁴



Source: CAASPP Test Results for ELA/Math, <https://caaspp.cde.ca.gov/sb2018/Search>.

Under the new California Dashboard system, “DF3” measures how far the average student is from meeting the grade-level standard, or the "Distance from Level 3." Again, with this metric, our schools are dramatically outperforming LAUSD 11th graders by 62-73 points in ELA and 15-41 points in Math, and as much as a 120-point difference with a Comp School:

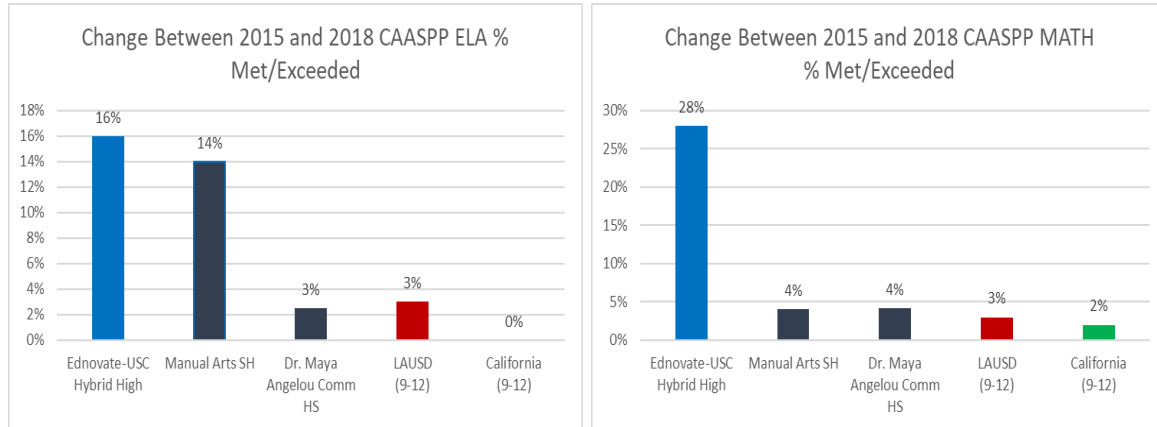


Source: California School Dashboard, <https://www.caschooldashboard.org/>.

Growth Data

In addition to this most recent data, our schools are exhibiting strong growth over time. While USC HH's 100% A-G rate has remained consistent all three years, 4-year cohort graduation rates have steadily increased from 87% in 2016 to 93% in 2018. (When adjusted to a 5-year rate, each year USC HH graduates 100% of its seniors.) While cohort growth in high school is not possible for CAASPPs since only 11th graders are tested, USC HH has realized far greater growth rates in the four years we have had 11th graders tested than any of the comparisons, in both ELA (16 percentage points) and Math (28 percentage points):

¹⁴ Neither USC HH or East had a statistically significant number of 11th grade ELs taking the test to have reported data – as indicated above, due to high EL reclassification rates our schools typically have few if any ELs by 11th grade. Only one of USC HH's Comp Schools had reported African American test results; East and both of its Comp Schools also did not have reported African American test data.



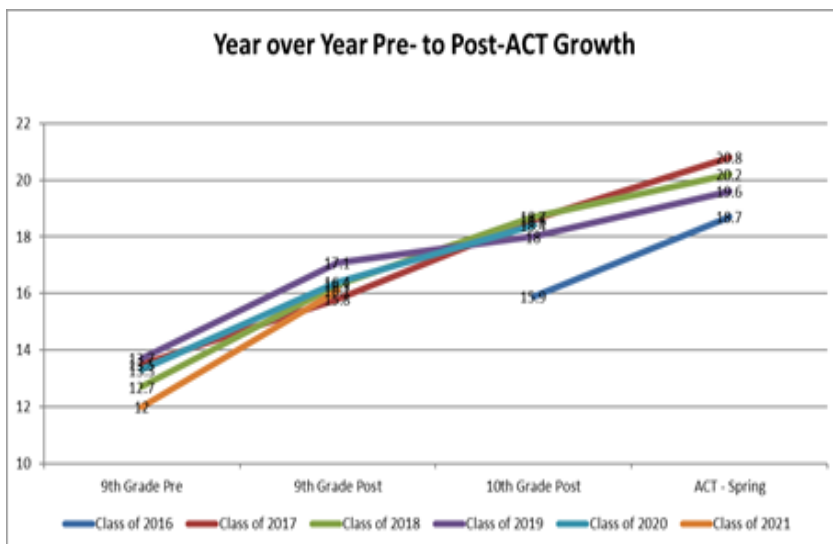
Source: CAASPP Test Results for ELA/Math, <https://caaspp.cde.ca.gov/sb2018/Search>.

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.

Grade	Assessment	Composite Score Goal	USC HH	East	Legacy	Brio	Esperanza	Ednovate Avg
9th Grade	Post-ACT	14	16.3	15.8	15.6	15.7	17.2	16.1
10th Grade	Post-ACT	16	18.9	17.3	18.9	N/A	N/A	18.4
11th Grade	ACT (official)	18	20.2	18.6	N/A	N/A	N/A	19.6

Source: Ednovate Internal Data.

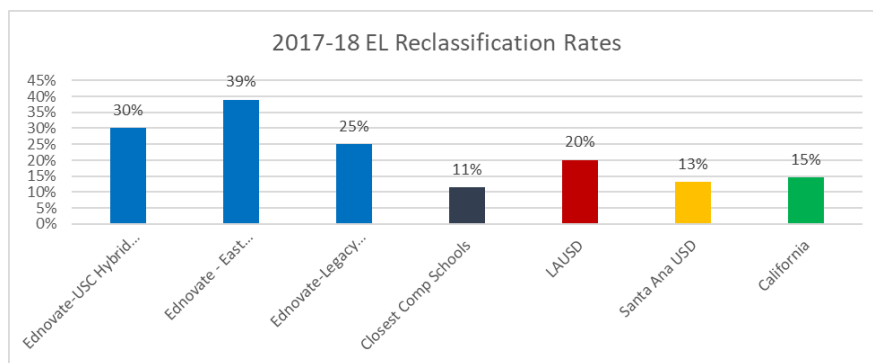
¹⁵ ACT. Retrieved from <https://www.act.org/content/dam/act/unsecured/documents/Plan-CommunicationText.pdf>.



In 2017-18, 75% of our students across the network met the minimum grade level ACT benchmark, and each grade level at each school exceeded our goals, with 9th graders gaining 4.1 points on composite scores from their pre-test, 10th graders gaining 2.1 points and 11th grader gaining 1.4 points. ACT composite scores have consistently and steadily increased for each cohort of students across all of our schools between their first benchmarks in 9th grade to the actual ACT test in spring of 11th grade.

Additional Data

English Learner reclassification rates have outpaced the comparisons by large margins; Brio and Esperanza are continuing this trend, with 19% and 75% EL reclassification rates after just one full year of operations.



Source: Dataquest and Ednovate Internal Data.

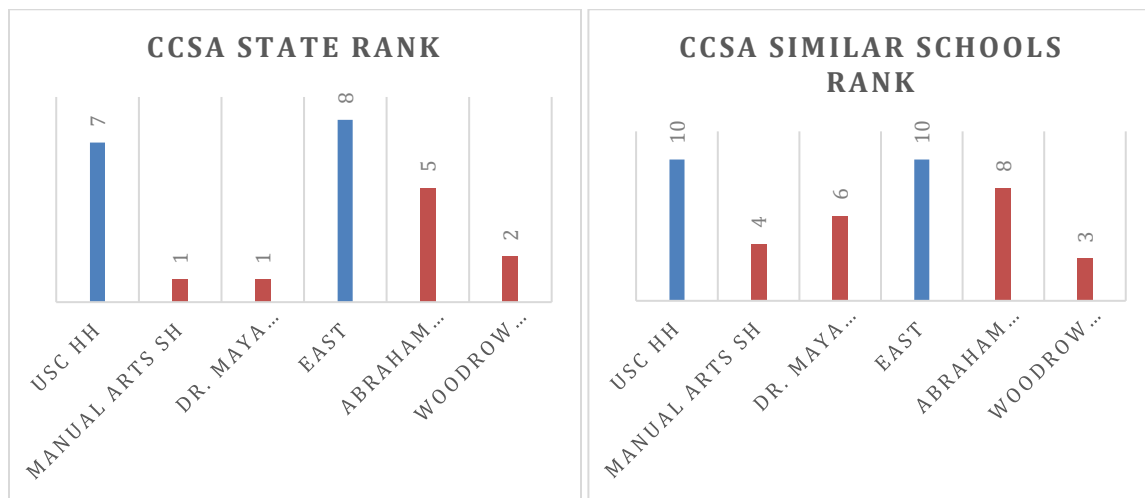
We also note, as an example of the high-quality educational opportunities that we plan to offer students at ECP6, that USC HH currently offers **12 AP courses** (including AP English Lit, Calculus AB, Spanish, Macroeconomics, Computer Science and several others), East offers eight, Legacy offers four and Brio and Esperanza (just grades 9-10 so far) are both offering AP World History this year. In 2017-18, across two of our schools (USC HH and East), 27% of students in grades 10-12 took at least one AP exam. Out of 230 total AP exams taken, 46% of students at USC HH and 29% of students at East achieved a passing score of “3” or higher. Several of our schools offer dual enrollment with local community college partners; these arrangements vary by campus. At Esperanza, which co-locates with a traditional LAUSD high school, students can take East LA Community College courses offered on the high school campus for students of both high schools during after-school hours; students at Legacy take classes at Santa Ana College.

Further evidence of our capacity to operate strong schools and replicate our model with fidelity is evidenced by annual **attendance rates** across the network are quite strong, averaging 95-96% over each of the last three years. **Student retention rates** are generally strong, ranging from 83-86% each of the last three years, though facilities moves have impacted enrollment.¹⁶ At USC HH, which moved into its new \$15M

¹⁶ For example, East started in 2015-16 with 9th grade at a temporary facility in our target community of Lincoln Heights. For its second year, the new 9th grade was at this facility, while the 10th grade started the year at a second location four miles away, and then joined the 9th graders mid-year at the first location after a permitting issue for the expanded enrollment was resolved. In Y3, the school was once again split with 9th grade at a third new location and 10th/11th at the first; in Y4, all four grades are together at that third location

facility this past fall, retention rates the last two years were 91-93%, while Brio moved this year from its first temporary facility to a different temporary location 2 miles away in the heart of downtown LA, and had just a 62% retention rate this fall. **Parent engagement** is quite strong: parents receive bi-weekly progress reports and have 16 one-on-one meetings with their child's Advisor over four years of high school (four/year) when they pick up quarterly report cards, with **97% average parent attendance** at these conferences. 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 and believe Ednovate is preparing the students for success in college and career.** Notably, *100% of teachers and staff* report they are proud to be team members at Ednovate. Ednovate completed the 2017-18 school year in a **strong fiscal position** across our key financial metrics – net income, cash balance, and days cash on hand – all exceeding our internal benchmarks. While a couple of our schools encountered enrollment challenges during the year due principally to facilities issues/moves, we were proactive in managing our expenses to reflect lower than budgeted enrollment which helped maintain a positive cash position. Going forward, we continue to remain vigilant in proactively managing budgeting and expense management by leveraging best-in-class technologies and best practices, which will allow us to improve accuracy and transparency of Ednovate's fiscal management, reporting, and compliance processes.

Finally, to help schools and the public contextualize public school performance, the California Charter Schools Association (CCSA) translates academic accountability data published by the California Department of Education into “state ranking” and “similar school ranking,” the latter based on school demographics.¹⁷ To date, only USC HH and East have had enough data to be ranked, but the results are compelling, with both schools earning a 10/10 in similar schools and a 7 and 8, respectively, in state rank (compared against all schools, regardless of demographics); these rates outperform each schools' Comps demonstrably:



Source: CCSA, <http://www.ccsa.org/2016-17-CCSA-Decile-Ranks.pdf>.

With Ednovate's strong track record of success so far, the organization anticipates the same level of academic achievement and other positive results working with the Historic South Central community to open ECP7. Best practices will be shared widely across all Ednovate high school campuses, and all of the Ednovate Schools will continue to benefit from collaboration with one another.

(which previously was occupied by our flagship school, USC HH). The school is scheduled to move into its new \$15M facility in 2019-20.

¹⁷ California Charter Schools Association. Retrieved from <http://www.ccsa.org/2016-17-CCSA-Decile-Ranks.pdf>.

STUDENT POPULATION TO BE SERVED

Target Community

ECP7 proposes to serve students in grades 9-12 who have traditionally been educationally underserved. This group includes students from low-income families, underrepresented minorities, English Learners (including Long-Term English Learners (LTELs) and newcomers) and homeless/foster youth. Through our experience with our first five schools, we know the students we will serve at ECP7 will arrive in high school often below grade level proficiency – at times by many grade levels – and they face significant challenges outside of school walls: extreme poverty including housing and food instability; gang involvement among people they know, including family members; violence in their communities; experience with substance abuse, domestic violence and more. ECP7 will aim to serve students living in the Historic South Central neighborhood where a large percentage of the student population will match one or more of the above criteria. There is significant data that demonstrates that there is both strong need and strong demand for a high-quality high school in this community.

According to U.S. Census data, zip code 90011, which covers a 4.29 square mile area, is quite densely populated with 103,892 residents.¹⁸ These residents are predominantly Hispanic/Latino (89%) with another 9% African American and 1% each Asian and White. Almost half – 46% -- of adult residents over age 25 are foreign born, and almost two-thirds – 61% -- of adults have not earned a high school diploma. **Only 4% of adults in this entire zip code have earned a 4-year college degree.** Officially, 36% of families in the community live below the federal poverty line, with an average household income across the zip code of \$43,479.¹⁹ In 2018, the federal poverty line for a family of four was just \$25,100.²⁰ Notably, according to Living Wage Calculator, a project of Dr. Amy K. Glasmeier, Professor of Economic Geography at MIT, a family of four in Los Angeles with two working adults needs to earn \$73,615 annually to be self-sustaining (not needing public assistance).²¹ This equates to \$17.70/hour per adult; the federal poverty line rate equates to just \$5.00/hour. Thus in reality, *as many as 85-90% of families here are living in poverty based on the economic realities of the area.* The Los Angeles Times ranks this community 26th out of 209 Los Angeles area neighborhoods for the rate of violent crimes; over a recent six-month period there were 300 violent crimes and 675 property crimes here.²²

Existing Schools in Target Community

The table below provides an overview of the demographic and performance data for comprehensive, magnet, and charter schools within a 2-mile radius of the center of Historic South Central.

¹⁸ United States Census Bureau. American Fact Finder. Retrieved from <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>.

¹⁹ factfinder2.census.gov (2010 census). Ibid.

²⁰ U.S. Department of Health and Human Services. Poverty Guidelines. Retrieved from <https://aspe.hhs.gov/poverty-guidelines>.

²¹ Living Wage Calculator. Living Wage Calculator for Los Angeles County, California. Retrieved from <http://livingwage.mit.edu/counties/06037>; the calculator uses “a market-based approach that draws upon geographically specific expenditure data related to a family’s likely minimum food, childcare, health insurance, housing, transportation, and other basic necessities (e.g. clothing, personal care items, etc.) costs.

²² Los Angeles Times. Mapping L.A. Neighborhoods. Retrieved from <http://maps.latimes.com/neighborhoods/>.

Demographic Information for Surrounding Schools

	# of Students	% FRPL	% Sp	% EL	% F/HY	% H/L	% AA	% White	2018 CAASPP ELA %	2018 CAASPP Math %	2017 Grad Rate	2017 A-G Rate
LAUSD Schools												
Dr. Maya Angelou Comm HS	1,035	95%	16%	33%	4%	91%	8%	1%	39%	8%	67%	44%
Thomas Jefferson HS	688	94%	15%	29%	4%	88%	10%	1%	30%	8%	73%	57%
Nava College Prep	744	98%	12%	19%	2%	95%	3%	3%	54%	4%	90%	N/A
Charter Schools												
Animo Ralphe Bunche	618	100%	13%	16%	7%	99%	1%	0%	50%	15%	91%	58%
Matrix for Success Academy (opened 2018-19)												
Synergy Quantum Academy	567	97%	11%	17%	0%	99%	1%	0%	58%	26%	80%	94%

Source: CDE DataQuest, <https://dq.cde.ca.gov/dataquest>.

A review of the demographic and performance data of high schools in the Historic South Central neighborhood indicates that the profile of a typical Ednovate 7 student will be: Latino/a, an English Learner, eligible for free or reduced lunch, and zoned to attend a high school where more than half of students (59%) are not proficient in ELA and 93% are not meeting or exceeding grade level standards in Math, and where fewer than half of the graduates meet A-G requirements for admission to California’s public universities.

Ednovate 7 will be well-equipped to meet the needs of students who fit this profile, as it is quite similar to the student profile at our existing five charter high schools. 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. These elements include: a) a strong school culture; b) a rigorous college preparatory curriculum; c) personalized, highly differentiated instruction that enables self-paced and mastery-based learning and that provides real-time performance data to the student and school staff; d) and a strong data-driven advisory program that empowers students to set and achieve academic and personal goals.

Projected Enrollment Roll-Out Plan

The Charter School plans to enroll 125 students in grade 9 in year one and plans to add a 9th grade class each subsequent year, reaching full capacity in the 2018-19 Charter School year. At capacity, the Charter School intends to serve approximately 500 students in grades 9-12.

	2020-21	2021-22	2020-23	2023-24	2024-25
Grade 9	125	125	125	125	125
Grade 10		125	125	125	125
Grade 11			125	125	125
Grade 12				125	125
Total Students	125	250	375	500	500

GOALS AND PHILOSOPHY

Mission

Ednovate College Prep 7 students will use their college degrees and careers to make a positive multigenerational change.

Vision

Ednovate College Prep 7 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 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 world. ²³ According to 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."²⁴

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 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."²⁵

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."²⁶

²³ 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.

²⁴ Cornali, F. (2012). Effectiveness and efficiency of educational measures: Evaluation practices, indicators and rhetoric. *Sociology Mind*, 2(03), 255.

²⁵ Shelton, J. (2011). Education innovation: what it is and why we need more of it. *Education Week*.

²⁶ Snyder, L. G., & Snyder, M. J. (2008). Teaching critical thinking and problem solving skills. *The Journal of Research in Business Education*, 50(2), 90.

This is essential in a world where 2.5 quintillion bytes of data being created each day²⁷ and where the traditional manufacturing sector is being replaced by a growing service sector and higher-skilled industries.²⁸ The U.S. Labor Department states that a large percentage of the jobs available to our future graduates have not yet been invented.²⁹ Flexibility and the ability to adapt will be essential in the outlook of students stepping into their future. At Ednovate 7, 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.”³⁰ The use of technology is a key feature of the school’s instructional design and is embedded across all content areas. The Charter School will feature 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 Ednovate 7, 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.³¹ Ednovate 7 students will develop the skills to learn and work independently as a result of the school’s self-paced instructional model as well as its Advisory structure in which students learn to self-reflect, set goals, and seek out resources as needed.
- Develop not just the academic skills but also the specific mindsets and behaviors needed to be successful college students, employees, and adults.³² For example, David Conley lists four areas of college readiness: cognitive strategies, content knowledge, transition knowledge and skills, and learning skills and techniques.³³ 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.³⁴ Ednovate 7 students will meet rigorous annual promotion requirements that include a yearly health and fitness goal to ensure that students learn not only academic skills but also the exercise and eating habits necessary for a healthy life.

²⁷ 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>.

²⁸ Buera, F. J., & Kaboski, J. P. (2012). The rise of the service economy. *American Economic Review*, 102(6), 2540-69.

²⁹ 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>.

³⁰ Shapiro, J. J., & Hughes, S. K. (1996). Information literacy as a liberal art?. *Educom review*, 31, 31-35.

³¹ Betts, G. (2004). Fostering autonomous learners through levels of differentiation. *Roeper Review*, 26(4), 190-191.

³² 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.

³³ Conley, D. (2013). College and Career Ready and the Common Core: What Everyone Needs to Know. Portland, OR: Educational Policy Improvement Center.

³⁴ 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.

- 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.”³⁵ 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.³⁶ To this end, all Ednovate 7 students will complete coursework in the Visual and Performing Arts, including participating in periodic performances.

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 ECP7 model as illustrated in the following table.

Summary Research Findings and Consequent Program Features

Research Findings		ECP7 Program Features
High-need students respond better in Charter School cultures where there are consistent and high expectations for appropriate behavior, academic achievement, and life goals. ³⁷	→	<ul style="list-style-type: none"> • Challenging annual promotion and graduation requirements for all students detailed in Ednovate’s six Annual College Readiness Indicators (ACRIs), defined below. • Clear rules and consequences through merit/ demerit system
Personalized, mastery-based instruction allows all students to perform at high levels. ³⁸	→	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.

³⁵ Robinson, K., & Aronica, L. (2016). *Creative schools: The grassroots revolution that's transforming education*. Penguin books.

³⁶ 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.

³⁷ Brookover, W and Lezotte, L. (1977). *Changes in School Characteristics Coincide with Changes in Student Achievement*. East Lansing: Michigan State University, College of Urban Development. Cotton, K. (2003). *Principals and Student Achievement: What Research Says*. Alexandria: VA Association for Supervision and Curriculum Development.

³⁸ 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*.

Research Findings		ECP7 Program Features
Increased time on the right instructional task increases academic achievement for at-risk students. ³⁹	→	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. ⁴⁰	→	<ul style="list-style-type: none"> ● 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 students from underrepresented backgrounds. ⁴¹	→	<ul style="list-style-type: none"> ● 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. ● Full-time College Counselor hired in Year 3 to support students in identifying their best fit colleges.

It is important to note that the educational innovation at ECP7 goes far beyond blending online and offline instruction. Ednovate 7 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.

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

The goals and objectives of ECP7 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

³⁹ 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.*

⁴⁰ 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.

⁴¹ 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.

- 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 Charter School year
 - **Objective:** Provide challenging core content
 - **Objective:** Create a warm and strict 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 ECP7'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, all skills that will aid them in becoming self-motivated, competent, lifelong learners.

The Requirements of Education Code § 47605(B)(5)(A)(III)

ECP7 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 school-wide, 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, ECP7 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 ECP7 anticipates at this point in time.

LCFF STATE PRIORITIES

GOAL #1

All students will receive quality instruction in State adopted learning standards from highly qualified teachers.

Related State Priorities:

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

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

Priority 1 (Basic Services)

Priority 1 Outcome 1 - Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching.

- *ECP7 will hire, supervise, evaluate and retain qualified teaching staff.*
- *ECP7 will ensure verification of proper credentials and Department of Justice clearance prior to start of employment.*
- *ECP7 will actively recruit qualified teachers reflecting student ethnic demographics*
- *100% of teachers will receive Professional Development aligned with CCSS ELA/ELD Frameworks, Math & NGSS*

Priority 1 Outcome 2 - Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.

- *ECP7 will provide appropriate, standards-aligned (including CA CCSS and the academic content and performance standards) online and text-based and project-based curriculum materials.*
- *ECP7 will review alignment of instructional materials to standards.*
- *ECP7 will maintain an annual inventory of instructional materials and respective purchase of materials.*
- *ECP7 budget will be reviewed every year to ensure adequate budget for instructional materials is in place.*

Priority 1 Outcome 3 - School facilities are maintained in good repair pursuant to Education Code section 17002(d).

- *ECP7 facilities will be maintained and cleaned by custodial staff*
- *ECP7 will do annual and monthly facility inspections to screen for safety hazards.*
- *ECP7 will utilize Site Inspection Lists and provide daily general cleaning and spot checks by custodial staff*

Priority 2 (Implementation of State Standards)

Priority 2 Outcome 1 - Implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.

- *100% of teachers will receive Professional Development aligned with CCSS ELA/ELD Frameworks, Math & NGSS.*
- *EDNOVATE will provide CCSS-aligned ELA and math instruction using integrated ELD instructional strategies to all students, including ELs.*
- *EDNOVATE will provide PD to teachers examining CAASPP/CAA, ACT quarterly benchmark assessments, and other state and internal assessment scores, into reports and regularly review progress to build on our data driven decision making.*

Priority 7 (Course Access)

Priority 7 Outcome 1 - Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including ELA, History, Math, Science, VAPA, PE/Health. (Priority 7)

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

Expected Annual Measurable Outcomes

Priority 1 Outcome 1: All teachers will be properly certified and assigned.

Metric/Method for Measuring: Percentage of courses and Teachers at ECP7 appropriately assigned and with appropriately credentialed personnel.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	N/A	100%	100%	100%	100%	100%
English Learners	N/A	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	N/A	100%	100%	100%	100%	100%
Foster Youth	N/A	100%	100%	100%	100%	100%
Students with Disabilities	N/A	100%	100%	100%	100%	100%
African American Students	N/A	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	*					
Asian Students	N/A	100%	100%	100%	100%	100%
Filipino Students	*					
Latino Students	N/A	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	N/A	100%	100%	100%	100%	100%

Priority 1 Outcome 2: All ECP7 students (including all statistically significant subgroups) will have access to standards-aligned materials and technology.

Metric/Method for Measuring: Percentage of ECP7 students who will 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 and all Significant Subgroups)	N/A	100%	100%	100%	100%	100%
English Learners	N/A	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income	N/A	100%	100%	100%	100%	100%

Students						
Foster Youth	N/A	100%	100%	100%	100%	100%
Students with Disabilities	N/A	100%	100%	100%	100%	100%
African American Students	N/A	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	*					
Asian Students	N/A	100%	100%	100%	100%	100%
Filipino Students	*					
Latino Students	N/A	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	N/A	100%	100%	100%	100%	100%
Priority 1 Outcome 3: ECP7 facilities will be maintained and cleaned through a contract with the custodial staff and include daily spot checks and Site Inspection Lists, pursuant to Education Code section 17002(d). Metric/Method for Measuring: Percentage of items on the Site Inspection Lists and daily spot checks that are in compliance/good standing						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	N/A	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
English Learners	N/A	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
Socioecon. Disadv./Low Income Students	N/A	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
Foster Youth	N/A	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
Students with Disabilities	N/A	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
African American Students	N/A	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
American Indian/Alaska Native Students	*					
Asian Students	N/A	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
Filipino Students	*					
Latino Students	N/A	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	N/A	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
Priority 2 Outcome 1: ECP7 will ensure the implementation of academic content and performance standards for all core subjects with 100% math and ELA Common Core Implementation.						

Metric/Method for Measuring: Online and text-based curriculum; curriculum pacing and lesson plans; teacher observations.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	N/A	100%	100%	100%	100%	100%
English Learners	N/A	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	N/A	100%	100%	100%	100%	100%
Foster Youth	N/A	100%	100%	100%	100%	100%
Students with Disabilities	N/A	100%	100%	100%	100%	100%
African American Students	N/A	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	*					
Asian Students	N/A	100%	100%	100%	100%	100%
Filipino Students	*					
Latino Students	N/A	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	N/A	100%	100%	100%	100%	100%

Priority 7 Outcome 1: All ECP7 students, including all significant subgroups, will have access to a broad course of student (English Language Arts, Math, Social Studies, Science, Health/PE, visual/performing arts) outlined in the charter petition. Instruction and curriculum will be personalized and emphasize student mastery of content through self-pacing and scaffolded supports.

Metric/Method for Measuring: Percentage of access to all available programs and services outlined in charter petition.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	N/A	100%	100%	100%	100%	100%
English Learners	N/A	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	N/A	100%	100%	100%	100%	100%
Foster Youth	N/A	100%	100%	100%	100%	100%
Students with Disabilities	N/A	100%	100%	100%	100%	100%
African American Students	N/A	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	*					
Asian Students	N/A	100%	100%	100%	100%	100%
Filipino Students	*					
Latino Students	N/A	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander	*					

Students						
Students of Two or More Races	*					
White Students	N/A	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES	
GOAL #2	
<p>Every ECP7 student will receive engaging, personalized instructional program designed to meet their individual needs, including online/blended learning, project-based and collaborative activities, and highly differentiated instruction.</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <hr/> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<p>Priority 4 (Pupil Achievement)</p> <p><i>Priority 4 Outcome 1 – Performance on standardized tests and overall schoolwide assessments including the new California School Dashboard</i></p> <ul style="list-style-type: none"> - ECP7 will provide highly qualified instructional personnel and Resource Specialists to implement high-quality instruction with continuous monitoring by the Principal and central office personnel. - ECP7 will provide comprehensive professional development to support student achievement. - ECP7 will hold Data Conferences four times each year (summer pre-opening, October, January and March) to analyze CAASPP/CAA, ACT quarterly assessments and other state and internal assessment scores at to review progress towards annual targets. <p><i>Priority 4 Outcome 2 – Share of English Learners that become English proficient</i></p> <ul style="list-style-type: none"> - See above; plus: ECP7 will implement the Ednovate English Learner Master Plan, approved by LAUSD. - ECP7 will provide high qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs - ECP7 will identify English Learners by proficiency level, ensure ELD instruction is aligned to the new standards, and monitor student progress in program implementation. - ECP7 will provide professional development related to EL support, including ELPAC training and reclassification criteria. - ECP7 will ensure re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. - Provide professional development activities focused on CCSS-aligned implementation with ELs. - EL students will have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom (integrated ELD) and direct ELD instruction (designated ELD). - Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. - Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring. <p><i>Priority 4 Outcome 3- English learner reclassification rate</i></p> <ul style="list-style-type: none"> - Same as Priority 4 Outcome 2 above, plus: 	

- ECP7 budget will be reviewed every year to ensure adequate budget for appropriate EL instructional materials is in place.
- ECP7 will add additional supports for EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL student instructional needs

Priority 4 Outcome 4 – A-G Completion Rate

- Same as Priority 4 Outcome 2 above plus:
- Offer personalized learning plans (PLPs), outlining the classes students will take during their high school years and graduation plan.
- Charter School will offer daily Advisory classes – with each student ideally staying with the same Advisor all four years – and programs preparing students for college readiness, including test prep for ACT.

Priority 4 Outcome 5 – AP Test Passage Rate

- Same as Priority 4 Outcome 2 above plus:
- Provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.

Priority 8 (Other Pupil Outcomes)

Priority 8 Outcome 1 – Ednovate will offer all students, including all subgroups, a rigorous, high-quality curriculum that includes a highly personalized, self-paced curriculum that fosters student mastery of content, along with opportunities for hands-on/project-based learning and group/collaborative learning

- ECP7 will provide professional development to teachers on differentiating instruction, personalizing and pacing instruction, integrating projects and hands-on learning across the curriculum.
- ECP7 will provide resources, time and materials for all students to engage in meaningful, hands-on/project-based learning and other “best practices” learning opportunities.

Priority 8 Outcome 2 - Students with IEPs will excel in an inclusive, supportive learning environment and become prepared for post-secondary school and/or meaningful careers.

- Provide differentiated instruction, depth and complexity for all students.
- Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, MTSS TEAM meetings, and other assessments and protocols.
- Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments.

Expected Annual Measurable Outcomes

Priority 4 Outcome 1: ECP7 students, including all significant subgroups, will meet or exceed State Standards on the CAASPP (and the CAA for students with special needs) in the areas of ELA and Mathematics.

Metric/Method for Measuring: Scale scores and proficiency levels for all students, including all numerically significant student subgroups, in ELA and Math on the CAASPP assessment system based on prior year data.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups ⁴²)	N/A	N/A	N/A	Establish baseline with first	Increase % from previous	Increase %

⁴² We note that, with the exception of some specific goals that relate only to English Learners, at this time we do not anticipate setting different goals for some subgroups. Rather, consistent with our belief that all students can meet our rigorous standards, the goals thus will be the same for all students. In the event achievement gaps are determined in the review of data, specific goals will be set during the annual LCAP goal-setting process with stakeholders to bring all students to consistent performance levels.

				class of 11 th graders.	year (est. 2-3%).	from previous year (est. 2-3%).
English Learners	N/A	N/A	N/A	Establish baseline with first class of 11 th graders.	Increase % from previous year (est. 2-3%).	Increase % from previous year (est. 2-3%).
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	Establish baseline with first class of 11 th graders.	Increase % from previous year (est. 2-3%).	Increase % from previous year (est. 2-3%).
Foster Youth	N/A	N/A	N/A	Establish baseline with first class of 11 th graders.	Increase % from previous year (est. 2-3%).	Increase % from previous year (est. 2-3%).
Students with Disabilities	N/A	N/A	N/A	Establish baseline with first class of 11 th graders.	Increase % from previous year (est. 2-3%).	Increase % from previous year (est. 2-3%).
African American Students	N/A	N/A	N/A	Establish baseline with first class of 11 th graders.	Increase % from previous year (est. 2-3%).	Increase % from previous year (est. 2-3%).
American Indian/Alaska Native Students	*					
Asian Students	N/A	N/A	N/A	Establish baseline with first class of 11 th graders.	Increase % from previous year (est. 2-3%).	Increase % from previous year (est. 2-3%).
Filipino Students	*					
Latino Students	N/A	N/A	N/A	Establish baseline with first	Increase % from previous	Increase % from

				class of 11 th graders.	year (est. 2-3%).	previous year (est. 2-3%).
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	N/A	N/A	N/A	Establish baseline with first class of 11 th graders.	Increase % from previous year (est. 2-3%).	Increase % from previous year (est. 2-3%).

Priority 4 Outcome 2: EL students will advance at least one level on the ELPAC each year.
Metric/Method for Measuring: EL proficiency rates will meet or exceed the rates of LAUSD averages as demonstrated on ELPAC assessments

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)						
English Learners	N/A	Establish benchmark with first ELPAC tests	Increase percentage of students who achieve one level of growth on the ELPAC (est. 1%) to meet or exceed District rate.	Increase percentage of students who achieve one level of growth on the ELPAC (est. 1%) to meet or exceed District rate.	Increase percentage of students who achieve one level of growth on the ELPAC (est. 1%) to meet or exceed District rate.	Increase percentage of students who achieve one level of growth on the ELPAC (est. 1%) to meet or exceed District rate.

Priority 4 Outcome 3: Ednovate will ensure EL reclassification rate will meet or exceed the District's reclassification rate.

Metric/Method for Measuring: EL reclassification rates

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)						
English Learners	N/A	Establish baseline at end of 2020-21	Increase percentage of students reclassified from previous	Increase percentage of students reclassified from previous	Increase percentage of students reclassified from previous	Increase percentage of students reclassified

			<i>year (est. 1%) to meet or exceed District rate.</i>	<i>year (est. 1%) to meet or exceed District rate.</i>	<i>year (est. 1%) to meet or exceed District rate.</i>	<i>year (est. 1%) to meet or exceed District rate.</i>
--	--	--	--	--	--	--

Priority 4 Outcome 4: Graduating seniors will have successfully completed courses that satisfy the A-G requirements.

Metric/Method for Measuring: Percentage of graduating seniors who will have successfully completed courses that satisfy the A-G requirements.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	N/A	N/A	N/A	N/A	<i>Establish baseline with first graduating class: goal of 100%</i>	100%
English Learners	N/A	N/A	N/A	N/A	<i>Establish baseline with first graduating class: goal of 100%</i>	100%
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	<i>Establish baseline with first graduating class: goal of 100%</i>	100%
Foster Youth	N/A	N/A	N/A	N/A	<i>Establish baseline with first graduating class: goal of 100%</i>	100%
Students with Disabilities	N/A	N/A	N/A	N/A	<i>Establish baseline with first graduating class: goal of 100%</i>	100%
African American Students	N/A	N/A	N/A	N/A	<i>Establish baseline</i>	100%

					<i>with first graduating class: goal of 100%</i>	
American Indian/Alaska Native Students	*					
Asian Students	N/A	N/A	N/A	N/A	<i>Establish baseline with first graduating class: goal of 100%</i>	100%
Filipino Students	*					
Latino Students	N/A	N/A	N/A	N/A	<i>Establish baseline with first graduating class: goal of 100%</i>	100%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	N/A	N/A	N/A	N/A	<i>Establish baseline with first graduating class: goal of 100%</i>	100%
Priority 4 Outcome 5: Graduating seniors will have passed an AP exam with a score of 3 or higher.						
Metric/Method for Measuring: Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher.						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	N/A	N/A	N/A	<i>Establish baseline with first AP courses/ tests.</i>	<i>Increase percentage of graduating seniors who pass at least one AP exam with score of 3 or higher per annual LCAP</i>	<i>Increase percentage of graduating seniors who pass at least one AP exam with score of 3 or</i>

					goal (est. 2-3%)	higher per annual LCAP goal (est. 2-3%)
English Learners	N/A	N/A	N/A	Establish baseline with first AP courses/ tests.	Increase percentage of graduating seniors who pass at least one AP exam with score of 3 or higher per annual LCAP goal (est. 2-3%)	Increase percentage of graduating seniors who pass at least one AP exam with score of 3 or higher per annual LCAP goal (est. 2-3%)
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	Establish baseline with first AP courses/ tests.	Increase percentage of graduating seniors who pass at least one AP exam with score of 3 or higher per annual LCAP goal (est. 2-3%)	Increase percentage of graduating seniors who pass at least one AP exam with score of 3 or higher per annual LCAP goal (est. 2-3%)
Foster Youth	N/A	N/A	N/A	Establish baseline with first	Increase percentage of graduatin	Increase percentage of

				<i>AP courses/ tests.</i>	<i>g seniors who pass at least one AP exam with score of 3 or higher per annual LCAP goal (est. 2-3%)</i>	<i>graduating seniors who pass at least one AP exam with score of 3 or higher per annual LCAP goal (est. 2-3%)</i>
Students with Disabilities	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>Establish baseline with first AP courses/ tests.</i>	<i>Increase percentage of graduating seniors who pass at least one AP exam with score of 3 or higher per annual LCAP goal (est. 2-3%)</i>	<i>Increase percentage of graduating seniors who pass at least one AP exam with score of 3 or higher per annual LCAP goal (est. 2-3%)</i>
African American Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>Establish baseline with first AP courses/ tests.</i>	<i>Increase percentage of graduating seniors who pass at least one AP exam with score of 3 or higher per annual LCAP goal (est. 2-3%)</i>	<i>Increase percentage of graduating seniors who pass at least one AP exam with score of 3 or higher</i>

						<i>per annual LCAP goal (est. 2-3%)</i>
American Indian/Alaska Native Students	*					
Asian Students	N/A	N/A	N/A	<i>Establish baseline with first AP courses/ tests.</i>	<i>Increase percentage of graduating seniors who pass at least one AP exam with score of 3 or higher per annual LCAP goal (est. 2-3%)</i>	<i>Increase percentage of graduating seniors who pass at least one AP exam with score of 3 or higher per annual LCAP goal (est. 2-3%)</i>
Filipino Students	*					
Latino Students	N/A	N/A	N/A	<i>Establish baseline with first AP courses/ tests.</i>	<i>Increase percentage of graduating seniors who pass at least one AP exam with score of 3 or higher per annual LCAP goal (est. 2-3%)</i>	<i>Increase percentage of graduating seniors who pass at least one AP exam with score of 3 or higher per annual LCAP goal (est. 2-3%)</i>
Native Hawaiian/Pacific Islander Students	*					

Students of Two or More Races	*					
White Students	N/A	N/A	N/A	Establish baseline with first AP courses/ tests.	Increase percentage of graduating seniors who pass at least one AP exam with score of 3 or higher per annual LCAP goal (est. 2-3%)	Increase percentage of graduating seniors who pass at least one AP exam with score of 3 or higher per annual LCAP goal (est. 2-3%)

Priority 8 Outcome 1: All ECP7 students will participate in a rigorous, high-quality curriculum *that includes a highly personalized, self-paced curriculum that fosters student mastery of content, along with opportunities for hands-on/project-based learning and group/collaborative learning*
Metric/Method for Measuring: % of students with personalized blended learning and access to hands-on/PBL and group learning; teacher PD logs; materials inventory lists and receipts; teacher lesson plans; classroom observations

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	N/A	100%	100%	100%	100%	100%
English Learners	N/A	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	N/A	100%	100%	100%	100%	100%
Foster Youth	N/A	100%	100%	100%	100%	100%
Students with Disabilities	N/A	100%	100%	100%	100%	100%
African American Students	N/A	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	*					
Asian Students	N/A	100%	100%	100%	100%	100%
Filipino Students	*					
Latino Students	N/A	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	N/A	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES

GOAL # 3

ECP7 will engage parents and partners through education, communication and collaboration as a means to ensure student success. Parents, staff members, and students will be satisfied with the support, the quality, and the characteristics of the school

Related State Priorities:

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

Local Priorities:

- :

Specific Annual Actions to Achieve Goal

Priority 3 (Parental Involvement)

Priority 3 Outcome 1 – Efforts to seek parent input in decision making.

- *ECP7 will engage parents in a series of relevant and interesting workshops related to their child’s success along with monthly “Coffee with the Principal” events*
- *ECP7 will maintain school website and utilize the Illuminate dashboard and Schoolzilla platform to facilitate two-way home/school communication.*
- *ECP7 will communicate with parents via weekly and monthly updates via email and text and Parent Square; the school sends weekly messages to parents.*
- *ECP7 will conduct annual parent surveys to seek parent feedback on the success of our program and areas for improvement.*
- *The ECP7 Parent Advisory Committee (PAC) will facilitate parent engagement and volunteerism in school life.*

Priority 5 (Pupil Engagement)

Priority 5 Outcome 1 – School attendance rates and Chronic absenteeism

- *ECP7 parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day*
- *ECP7’s Dean of Student Culture will help improve attendance and decrease habitual truants through home calls, meetings with students and families, and positive reinforcement incentives.*

Priority 5 Outcome 2 – High School Dropouts

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

Priority 5 Outcome 3 – Graduation Rates

- *See above for Outcome 2 plus*
- *ECP7 will offer individual graduation plans via student’s PLPs, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.*

Priority 6 (School Climate)

Priority 6 Outcome 1 - pupil suspension rates

- *ECP7 will provide training and support for restorative justice practices and positive discipline*
- *ECP7 will establish classroom management procedures, foster positive relationships, and implement a School wide focus on annual themes (Know Yourself, etc.) to support students’ psycho-social development and engagement with their peers and community*

Priority 6 Outcome 2 – other local measures including surveys of parents and teachers on the sense of safety and school connectedness

- As noted above, ECP7 will continue to implement annual surveys to assess stakeholder satisfaction

Expected Annual Measurable Outcomes

Priority 3 Outcome 1: ECP7 will increase the number of parents who attend at least 2 events each year (specific goal to be set annually in LCAP) and continue to maintain strong attendance at parent-teacher conferences.

Metric/Method for Measuring: # of parents attending 2+ events annually

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	N/A	Establish baseline of parent participation rates with goal of ≥90% attending 2+ events annually	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)
English Learners	N/A	Establish baseline of parent participation rates with goal of ≥90% attending 2+ events annually	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)

			attendance (≥90%)	attendance (≥90%)	attendance (≥90%)	teacher conference attendance (≥90%)
Socioecon. Disadv./Low Income Students	N/A	Establish baseline of parent participation rates with goal of ≥90% attending 2+ events annually	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)
Foster Youth	N/A	Establish baseline of parent participation rates with goal of ≥90% attending 2+ events annually	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)

Students with Disabilities	N/A	<i>Establish baseline of parent participation rates with goal of ≥90% attending 2+ events annually</i>	<i>Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)</i>	<i>Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)</i>	<i>Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)</i>	<i>Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)</i>
African American Students	N/A	<i>Establish baseline of parent participation rates with goal of ≥90% attending 2+ events annually</i>	<i>Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)</i>	<i>Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)</i>	<i>Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)</i>	<i>Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)</i>
American Indian/Alaska Native Students	*					
Asian Students	N/A	<i>Establish baseline of parent</i>	<i>Increase parent participati</i>	<i>Increase parent participati</i>	<i>Increase parent participati</i>	<i>Increase parent participa</i>

		<i>participati on rates with goal of ≥90% attending 2+ events annually</i>	<i>on rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent- teacher conferenc e attendanc e (≥90%)</i>	<i>on rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent- teacher conferenc e attendanc e (≥90%)</i>	<i>on rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent- teacher conferenc e attendanc e (≥90%)</i>	<i>tion rate in school events annually (target estimate d at 2- 3% annually); continue to maintain high parent- teacher confere nce attenda nce (≥90%)</i>
Filipino Students	*					
Latino Students	N/A	<i>Establish baseline of parent participati on rates with goal of ≥90% attending 2+ events annually</i>	<i>Increase parent participati on rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent- teacher conferenc e attendanc e (≥90%)</i>	<i>Increase parent participati on rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent- teacher conferenc e attendanc e (≥90%)</i>	<i>Increase parent participati on rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent- teacher conferenc e attendanc e (≥90%)</i>	<i>Increase parent participa tion rate in school events annually (target estimate d at 2- 3% annually); continue to maintain high parent- teacher confere nce attenda nce (≥90%)</i>
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	N/A	<i>Establish baseline of parent</i>	<i>Increase parent participati</i>	<i>Increase parent participati</i>	<i>Increase parent participati</i>	<i>Increase parent participa</i>

		<i>participati on rates with goal of ≥90% attending 2+ events annually</i>	<i>on rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent- teacher conferenc e attendanc e (≥90%)</i>	<i>on rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent- teacher conferenc e attendanc e (≥90%)</i>	<i>on rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent- teacher conferenc e attendanc e (≥90%)</i>	<i>tion rate in school events annually (target estimate d at 2- 3% annually); continue to maintain high parent- teacher confere nce attenda nce (≥90%)</i>
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Priority 3 Outcome 2: ECP7 Parent Advisory Council (PAC) will meet at least seven times during the school year to advise the Principal on school policies and issues.
Metric/Method for Measuring: analysis of attendance, Sign In sheets, consistent membership.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%

Priority 5 Outcome 1: ECP7 will maintain a high attendance rate and low rate of students who are chronically absent
Metric/Method for Measuring: Attendance and chronic absenteeism rates

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	N/A	<i>Establish baseline attendanc e rate with goal of >95% and chronic absenteei sm rate <10%</i>	<i>Maintain high attendanc e rate (>95%) or increase annually as needed; Maintain low chronic absenteei sm or decrease annually as needed (estimate d target of</i>	<i>Maintain high attendanc e rate (>95%) or increase annually as needed; Maintain low chronic absenteei sm or decrease annually as needed (estimate d target of</i>	<i>Maintain high attendanc e rate (>95%) or increase annually as needed; Maintain low chronic absenteei sm or decrease annually as needed (estimate d target of</i>	<i>Maintain high attenda nce rate (>95%) or increase annually as needed; Maintain low chronic absente eism or decreas e annually as needed</i>

			1-2% annually)	1-2% annually)	1-2% annually)	(estimated target of 1-2% annually)
English Learners	N/A	Establish baseline attendance rate with goal of >95% and chronic absenteeism rate <10%	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)
Socioecon. Disadv./Low Income Students	N/A	Establish baseline attendance rate with goal of >95% and chronic absenteeism rate <10%	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)

						annually)
Foster Youth	N/A	Establish baseline attendance rate with goal of >95% and chronic absenteeism rate <10%	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)
Students with Disabilities	N/A	Establish baseline attendance rate with goal of >95% and chronic absenteeism rate <10%	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)

African American Students	N/A	Establish baseline attendance rate with goal of >95% and chronic absenteeism rate <10%	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)
Asian Students	N/A	Establish baseline attendance rate with goal of >95% and chronic absenteeism rate <10%	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)
Latino Students	N/A	Establish baseline attendance	Maintain high attendance	Maintain high attendance	Maintain high attendance	Maintain high attendance

		Attendance rate with goal of >95% and chronic absenteeism rate <10%	Attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)
White Students	N/A	Establish baseline attendance rate with goal of >95% and chronic absenteeism rate <10%	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)
Priority 5 Outcome 2: ECP7 will maintain a low high school dropout rate.						
Metric/Method for Measuring: High school dropout rate						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025

All Students (Schoolwide)	N/A	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.
English Learners	N/A	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.
Socioecon. Disadv./Low Income Students	N/A	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.
Foster Youth	N/A	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that

		<i>of comparison schools.</i>	<i>of comparison schools.</i>	<i>of comparison schools.</i>	<i>of comparison schools.</i>	<i>than that of comparison schools.</i>
Students with Disabilities	N/A	<i>Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.</i>	<i>Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.</i>	<i>Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.</i>	<i>Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.</i>	<i>Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.</i>
African American Students	N/A	<i>Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.</i>	<i>Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.</i>	<i>Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.</i>	<i>Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.</i>	<i>Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.</i>
American Indian/Alaska Native Students	*					
Asian Students	N/A	<i>Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.</i>	<i>Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.</i>	<i>Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.</i>	<i>Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.</i>	<i>Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.</i>
Filipino Students	*					

Latino Students	N/A	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	N/A	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.	Reduce dropout rate (est. 1%) until the dropout rate is equal to, or less than that of comparison schools.
Priority 5 Outcome 3: ECP7 will maintain a high graduation rate.						
Metric/Method for Measuring: Four-year cohort graduation rate						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	N/A	N/A	N/A	N/A	Establish baseline with first graduating class of seniors.	The graduation rate will be equal to, or less than that of comparison schools.
English Learners	N/A	N/A	N/A	N/A	Establish baseline with first graduating	The graduation rate will be

						<i>g class of seniors.</i>	<i>equal to, or less than that of comparison schools.</i>
Socioecon. Disadv./Low Income Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>		<i>Establish baseline with first graduating class of seniors.</i>	<i>The graduation rate will be equal to, or less than that of comparison schools.</i>
Foster Youth	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>		<i>Establish baseline with first graduating class of seniors.</i>	<i>The graduation rate will be equal to, or less than that of comparison schools.</i>
Students with Disabilities	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>		<i>Establish baseline with first graduating class of seniors.</i>	<i>The graduation rate will be equal to, or less than that of comparison schools.</i>
African American Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>		<i>Establish baseline with first graduating class of seniors.</i>	<i>The graduation rate will be equal to, or less than that of comparison schools.</i>
American Indian/Alaska Native Students	*						

Asian Students	N/A	N/A	N/A	N/A	Establish baseline with first graduating class of seniors.	The graduation rate will be equal to, or less than that of comparison schools.
Filipino Students	*					
Latino Students	N/A	N/A	N/A	N/A	Establish baseline with first graduating class of seniors.	The graduation rate will be equal to, or less than that of comparison schools.
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	N/A	N/A	N/A	N/A	Establish baseline with first graduating class of seniors.	The graduation rate will be equal to, or less than that of comparison schools.

Priority 6 Outcome 1: ECP7 will maintain a low suspension rate that is $\leq 4\%$.

Metric/Method for Measuring: % of student suspensions

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	N/A	Establish baseline	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$
English Learners	N/A	Establish baseline	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$
Socioecon. Disadv./Low Income Students	N/A	Establish baseline	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$
Foster Youth	N/A	Establish baseline	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$
Students with Disabilities	N/A	Establish baseline	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$

African American Students	N/A	<i>Establish baseline</i>	≤ 1%	≤ 1%	≤ 1%	≤ 1%
American Indian/Alaska Native Students	*					
Asian Students	N/A	<i>Establish baseline</i>	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Filipino Students	*					
Latino Students	N/A	<i>Establish baseline</i>	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	N/A	<i>Establish baseline</i>	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Priority 6 Outcome 2 ECP7 will maintain a low expulsion rate that is ≤ 1%. Metric/Method for Measuring: % of student expulsions						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	N/A	<i>Establish baseline</i>	≤ 1%	≤ 1%	≤ 1%	≤ 1%
English Learners	N/A	<i>Establish baseline</i>	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Socioecon. Disadv./Low Income Students	N/A	<i>Establish baseline</i>	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Foster Youth	N/A	<i>Establish baseline</i>	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Students with Disabilities	N/A	<i>Establish baseline</i>	≤ 1%	≤ 1%	≤ 1%	≤ 1%
African American Students	N/A	<i>Establish baseline</i>	≤ 1%	≤ 1%	≤ 1%	≤ 1%
American Indian/Alaska Native Students	*					
Asian Students	N/A	<i>Establish baseline</i>	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Filipino Students	*					
Latino Students	N/A	<i>Establish baseline</i>	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	N/A	<i>Establish baseline</i>	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Priority 6 Outcome 3: ECP7 will have high parent, student and staff participation rates in the school experience survey and high approval rating on school experience surveys of students, parents, and staff. Metric/Method for Measuring: % of participation in school climate survey and survey results						
APPLICABLE	Baseline	2020-	2021-	2022-	2023-	2024-

STUDENT GROUPS		2021	2022	2023	2024	2025
All Students (Schoolwide and all Significant Subgroups)	N/A	<i>Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)</i>	<i>Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)</i>	<i>Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)</i>	<i>Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)</i>	<i>Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)</i>
English Learners	N/A	<i>Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)</i>	<i>Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)</i>	<i>Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)</i>	<i>Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)</i>	<i>Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)</i>
Socioecon. Disadv./Low Income Students	N/A	<i>Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)</i>	<i>Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)</i>	<i>Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)</i>	<i>Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)</i>	<i>Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)</i>
Foster Youth	N/A	<i>Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)</i>	<i>Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)</i>	<i>Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)</i>	<i>Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)</i>	<i>Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)</i>

						surveys (>85%)
Students with Disabilities	N/A	Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)	Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)	Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)	Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)	Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)
African American Students	N/A	Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)	Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)	Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)	Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)	Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)
American Indian/Alaska Native Students	*					
Asian Students	N/A	Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)	Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)	Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)	Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)	Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)
Filipino Students	*					
Latino Students	N/A	Maintain high stakeholder participation and approval	Maintain high stakeholder participation and approval	Maintain high stakeholder participation and approval	Maintain high stakeholder participation and approval	Maintain high stakeholder participation and approval

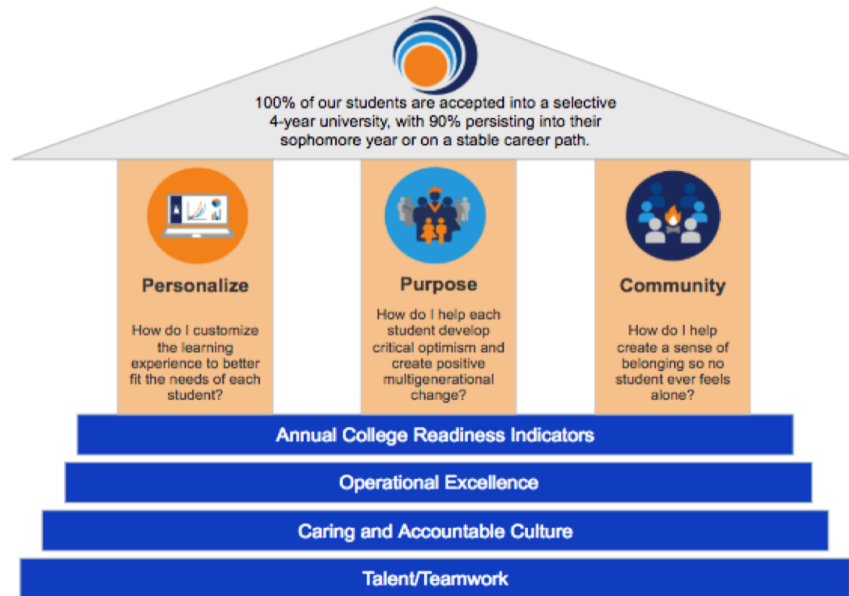
		<i>ratings as needed on annual surveys (>85%)</i>	<i>ratings as needed on annual surveys (>85%)</i>	<i>ratings as needed on annual surveys (>85%)</i>	<i>ratings as needed on annual surveys (>85%)</i>	<i>ratings as needed on annual surveys (>85%)</i>
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	N/A	<i>Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)</i>	<i>Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)</i>	<i>Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)</i>	<i>Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)</i>	<i>Maintain high stakeholder participation and approval ratings as needed on annual surveys (>85%)</i>

INSTRUCTIONAL DESIGN: KEY EDUCATIONAL THEORIES AND RESEARCH

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

ECP7 is committed to preparing 100% of students for acceptance into a four-year college or university. To that end, the Charter School will offer 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, life-long learners.

Ednovate uses the “Parthenon” graphic below as a symbol to summarize our model. First, there is our overarching 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; caring and accountable school culture that is consistent and transparent; operational excellence in which all staff are held to high standards for performance; and our six Annual College-Readiness Indicators (ACRIs), a whole student measure for college success (academics, ACT interim benchmark targets, PMC service/work hours, performance tasks and attendance).

The three pillars of our model allow Principals and teachers to continuously customize the program to meet their students' needs, following these three core principles:

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.”⁴³ 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 curriculum will be 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 ECP7 will be 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

⁴³ 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>.

teachers) on self-guided lessons created and curated by their teachers to meet quarterly objectives. Students will 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 will be 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.⁴⁴ “Online learning is sweeping across America. In the year 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.”⁴⁵ 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.”⁴⁶

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 groupwork
- Occurs for students in the confines of the physical Charter School under the supervision of local, highly qualified certificated staff
- Allows students to work at their own pace and receive frequent feedback on their performance.

At Ednovate 7, 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. ECP7 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 will be 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

⁴⁴ Picciano, A., Seaman, J. (2007). K-12 Online Learning: A Survey of U.S. School District Administrators. Newburyport: MA: Sloan Consortium. Tucker, B. (2007). Laboratories of Reform: Virtual High Schools and Innovation in Public Education. Washington, DC: Education Sector Reports. Watson, J., & Gemin, B. (2008). Using Online Learning for At-Risk Students and Credit Recovery. Promising Practices in Online Learning. *North American Council for Online Learning*. Watson, J. (2008). Blended Learning: The Convergence of Online and Face-to-Face Education. Promising Practices in Online Learning. *North American Council for Online Learning*.

⁴⁵ Horn, M. B., & Staker, H. (2011). The rise of K-12 blended learning. *Innosight institute*, 5.

⁴⁶ 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.

individualized and small group interventions in the moment, as needed and based on a constant flow of real-time data.

By using the technology embedded in the instructional design of the 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 will be 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 the Charter School 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, such as those that are part of the KIPP or Noble networks of schools.

Because the online coursework will be 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.

Additionally, students, teachers, and parents will have access to real-time academic data through the use of ECP7's SIS, Illuminate, Schoolzilla and through the school's "scorecard" – a dashboard that is populated weekly with academic, attendance, and behavior data. Both 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 school-wide 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 will be able to drill down to the individual student level to see a student's progress in each of the areas. Schoolzilla updates nightly so nearly real-time data can be used for decision-making at every level from school-wide policies to individual students' daily academic and behavior goals.

In addition to the schoolwide scoreboard, teachers will utilize data from each of the 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.

ECP7 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."⁴⁷ Online or offline, lessons will be 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 where many students come to Charter School 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.⁴⁸ Ednovate 7 will

⁴⁷ Hall, T. (2002). Differentiated instruction. *Wakefield, MA: National Center on.*

⁴⁸ Reeves, D. B. (2003). High performance in high poverty schools: 90/90/90 and beyond.

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 is 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 will be 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 Ednovate 7 learning environment will be 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 ECP7 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.⁴⁹

Given the Charter School'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 groupwork or purchasing furniture that can be easily moved to allow for different configurations.⁵⁰ Long-term, once the Charter School has identified a permanent facility, this could include having large open spaces for learning with smaller conference rooms or meeting spaces for times when students work in small groups with a teacher or with each other.

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 ECP7, students will complete performance tasks 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)⁵¹ As Stephanie Bell notes in her essay, "Project-Based Learning for the 21st Century: Skills for the Future," "Students drive their own learning through inquiry, as well as work collaboratively to research and create projects that reflect their knowledge. From gleaning new, viable technology skills, to becoming proficient communicators and advanced problem solvers, students benefit from this approach to instruction."⁵² 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. Ednovate 7's performance tasks will be 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. ECP7 students will be 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 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 will be written to help students understand the world they live in through the themes.

⁴⁹ It is likely that the school will be housed in temporary facilities in its first years and will have to modify this ideal due to building constraints. Even in temporary facilities, however, ECP7 will work within the limits of temporary space to create a physical environment that aligns with the school's instructional model and values.

⁵⁰ Higgins, S., Hall, E., Wall, K., Woolner, P., & McCaughey, C. (2005). The impact of school environments: A literature review. *London: Design Council.*

⁵¹ 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.

⁵² Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. *The Clearing House*, 83(2), 39-43.

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, the Charter School aims to give students a deep sense of purpose and inspire them to make a beneficial contribution to their communities. Projects will be 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 GRASP (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 will be in charge of advertising the campaign's efforts; Design Team is in charge of building, constructing, or creating any needed materials; Community Liaison will coordinate any outside partners students choose to work with (clubs, churches, 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 ECP7 engage in community-based experiences that are tied to their passion/career goals by completing PMC Hours. In order to be promoted to the next grade level, students also need to complete a minimum of 10 hours in a volunteer capacity. 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 will start 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. Monthly college workshops will be held for parents of juniors and seniors at each school, and students in every grade will participate in college visits annually. At East, for example, which will graduate its first class of seniors this spring, students have visited USC, UCLA, UC Irvine, Cal Poly Pomona, Stanford University, SF State University, UC Berkeley, and UC Merced. At USC HH, sophomore students each year are tasked with planning and coordinating an annual college fair (open to the entire network); in 2018, more than 70 colleges and universities participated. USC HH also recently hosted "Success Looks Like Me," bringing professionals of color to the campus to talk about their career journeys. USC HH tracks whether students are on a path to a stable career based on major of study, institutional data, labor statistics and identity markers. Students

who are not “on track” are guided to seek appropriate work-based experiences, technical training or certifications as appropriate. USC HH also has an established internship program in partnership with Skillify, a resume and networking organization, in which students learn and apply professional skills via internships in fields such as real estate, robotics, and fashion design. This year, Gensler Architecture will host 16 students in an externship program where they will design a live/work space in the Arts District. East has encouraged student-secured internships and is currently developing school-organized opportunities. As ECP7 reaches scale they will replicate these practices pioneered at peer schools.

Finally, college admission test prep will be embedded throughout our operations. We use the ACT suite of assessments as our major pre- and post-test each year (also administered mid-year in 9th and 10th grades) because it is nationally normed, a universally accepted college admission requirement, and historically valid and reliable. Our goal is for every student to graduate with an ACT score of 21 or above (and indicator of college-readiness), and we set annual composite score goals by grade level (9th – 14, 10th - 16, 11th -18). (As illustrated above, our students, on average, exceed these end-of-year benchmarks across all sites and all years of operations, with 75% of students network-wide meeting these criteria last year.)

Arts & Physical Fitness: Finally, 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 (both visual and performing) and physical education will be required courses for all students (two years of each at a minimum). 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 ECP7.

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 will be 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 will 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. Students will 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 ensure that they make progress toward each of the promotion and graduation requirements listed above. Advisory will be 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

Advisory will serve 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 at ECP7 to the end, the Charter School 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 will be seen through the self-paced modules, the online courses as well as the flexible study hall periods.

Social Learning: ECP7 students will have frequent opportunities to learn with and from one another formally and informally through groupwork and partner-work, class discussions, community service, and projects. With scaffolded independence over time, students will learn to work productively with their peers

without requiring facilitation on the part of the teacher. In the long-term, 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. ECP7 also will offer a number of clubs, field trips and extracurricular activities based on both curricula being taught and student interest. In just its first year of operations, Brio launched competitive athletics programs, including soccer, cheer and basketball. Students founded a House of Art Club and Queer and Allies Coalition (QUAC). Brio also held its first annual Homecoming games and dance, spirit weeks, field day, college field trips and celebrations of Black History Month, AAPI heritage month, and Hispanic Heritage Month. In other words, ECP7 will be well-positioned to offer a variety of meaningful and engaging activities for students from the earliest days of school operations.



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. 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.⁵³

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. ECP7 will have 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 ECP7 will be aligned to California’s A-G requirements. The ECP7 curriculum will be guided by state and national standards. All curriculum and instruction implemented at ECP7 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,

⁵³ 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.

As noted above, ECP7 also will align 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.⁵⁴

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 ECP7 will serve. This wealth of historical information will allow ECP7 to create instructional plans that will, 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

⁵⁴ 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

Standards Initiative and provides a unifying goal for educators and policymakers to act upon. ECP7's alignment to the CCRS and the 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 ECP7 anticipates offering during this charter term.

English Language Arts

All ELA courses will be 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.

The Charter School will prepare 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 will 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 will be taught in a highly integrated manner at ECP7, consistent with our constructivist approach and interdisciplinary model. For example, in 11th grade, our history teachers and ELA teachers will 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 will be 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 will be presented via a spiraled curriculum, offering students the opportunity to go both deep and broad over the course of their years at ECP7.

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 will be 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 will be able to construct essential meaning from 9th-grade level text, both non-fiction / informational and fiction. Students will 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 will focus on developing their writing skills with formal essays and informal writing assignments (journal entries, free-writes, character analysis, etc.). They will complete a variety of writing activities including composing personal narratives, argument essays, expository essays, and responses to literature that incorporate descriptive writing and persuasive strategies. Correct grammar, spelling, punctuation, and usage will be 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 will cover a breadth of content that includes skills and content building.

Literature

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

Writing Instruction

Students will be 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 will be 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 develop and refine writing skills using the process of writing with attention to developing the writing process. Students will continue to master the writing process by generating ideas, developing a strong thesis, defending a thesis with strong and 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 large and small group audiences several times throughout the course of a year and engage in weekly discussions with peers and a credentialed 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 will be required to write essays and/or writing assignments throughout the course of the year, length ranging from 1-6 pages. They will also have several speaking assignments including a persuasive speech, power point 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. Reading assignments include but are not limited to novels, short stories, and poems.

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 to become proficient reader, writers, speakers, and thinkers.

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 will be 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 will 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 will 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. Ednovate 7 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 curricula will develop students' scientific thinking and knowledge through exploration and analysis. Students will develop critical thinking skills, as well as creativity in scientific thought. Students will explore concepts through lab investigations, simulations, and mathematical problem solving and practice lab procedures and 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. 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.

Students are required to take three years of Science courses.

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 will be 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 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 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 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:

Twenty-five percent of instructional time will be 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 will be 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 Big Ideas:

- Objects and systems have properties such as mass and charge. Systems may have internal structure.
- 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 (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 will be 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 will also require students to develop the critical thinking skills that historians and social scientists employ to study the past and its relationship to the present. Teachers will utilize literature from around the world, non-fiction, primary and Internet resources to develop students' critical understanding of history and their own identity. Instruction will be aligned to guiding questions and projects, providing opportunities for students to explore and celebrate community, diversity and multiculturalism. Students will apply what they've learned in presentations, projects, simulations and productions. Students will 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 will be 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.

Students are required to take three years of History-Social Science courses.

Social Studies 9 (Core; College-Prep)

The theme of the course is "What does it mean to be human?" 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.

The Social Studies 9 course includes but is not limited to the arts of literature, painting, music, architecture, performing arts, and the discipline of philosophy. While the sciences explore the physical world, the social sciences make discoveries about the behavior and activities of people in various groups. The arts and humanities narrows that focus, probing the inner question: "What does it mean to be human?" as well as the grade level theme of "Know Yourself." This course will stretch students' imaginations, increase their understanding of non-western cultures, enrich their experience, expand their written and research skills, and increase their distinctively human potential. Study of the literature, arts, health, and social sciences will cover cultural diversity, ways of life, human interests, and values.

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.

US 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.

US 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.

US and Global Economics (Core; College-Prep) - 1 Semester Course

U.S. and Global Economics offers a tightly focused and scaffolded curriculum that provides an introduction to 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 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 US 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; and
- 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 US History (Core; College-Prep)

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

The Charter School will be 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 French.

The Charter School's foreign language program will incorporate the California World Language Standards and the California Framework for Foreign Language K-12. Per A-G requirements, students will be 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 Ednovate to take additional languages offered at neighboring community colleges or online, including high-quality summer school options.

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, ECP7's arts program will ground students in the discipline, detail and focus of the arts. Students will explore their own creative processes and the skills and techniques of professional artists. The curriculum will stress 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.

Art Appreciation (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.

Music Appreciation (Non-Core; College-Prep)

Music Appreciation is a streamlined course that introduces student to the history, theory, and genres of music, from the most primitive surviving examples, through the classical to the most contemporary in the world at large. The course is offered in a two-semester format: The first semester covers primitive musical forms, classical music, and American jazz. The second semester presents the rich modern traditions, including: gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip-hop.

The course explores the interface of music and social movements and examines how the emergent global society and the Internet is bringing musical forms together in new ways from all around the world.

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 (Non-Core; Non-College-Prep)

Upon enrollment, each student will be assigned to an advisor. In most cases, 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

Ednovate 7 is committed to constant improvement, a quality that is critical in today's rapidly changing educational landscape. ECP7 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. ECP7 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 the Charter School), and what does not show positive results can be quickly abandoned. This model of data-driven iteration in classrooms and at the Charter School level will allow ECP7 to hold true to its basic tenets (Positive Multigenerational Change, personalized learning, purpose and mindsets by design) 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, ECP7 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 is 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 and music 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 ECP7'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.⁵⁵ 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, ECP7 uses materials aligned with California 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.

⁵⁵ Wiggins, G & McTighe, J. (2001) Understanding by Design. Prentice Hall.

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
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 · 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: <i>Aventuras, Realidades, Descubre</i> • SRI Lexile

Content Area	High School (9 th -12 th) Instructional Materials
Health	Holt Lifetime Health 6 Year Subscription Interactive Online Edition
Art	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, Probability & Statistics or Pre-Calculus	Algebra II, Probability & Statistics, Pre-Calculus or AP Calculus AB	Probability & Statistics Pre-Calculus, or AP Calculus AB
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 and AP Macroeconomics
Science	Biology	Biology or Chemistry	Chemistry, Physics, AP Chemistry	Anatomy & Physiology, AP Biology*, AP Chemistry, AP Physics, Environmental Science
World Languages	Spanish I	Spanish I or II,	Spanish I, II or III,	Spanish II or III, AP Spanish Language and Culture
Visual and Performing Arts	Art Appreciation or Music Appreciation	Art Appreciation or Music Appreciation	Art Appreciation or Music Appreciation	Art Appreciation or Music Appreciation

Subject Area	9th Grade	10th Grade	11th Grade	12th Grade
Physical Education/ Health	P.E. I	P.E. I or II	P.E. I or II	P.E. II
Additional Electives				College Preparatory Course
Advisory	Advisory			

*depending on student need

Instructional Methods and Strategies

Mastery of the standards will be the primary focus of the school’s instructional program. Personalized learning is at the core of ECP7’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, ECP7 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 will be balanced with accountability for student achievement and growth over time. Teachers, with coaching and support from administrators, will select their own online and offline curricular tools that support instruction of the standards. Though curriculum will vary from classroom to classroom, certain aspects will be consistent across all classrooms as described below.

In order to ensure a mastery focus, teachers will 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 will help instructors backwards plan, map to their content standards, and assure a mastery focus for all classrooms. Additionally, teachers will have weekly Professional Development focused on a wide range of topics including: Differentiating for subgroups (Gifted, Students with IEPs and English Language Learner), 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 ECP7 students will be 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 will start their instructional planning with the standards, backwards planning and breaking them down into units and lessons that will allow students to move up through Bloom's Taxonomy for each standard. Digital content creation is especially conducive to differentiation, and teachers will be 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 ECP7'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.), Ednovate 7 teachers will also be 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 will also be 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 own learning. For students to be able to reflect on and drive their own learning, they will have a common language for discussing those matters.

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 @: 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 Schoolzilla.
- 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 (LeMo)	
<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 hypotheses Cues, questions and advanced organizers 		<p>Be META - Model your thinking and problem solving skills for our scholars. Use well chosen explanatory devices to name the steps to your thinking.</p> <p>Gradual Release - Gradually transfer your knowledge and skills to the point where students can do it themselves.</p> <p>Create Pattern Experts - Experts see patterns in problems before solving.</p>	

the world's personalized deep 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:

G.R.A.S.P.S

Brainstorming PMC Performance Tasks: Create a real life experience

Examples of PMC Performance Tasks:

9th grade - Know yourself	Goal: Assign a clear challenge or goal. "Your goal is to win a consulting contract with a national health care firm to provide affordable health care in the state of California."	History/ Social Studies	Perspective: Compare British and French textbooks accounts of the Revolutionary War to your textbook account.
10th grade - Know your community		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.
11th grade - Know your nation	Role: Define the role that our students will play. "You are a lead consultant for a top consulting firm in the country."	English Language Arts	What makes a "great book"? Make an audiotape review of a favorite book for the school library.
12th grade - Know your world		Arts	Write and perform a one-act play on a school issue.
Senior Thesis - "At what points do my talents and deep happiness meet our world's deep need?"	Audience: State who they will be presenting to "The audience is the President and Board of Health Care Solutions."	Science	Read and discuss premodern or discredited scientific writings to identify plausible or "logical" theories (given the information available at the time).
Critical Thinking Rubric Make critical thinking a habit of mind	Situation: What are students asked to do "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." Product/Performance: What is the deliverable? "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." Standard for Success: What does success look like? "Your team needs to complete a 10 min. presentation, 8-10 slide powerpoint and a 2 page written paper." Full example here	See the Big Picture: Resume vs. Eulogy Virtues	
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?		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

As detailed throughout this petition, instructional methodologies and curriculum at ECP7 will align directly with the CCSS in ELA and Math, Next Generation Science Standards, and are designed using the State’s Educational Frameworks. Personalized learning is at the core of ECP7’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 who have special needs, 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

ECP7 will integrate 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 ECP7 will be delivered through a combination of online coursework, which students complete through teacher-created “modules” via an online learning platform, Canvas. All students will be provided a 1:1 Chromebook to use while attending ECP7 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

ECP7 graduation requirements will 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 will 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

ECP7 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.⁵⁶

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 ECP7’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.

⁵⁶ CollegeBoard. AP Students. Retrieved from <https://apstudent.collegeboard.org/home>.

Western Association Of Schools And Colleges (WASC) Accreditation

In accordance with WASC's Initial Visit Procedures Manual, ECP7 will submit a *Request for WASC Affiliation* to WASC and complete the *Initial Visit School Description* document in its first or second year of operation. Following the submission of required documentation, ECP7 will work with WASC to schedule a site visit to establish initial accreditation for the grades it serves. ECP7 will apply for full accreditation once it is fully enrolled through Grade 12 to ensure WASC accreditation prior to graduating the school's first class.

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 SAMPLE SCHEDULES

Academic Calendar

Ednovate 7 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, the Charter School will offer, at a minimum, 175 days of instruction and 64,800 minutes of instruction for all students in grades 9-12.

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.

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						

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	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	30					

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)

Month	PD Days	Regular Days	Early Release Days	Minimum Days
July	15	0	0	0
August	0	17	3	1
September	0	17	4	0
October	4	9	2	1
November	0	14	4	0
December	1	10	2	1
January	4	11	3	0
February	0	15	4	0
March	4	12	2	1
April	0	16	4	0
May	0	16	4	0
June	1	5	1	1
Number of Days	29	142	33	5

All students in grades 9-12 will receive instruction for a minimum of 70,500 minutes per year:

Sample Daily Schedules

As its base schedule, ECP7 will utilize a block schedule with 65-minute periods. Students will attend four core subject courses each day as well as an elective, such as Physical Education or Art Appreciation. 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 will be longer and includes study hall and one-on-one counseling with individual students to ensure they are on track in all areas. Certain courses may alternate on students' schedules, and in those cases, students would have them either on "A" days or "B" days (such as P.E. on "A" days and Art Appreciation on "B" days).

During Personalized Learning Program (PLP) blocks, students (with Advisor and teacher input) will set their own schedule based on their needs at the time; for example, a student who is struggling with Math may spend that time in Office Hours with their math teacher, while a student who is on track in all areas may use that time to collaborate with a group on a project or get ahead in an online module. With this type of scaffolded independence, ECP7 students will be prepared for the transition to college in which they will need to manage their own time. Sample bell schedules can be found below.

9th Grade		
Monday-Thursday		Minutes
AM Advisory	8:00-8:10	10
Period 1	8:15-9:20	65
Period 2	9:25-10:30	65
PLP	10:35-11:05	30
Lunch	11:05-11:40	35
Period 3	11:40-12:45	65
Period 4	12:50-1:55	65
Period 5	2:00-3:05	65
PM Advisory	3:10-3:30	20
Early Release and Minimum Days		Minutes
AMA	8:00-8:10	10
Period 1	8:15-8:58	43
Period 2	9:03-9:46	43
Period 3	9:51-10:34	43
Period 4	10:39-11:22	43
Period 5	11:27-12:10	43
PMA & Lunch	12:15-1:00	45
PD	1:15-3:15	120

LAUSD Instructional Minutes & Days Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Select Y/N									0	36000	0	-36000
1	Select Y/N									0	50400	0	-50400
2	Select Y/N									0	50400	0	-50400
3	Select Y/N									0	50400	0	-50400
4	Select Y/N									0	54000	0	-54000
5	Select Y/N									0	54000	0	-54000
6	Select Y/N									0	54000	0	-54000
7	Select Y/N									0	54000	0	-54000
8	Select Y/N									0	54000	0	-54000
9	Yes	142	415	33	250	5	250			180	64800	68430	3630
10	Yes	142	415	33	250	5	250			180	64800	68430	3630
11	Yes	142	415	33	250	5	250			180	64800	68430	3630
12	Yes	142	415	33	250	5	250			180	64800	68430	3630

PROFESSIONAL DEVELOPMENT

Teacher Recruitment & Selection

ECP7 recognizes that high student achievement depends on having excellent instructors in every classroom. Highly qualified teachers will teach all core academic courses.

As identifying top talent is critical for the school's success, the Charter School will use multiple strategies to attract and retain highly qualified teachers. ECP7 will advertise positions on Ednovate's website, www.ednovate.org, as well as a variety of online job boards and education publications. The Charter School will also work with teacher preparation programs, such as USC, UCLA, and LMU to identify strong instructors.

ECP7 will use a hiring process that reveals the alignment of candidates' educational philosophy and skills with ECP7'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 ECP7'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 will 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 ECP7 to foster a positive work environment for teachers that will allow excellent teachers to stay in the classroom year after year. The Charter School will attract and retain high-performing teachers by offering a competitive compensation package and by creating an attractive and highly innovative work environment. At ECP7, teachers will be 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 will be able to leverage technology to make their

career more sustainable. ECP7'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, ECP7 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.4

Professional Development

ECP7's calendar and budget reflect the high priority placed on teacher professional development to support quality program implementation and ongoing improvement of instruction, with 29 full days devoted to professional development and collaborative planning time, in addition to two hours weekly on Early Release days. ECP7'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 will return to work in the middle of July for several weeks of intensive teambuilding and professional development. Prior to Year 1, summer PD will be 3 weeks, and in future years, returning teachers will do 2 weeks with new teachers doing an additional 1-2 days. 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, Trello)
- Ednovate Teaching Model
- Assessment Tools, Data Analysis and Differentiating Instruction
- Mastery-Based Grading

Culture Role Plays

Why are We Here

- School Vision + Community
- Strategic Plan + Snapshot

Team Time: Grade Level Goals & Vision

Operations Part 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 Dive in Grade Levels

Meeting the needs of English learners and EL strategies

Gradebooks Office Hours Set Up

Module Review Consultancies

Strong Start

- Teacher Evaluation Rubric
- Coaching Cycle & Feedback
- Syllabi norms
- Grade level norms

Classroom Set-Up & Planning Time

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 researched 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.

Throughout the Charter School year, our calendar includes an additional 14 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 for the school's first year of operation include:

- Making Grade-Level Texts Accessible to All with Text-Dependent Questioning
- Close Reading Bursts
- Purposeful Monitoring
- Questioning for Greater Rigor
- Everybody Writes
- 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 will also be 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 will be led by administrators, grade level chairs, veteran teachers and/or outside consultants.

Individual teacher performance support will begin 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 will also observe each other, collaborating both at grade level and across grade levels. Cross grade level curriculum development will help build continuity of academic content, school-wide behavioral standards, academic vocabulary and performance expectations. Teachers will share lesson plans, instructional materials, booklists, Internet resources, and behavior charts for individual reinforcement of positive behavior goals.

MEETING THE NEEDS OF DIVERSE LEARNERS

ECP7 will offer a variety of intervention opportunities for students who need support or assistance in accessing the Charter School's curriculum. Students may be identified as needing further support based on their academic progress (e.g., not demonstrating growth toward grade level expectations and/or is performing 2 grade levels below proficiency) and their behavior record (e.g., if they are off-track to meet discipline goals based on merit/demerit data). The personalized learning model will allow instructors to effectively identify students who may need additional supports quickly. Once a teacher identifies a student who needs support, he or she will employ a variety of scaffolded strategies to address the student's needs. For instance, teachers may offer additional assistance to struggling students in smaller group settings, additional input on tasks and assignments, or peer input. Furthermore, the mastery-based grading system will allow a student to revise and resubmit assignments or reassess assessments to demonstrate mastery.

MTSS Team

ECP7 will ensure that all students can access a world class college preparatory experience. While the entire instructional program is inherently differentiated and personalized to meet individual students' needs, at times there will be students who need extra supports. ECP7 will implement a Multi-Tiered System of Supports (MTSS), using evidence-based framework to provide "whole-child" targeted support to students at varying tiers. The MTSS team will include the site administrators, RSP teachers, a general education teacher, and the Dean of Culture. This team will review academic and behavioral data weekly, with whole-school deep data dives occurring after each quarterly interim assessment. Data may include the following:

- Academic data: daily exit tickets, weekly assessments, unit assessments, interim assessments, classwork, oral responses, mastery data (passing all classes), Lexile level or other reading level data
- Behavioral data: merit and demerit data, behavior logs for demerits, staff observations of student behavior

With continuous monitoring of student progress, the MTSS team is able to refer students for academic or behavioral intervention as needed to ensure students meet or exceed proficiency. Circumstances under which a student may be referred for intervention include if a student's reading level is 2 or more levels below grade level, if a student consistently performs below average on grade level assignments and class assessments, if a student has low scores on interims assessments, and if a student is off-track to meet discipline goals based on merit/demerit data. If a student is not demonstrating growth toward grade level expectations and/or is performing 2 grade levels below proficiency, the student will receive tiered support. These services fall along this scale, according to need:

LEVEL 1 SUPPORT STRATEGIES FOR ALL STUDENTS

Additional instructional time

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

LEVEL 2 SUPPORT STRATEGIES FOR LOW-ACHIEVING STUDENTS

- MTSS Team to determine interventions and supports to meet student needs
- Group and individual counseling
- Parent meetings
- One-on-One Instruction by teachers, paraprofessionals or the Inclusion Specialist
- One-on-One check ins with a culture team member and/or mentor
- Peer tutoring
- Additional Focused assignments targeting areas of need
- Behavior contracts
- Clean weeks (opportunities to reduce detentions)
- Alternatives to suspensions

LEVEL 3 SUPPORT STRATEGIES FOR LOW-ACHIEVING STUDENTS

- Formal MTSS Team meeting held to determine need for formal assessment for Special Education
- Special education classes providing academic support and learning strategies
- Special education/general education collaboration for instruction and assignments
- Related services for special needs, including Designated Instructional Service (DIS) Counseling and Educationally Related Intensive Services Counseling (ERICs), Occupational Therapy, Speech and Language Therapy, Adapted Physical Education, etc.
- PLP Block - opportunity to work in small group on IEP goals and/or deficit skills
- Life Skills Class for students with moderate-to-severe disabilities

ECP7 will utilize quarterly ACT interim benchmark assessments to measure student progress. After every assessment, teachers will analyze the results together in data conferences and will plan how to effectively teach students of all levels in the next quarter. They will intentionally plan differentiated lessons using such strategies as variations in grouping, re-teaching, adjustments and other strategies to personalize the curriculum to meet individual students' needs. Throughout the quarter, student progress will be monitored on an ongoing basis by the assigned teacher of each course and by each student's advisor. When students do not keep up with expected pace or performance for a course, the teacher will immediately intervene in the classroom setting. If that intervention is not successful and existing out-of-class opportunities do not provide sufficient support, the teacher will request support from the grade level team. The grade level team, led by the student's advisor, will assist with additional problem solving and will plan for needed supports for students.

Interventions are implemented with fidelity for 6-8 weeks to determine their success. If the strategies in place are deemed unsuccessful after initial interventions, struggling students will be referred to the Student Success Team. This team, comprised of the referring teacher, an administrator, the parent, and the student, will discuss and document concerns and develop and implement an action plan that targets the specific

needs of the student. A follow-up meeting will then be scheduled to assess whether documented interventions proposed by the team have been successful. This cycle will repeat, using the Response to Intervention framework, until students are achieving. Referral for assessment to determine eligibility for special education services may occur after reasonable and consistent differentiation strategies have been implemented and determined to be unsuccessful.

English Learners

Based upon the data from the surrounding neighborhood schools, we expect approximately 28% of students to be English Learners (ELs), with the vast majority being Spanish speaking. ECP7 will establish an English Learner Advisory Committee (ELAC) if ECP7 enrolls more than 21 EL students, comprised of parents of 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”), school-wide needs assessment, and more. .

As detailed below, designated ELD instruction will occur during PLP 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.

ECP7 teachers, staff and Charter School leaders will use English instruction for the content areas in the classroom to promote English fluency. When communicating with parents, ECP7 staff will accommodate home languages by communicating in Spanish as needed.

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. ECP7 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

ECP7’s EL program follows the Ednovate English Learner Master Plan approved by LAUSD. ECP7’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 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 ECP7.

The ELD Coordinator (Assistant Principal) will assess English language proficiency of all currently enrolled English learners in accordance with California Education Code guidelines. Students with disabilities will be 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 will be monitored in conjunction with the four new Performance Level Descriptors (PLDs) approved by the State Board of Education:⁵⁷

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 [2012California 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.

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.

⁵⁷ 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
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 will be 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 will learn with all other students in the classroom during instructional time. In addition, EL students will have designated ELD instruction with a teacher in small groups using web-based programs daily during ELD/Literacy time during PLP block. During designated ELD, they will 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 will be 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 will 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 ECP7 will monitor ELs' progress toward English proficiency. On a daily and weekly basis, teachers will 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 will receive Designated English Language Development for a target of 80 minutes a week.

All ECP7 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 ECP7 will place a heavy emphasis on differentiating instruction to meet the needs of ELs based on their academic and language readiness. ECP7'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 will engage in the following practices to support universal access of subject matter content for all students:⁵⁸

- During lesson planning and preparation, teachers will identify lesson objectives aligned with state and local standards.
- Teachers will link new content to students' background experiences and introduce unfamiliar vocabulary to facilitate comprehension.

⁵⁸ 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).

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

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

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

Anticipatory Guide: Students are given a series of statements that relate to concepts they are studying in their unit on Ancient Greece. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

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

Graphic Organizers – Students complete a variety of graphic organizers as they read or listen to information. Graphic organizers used might include:

Comparison-Contrast Matrix-Students determine similarities and differences between two topics studied

Flowcharts – Students sequence important events in the content studied. Cause and Effect Chart – Students chart the ways in 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

ECP7 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, ECP7 teachers will 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 (the Assistant Principal in initial years) will partner 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 will assess 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 will modify our EL program as needed.

ECP7 will ensure that teachers are qualified and supported to meet the needs of ELs. We will hire teachers that are CLAD/BLAD certified and will 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

See above. Teachers will have access to ELD assessment results to inform program placement, reclassification, and instruction. ECP7 will use assessment interpretation resources to help teachers and administrators use student results to inform English learners and their parents or guardians about student progress.

English Learners will receive ELA and ELD standards-aligned instruction, which will be personalized to each student. To personalize and differentiate instruction, teachers will be trained to develop myriad techniques. ECP7 will provide 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 will receive training in the effective implementation of techniques such as SDAIE, scaffolding and SIOP model. Our ELD Coordinator also will communicate 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. PLP 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 ECP7 will be 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 will conduct regular classroom observations and provide feedback and coaching. In addition, the Principal will work 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 will use the results of this data to change their instructional practices to better serve each student. In order to document progress, all teachers will receive an ELD folder for each of their EL students that is used to monitor individual progress at their targeted ELD level. These folders will include the new ELD standards by level 1-4. Teachers will use these folders to collect student work samples, and check of mastery towards each ELD standard.

Process and Specific Criteria for Reclassification

ECP7 will monitor student mastery of the ELD standards through the use of online student folders. The folder will be used as a guide that, when implemented systematically and consistently, ensures the implementation of a quality ELD program. Teachers will 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 will be replaced with more representative samples. The ELD Coordinator will review ELD folders at the end of each reporting period and EL students will 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 will maintain ELD portfolios, monitor classroom instruction, update ELD levels in the ECP7 Student Information System (Illuminate), place ELs according to ELD level, review EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, review ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and check readiness for promotion, reclassification or need for intervention. The ELD Coordinator will work 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 3 (Moderately Developed) or 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

Measure	Performance Expectation
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 for 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 will discuss if the student has met sufficient goals and the team will also consult with the parent for their input. If a student has satisfied all of these requirements they will then be recommended for reclassification pending the release of CAASPP scores for that year. If 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 will be provided supplemental English Instruction, focusing on skills, vocabulary and information that support both their oral and written English language acquisition. The goal is to ensure a quality instructional program that enables English Learners to attain English proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that ECP7 provides for all students.

Students will be 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 ECP7 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). ECP7 will set a demanding reclassification target annually as part of the Local Control Accountability Plan (LCAP) goal setting process. The ELD Coordinator will serve 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 ECP7, or students are classified as LTELs after enrolling at ECP7, 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. ECP7 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 Students and Students Achieving Above Grade Level

At Ednovate 7, instructors and administrators will regularly analyze data from formative assessments as well as in-class coursework and quizzes to monitor students' progress toward academic goals. Students may be identified as 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, ECP7 does not plan to offer testing for giftedness.

Given the rigorous nature of the academic program at Ednovate 7 and the personalized, self-paced learning that takes place in all classrooms, all students will be 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. Ednovate 7 will therefore not offer a formal separate Gifted and Talented Program. Students who are achieving above grade level will be 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

ECP7 parents will be informed about their students' progress in multiple ways. All parents will receive progress reports every two weeks with their students' grades and progress toward scorecard goals. Parents will 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 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.

Students Achieving Below Grade Level

At Ednovate 7, instructors and administrators will regularly analyze data from formative assessments as well as in-class coursework and quizzes to monitor students' progress toward academic goals. Students may be identified as needing additional support in a given area as a result of quarterly interim assessments, ongoing review on curricular assessments (e.g., online data), unit tests, performance tasks, grades, or teacher observation.

ECP7 will ensure that academically low achieving students succeed by offering differentiated instruction, through responsive problem solving as issues occur, and by continuously monitoring student progress and

intervening as needed. Small group instruction will allow for extra teacher-led instruction, reteaching and spiral teaching. The MTSS program will provide 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. The PLP block allows for all students to receive additional support in an area of need or support advanced students with more rigorous opportunities. They will have access to online resources that will help to supplement classroom instruction, including, but not limited to, Read 180, IXL, and Albert. Additionally, office hours are available to all students to request additional support.

Socio-economically Disadvantaged Students/ Low Income Students

ECP7 expects that the majority students will 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 ECP7 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.

ECP7 will support 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 school's leadership will be 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 will provide 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, ECP7 will bring in community support services for families or refer families out to them as needed.

The Charter School will utilize a variety of instructional approaches that research and other high-performing public schools like KIPP and Noble 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 Charter School year, including an extended Charter School day and summer Charter 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

ECP7 will also support socioeconomically disadvantaged students by creating a safe, supportive Charter School culture. The school's emphasis on a warm and strict Charter School culture, close relationships and Charter School norms will achieve an environment in which people treat each other well and make the Charter School an emotionally restorative environment. In hiring, ECP7 will seek candidates who demonstrate a genuine passion for working with high Charter 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 In Other Subgroups

ECP7 will offer a variety of support for students with extraordinary needs, such as foster youth and homeless students. Our extensive intervention program will provide several levels of guidance depending on the need of the student, including counseling, and referrals to outside resources. The Principal will serve 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. ECP7 will adhere to the McKinney-Vento Act and provides all required supports to its homeless youth.

As detailed above, the MTSS TEAM and students' teachers will collaborate closely with a student's wrap around team (social workers, etc.) and ensure close communication with external service providers (as appropriate) regarding a student's welfare and progress in school.

As detailed above, 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 SCHOOL DAY

A visitor to Ednovate 7 would see the school's vision and values in practice throughout the day. The building, a warm and welcoming environment decorated with inspirational quotations and colorful college pennants, opens at 7:00 a.m. for students who choose to arrive early. Students are greeted by a culture staff member who checks to make sure that they are set up for a successful day by being in full uniform, including their ECP7 polo shirt. Students catch up on homework, socialize with friends, and enjoy a nutritious breakfast before the day begins.

One student the visitor would see would be Leslie Hernandez, a 17-year-old Junior who gets dropped off by her dad. She arrives at 7:30 a.m. sharp, walks through the front door and with a smiling face says, "Good morning Mr. Yopez." Mr. Yopez greets her as she walks through the hallway onto the patio where she meets up with her best friends. Now a total of three, they walk to the breakfast table and all grab a breakfast bag. They sit down and begin to talk about how their morning is going so far. Danielle shares her morning rush from home to school since her younger siblings have to be dropped off too. Abraham just listens and smiles while eating his juicy orange. Leslie shares how glad she was that it didn't rain since her performance task is coming up.

At the beginning of the 8 a.m. passing period, the Principal joins the students on the patio to greet them, celebrates students' birthdays, and kicks off the morning with a positive message. Leslie hears the Principal say "I love you guys, have a great day." When the bell rings and students are dismissed, Leslie walks with Danielle to their AM Advisory with Ms. Matsuuchi. During AM Advisory, Ms. Matsuuchi takes attendance, collect forms like field trip permission slips, and reminds Leslie that her final performance task in English is coming up. Ms. Matsuuchi sends them on their way saying a positive motivating message for students to carry with them throughout the day. Leslie grabs her Chromebook and checks her email on her way to 1st period.

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

Throughout her day, Leslie's classes are filled with rigorous, standards-based instruction. Her lessons are both online and offline, standard-based and objective-driven, and she spends almost every minute of each 65-minute class period working and thinking hard. Before she leaves each class, the teacher checks for understanding in a measurable way, such as an exit ticket, so she has useful real-time data going into the next day's lessons.

On a typical day, Leslie has four core subject area classes as well as one A-G elective course or physical education. In her core classes, Leslie experiences various learning formats in her classrooms, showing that she and her friends and classmates are getting the right instruction for their needs at the right time. On a typical day, Leslie works independently in some of her classes on online modules, teacher-created lessons that students complete online at their own pace. In some classes, Leslie may log in to an online curriculum such as Achieve 3000 or an online lesson from Khan Academy to pick up where they left off the day before. In other classes, Leslie accesses the day's lesson from an online learning management system called Canvas where the assignment is posted online. Leslie follows links to relevant articles, YouTube videos, digital science labs, or online assessments that will be necessary to complete the assignment. To facilitate this type of learning, Leslie has a Google email address and access to Google Apps for Education so she can easily share assignments with her teachers and with their classmates for group projects. Teachers are equipped with software that enables them to monitor each student's computer screen so they can easily intervene if they notice a student needs additional support or a reminder to stay on task. Students are mentally engaged from bell to bell, and teachers are free to circulate through the classroom providing individualized support and interventions as needed.

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

In the middle of the day, Leslie heads to the patio where she is offered a nutritious lunch. She meets up with her friend Danielle and they sit and talk about the upcoming basketball game happening after school. In the middle of lunch, Leslie heads to Ms. Batzy's class where she has set office hours to review an AP Literature assignment she is struggling with.

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

Leslie's day ends with Afternoon Advisory, a session of at least thirty minutes that is a hallmark of ECP7's college preparatory program. Leslie's group has been together since her freshmen year and every day she looks forward to ending the day with them. Leslie is reminded of the upcoming 1:1 meeting she has with Ms. Matsuuchi tomorrow to review her quarter goals and how she is doing in her classes. The Advisor's goal is to ensure that all students are on track for promotion every year and for graduation at the end of their senior year. Ms. Matsuuchi will use the scorecards described in Elements 2/3 to drive conversations with Leslie on their progress toward each of the promotion and graduation requirements. On most days, Leslie uses this time as study hall while Ms. Matsuuchi meets one-on-one with other students looking at their individual data on the scorecard and set goals accordingly. Sometimes, Ms. Matsuuchi will lead a whole-group lesson on topics such as: mindfulness, a certain academic area people are struggling on, time management,

scheduling planning, and team building exercises. Advisory helps to ensure that Leslie feels that Ms. Matsuuchi will be sure she never falls through the cracks and that 100% of she and her classmates at ECP7 students are accepted to a four-year college by the time they graduate.

When the bell rings at 3:30 p.m., Leslie is dismissed from Advisory. Leslie gets changed for basketball practice and meets Danielle downstairs and they head to practice together. Her friends all head to different activities such as tutoring, traveling club, volleyball, robotics club and other sports and clubs.

**ELEMENT 2 – MEASURABLE PUPIL OUTCOMES &
ELEMENT 3 – METHODS BY WHICH STUDENT 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 Charter 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 Charter 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 will be fundamental to the culture of Ednovate 7 in all areas, but especially in informing the instructional program to ensure that the Charter School’s primary goal of increased academic achievement for all students is met. At all levels of the organization, from students to teachers to Charter School leadership to the Ednovate network office, members of the Ednovate community will utilize data to drive all important decisions impacting teaching and learning. While the Charter School’s academic model will be built to evolve, Ednovate and Ednovate 7 are clear about goals and intended outcomes, and everyone throughout the organization will be held accountable for collectively and individually achieving those goals.

The Charter School will use a variety of assessments to inform student progress throughout the Charter School year.

Baseline Assessments

Ednovate 7 will use 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 will be administered to new students at Orientation each summer before the start of each Charter School year. Ednovate 7 will use 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 will be monitored regularly. When student progress is not at the desired level, 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 will be used as a baseline for English proficiency for all EL students.

Formative Assessments

During the Charter School year, teachers will conduct formative assessments of student progress using a variety of measures. Students will be 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 will 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. ECP7 will administer 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.
- ***Performance Tasks (quarterly)***: Ednovate 7'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 ECP7 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 Levels and Administration Timeline

Assessment	Purpose	Grade	Administration Timeline
Internally-Created Tests and Rubrics for Performance-Based Tasks and Projects	Measure 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 mastery and progress against PLP 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
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 12 th grade graduate capstone
Incoming Placement Exams	Measure mathematics ability	9-12	Upon enrollment; as needed

Accountability for Results

The Principal will have the primary responsibility and accountability to the Charter School 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 Charter School performance goals.

The Principal of Ednovate 7 will be 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, Inc. 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. will monitor, document, analyze, and publish 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 Ednovate 7 is achieving its stated goals for individual students and the school.

USING DATA TO INFORM THE INSTRUCTIONAL PROGRAM

ECP7 will utilize a scorecard system developed in-house to monitor all students' progress toward academic and non-academic goals, as well as other areas such as student retention and Charter School operations. The scorecard will provide a quick, easy to read snapshot of schoolwide progress in each area, allowing teachers and staff to observe trends across the Charter School or grade level. Teachers will be able to drill down to the individual student level to see a student's progress in each of the areas. The scorecard will be updated, at minimum, on a weekly basis 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. ECP7 is committed to transparency and accountability, and thus data is shared widely.

The scorecard will drive a number of important conversations and decisions throughout the Charter School community:

- **Instructors:** On weekly professional development days, the entire staff will review the scorecard, 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 will 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 ECP7 instructors will also serve as advisors. In their capacity as advisors, they will work closely with a cohort of 20-30 students over the course of their four years in high school. Advisors will use the scorecard to guide counseling/ data conferencing sessions with their advisees. Approximately every two weeks, advisors will meet one-on-one with each of their advisees to review each student's progress in each of the promotion/graduation requirements and set goals for the student.
- **School Administrators:** The school's leadership team will meet weekly, using the scorecard to assess schoolwide progress from the previous week, identify trends, and plan schoolwide initiatives and interventions. The leadership team will 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 will review data in their 1:1 sessions with their advisors and receive coaching toward their personal goals. Students will also have real-time access to grades, attendance, and assessment data through Illuminate, the 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:** ECP7 parents will receive progress reports every two weeks with their students' grades and progress toward scorecard goals. Parents will 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. Scorecard 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 scorecard system that all staff members use. Board members receive a weekly email from the CEO that includes the scorecard as well as other highlights from the week.

All Ednovate schools will 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

Ednovate 7 will use a standard grading scale for all students. See Table 10 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, Ednovate 7 will use 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 Ednovate 7’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 will 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 Ednovate 7 is based on credits, ECP7 students must also meet rigorous annual academic, health, community service, and attendance requirements to be promoted to the next grade level. The Charter School 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 school’s high expectations and complete all promotion requirements by the end of summer Charter School each year. For students who need more time to meet any of the requirements below, ECP7 may require retention in the grade level. There will be frequent, ongoing communication between the 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, will receive accommodations and modifications in regards 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.

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.⁵⁹

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

⁵⁹ 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.

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

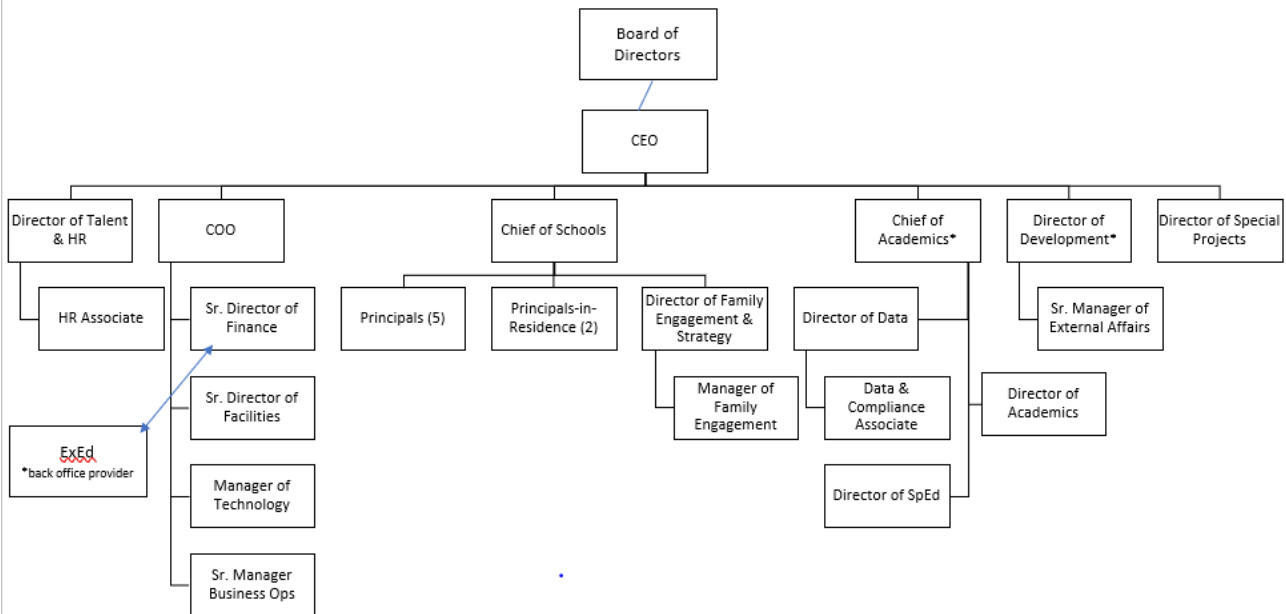
Ednovate 7 will be a direct funded, independent charter school that operates independently from LAUSD. The affairs of Ednovate 7 will be managed and its powers exercised under the ultimate jurisdiction of the Board of Directors of Ednovate, Inc., a California Non-Profit Public Benefit Corporation with 501(c)(3) designation from the IRS.

The Ednovate Board of Directors (Board) is a policy-making board and supervises the leadership of the CMO and ECP7. 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

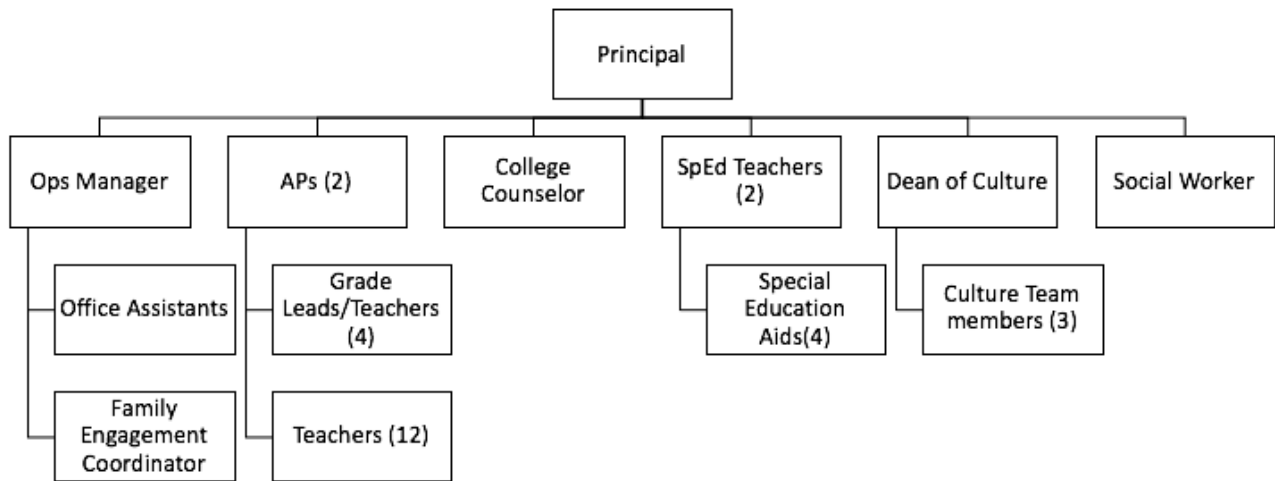
Currently, the CMO staff includes the following:

Current Ednovate CMO Org Chart



*currently open positions

ECP7's school site staffing will include the following at capacity:



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 ECP7 (and the other Ednovate schools) including but not limited to the following:

- Ensure ECP7 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 ECP7;
- 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 ECP7 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 ECP7 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 Ednovate 7 will benefit from the expertise and years of experience of Ednovate's current board.

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 Operating Officer (COO)

The Chief Academic 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 of Academics (CAO)

The Chief of Academics (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 ECP7 will serve as the operational and educational leader of the school, responsible for implementing programs, policies and procedures to realize ECP7'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 Ednovate 7 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 school. Board members must be able to ensure that the Ednovate 7 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 Ednovate 7, 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 will strive to create an odd number of Directors for voting purposes. The Board will 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.

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 ECP7 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 ECP7 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

ECP7 will seek input from parents and students, as well as teachers, staff, and administrators. These stakeholders will provide important input and feedback on the governance and operation of Ednovate 7 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 will have the opportunity to participate in Charter School decisions through the ECP7 Parent Advisory Council (PAC). The PAC will provide 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 will be to analyze scorecard data (academics, attendance, behavior, community service, and fitness) and make recommendations to the school's leadership for ways to improve schoolwide performance in the key indicators tracked on the scorecard. ECP7 staff will provide logistical support to ensure that communication about PAC meetings and processes reach all parents in a timely fashion. Parents will also be encouraged to:

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

Quarterly, ECP7 will hold parent-teacher conferences (Report Card Pick-Up Days). Many opportunities for parent involvement, such as PAC meetings, will coincide with Report Card Pick-Up Days. At least twice a year, the Charter School will conduct 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 will be clearly communicated and accessible to stakeholders. Additionally, stakeholders may make appointments with ECP7 teachers and staff to provide feedback directly.

ECP7 will communicate 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 ECP7's SIS, Illuminate. The Charter School will send annual reports to stakeholders.

Parental Involvement to Promote Academic Achievement

ECP7 will create a Charter 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. ECP7 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 Charter School year, parents/guardians will be asked to a) attend an orientation and b) sign a non-binding compact indicating they understand the ECP7 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 Ednovate 7, including supporting the assigning of Detention or Suspension when necessary
- Treat Ednovate 7 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). ECP7 will work 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. ECP7 will provide materials in languages other than English (including Spanish and other native languages).

In accordance with the California Education Code, section 52176(b), ECP7 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 will engage students, parents, teachers and staff in formulating the Charter School’s annual LCAP updates and goal setting through focus groups, surveys and open meetings in which stakeholders are invited to participate in reviewing the school’s annual progress and establishing goals – and allocating resources – for the coming years. The Charter School will solicit feedback from parents, teachers and staff via annual surveys, meetings regarding the LCAP, SARC and other reports of progress, and a variety of web based applications like parent square and kickboard. The Charter School website will be 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(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

EMPLOYEE POSITIONS AND QUALIFICATIONS

Ednovate 7 will seek to hire staff with a commitment to the mission and vision of the school. ECP7 will select a group of professionals that shares the educational philosophy of the Charter School and is committed to the education of all children. Employees' job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the Charter School and its students.

CMO Staff

Chief Executive Officer (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 Operating Officer (COO)

The Chief Academic 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 of Academics (CAO)

The Chief of Academics (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 are 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 Ednovate 7 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 Ednovate 7 as a Charter School leader, advisor, and thought partner to the Principal
- Contribute to the development of ECP7'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 ECP7 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 for a teaching position include:

- 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.

ECP7 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.

Ednovate 7 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(l). 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. ECP7 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 Ednovate 7.

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 for the Counselor include:

- 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

ECP7 contracts with a substitute teacher staffing agency for substitute teachers. ECP7 will only contract with qualified substitute teachers who meet the CA state requirements for substitute teachers. ECP7 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 Ednovate 7. 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 ECP7's mission and values.

Family Engagement Coordinator

The Family 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 Family Engagement 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 Ednovate 7

Office Assistant

The Office Assistant will provide frontline customer service to students, families, and staff in ECP7'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 Ednovate 7

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 Ednovate 7

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 Ednovate 7

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 Ednovate 7

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

ELEMENT 6 – HEALTH AND SAFETY

“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 blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

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

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

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

CUSTODIAN OF RECORDS

The Custodians of Records will be the CEO and the Director of HR and Talent.

HEALTH & WELLNESS

ECP7 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. ECP7 will participate 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.

ECP7 will provide nutrition education and physical education that fosters lifelong habits of healthy eating and physical activity. Health education also will include discussion about drug and alcohol abuse, sexual health and suicide prevention. Pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.), ECP7 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 will stock 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 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.

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.

ECP7 will actively seek 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 will be conducted in and around the community the Charter School intends to serve. ECP7 will conduct information meetings prior to the opening of each Charter School year to inform interested parents and students on what the Charter School has to offer. Outreach meetings will be held in several locations of the target area in order to ensure all students in the area have an opportunity to attend the school. The Charter School will hold multiple admissions information sessions for families to learn more about the school.

Starting in September of each year and running through the end of January, ECP7 – supported by CMO staff -- will work 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 to in outreach activities:

African American Community Center
LA’s Best
Challengers Boys & Girls Club
Urban Compass
Fred Roberts Recreation Center
Gilbert Lindsay Recreation Center
James E Slauson Recreation Center
Slauson Multipurpose Center
Trinity Park
Central Park Recreation Center
Los Angeles Parks & Rec
South Park Recreation Center
Ross Snyder Recreation Center
Raul R. Perez Memorial Park

Augustus F. Hawkins Nature Park
 Weber Community Center
 Avalon Carter Community Center
 Central Constituents Community Center
 Henderson Community Center
 Tiendita CBDIO Los Angeles
 Casa Solidaria Del Sur
 All Peoples Community Center
 T.R.U.S.T South-LA
 Girasoles En Marcha
 Fundación Multicultural Angeles Guardianes Los Angeles
 St. Patrick's Catholic Church
 Church of God Chapel
 Wadsworth Church of God
 Greater Metropolitan Baptist Church
 Tabernacle Church-God-Christ
 Independent Baptist Church
 Love and Unity Community Church
 St. Stephen Catholic Church
 Bowen Memorial United Methodist Church
 Mount Olive Church of God in Christ
 Pentecostal City Mission Church - Los Angeles
 First Missionary Baptist Church
 Greater Mt Zion Baptist Church
 Washington Memorial Church-Hinss
 Experience Christian Ministries
 Church of God in Christ
 St. Philip's Episcopal Church
 Pilgrim Missionary Baptist Church
 United Christian Church
 Revelation Church of God-Christian

The Charter School plans to leverage parent ambassadors to spread the word to families in the community as well.

The Charter School will develop promotional and informational materials (i.e. a Charter School brochure, flyers, a website, and advertisements for local media) that are easily transmittable to all of the various racial and ethnic 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. Ednovate 7 will translate materials into other languages as needed.

ECP7 will maintain 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

ECP7 will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) other than minimum age requirements as dictated by federal and state laws. 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. ECP7 shall not require a parent/guardian or student to provide information regarding immigration status for admission or enrollment.

ECP7 will enroll all pupils who wish to attend to the extent that space allows. CA Ed. Code § 47605(d)(2)(A).

ECP7 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) and all federal requirements.

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 ECP7. 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 ECP7 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.⁶⁰ Priority in the lottery will be given to the following categories of students:

- Residents of LAUSD.
- Siblings of admitted students, to help families and build community at the site
- Children of Ednovate teachers and staff (up to a cap of 10% of enrollment), to benefit our hard-working teachers and staff.
- 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 Ednovate 7. 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

⁶⁰ During any period of discretionary grant funding from the U.S. Department of Education, ECP7 will comply with the Charter Schools Program Non-Regulatory Guidance (CSP NRG) or other applicable federal requirements regarding lotteries. In the event any provisions included here are deemed to conflict with the CSP NRG or other applicable federal requirements, ECP7 will modify its lottery procedures to ensure compliance and eligibility for federal funding.

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. 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 Family Engagement Coordinator to complete an Enrollment Packet within two weeks to secure their spot. 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 by the Family 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: 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)(l).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(l) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School's Calendar
- h. Statistical Report – monthly according to Charter School's Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

As required under Ed. Code § 47605 (b)(5)(l), 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 ECP7 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 & STUDENT DISCIPLINE SYSTEM

A Positive Learning Environment

In order for all students to thrive at Ednovate 7, 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 Ednovate 7, 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

Ednovate 7 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, ECP7 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.

Ednovate 7 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.


Ednovate 7 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.

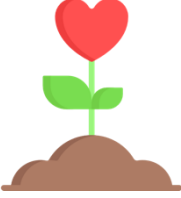


When students fail to demonstrate college-ready, professional behavior, they will earn one or more demerits, also addressed in the *Ednovate Guide to Thrive Student Handbook*. Demerits will serve as a progressive sequence of warnings that will empower students to self-reflect and consider how they will 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 ECP7. 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.

Ednovate 7 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
 <p>Mastery: We strive for quality and constantly seek to improve upon our results.</p>	<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. -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. 	<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 reinforce student ownership and agency toward long-term goals

Mindset	Behaviors We Will Teach Our Students	How It Will Be Visible in Our School Culture
	<ul style="list-style-type: none"> -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>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
 <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
 <p>Teamwork: We trust and care for each other, hold each other accountable and work towards collective results.</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 Charter 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 Charter 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 Ednovate 7'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. ECP7 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 Ednovate 7, 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, Ednovate 7 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 Ednovate 7 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, Ednovate 7 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

ECP7 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 ECP7, 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.

GROUNDS 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.

ECP7 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 committed by the student. In addition, the notice may also state the date and time when the student may return to school. When Charter School 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 will make the final determination of any suspension appeal. 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 governing board, along with any additional evidence that the parent/guardian wishes to submit to the governing board. Ednovate's governing board will review and vote on the appeal request within ten (10) school days of the receipt of the request for appeal. The governing board'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 Ednovate 7 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. ECP7 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, ECP7 must present evidence that the witness' presence is both desired by the witness and will be helpful to ECP7. 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:

- a) The reinstatement eligibility review date. The student must have successfully completed the conditions outlined in the rehabilitation plan.
- b) A copy of the rehabilitation plan, as described below.
- c) The type of educational placement or study plan during the period of expulsion.
- d) Appeal procedures.
- e) The specific offense(s) committed by the student
- f) Notice of the student's or parent's obligation to inform any new school district in which the student seeks to enroll of the student's status with ECP7.

DISCIPLINARY RECORDS

ECP7 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).

Ednovate College Prep 7 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 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 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 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 Charter 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.

ECP7 will communicate to all prospective and current parents and students that ECP7 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

Oliver Sicat, CEO
Ednovate, Inc.
350 South Figueroa Street, Suite 250
Los Angeles, CA 9007

- 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

Oliver Sicat, CEO
Ednovate, Inc.
350 South Figueroa Street, Suits 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).)

REVOCAION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(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 College Prep 7] (also referred to herein as “[ECP7]” and “Charter School”) shall:

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

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

with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

- How Charter School’s EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School’s core academic curriculum
- How English Learners’ specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

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

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

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

- CBEDS

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

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

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

- Monthly SESAC and Suspension data

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

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

Element 2 – Measurable Pupil Outcomes and 3 – Method by which Pupil Progress Toward Outcomes will be Measured	Element
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“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.⁶¹

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 with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability

⁶¹ 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.

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 blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

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

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

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent

Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
 - Copy of parental notice of expulsion hearing
 - Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment

- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the

admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
[Charter School Name]
[Charter School Address]

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable

to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
[Charter School]
[Charter School Address]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of

the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without

limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to

the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, 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).)